

Curriculum Overview

	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 Recognise families sometimes look different from their family and respect those differences. Discuss overcoming common friendship issues.</p>	<p>Managing Feelings Learn about a range of practical steps they can take in a range of different contexts to improve or support respectful relationships. Learn how to recognise and talk about emotions using a range of vocabulary.</p>	<p>The world I live in Learn about the different types of jobs that people can do. Learn what bullying is and how to help if they see it happening.</p>	<p>Self-care, support and safety Learn how to recognise who to trust and who not to trust. Learn how to recognise and report feelings of being unsafe or bad about any adult.</p>	<p>Healthy Lifestyles Learn about the physical and mental benefits of an active lifestyle and the benefits of building regular exercise into a routine. Learn what is included in a healthy diet.</p>	<p>Changing and growing Learn key facts about how the body changes during adolescence and key facts about puberty. Learn the importance of asking and giving permission in relationships with friends, peers and adults.</p>
Communication and Language	<p>Listen to and answer questions. Convey key points in a discussion Retell events and discuss what interests them. Take turns in conversation, listening to others and answer simple questions relating to the discussion. Conveys meaning to less familiar listeners in small group situations e.g. a group he/she would not normally work with and includes relevant details Begin to predict Add relevant detail in discussion Maintain attention and listens to the speaker in a wider range of settings such as in the hall, in the classroom and in the outdoor area. Make deliberate eye contact to get the listener's attention in a 1-1 situation</p>					

<p>Literacy</p>	<p><u>Fiction</u> Setting description</p> <p><u>Non-Fiction</u> Non-chronological reports (fact files, information texts)</p>	<p><u>Fiction</u> Narrative recount</p> <p><u>Non-Fiction</u> Letters</p> <p><u>Poetry</u></p>	<p><u>Fiction</u> Traditional stories</p> <p><u>Non-Fiction</u> Recounts or newspaper reports</p>	<p><u>Fiction</u> Character description</p> <p><u>Non-Fiction</u> Non-chronological reports: fact files, information texts.</p> <p><u>Poetry</u></p>	<p><u>Fiction</u> Narrative recount</p> <p><u>Non-Fiction</u> Instructions</p>	<p><u>Fiction</u> Character and setting description</p> <p><u>Non-Fiction</u> Non-chronological reports: information texts.</p> <p><u>Poetry</u></p>
<p>Suggested texts</p>	<p>Callum's incredible construction kit by Jonathan Emmett What we will build by Oliver Jeffers In every house on every street by Jeff Hitchman There's a ghost in this house by Oliver Jeffers National Trust: Step in homes through history</p>	<p>The search for giant jellyfish by Chloe Savage How to ride a Polar Bear by Caryl Hart The snowman Ernest Shackleton (Little People series) Polar Bear (National Geographic)</p>	<p>True story of the 3 Little Pigs Stop that's not my story by Smriti Halls There's no dragon in this story by Lou Carter There is no big bad wolf in this story by Lou Carter Jim and the Beanstalk by Raymond Briggs The Princess and the Pea by Rachel Isadora</p>	<p>Rita's Rabbit by Laura Mucha Dogger by Shirley Hughes Traction Man by Mini Grey Toys in Space by Mini Grey Baggy Brown by Mick Inkpen Paper dolls by Julia Donaldson</p>	<p>Last stop on market street by Matt de la Pena A Dress with Pockets by Lily Murray The Fram that Feeds Us by Nancy Castaldo</p>	<p>You can't take an elephant on a bus by Patricia Cleveland-Peck Secret of Blackrock by Joe Todd Stanton See Inside Trains Look inside our world by Emily Bone See inside Great cities (Usborne) It's the journey not the destination by Carl Honore</p>
<p>Maths and Problem Solving</p>	<p>Number and place value Each termly topic will incorporate a functional and practical approach to include aspects of learning including: Money, shape, space and measure, time, fractions and data handling.</p>	<p>Number and place value Each termly topic will incorporate a functional and practical approach to include aspects of learning including: Money, shape, space and measure, time, fractions and data handling.</p>	<p>Number Addition and subtraction Each termly topic will incorporate a functional and practical approach to include aspects of learning including: Money, shape, space and measure, time, fractions and data handling.</p>	<p>Number Addition and subtraction Each termly topic will incorporate a functional and practical approach to include aspects of learning including: Money, shape, space and measure, time, fractions and data handling.</p>	<p>Number Multiplication and division Each termly topic will incorporate a functional and practical approach to include aspects of learning including: Money, shape, space and measure, time, fractions and data handling.</p>	<p>Number Multiplication and division Each termly topic will incorporate a functional and practical approach to include aspects of learning including: Money, shape, space and measure, time, fractions and data handling.</p>

