



Stocksbridge Nursery Infant School KS1 Curriculum Overview Year B 2023-24

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme title	Me and My School in Stocksbridge	Hidden Heroes	Healthy Me	Nurturing Nature	Extreme Environments	How I do like to be beside the seaside
Theme led by....	History, Geog, science	History and DT (textiles)	DT-food PSHE PE Active travel week	Science, art	Geog, science	History, Geog
Substantive Concepts (knowledge) Disciplinary concepts (skills)	Community Leaders	Community Leaders				Community
SPARKLING STARTER... THE PROVOCATION	Local walk	Visits from Fire service, Paramedic, community police at points in the half term				Visit to the Seaside
Maths Y1	Number: Place Value(Within 10) Number: Addition & Subtraction (Within 10)	Number: Addition & Subtraction (Within 10) Geometry: Shape	Number: Place Value (Within 20) Number: Addition & Subtraction (Within 20)	Number: Place Value (Within 50) Measurement: Length & Height Measurement: Mass & Volume	Number: Multiplication & Division (Including multiples of 2,5,& 10) Number: Fractions Geometry: Position & Direction	Number: Place Value (within 100) Measurement: Money Measurement: Time
Maths Y2	Number: Place Value (within 100) Number: Addition & Subtraction	Number: Addition & Subtraction Geometry: Shape	Measurement: Money Number: Multiplication & Division	Number: Multiplication & Division Measurement: Length & Height Measurement: Mass, Capacity and Temperature	Number: Fractions Measurement: Time	Statistics Geometry: Position & Direction Problem solving & efficient strategies
English including book focus	Narrative-retell a story Y1 Write simple sentences from a familiar story. Y2 Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning – middle – end,	Poetry Y1- Firework poem 'Zim Zam Zoom' Y2- 'Firework poem' The Wright Stuff Recount Y1 Describe incidents from own experience in an audible voice using	Narrative- retell a story, create a resolution and ending 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.	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.	Narrative- children create own stories 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	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



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	<p>decide where it is set and use ideas from reading for some incidents and events.</p>	<p>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.</p> <p>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.</p>	<p>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.</p>	<p>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</p> <p>Poetry Y1</p> <p>Y2</p>	<p>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.</p>	<p>(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.</p> <p>Poetry Y1</p> <p>Y2</p>
<p>Year 1 Shared Reading Texts</p>						



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<p>Year 2 Shared Reading Texts</p>	 					

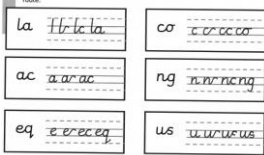
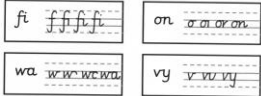
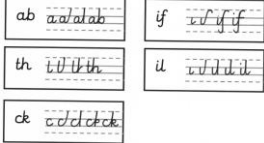


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<p>Year 1 Grammar</p>	<p>Writing simple sentences with capital letters,</p>	<p>Capital I for first person pronouns. Adjectives. Noun</p>	<p>Present tense. Coordination using 'and'.</p>	<p>Plurals s, es Coordination using 'but'.</p>	<p>Writing in past tense Coordination using 'so'.</p>	<p>Capital letters for proper nouns. Prefix un</p>



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	full stops finger spaces Nouns and verbs (The dog can run. The frog can hop.)	phrases (The big dog can run. The green frog can hop.)	Suffixes ing, ed		Suffixes er, est	
Year 2 Grammar	Capital letters, full stops, nouns, verbs, adjectives. (The green frog is jumping down the road.)	Sentence forms - questions and exclamations Subordinating (because) and coordinating (and, so, but) conjunctions.	Expanded noun phrases, past tense (ed) subordinating (that) /coordinating (and, so, but) Commas in a list	Expanded noun phrases subordinating (when, if)/coordinating (and, so, but) Apostrophes for contracted form	Expanded noun phrases subordinating (when, if)/coordinating (and, so, but) Adverbs- suffix ly, ful	Expanded noun phrases subordinating (when, if)/coordinating (and, so, but) Speech marks Prefixes - ment, ness & less. Sentence form – commands Apostrophes for the possessive.
Year 1 Handwriting	Letter formation check Order to teach: L,l,t t,j, c,o,a d,g,q e – revise d,g r,n,m n,m,h b,k	Order to teach: p – revise any that need it v,w u,y s,f x,z revise and that need it.	Order to teach: L,l,t t,j, c,o,a d,g,q e – revise d,g r,n,m n,m,h b,k include in words.	L,l,t t,j, c,o,a d,g,q e – revise d,g r,n,m n,m,h b,k include in words.	Numerals and capital letters.	Capital letters. Revision of errors. (Expectation that all upper and lower case letters & numerals are formed correctly by the end of Y1)
Year 2 Handwriting	Letter formation check Revise L,l,t t,j, c,o,a d,g,q e – revise d,g r,n,m	L,l,t t,j, c,o,a d,g,q e – revise d,g r,n,m n,m,h b,k include in words.	Capital letters.	Order to teach joins.  Use the joins within words.	Order to teach joins.  Use the joins within words.	Order to teach joins.  Use the joins within words.



