



Stocksbridge Nursery Infant School KS1 Curriculum Overview Year B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme title	Marvellous Me	Hidden Heroes	Extreme Environments	Reduce, Reuse, Recycle	Seaside Coasts	The Olympics and Japan
Theme led by....	PSHE/Science art	History	Geography Science	Art Design and Technology	Geography History	PE Design and Technology
SPARLING STARTER... THE PROVOCATION	Write the big question on one of the windows – How Does My World Change?	Write the big question on one of the windows – What is a hero?	Frozen Planet https://www.bbc.co.uk/iplayer/episode/b00zj1q5/frozen-planet-1-to-the-ends-of-the-earth	Visit Yorkshire Sculpture Park Possible visit to a recycle centre (Wakefield plant has an education room)	Receive a letter from a school by the sea (Cathy in Cornwall?) Pen Pals?	Watch clips of the Olympics- Jessica Ennis trained in Sheffield. Possible sports visitor- or a sports event fundraiser?
English including book focus	Once there were giants Narrative Y1 Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning – middle – end, decide where it is set and use ideas from reading for some incidents and events. Y2 Imitate familiar stories by borrowing and adapting structures; write complete stories with a sustained, logical sequence of events; use past tense and 3rd person consistently; include setting; create characters, e.g. by adapting ideas about typical story characters; include some dialogue; use phrases drawn from story language to add interest, (e.g.) she couldn't believe her eyes.	Florence Nightingale Non chronological report Y1 Find out about a subject by listening and following text as information books are read, watching a video. Contribute to a discussion on the subject as information is assembled and the teacher writes the information. Assemble information on a subject in own experience, (e.g.) food, pets. Write a simple non-chronological report by writing sentences to describe aspects of the subject. Y2 After a practical activity or undertaking some research in books or the web, take part in a discussion in another curriculum subject, generalising from repeated occurrences or observations. Distinguish between a description of a single member of a group and the group in general e.g. a particular dog and dogs in general. Read texts containing information in a simple report format, e.g. There are two sorts of x...; They live in x...; the As have x..., but the B's etc. Assemble information on another subject and use the text as a template for writing a report on it, using appropriate language to present, and categorise ideas	The Emperors egg Lost and Found Narrative Y1 Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning – middle – end, decide where it is set and use ideas from reading for some incidents and events. Y2 Imitate familiar stories by borrowing and adapting structures; write complete stories with a sustained, logical sequence of events; use past tense and 3rd person consistently; include setting; create characters, e.g. by adapting ideas about typical story characters; include some dialogue; use phrases drawn from story language to add interest, (e.g.) She couldn't believe her eyes.	The Tin Forest George Saves the world by lunch time Posters Persuasion Y1 Read captions, pictures, posters and adverts that are trying to persuade. Begin to recognise what they are trying to do and some of the ways they do it. Through games and role play begin to explore what it means to persuade or be persuaded, and what different methods might be effective. Y2 As part of a wide range of reading, explore simple persuasive texts (posters, adverts, etc.) and begin to understand what they are doing and how. Evaluate simple persuasive devices (e.g.) Say which posters in a shop or TV adverts would make them want to buy something, and why) Create simple signs posters and adverts (involving words and/or other modes of communication) to persuade others to do, think or buy something. Continue to explore persuading and being persuaded in a variety of real life situations through role-play and drama.	The Storm Whale The Lighthouse Keeper stories Narrative Y1 Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning – middle – end, decide where it is set and use ideas from reading for some incidents and events. Y2 Imitate familiar stories by borrowing and adapting structures; write complete stories with a sustained, logical sequence of events; use past tense and 3rd person consistently; include setting; create characters, e.g. by adapting ideas about typical story characters; include some dialogue; use phrases drawn from story language to add interest, (e.g.) she couldn't believe her eyes.	Recount Y1 Describe incidents from own experience in an audible voice using sequencing words and phrases such as 'then', 'after that' first, next, after, when. ; listen to other's recounts and ask relevant questions. Write simple first person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person. Y2 Describe incidents from own experience in an audible voice using sequencing words and phrases such as 'then', 'after that'; listen to other's recounts and ask relevant questions. Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like first, next, after, when. Write simple first person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person.



