

Curriculum Overview

KS2, 2024-25

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
School Value	<i>Respect</i>	<i>Trust</i>	<i>Honesty</i>	<i>Positivity</i>	<i>Kindness</i>	<i>Independence</i>
Holistic Curriculum Context for Learning	No Place Like Home	Iceberg Ahead	Happily Ever After	What's in the Toy Box?	Let's Go Shopping	Come Travel with Me
Whole school Events	Art Week	Christmas Performance	Reading Week	Autism Acceptance	Diversity and Pride Week	Performing Arts Week
PSED	<p>Self-Awareness <u>Discovery</u> Respond to stimuli about emotions and people who are special to them.</p> <p>Identify people who are special to them Recognise what is meant by 'family'.</p>	<p>Managing Feelings <u>Discovery</u> Respond to stimuli about facial expressions and feelings.</p> <p>Identify things that make them happy or sad, broadening vocabulary where appropriate.</p>	<p>The world I live in <u>Discovery line</u> Respond with curiosity to stimuli about different jobs people we know do.</p> <p>Recognise some money (notes and coins) and will be able to show they know that it is used to buy items.</p>	<p>Self-care, support and safety <u>Discovery line</u> Respond to a range of stimuli about communication and keeping safe.</p> <p>Identify trusted in adults in school, particularly developing how to ask for help.</p>	<p>Healthy Lifestyles <u>Discovery line</u> Identify foods that they like or dislike, showing some awareness of what healthy means when linked to specific foods.</p> <p>Engage in personal care and hygiene routines independently.</p> <p>Respond positively to equipment which has been identified to support them in meeting their sensory needs.</p>	<p>Changing and growing <u>Discovery line</u> Respond to a range of stimuli about babies and body parts.</p> <p>Begin to identify some of the differences between a baby, child and adult.</p> <p>Continued support with regards to transitions.</p>

Communication and Language	<p>Combine two words/symbols within different situations. Learns new words or signs during play or structured situations. Understands sentences with 2 key words by responding to instructions. Use a variety of nouns and verbs when communicating. Use language to share experiences, feelings and thoughts. Engage in simple conversation with others. Follow simple rules in a group.</p>					
Literacy	<p><u>Fiction</u> Stories with familiar settings using story props, sequencing and colourful semantics</p> <p><u>Non-Fiction</u> Labels, lists and captions</p>	<p><u>Fiction</u> Character and setting description using story props, sequencing and colourful semantics</p> <p><u>Non-Fiction</u> Letters</p>	<p><u>Fiction</u> Traditional Stories using story props, sequencing and colourful semantics</p> <p><u>Non-Fiction</u> Recounts of role play opportunities</p>	<p><u>Fiction</u> Character and setting description using story props, sequencing and colourful semantics</p> <p><u>Non-Fiction</u> Information texts</p>	<p><u>Fiction</u> Stories with familiar settings using story props, sequencing and colourful semantics</p> <p><u>Non-Fiction</u> Lists Instructions</p>	<p><u>Fiction</u> Character and setting description using story props, sequencing and colourful semantics</p> <p><u>Non-Fiction</u> Information texts</p>
Suggested texts	<p>Let's build a house by Mike Lucas Home by Carson Ellis Peep inside animal homes by Anna Milbourne</p>	<p>Arctic Animals by Jill McDonald Ocean Meets the Sky by Fan Brothers What makes the seasons by Megan Montague Cash The Lights that Dance in the Night by Yuval Zommer The Christmas Bear by Axel Scheffer</p>	<p>The Billy Goats Gruff by Henriette Barkow The owl and the pussy cat by Ian Beck George and the Dragon by Chris Wormell</p>	<p>The box full of wonders by Carl Newson 1, 2, 3, Do the robot by Michelle Robinson How to grow a dinosaur by Caryl Hart Where's my Teddy by AJex Alborough</p>	<p>Marvellous Margot by Lou Peacock Baby goes to market by atinuke Supermarket Zoo by Caryl Hart</p>	<p>The safari stomp by Caryl Hart The Lion on the Bus by Gareth Jones What Machines do on the Move by John Allan</p>
Maths and Problem Solving	<p>Counting, number and place value</p> <p>Each termly topic will incorporate a cross-curricular,</p>	<p>Counting, number and place value</p> <p>Each termly topic will incorporate a cross-curricular, play-based and practical approach</p>	<p>Counting, number and place value</p> <p>Each termly topic will incorporate a cross-curricular, play-based</p>	<p>Addition and subtraction</p> <p>Each termly topic will incorporate a cross-curricular, play-based and</p>	<p>Addition and subtraction</p> <p>Each termly topic will incorporate a cross-curricular, play-based and practical</p>	<p>Addition and subtraction</p> <p>Each termly topic will incorporate a cross-curricular, play-based and practical</p>