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	n,m,h b,k include in words.					
Year One Spelling	In line with monsterphonics HFW spellings First 100 words will be taught in Autumn	In line with monsterphonics HFW spellings First 100 words will be taught in Autumn	In line with monsterphonics HFW spellings Next 200 words will be taught in Spring	In line with monsterphonics HFW spellings Next 200 words will be taught in Spring	In line with monsterphonics HFW spellings Recap of 100 words that were taught in Autumn	In line with monsterphonics HFW spellings Recap of 100 words that were taught in Autumn
Year Two Spelling	In line with monsterphonics CEW for Year 2 spellings in Autumn Spelling rules, including the rules for adding vowel suffixes: the drop e, double consonant and y to an i rule	In line with monsterphonics CEW for Year 2 spellings in Autumn Spelling rules, including the rules for adding vowel suffixes: the drop e, double consonant and y to an i rule	In line with monsterphonics spelling rules with a focus on consonant suffixes, contractions and possessive apostrophes.	In line with monsterphonics spelling rules with a focus on consonant suffixes, contractions and possessive apostrophes.	In line with monsterphonics Recap of CEW and spelling rules	In line with monsterphonics Recap of CEW and spelling rules
Science	Humans and senses- identify and label parts of the body Pets- describe and compare a structure of a variety of common animals	Material and properties Seasonal changes- local environment throughout the year to explore and answer questions about plants growing in a habitat	Notice animals including humans have offspring that grow into adults Importance of exercise for humans How to stay healthy – sleep, nutrition, exercise, sleep, teeth cleaning.	Plants- identify and name common and wild plants Plants in their habitats Basic structure of flowering plants Seasonal changes- local environment throughout the year to explore and answer questions about plants growing in a habitat	Living things and their habitats Animals- find out and describe the basic needs of animals for survival - adaptation	Material and properties Seasonal changes- local environment throughout the year to explore and answer questions about plants growing in a habitat
Computing YEAR 1 Mixed year group planning from Teach Computing Curriculum (Cycle A).	TCC Y1 – Technology around us (key skills). Learners will develop their understanding of technology and how it can help them in their everyday lives. They will start to become	TCC Y1 – Creating media: Digital painting. Learners will develop their understanding of a range of tools used for digital painting. They then use these tools to create their	TCC Y1 – Creating media: Digital writing. Learners will develop their understanding of the various aspects of using a computer to create and manipulate text. They will become	TCC Y1 – Grouping data This unit introduces learners to data and information. Labelling, grouping, and searching are important aspects of	SSoW KS1 Unit 4A - Simple Programs: Bee-Bot In this series of lessons pupils will learn how to use floor robots, e.g. BeeBots in a more structured	TCC Y1 – Programming animations. Learners will be introduced to on-screen programming through ScratchJr. Learners will explore



