



Radcliffe Primary School Curriculum Overview – KS 1 Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Y1: The Old Bear (Jane Hissey)	Y1: Rapunzel (Bethan Woollvin)	Y1: Hermelin (Mini Grey)	Y1: Where the Wild Things Are (Maurice Sendak)	Y1: The Secret of Black Rock (Joe Todd-Stanton)	Y1: The Last Wolf (Mini Grey)
	Y2: A River (Marc Martin)	Y2: The Night Gardener (The Fan Brothers)	Y2: The Bog Baby (Jeanne Willis)	Y2: Grandad's Island (Benji Davies)	Y2: The King Who Banned the Dark (Emily Haworth-Booth)	Y2: Rosie Revere, Engineer (Andrea Beaty)
British Values	Individual Liberty	Rule of the Law	Individual Liberty Respecting beliefs	Democracy	Individual Liberty	Mutual respect
Science	Seasons (Y1) Name the seasons and know about the type of weather in each season	Animals including humans (Y1) Know how to classify a range of animals by amphibian, reptile, mammal, fish and birds Know and classify animals by what they eat (carnivore, herbivore and omnivore) Know how to sort by living and non-living things	All living things and their habitats (Y2) -Name some different sources of food for animals -Know about and explain a simple food chain.	All living things and their habitats (Y2) Classify things by living, dead or never lived Match living things to their habitat -Know how a specific habitat provides for the basic needs of things living there (plants and animals	Plants (Y2) -Know and explain how seeds and bulbs grow into plants -Know what plants need in order to grow and stay healthy (water, light & suitable temperature) Working Scientifically: Know how to set up a fair test. Explain what they have learned from an investigation.	Animals including humans (Y2) -Know the basic stages in a life cycle for animals, (including humans) -notice that animals, including humans, have offspring which grow into adults
History	Know that the toys their grandparents played with were different to their own Organise a number of artefacts by age Know what a number of older objects were used for Know the main differences between their school days and that of their grandparents	Name a famous person from the past and explain why they are famous- Captain Scott		Know about a Famous person from outside the UK and explain why he is Famous. Nelson Mandela – Th long walk to Freedom	-Know about an event or events that happened long ago, even before their grandparents were born	Name a famous person from the past and explain why they are famous- Grace Darling
Geography		What is it like here? Human and physical geography - use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory,		What is the weather like in the UK? Locational knowledge - name, locate and identify characteristics of the four countries and capital cities		What can you see at the coast? Locational knowledge - name and locate the world's seven continents and five oceans

		farm, house, office, port, harbour and shop Geographical skills and fieldwork - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage - use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key - use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment		of the United Kingdom and its surrounding seas Human and physical geography - identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Geographical skills and fieldwork - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage - use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map - use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.		- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Human and physical geography - use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage - use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key - use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
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Art	Paint- Use of colour Know the names of the primary and secondary colours.	Pastels Know how to create a repeating pattern in print. Kadinsky 		African Printing: Using materials Know how to create a printed piece of art by pressing, rubbings and stamping.	Observational drawing- Using a variety of media. Nature linked to science and plants	Using materials Know how to make a clay pot and know how to join two clay fingers pots together.
DT	Mechanisms Moving Pictures – Sliders and Levers • To recognise sliders and levers. • To know that different mechanisms make different types of movement. • Know and use technical vocabulary related to the topic: Knowledge vocabulary: Slider, lever, pivot, slot, bridge/guide, card, masking tape, paper fastener, join, push, pull, up, down, straight, curve, forwards, backwards.		Bird Feeders	African Birds Sewing Textiles Know how to make a simple textile product using a template to create two identical shapes. Know how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. Know how to use some finishing techniques e.g. buttons, fabric crayons, ribbon, stitching. Know how to use technical vocabulary related to the topic: Knowledge vocabulary: Names of existing products, joining and finishing techniques, tools and fabric, template, pattern piece, mark out, join, stitch, sew, decorate, finish, fit, prototype		Healthy Fruit/Veg Salad – Food Identify a range of fruit and know where a range of fruit comes from e.g. farmed or grown at home. Know the basic principles of a healthy and varied diet including how fruit and vegetables are part of the Eatwell plate. Know and use technical vocabulary related to the topic: Knowledge vocabulary: Fruit and veg names, names of equipment and utensils, sensory vocabulary: soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard. Flesh, skin, seed, pip, core, slicing peeling, cutting, squeezing, healthy diet, vitamins, minerals
RE	Bury agreed syllabus					
	What makes some places sacred to believers? Make sense of belief: I can recognise that there are special places where people go to worship, and talk about what people do there. I can identify at least three objects used in	Why does Christmas matter to Christians? Make sense of belief: I can recognise that stories of Jesus' life come from the Gospels. I can give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.	What is the 'good news' Christians say Jesus brings? Make sense of belief: I can tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news'. I can give clear, simple accounts of what Bible texts (such as the story of	Why does Easter matter to Christians? Make sense of belief: I can recognise that Incarnation and Salvation are part of a 'big story' of the Bible. I can tell stories of Holy Week and Easter from the Bible and recognise a link	Who is Muslim and how do they live? Make sense of belief: I can recognise the words of the Shahadah and that it is very important for Muslims. I can identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah and give a simple description of what some of them mean. I can give examples of how stories about the Prophet show what Muslims believe about Muhammad.	