		play-based and practical approach to include aspects of learning including: Money, time and shape, space and measure.	to include aspects of learning including: Money, time and shape, space and measure.	and practical approach to include aspects of learning including: Money, time and shape, space and measure.	practical approach to include aspects of learning including: Money, time and shape, space and measure.	approach to include aspects of learning including: Money, time and shape, space and measure.	approach to include aspects of learning including: Money, time and shape, space and measure.
U n d e r s t a n d i n g t h e W o r l d	People, Culture and communities	<p><i>Homes</i> Look at features of different types of homes.</p> <p>Describe homes from around the world.</p>	<p><i>Weather</i> Identify the types of activities that can be engaged in relation to certain weather types.</p> <p>Describe the clothing needed for different seasons.</p>	<p><i>People who Help Us</i> Answer simple questions about places and people, for example, 'Who can help us?'</p> <p>Identify the types of activities people who help us engage in.</p>	<p><i>Toys Around the World</i> Name and describe toys from around the world.</p> <p>Explore and comment on objects from the past.</p>	<p><i>The local Community</i> Talk about local places and environments, e.g. the church, named shops, their street, post office, the park, the library.</p> <p><i>Conservation</i> I can show some awareness that living things need to be cared for and treated with respect.</p> <p>I can show care and respect for living things and the environment in which they live.</p>	<p><i>Travel</i> Talk about local places in the environment when travelling.</p> <p>Make simple maps with key places.</p> <p>Follow some positional language such as near, next to, in front of.</p>
		<p>Which people are special and why?</p> <p>Discuss people who are special to us.</p>	<p><i>Christianity</i> <i>Christmas</i></p> <p>What times are special and why?</p>	<p>Which stories are special and why?</p> <p>Explore stories from key faiths and act them out.</p>	<p><i>Sharing a simple version of the story of creation</i></p> <p>What is special about our world?</p>	<p><i>Hinduism: Rakha Bandhan</i> Being special, where do we belong?</p>	<p><i>Islam: Mosques</i> What places are special and why?</p>

		<p>Explore the differences between people.</p> <p>Develop a positive attitude in understanding about the differences between people.</p>	<p>To explore key features of a festival.</p> <p>To comment on photos and pictures of celebrations, e.g. This is me at ...</p>	<p>Explore how other communities celebrate festivals.</p> <p>Make comments on events that I have experienced.</p>	<p>Retell stories linked to the natural world.</p> <p>Discuss how to look after the world.</p> <p>Discuss how to care for other living things.</p> <p><i>Other important events in the community:</i> Islam: Ramadan and Eid (March</p>	<p>Make links between themselves and religious stories.</p> <p>Share experiences from their own lives that have been important to them.</p> <p><i>Other important events in the community:</i> International Family Day</p>	<p>Discuss places that are special to us.</p> <p>Share artifacts that are important for places of worship</p> <p><i>Other important events in the community:</i> Pride</p>
	The Natural World	<p><i>Animal Habitats</i> Explore and describe the different homes of living creatures.</p> <p>Name and describe animals</p>	<p><i>Seasons</i> Name and describe different types of weather and the seasons.</p> <p>Describe natural features of different seasons/weather types using props.</p>	<p><i>Materials</i> Carry out simple investigations.</p> <p>Use basic vocabulary to describe what can be seen when materials are changed.</p>	<p><i>Toy Materials</i> Group objects that are similar.</p> <p>Describe what can be seen between collections of objects that are the same.</p> <p>Use language to describe common features of materials, e.g. colour, texture (wet/dry), size.</p>	<p><i>Plants</i> Show how to care for living things.</p> <p>Observe plants to find out more about them.</p> <p>Use simple language to describe plants</p>	<p><i>Pushes and pulls</i> Explore how things work.</p> <p>Describe if an object can be pushed or pulled.</p> <p>I can describe what I can see, hear and feel.</p>