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YEAR 2	<p>familiar with the different components of a computer by developing their keyboard and mouse skills. Learners will also consider how to use technology responsibly.</p>	<p>own digital paintings, while gaining inspiration from a range of artists' work. The unit concludes with learners considering their preferences when painting with and without the use of digital devices.</p>	<p>more familiar with using a keyboard and mouse to enter and remove text. Learners will also consider how to change the look of their text, and will be able to justify their reasoning in making these changes. Finally, learners will consider the differences between using a computer to create text, and writing text on paper. They will be able to explain which method they prefer and explain their reasoning for choosing this.</p>	<p>data and information. Searching is a common operation in many applications, and requires an understanding that to search data, it must have labels. This unit of work focuses on assigning data (images) with different labels in order to demonstrate how computers are able to group and present data. During this unit, learners will be logging on to the computers, opening their documents, and saving their documents.</p>	<p>way. They will learn about algorithms and programs, and create their own simple and extended programs, and use logical thinking to plan out algorithms to solve given problems.</p>	<p>the way a project looks by investigating sprites and backgrounds. They will use programming blocks to use, modify, and create programs. Learners will also be introduced to the early stages of program design through the introduction of algorithms.</p>
	<p>TCC Y1 – IT around us.</p> <p>Learners will develop their understanding of what information technology (IT) is and will begin to identify examples. They will discuss where they have seen IT in school and beyond, in settings such as shops, hospitals, and libraries. Learners will then investigate how IT improves our world, and they will learn about the importance of using IT responsibly.</p>	<p>TCC Y3 – Stop frame animation.</p> <p>Learners will use a range of techniques to create a stop-frame animation using tablets. Next, they will apply those skills to create a story-based animation. This unit will conclude with learners adding other types of media to their animation, such as music and text.</p>	<p>TCC Y1 – Creating media: Digital writing.</p> <p>Learners will develop their understanding of the various aspects of using a computer to create and manipulate text. They will become more familiar with using a keyboard and mouse to enter and remove text. Learners will also consider how to change the look of their text, and will be able to justify their reasoning in making these changes. Finally, learners will consider the differences between</p>	<p>TCC Y3 – Branching databases.</p> <p>Learners will develop their understanding of what a branching database is and how to create one. They will use yes/no questions to gain an understanding of what attributes are and how to use them to sort groups of objects. Learners will create physical and on-screen branching databases. To conclude the unit, they will create an identification tool using a branching database,</p>	<p>SSoW Unit 4.2 Extending Bee-Bot Programs</p> <p>In this series of lessons pupils will extend their knowledge of programming floor robots, e.g. Bee-Bots and create more complex programs to draw numbers and create a robot dance. They will learn more about algorithms and programs, and use logical thinking to plan out algorithms to solve given problems.</p>	<p>TCC Y1 – Programming animations.</p> <p>Learners will be introduced to on-screen programming through ScratchJr. Learners will explore the way a project looks by investigating sprites and backgrounds. They will use programming blocks to use, modify, and create programs. Learners will also be introduced to the early stages of program design through the introduction of algorithms.</p>



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			using a computer to create text, and writing text on paper. They will be able to explain which method they prefer and explain their reasoning for choosing this.	which they will test by using it. They will also consider real-world applications for branching databases.		
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		- Textiles, making hand puppets	- Food - Understand where food comes from - Understand basic principles of a varied and balanced diet to make nutritious materials		-textiles?	
Geography (Cultural Education) Ongoing use of N, S, E, W Name, locate and identify characteristics of the four countries	Stocksbridge and Sheffield. Name some physical and human features Vocab- city, town, village, factory, farm, house, shop Use fieldworks to study the geograpghy of school, its grounds				Name and locate the 7 continents and 5 oceans Identidy and locate hot and cold areas of the world in relation to the equator and north and south poles Use aerial photographs	Use basic geographical vocabulary to refer to physical and human features- beach, cliff, coast, sea, ocean