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Science	Body parts and senses		<p>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Food chains</p> <p>Observe changes in weather</p>	<p>Materials- sorting, classifying Working scientifically</p> <p>Test materials for a purpose (link to DT?)</p>	<p>Plants- name and identify How plants grow and what they need to stay healthy</p>	<p>Importance of exercise, eating right amount of foods</p> <p>Identify, name, draw basic parts of human body. Human skeleton</p>
Computing YEAR 1	<p>0:1 What is a computer? Mouse & Keyboard Skills; Logging on; Opening & saving work; Organising files; Searching for information.</p> <p>Communicating: Text and Images 1.1 How do I use the school computer independently? LEARNING OBJECTIVE: I understand that a computer is a type of machine and we use computers to help us find out and present information</p>	<p>Communicating: Text and Images 1.1 How do I use the school computer independently? LEARNING OBJECTIVE: I understand that a computer is a type of machine and we use computers to help us find out and present information</p> <p>Communicating: Multimedia 2.1 How do I record sounds and pictures? LEARNING OBJECTIVE:</p>	<p>Understanding & Sharing Data 3.1. How do I present data using pictures? LEARNING OBJECTIVE: I can present information by using different kinds of charts From last term.....</p> <p>Communicating: Text and Images 1.1 How do I use the school computer independently? LEARNING OBJECTIVE: I understand that a computer is a type of machine and we use computers to help us</p>	<p>Computational Thinking + Programming A 4.1 What is an algorithm? Algorithms-Sequencing and Sorting. LEARNING OBJECTIVE: I understand that algorithms are made up of instructions and that the order of these instructions is important. We use algorithms to program and control computers.</p>	<p>Computational Thinking + Programming 5 5.1 What is a program? LEARNING OBJECTIVE: I understand that computers are controlled by humans. We program computers to make them do things by giving them instructions</p>	<p style="text-align: right;">→</p> <p>Catch up: Using and consolidating knowledge on computing.</p>



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YEAR 2		I can record sounds and images using computers and digital devices – these provide different kinds of information	<p>find out and present information</p> <p>Communicating: Multimedia 2.1 How do I record sounds and pictures? LEARNING OBJECTIVE: I can record sounds and images using computers and digital devices – these provide different kinds of information</p>			
	<p>0:2 Using a computer. Mouse & Keyboard Skills; Logging on; Opening & saving work; Organising files; Searching for information.</p> <p>Communicating: Text and Images 1:2 How do I use the computer as a writer? LEARNING OBJECTIVE: I can combine images and text to help tell my story or give information</p>	<p>Communicating: Text and Images 1:2 How do I use the computer as a writer? LEARNING OBJECTIVE: I can combine images and text to help tell my story or give information</p> <p>Communicating: Multimedia 2.2. How do I create a multimedia story? LEARNING OBJECTIVE: I can tell stories using images and sounds using a computer</p>	<p>Understanding & Sharing Data 3.2 What is a branching database? LEARNING OBJECTIVE: I understand that we use databases to store data and help us find out information</p> <p>From last term.... Communicating: Text and Images 1:2 How do I use the computer as a writer? LEARNING OBJECTIVE: I can combine images and text to help tell my story or give information</p> <p>Communicating: Multimedia 2.2. How do I create a multimedia story? LEARNING OBJECTIVE:</p>	<p>Computational Thinking + Programming A 4.2 How do I improve my algorithms? Algorithms – Precise instructions – Debugging. LEARNING OBJECTIVE: I understand that algorithms are made up of clear and precise instructions. I know that making mistakes is part of writing a program – a good programmer debugs!</p>	<p>Computational Thinking + Programming B 5.2 How do I improve my programs? LEARNING OBJECTIVE: I understand that the order of commands in a program is important. Debugging is an important part of improving our programs.</p>	<p>Catch up Using and consolidating knowledge on computing.</p>



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			I can tell stories using images and sounds using a computer			
Online Safety YEAR 1		Sharing personal information; passwords Personal information; copyright	Personal information; copyright	Someone programs computers to make games	Computers are controlled by humans	
YEAR 2		Personal information, being a good online friend, acceptable use, copyright Personal information, copyright	Personal information; copyright	Someone programs computers to make games	Computers are controlled by humans. Somebody programs the games and software we use.	
DT		Design, Make and Evaluate Use and name simple tools Shape measure and cut with accuracy Moving parts- axels, - Emergency vehicles.		Design, Make and Evaluate Re-purpose waste and turn it into something else e.g. a pringle tube could become a money box		Cooking and nutrition- healthy and varied diet including preparing dishes -cultural food Food preparation skills – designing and making dishes from different parts of the world.
Geography (Cultural Education)			Compass directions Compare hot and cold areas of the world- north pole/south pole Why Equator is the hottest part of the world and Poles the coldest. (weather patterns) Not done this. Continents and seas Use world maps/globes Characteristics of hot and cold countries.		Map work and key-features and routes. Use an aerial photo to compare Stocksbridge to the seaside.	Continents and seas Key physical features in Japan- mountains, volcanoes, forests