	Technology	<p><i>Information Technology</i></p> <p>To use a keyboard, mouse or touch screen to manipulate something on a screen.</p> <p>Press buttons at appropriate times.</p> <p>Stop pressing buttons when the action is complete</p>	<p><i>Digital literacy</i></p> <p>Recognise that the mouse and keyboard can be used to create e.g. make a picture.</p>	<p><i>Computer science</i></p> <p>Follow single instructions to operate a simple device e.g. forwards, backwards</p>	<p><i>Digital Literacy</i></p> <p>Show awareness of function for different computer activities.</p> <p>Begin to develop an awareness of program icons.</p> <p>Respond to visual screen prompts.</p>	<p><i>Information Technology</i></p> <p>Use symbols to record audio, pictures of themselves and other digital content.</p> <p>Identify buttons that play.</p>	<p><i>Computer Science</i></p> <p>To operate some simple devices to follow a specific route e.g. beebots.</p>
	Food Technology	Healthy sandwiches	No bake cakes	Let's toast!	Let's explore our taste buds- food tasting	Salads galore	Fruity summer
Expressive Arts and Design	<p>Sculpture</p> <p>Pupils cut, form, tear, join and shape a range of materials to create forms & make things they have designed, invented or seen & can modify & correct things with greater skill.</p>	<p>Printing</p> <p>Pupils use printing (mono printing, block printing, relief printing etc.) to create artwork that might be related to bigger topics and themes or to explore patterns for example.</p> <p>Pupils use simple motif printing blocks to create and print complex patterns with mathematical and visual precision.</p>	<p>Collage</p> <p>Pupils make art in a range of experimental craft forms such as weaving, sewing, etchings, painting onto fabrics, wire, jewellery or using coloured modelling clay etc.</p> <p>Collage is used to select and cut colours, shapes, textures, and images</p>	<p>Painting</p> <p>Pupils develop brush control & learn to use different types of paint and painting surfaces, identifying different paint brushes, and painting equipment.</p> <p>Pupils learn to paint neatly and carefully, without</p>	<p>Drawing</p> <p>Pupils develop their ability to use and apply the formal elements by increasing their control of line & using simple 2D geometric shapes when drawing.</p> <p>Pupils explore the concept of light & dark, learning how to create both values</p>	<p>Textiles</p> <p>Pupils develop images with more complexity and appliqué techniques such as beads, sequins, coloured threads, lace, found or reclaimed materials are used.</p>	

			from a range of sources to suit ideas and purposes.	leaving gaps or messy edges. Pupils learn to measure & mix the paint needed & apply paint sensitively with control.	and controlling them to make tones.	
Music	<p>Half term focus: rhythm and emotions in music.</p> <p>Introduction to rhythm grids</p> <p>Music appreciation using Face and Place</p> <p>Singing</p> <p>Music and movement</p> <p>Improvisation and Composition (creating own rhythmic patterns using mneumonics)</p>	<p>Half term focus: body percussion, and Christmas</p> <p>Continue rhythm grids</p> <p>Expand musical appreciation using new methods</p> <p>Singing</p> <p>Music and movement</p> <p>Improvisation and Composition</p> <p>Christmas</p>	<p>Half term focus: Meet the Instruments through Storytelling</p> <p>Expand musical appreciation using new methods</p> <p>Singing</p> <p>Music and movement</p> <p>Improvisation and Composition</p> <p>Explore a new instrument each week – listen to, touch and play</p> <p>Care for instruments and equipment</p>	<p>Half term focus: Class Band!</p> <p>Expand musical appreciation using new methods</p> <p>Singing</p> <p>Music and movement</p> <p>Improvisation and Composition</p> <p>Create a class band, and compose a group piece to perform</p> <p>Care for instruments and equipment</p>	<p>Half term focus: Music Technology</p> <p>Expand musical appreciation using new methods</p> <p>Singing</p> <p>Music and movement</p> <p>Improvisation and Composition</p> <p>Introduction to Music Technology using the newest resources available</p> <p>Care for instruments and equipment</p>	<p>Half term focus: Let's Get this Show on the Road!</p> <p>Expand musical appreciation using new methods</p> <p>Singing · Music and movement</p> <p>Improvisation and Composition · Performance opportunities for end of the year</p> <p>Play with increased confidence, accuracy, fluency and control</p> <p>Care for instruments and equipment</p>

Physical Development	Games	Games, including emotional and social regulation	Fundamental Motor Skills	Body Management/Dance	Outdoor Adventurous Activities	Athletic Movement
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