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and capital cities of the United Kingdom and its surrounding seas	<p>Use aerial photographs</p> <p>Plan perspectives</p> <p>Use simple compass directions to describe the location of features and routes on a map</p>					
History (Cultural Education)	<p>How Stocksbridge got it's name</p> <p>Samuel Fox</p>	<p>Study the life of a famous person-</p> <p>Florence Nightingale</p>		-	-	<p>Changes beyond living memory</p> <p>Grace Darling?</p>
Art & Design (Cultural Education)	<p>Pencil dictionary- line and tone</p>	<p>Texture</p> <p>Drawing/painting an autumn tree linked to seasonal change in science-</p>	<p>Colour mixing</p>	<p>Printing- leaves</p> <p>Drawing/painting a spring tree linked to seasonal change in science-</p>	<p>Landscapes</p>	<p>Sculptures including sand sculptures</p> <p>Drawing/painting a winter tree linked to seasonal change in science-</p>
Music Spark yard	<p>Musical Activities – learn a wide range of songs and perform them.</p> <p>Clapping and marching to find the pulse of a song.</p> <p>To develop ensemble skills by copying a conductor and their actions.</p> <p>To compose simple beat patterns</p> <p>To identify changes in musical texture</p>	<p>Musical Activities – learn a wide range of songs and perform them.</p> <p>To recognise and begin to describe features of music (e.g. tempo, mood, timbre and pitch)</p> <p>To create rhythm patterns based on spoken words.</p> <p>To begin to recognize patterns of sound and silence.</p> <p>To compose and perform a simple rhythmic ostinato</p>	<p>Musical Activities – learn a wide range of songs and perform them.</p> <p>To recognize how songs can communicate different moods</p> <p>To begin to control dynamics</p> <p>To begin to learn about musical articulation and how it can be used expressively within music</p> <p>To vary tempo, dynamics and timbre</p>	<p>Musical Activities – learn a wide range of songs and perform them.</p> <p>To use symbols to represent instrumental or vocal sounds</p> <p>To select sounds to accompany a song</p> <p>To begin to define and recognize a range of timbres and dynamics</p> <p>To improvise sounds on a given theme To experiment with and recognize changes in musical texture</p>	<p>Musical Activities – learn a wide range of songs and perform them.</p> <p>To use 'higher' or 'lower' to describe sounds</p> <p>To pitch-match simple phrases</p> <p>To explore vocal timbre</p> <p>To use graphic notation to represent pitch</p> <p>To play ascending and descending melodies on tuned percussion</p>	<p>Musical Activities – learn a wide range of songs and perform them.</p> <p>To compose simple pentatonic melodies</p> <p>To play and sing melodies that move up and down by step</p> <p>To recognise melodies that move by step or leap</p> <p>To use graphic notation to represent a melody</p> <p>To prepare songs for performance</p>



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		To play a steady pulse using percussion instruments	to communicate a mood	To create a musical story using appropriate timbres and dynamics on instruments	To sing pentatonic songs. To begin to recognize pentatonic scales.	To perform simple instrumental accompaniments To suggest ways to improve a performance	
PE INDOOR	Y1	<p>GetSet4PE: Gymnastics In this unit pupils explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement sequences.</p>	<p>GetSet4PE: Dance Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases.</p>	<p>GetSet4PE: Fitness In this unit pupils develop their understanding of the benefits of exercise and a healthy lifestyle on their physical body, their mood and their overall health.</p>	<p>GetSet4PE: Gymnastics Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement sequences. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and</p>	<p>GetSet4PE: Target Games In this unit, pupils develop their understanding of the principles of defending and attacking for target games. Pupils use both underarm and overarm actions and are given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge.</p>	<p>GetSet4PE: Team Building In this unit pupils develop their teamwork skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They develop key skills of communication and problem solving, They are given the opportunity to discuss and plan their ideas and reflect on their success.</p>



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					shapes when travelling and balancing.		
	Y2	<p>GetSet4PE: Gymnastics</p> <p>In this unit pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions.</p>	<p>GetSet4PE: Dance</p> <p>Pupils explore space and how their body can move to express and idea, mood, character or feeling. They expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing.</p>	<p>GetSet4PE: Fitness</p> <p>In this unit pupils will take part in a range of activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina.</p>	<p>GetSet4PE: Gymnastics</p> <p>Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement sequences. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing.</p>	<p>GetSet4PE: Target Games</p> <p>In this unit, pupils develop their understanding of the principles of defending and attacking for target games. They develop the skills of throwing, rolling and striking towards a target and are given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge.</p>	<p>GetSet4PE: Team Building</p> <p>In this unit pupils develop their teamwork skills. They develop key skills of communication and problem solving. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. Pupils have the opportunity to show honesty and fair play. The also begin to use basic map skills.</p>
PE OUTDOOR	Y1	<p>GetSet4PE: Striking and Fielding</p> <p>In this unit, pupils develop their understanding of the principles of defending (fielding) and attacking (batting) for striking and fielding games. They use and develop skills such as throwing and catching, tracking a ball and striking a ball. They learn how</p>	<p>GetSet4PE: Ball Skills</p> <p>In this unit pupils will explore and develop their fundamental ball skills such as throwing and catching, rolling and dribbling with both hands and feet. They will look to perform these skills with increasing control and accuracy using co-ordination and balance.</p>	<p>GetSet4PE: Sending and Recieving</p> <p>In this unit pupils develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. Pupils will be given opportunities to work with a range of different sized balls.</p>	<p>GetSet4PE: Invasion Games</p> <p>In this unit, pupils develop their understanding of attacking and defending and what being 'in possession' means. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the</p>	<p>GetSet4PE: Athletics</p> <p>In this unit pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve</p>	<p>GetSet4PE: Net and Wall Games</p> <p>In this unit, pupils develop their understanding of attacking and defending principles in net games such as using a ready position to defend their court and placement of a ball into space. They use and develop skills such as throwing,</p>