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History (Cultural Education)	Changes within living memory- baby photos, family trees, life in the past for grandparents, changes in school	Study the life of a famous person- hidden hero Florence Nightingale		Steel coming to Sheffield - Significant place in local history	Changes within living memory - How has the seaside changed over time?	
Art & Design (Cultural Education)	<p>Portraits</p> <p>Y1 – teach children how to draw portraits focussing on each aspect of the face. Use the work of two artists to explore portraits – one traditional e.g. Rembrandt or Leonardo Da Vinci and one abstract e.g. Picasso</p>	<p>Autumn</p> <p>Set up autumn table with leaves, cones etc and variety of drawing materials and papers. Make observational drawings, to include line and tone revision.</p> <p>Make leaf prints to attach to small sculptural trees.</p> <p>Christmas art -cards -calendars -glass painting on jars</p>	<p>Exploring hot and cold colours through different media</p> <p>Sort colours into hot and cold – make recycled collages using magazine pictures. Refine colour mixing of hot and cold colours. Explore hot and cold colours through use of other drawing media. Use textiles to create a class collage on hessian.</p>	<p>Reduce Reuse Recycle</p> <p>Investigate the properties of different materials to make objects</p> <ul style="list-style-type: none"> - Make animals out of recycled materials - Fabric or plastic rag rugs - Recycle and make paper - Papier mache - Natural sculpture v plastic one? 	<p>Seascapes</p> <p>Drawing seaside objects from different viewpoints. Develop skills in line, tone and shading. Create sculptures from beach materials.</p> <p>Wire sculpture fish.</p> <p>Practise colour mixing skills through painting seascapes/giant water droplets</p> <p>Hokusai –The great wave of Kanagawa</p>	<p>What can we learn about Japan from art?</p> <p>Study the arts and crafts of Japan</p> <ul style="list-style-type: none"> - Calligraphy - Flower arranging - Woodblock prints - Origami - fans
<p>Music (Cultural Education) Y!</p> <p>Charanga</p>	<p>Listen and Appraise the song Hey You! and other Hip Hop songs:</p> <p>Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music</p> <p>Perform the Song</p>	<p>Learn the song Rhythm In The Way We Walk, an action song about the interrelated dimensions of music:</p> <p>Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music</p> <p>Perform the Song</p>	<p>Listen and Appraise the song In The Groove and other songs in other styles:</p> <p>Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music</p> <p>Perform the Song</p>	<p>Listen and Appraise the song Round And Round and other songs in other styles:</p> <p>Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music</p> <p>Perform the song</p>	<p>Listen and Appraise the song Your Imagination and other songs about using your Imagination</p> <p>Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music</p> <p>Perform the Song</p>	<p>Listen and Appraise Classical music</p> <p>Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</p> <p>Singing</p> <p>Play instruments within the song</p> <p>Improvisation using voices and instruments</p> <p>Composition</p> <p>Share and perform the learning that has taken place</p>