	worship in two religions and give a simple account of how they are used and something about what they mean. I can identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship. Understand the impact: I can give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe. I can give simple examples of how people worship at a church, mosque or synagogue. I can talk about why some people like to belong to a sacred building or a community. Make connections: I can think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas. I can talk about what makes some places special to people, and what the difference is between religious and non-religious special places.	Understand the impact: I can give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas. Make connections: I can think, talk and ask questions about Christmas for people who are Christians and for people who are not. I can decide what they personally have to be thankful for, giving a reason for their ideas.	Matthew the tax collector) mean to Christians. I can recognise that Jesus gives instructions to people about how to behave. Understand the impact: I can give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless. I can give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession). Make connections: I can think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.	with the idea of Salvation (Jesus rescuing people). Understand the impact: I can give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. Make connections: I can think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.	Understand the impact: I can give examples of how Muslims use the Shahadah to show what matters to them. I can give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan). I can give examples of how Muslims put their beliefs about prayer into action. Make connections: I can think, talk about and ask questions about Muslim beliefs and ways of living. I can talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas. I can give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.	
PSHCE	Jigsaw					
	Being Me In My World Year 1	Celebrating Differences Year 1	Dreams And Goals Year 1	Healthy Me Year 1	Relationships Year 1	Changing Me Year 1

Computing	Y1 Grouping and Sorting (Computer science) Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Y1 Pictograms (Information technology) Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Y1 Lego Builders (Computer science) Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.	Y1 Maze Explorers (Computer science) Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs.	Y1 Animated Stories (Information technology) Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Y1 Coding (Computer science) Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Y1 Spreadsheets (Information technology) Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Y1 Technology Outside School (Digital literacy) Recognise common uses of information technology beyond school.
PE	FMS Baseline	FMS Skills	Gymnastics	Dance	FMS Skills	Invasion Games FMS (Assessment)
Music	Sing Up: Menu Song (6 lessons) - Participate in creating a dramatic group performance using kitchen-themed props. - Sing a cumulative song from memory, remembering the order of the verses. - Play classroom instruments on the beat. - Copy a leader in a call-and-response song, show the shape of the pitch moving with actions, and sing using mi-re-do. - Listen and move in time to the song	Sing Up: Colonel Hathi's March (3 Lessons) - Compose music to march to using tuned and untuned percussion. - Respond to musical characteristics through movement. - Describe the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers 'march' to music, naming the instruments playing in the clips). Sing Up: Magical Musical Aquarium (3 lessons) - Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols. - Sing a unison song rhythmically and in tune.	Sing Up: Football (6 lessons) - Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C). - Chant together rhythmically, marking rests accurately. - Play a simple ostinato on untuned percussion. - Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable. - Recognise the difference between a pattern with notes (pitched) and without (unpitched).	Sing Up: Who Stole My Chickens and My Hens (6 lessons) - Compose new lyrics and create short body percussion patterns to accompany the song. - Sing familiar songs in low and high voices, recognising higher and lower. - Play a partner clapping game while singing a song. - Listen to and copy short rhythm patterns by ear. Mark rests in the song with actions, their voices, and instruments.	Sing Up: Dancing and drawing to Nautilus (3 lessons) - Perform actions to music, reinforcing a sense of beat. - Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece. - Develop awareness of duration and the ability to move slowly to music. - Create art work, drawing freely and imaginatively in response to a piece of music. Sing Up: Cat and Mouse (3 lessons) - Create rhythm patterns, sequencing them, and	Sing Up: Come Dance With Me (6 lessons) - Create musical phrases from new word rhythms that children invent. - Sing either part of a call-and-response song. - Play the response sections on tuned percussion using the correct beater hold. - Echo sing a line independently with teacher leading, then move on to pair singing in echo format. - Copy call-and-response patterns with voices and instruments.

		• Play percussion instruments expressively, representing the character of their composition. • Listen to 'Aquarium', reflecting the character of the music through movement.			'fixing' them as compositions using simple notation. • Attempt to record compositions with stick and other notations. • Sing and chant songs and rhymes expressively. • Listen and copy rhythm patterns.	
Curriculum links with Maths	History – Counting objects and artefacts. Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] Music – Discussing and counting beats and pulses. ICT– Counting and sequencing events when creating a series of instructions. Science– Seasons - Recognise and use language relating to dates, including days of the week, weeks, months and years.	History - Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] Recognise and use language relating to dates, including days of the week, weeks, months and years DT – Using 2D and 3D shapes when making a structure stronger. Positional language when moving shape.	Science - Interpret and construct simple pictograms, tally charts, block diagrams and tables Make table to sort objects into living, dead, never been alive Ask and answer questions about totalling and comparing categorical data. Look at information about food chains and answer questions DT - Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) Measure fabric using a ruler and create a template	Geography Ask and answer questions about totalling and comparing categorical data. Compare information from both Kenya and London		Geography Use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three quarter turns (clockwise and anti-clockwise). Use correct terminology to describe physical features: mountain, lake, island, valley, river, cliff, forest and beach in relation to each other.

*FMS (Fundamental Movement Skills)