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		to score points in these types of games, how to play to the rules and use simple tactics.			opportunity to play uneven and even sided games.	on their own score and against others.	catching, tracking and hitting a ball.
	Y2	<p>GetSet4PE: Striking and Fielding In this unit, pupils develop their understanding of the principles of defending (fielding) and attacking (batting) for striking and fielding games. They use and develop skills such as throwing and catching, tracking a ball and striking a ball. They learn how to score points in these types of games, how to play to the rules and use simple tactics.</p>	<p>GetSet4PE: Ball Skills In this unit pupils will develop their fundamental ball skills such as throwing, catching, rolling, hitting a target, dribbling with both hands and feet and kicking. They will look to perform these skills with increasing control and accuracy using co-ordination and balance.</p>	<p>GetSet4PE: Sending and Receiving In this unit pupils develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use equipment to send and receive a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities.</p>	<p>GetSet4PE: Invasion Games In this unit, pupils develop their understanding of the principles of defending and attacking for invasion games. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and learn to play to the rules.</p>	<p>GetSet4PE: Athletics In this unit pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop.</p>	<p>GetSet4PE: Net and Wall Games In this unit, pupils develop their understanding of attacking and defending principles in net games such as using a ready position to defend their court and placement of a ball into space. They use and develop skills such as throwing, catching, tracking and hitting a ball. They learn how to score points in these types of games and how to play to the rules.</p>
RE YEAR 1		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 can we tell? How can we live together when we are all so different? Find out what different religions do to celebrate	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. 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?	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. Ask questions about goodness – describe what happens when people are kind, fair etc. and when people are unkind, unfair etc.	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. Select examples of religious artefacts from Christianity and Islam. Question and find out answers about what they	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. Ask and answer questions about religious stories. Think about and respond to 'big questions' about	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. Ask and answer questions about religious stories. Think about and respond to 'big questions' about
(Spiritual, moral, social & cultural education)							



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	the fruitfulness of the earth – focus on Christian Harvest Festival and Muslim Zakat (charitable giving). Think about being generous and being thankful.		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?	mean and how they are used.	the stories (link to Philosophy for Children)	the stories (link to Philosophy for Children)
RE YEAR 2 (Spiritual, moral, social & cultural education)	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.	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.	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).	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.	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.	Retell the story of Jonah and the Whale. Understand how prayer helps Christians. Think about and reflect how they show they are sorry.
PHSE including MH & WB. (Social & Moral Education)	Jig Saw : Being in my World. How to behaviour during session. Choices and consequences Identify hopes and fears for this year Being proud	Jig Saw Accept and celebrate differences Solve problems What is bullying?	Jig Saw Staying motivated when things are challenging Having a positive attitude Achieving together	Jig Saw Healthy choices Hygiene Medicines Road safety	Making friends People who help us Celebrate positive relationships	Life cycles Changing bodies Coping with change and moving forward
Metacognition	Learning a new skill Rec – Makaton Y1 – tying shoe laces Y2 – using chopsticks		Growth mindsets – Austin's butterfly	Growth mindsets – Austin's butterfly	Integrating Metacognition into the everyday curriculum	Integrating Metacognition into the everyday curriculum
Home Learning	Monster phonics ebooks Key words	Monster phonics ebooks Key words	Monster phonics ebooks Key words	Monster phonics ebooks Key words	Monster phonics ebooks Key words	Monster phonics ebooks Key words
Visits/Visitors	Eric?	Paramedics Police Fire service	Smoothie on a bike LINKS EIS Leisure centre <u>resources</u> Greens grocer Co-op			seaside



Stocksbridge Nursery Infant School KS1 Curriculum Overview Year B 2023-24

Fabulous finish						
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