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		Y2	<p>Listen and Appraise the Hands, Feet, Heart a song that celebrates South African Music:</p> <p>Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music</p> <p>Perform the Song</p>	<p>Listen and appraise HoHo Christmas song</p> <p>Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music</p> <p>Perform the Song</p>	<p>Listen and Appraise the I Wanna Play In A Band a Rock song for children:</p> <p>Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music</p> <p>Perform the Song</p>	<p>Listen and Appraise Zootime a Reggae song for children and other Reggae songs:</p> <p>Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music</p> <p>Perform the Song</p>	<p>Listen and Appraise the Friendship Song and other songs about friendship</p> <p>Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music</p> <p>Perform the Song</p>	<p>Listen and Appraise Classical music</p> <p>Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</p> <p>Singing</p> <p>Play instruments within the song</p> <p>Improvisation using voices and instruments</p> <p>Composition</p> <p>Share and perform the learning that has taken place</p>
PE INDOOR	Y1	<p>Wide, Narrow, Curled</p> <p>Introduction to wide, narrow and curled</p> <p>Exploring the difference between wide, narrow and curled</p> <p>Transitioning between wide, narrow and curled movements</p> <p>Linking two movements together</p>	<p>Body Parts</p> <p>Introduction to big/small body parts</p> <p>Combining big and small with wide, narrow and curled</p> <p>Transition between wide narrow and curled using big and small body parts</p> <p>Adding (linking) movements together</p>	<p>Growing</p> <p>Responding to rhythm</p> <p>Developing the growing plant 'dance'</p> <p>Introduction to motifs</p> <p>Creating motifs</p> <p>Creating movement sequences</p> <p>Relationships and Performance</p>	<p>The Zoo</p> <p>Exploring expression</p> <p>Developing our movements, adding movements together</p> <p>Responding to a rhythm:</p> <p>Introducing partner work</p> <p>Creating an animal sequence motifs</p> <p>Exploring relationships within our motifs</p>	<p>Games For</p> <p>Understanding</p> <p>Understanding the principles of attack/defence</p> <p>Applying attacking/defending principles into a game</p> <p>Consolidate attacking/defending</p>	<p>Health and Wellbeing</p> <p>Introduce and explore agility</p> <p>Introduce and explore balance</p> <p>Introduce and explore coordination: Bouncing, rolling and throwing</p>	
	Y2	<p>Linking</p> <p>Developing linking</p> <p>Linking on apparatus</p> <p>Jump, roll, balance sequences/on apparatus</p> <p>Creation of sequences</p> <p>Completion of sequences and performance</p>	<p>Pathways</p> <p>Explore/develop zig-zag pathways/on apparatus</p> <p>Explore/develop curved pathways/ on apparatus</p> <p>Creation of pathway sequences</p> <p>Completion of pathways</p>	<p>Water</p> <p>Responding to stimuli</p> <p>Developing whole group movement</p> <p>Improvisation and physical descriptions</p> <p>Creating contrasting movement sequences</p> <p>Sequences, relationships and performance</p>	<p>Exploring</p> <p>Responding to stimuli</p> <p>Developing our motif with expression and emotion</p> <p>Applying choreography in our motifs</p> <p>Extending our motifs</p> <p>Sequences, relationships and</p>	<p>Games For</p> <p>Understanding</p> <p>Attacking/defending as a team</p> <p>Understanding the transition between defence and attack</p> <p>Create and apply attacking/defensive tactics</p>	<p>Health and Wellbeing</p> <p>Consolidate agility</p> <p>Consolidate balancing: Explore balancing on apparatus</p> <p>Introduce and explore coordination: Dribbling and kicking</p>	



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			sequences and performance		Performance		
PE OUTDOOR	Y1	Locomotion Running Explore running Apply running into a game Explore running at different speeds Running for speed: Acceleration Explore running in a team Consolidate running, apply running into a competitive game	Ball Skills Hands 1 Introduce sending (bouncing) with control Introduce aiming with accuracy Introduce power and speed when sending a ball Introduce/develop stopping, combining sending skills Combine sending and receiving skills	Ball Skills Feet Develop moving the ball using the feet Apply dribbling into games Consolidate dribbling Explore kicking (passing) Apply kicking (passing) to score a point	Ball Skills Hands 2 Introduce throwing with accuracy Apply throwing with accuracy in a team Introduce stopping a ball Develop sending (rolling) skills to score a point Consolidate sending and stopping to win a game	Locomotion: Jumping Recap jumping Develop jumping Explore how jumping affects our bodies Explore skipping Apply skipping and jumping into a game	Team Building Introducing teamwork Develop teamwork Building trust and developing communication Cooperation and communication Explore simple strategies Problem solving: Consolidate teamwork
	Y2	Locomotion: Dodging Explore dodging Develop dodging Apply dodging: Explore attacking and defending Apply dodging in teams	Ball Skills Hands 1 Develop dribbling/passing and receiving Combine dribbling, passing and receiving, keeping possession Develop dribbling/passing and receiving to score a point Combine dribbling, passing and receiving to score a point	Ball Skills Feet Develop dribbling/passing/receiving, keeping possession Combine dribbling, passing and receiving, keeping possession/to score a point Apply dribbling, passing and receiving as a team to score a point	Ball Skills Hands 2 Consolidate pupils application and understanding of underarm throwing Applying the underarm and overarm throw to win a game Applying the underarm throw to beat an opponent	Locomotion: Jumping Consolidate jumping Apply jumping into a game Linking jumping Explore jumping combinations Develop jumping combinations	Team Building Introducing teamwork Develop teamwork Building trust and developing communication Cooperation and communication Explore simple strategies Problem solving: Consolidate teamwork
Active Travel							
RE YEAR 1 (Spiritual, moral, social & cultural education)		Express creatively their own ideas about the questions: Who am I? Where do I belong? How we all are connected? Talk about the fact that people come from different religions. How	Explore stories and celebrations of Christmas and Diwali. Find out what the stories told at the festivals mean and learn about the emotional and social aspects of celebrations.	Explore three moral stories from Christianity, Islam and humanist. Think and talk about whether the stories are saying the same things about how we should behave.	Explore stories and celebrations of Easter and Eid ul Fitr. Find out what the stories told at the festivals mean and learn about the emotional and social aspects of celebrations.	Re-tell two different stories about Jesus – one in pictures, one in drama (The lost coin and Jesus and the ten lepers). Compare the stories and think about what Christians today learn from the stories.	Respond to stories about Jesus – Baptism of Jesus, the Lost Sheep, Healing a blind person. Talk about the values of the characters in the stories. Understand these stories are from the Christian religion.