U n d e r s t a n d i n g t h e W o r l d	Science	<p><i>Animal Habitats</i> Classify things by living, dead or never lived</p> <p>Know how an ocean habitat provides for the basic needs of things living there (plants and animals)</p> <p>Match living things to their habitat Name some different sources of food for animals that live in the ocean.</p>	<p><i>Seasons</i> Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons.</p> <p>Compare and contrast with what this looks like in other countries across the world.</p>	<p><i>Material Changes</i> Know how materials can be changed by squashing, bending, twisting and stretching.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p><i>Toy Materials</i> Describe simple physical properties of a variety of everyday materials</p> <p>Know why a material might or might not be used for a specific job.</p> <p>Compare movement on different surfaces.</p>	<p><i>Plants</i> Making simple observations.</p> <p>Know and explain how seeds and bulbs grow into plants</p> <p>Know what plants need in order to grow and stay healthy (water, light & suitable temperature) Caring for the environment</p>	<p><i>Pushes and Pulls</i> Ask simple questions.</p> <p>Observe closely using simple equipment.</p> <p>Identify and classify observations to answer questions.</p> <p>Gather and record data to help in answering questions.</p>
	Humanities	<p>History Homes from the past To explore the features of house hold objects in the home from the past, look at pictures and artefacts.</p> <p>Use role play to understand how historical household objects were used in the past.</p> <p>Make comparisons between different household objects</p>	<p>Geography Seasons Use language associated with the four seasons.</p> <p>Explore the effect of the four seasons on trees and the environment.</p>	<p>History Princes and Princesses To explore the life of significant individuals in the past (focus on a member of the Royal family from the past).</p>	<p>History Toys To explore different toys from the past. Design and create toys from the past e.g. ball and cup</p> <p>Pupils compare and classify toys from the past.</p>	<p>Geography Local Community Exploring local markets in different countries.</p> <p>Identifying human and physical features in an area of the world.</p>	<p>Geography Travel Exploring the 7 different continents. Recognising where the 7 continents are on the world map.</p> <p>Recognising some countries within the 7 continents.</p> <p>Knowing the climate of some of the continents and exploring the temperatures of hot, cold, wet, dry, damp and warm.</p>

		from the past to the present.					Recognising landmarks in different countries.
RE	<p><i>Christianity</i> <i>Places of Worship</i></p> <p>Religious Question: Who is a Christian and what do they believe?</p> <p>Recognise that there are special places where people go to worship and talk about what people do there. Relate to Christian churches. Identify special objects and symbols found in a place of worship and identify their meaning.</p>	<p><i>Judaism</i> <i>Hannukah</i></p> <p>Religious Question: Who is Jewish and what do they believe?</p> <p>Experience celebrating in the classroom, with music, food or fun, and talk about how special times can make people happy and thoughtful. Consider the importance and value of celebration and remembrance in children's own lives; learn about Passover.</p>	<p><i>Christianity</i> <i>Easter</i></p> <p>Religious Question: How and why do we celebrate special and sacred times?</p> <p>Identify ways a festival is celebrated. Talk about issues of right and wrong. Retell stories associated with religious festivals.</p>	<p><i>Islam</i> <i>The Creation Story</i></p> <p>Religious Question: What can we learn from sacred books?</p> <p>Recognise stories from sacred texts are special to many people. Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories</p>	<p><i>Hinduism</i> <i>Onam</i></p> <p>Religious Question: What does it mean to belong to a faith community?</p> <p>Explore the idea that different people belong to different religions, and that some people are not part of religious communities. Find out how people can show they belong with another person.</p>	<p><i>Islam</i> <i>Hijra (June)</i></p> <p>Religious Question: Who is a Muslim and what do they believe?</p> <p>Recognise some Islamic symbols and images used to express ideas about God. Talk about some simple ideas about Muslim beliefs and God. Retell religious stories.</p>	
Computing	<p>Computer Science Understand what algorithms are and how they are implemented.</p> <p>Follow simple algorithms.</p> <p>Instruct others to follow an algorithm.</p>	<p>Information Technology Recognise common uses of information technology beyond school and explore a range of different technology such as ipads, cameras, Omi etc</p>	<p>Information Technology Use technology purposefully to create fact files, organise, store, manipulate and retrieve digital content.</p>	<p>Internet Safety Recognise that people sometimes behave differently online, including by pretending to be someone they aren't. Know how to respect others online.</p>	<p>Digital literacy Recognise the different types of content displayed on websites e.g text, images.</p> <p>Use a search engine to retrieve information.</p>	<p>Computer Science Recognise how algorithms are implemented as programs on digital devices.</p> <p>Create simple programs using algorithms.</p>	

				Save and retrieve information.	How to recognise risks, harmful content and contact, and how to report them.		Know how to debug errors.
	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><i>Sculpture</i></p> <p>Pupils identify and draw the 2D & 3D geometric shapes in nature and the world around them. Pupils can more effectively control drawing media to create dark and light tones. Pupils further practise shading tones with few gaps, that are neat to the edges.</p>	<p><i>Printing</i></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. Pupils use simple motif printing blocks to create and print complex patterns with mathematical and visual precision.</p>	<p><i>Collage</i></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. Collage is used to select and cut colours, shapes, textures, and images from a range of sources to suit ideas and purposes</p>	<p><i>Painting</i></p> <p>Pupils are developing their painting skills increasing control, & precision when painting detail, lines and edges of shapes. Pupils know and have used different types of paint and painting surfaces, they can identify different paint brushes and painting equipment, understand the various purposes they have. Pupils study how other artists' paint, applying elements of this to their work.</p>	<p><i>Drawing</i></p> <p>Pupils identify and draw the 2D & 3D geometric shapes in nature and the world around them. Pupils can more effectively control drawing media to create dark and light tones. Pupils further practise shading tones with few gaps, that are neat to the edges.</p>	<p><i>Textiles</i></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>Textiles are decorated with more complexity and appliqué techniques such as beads, sequins, coloured threads, lace, found materials are used</p>

<p>Music – taught by Bexley Music</p> <p>Sessions integrate the items in the bullet points with a discover and explore theme, and are not limited to the points written.</p>	<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 mnemonics)</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>
<p>Physical Development</p>	<p>Games</p>	<p>Games, including emotional and social regulation</p>	<p>Fundamental Motor Skills</p>	<p>Body Management/Dance</p>	<p>Outdoor Adventurous Activities</p>	<p>Athletic Movement</p>