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	<p>can we tell? How can we live together when we are all so different? Find out what different religions do to celebrate the fruitfulness of the earth – focus on Christian Harvest Festival and Muslim Zakat (charitable giving). Think about being generous and being thankful.</p>	<p>Talk about the fact that people come from different religions. How can we tell? How can we live together when we are all so different?</p>	<p>Ask questions about goodness – describe what happens when people are kind, fair etc. and when people are unkind, unfair etc. Talk about the fact that people come from different religions. How can we tell? How can we live together when we are all so different?</p>	<p>Select examples of religious artefacts from Christianity and Islam. Question and find out answers about what they mean and how they are used.</p>	<p>Ask and answer questions about religious stories. Think about and respond to 'big questions' about the stories (link to Philosophy for Children)</p>	<p>Ask and answer questions about religious stories. Think about and respond to 'big questions' about the stories (link to Philosophy for Children)</p>
<p>RE YEAR 2 (Spiritual, moral, social & cultural education)</p>	<p>Recap knowledge of the festival of Divali, from Year 1. Understand why the story of Rama and Sita is special to Hindu people. Think about and reflect their choices of being good and bad.</p>	<p>Recap the story of the first Christmas from year 1. Explore the understanding of why Christmas and the nativity story so important to Christians. Think about and reflect on my important days.</p>	<p>Recognised and understand the 5K's which mark Sikh identity. Why Sikhs use the 5K's to demonstrate faithfulness to God. Think about and reflect on how their own clothes are important to them (and their identity).</p>	<p>Explore the reasons why Christians believe the Bible is a very special book? Understand what is the Bible? Reflect and thinks about which books are special to them.</p>	<p>Recall facts about what Muslims do at home when praying? Understand why a prayer mat and the Quran and stand are important to Muslims. Think about and reflect which room and which objects are special to them.</p>	<p>Retell the story of Jonah and the Whale. Understand how prayer helps Christians. Think about and reflect how they show they are sorry.</p>
<p>PHSE including MH & WB. (Social & Moral Education)</p>	<p>Jig Saw : Being in my World. How to behaviour during session. Choices and consequences Identify hopes and fears for this year Being proud</p>	<p>Jig Saw Accept and celebrate differences Solve problems What is bullying?</p>	<p>Jig Saw Staying motivated when things are challenging Having a positive attitude Achieving together</p>	<p>Jig Saw Healthy choices Hygiene Medicines Road safety</p>	<p>Making friends People who help us Celebrate positive relationships</p>	<p>Life cycles Changing bodies Coping with change and moving forward</p>
<p>Metacognition</p>	<p>Learning a new skill Rec – Makaton Y1 – tying shoe laces Y2 – using chopsticks</p>		<p>Growth mindsets – Austin's butterfly</p>	<p>Growth mindsets – Austin's butterfly</p>	<p>Integrating Metacognition into the everyday curriculum</p>	<p>Integrating Metacognition into the everyday curriculum</p>
<p>Home Learning</p>						
<p>Visits/Visitors</p>		<p>Visit cinema</p>		<p>Visit the sculpture park</p>	<p>Visit the Seaside</p>	<p>Sports star?</p>



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Fabulous finish		Xmas production 'A Midwife Crisis'	Production visit? Ice skating?	Create a gallery of finished DT and Art products (sell to parents?)	A trip to the seaside (not sure if this will be at the end?) Seaside afternoon in school	Master chef style cooking- competition between classes. Invite judges (governors?)
Contributions to ethos, vision, Non-Negotiables etc Use of locality/heritage, visits/visitors, collaborative learning, aspirations, outdoor learning.		Understand how historical events impact on the people involved.				