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Radcliffe Primary School Curriculum Overview – KS 1 Cycle B

	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	The Rule of the Law	Individual Liberty	Democracy	Mutual Respect	Mutual Respect	Tolerance
Science	Working Scientifically: I can ask questions such as, why are flowers different colours. I can set up a test and know if the test has been successful and what has been learned I can draw conclusion from an investigation that has been carried out I can use measures to help find out more about the investigations undertaken.					
	Everyday Materials (Y2) Know why a material might or might not be used for a specific job. Know how materials can be changed by squashing, bending, twisting and stretching		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 Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals; Links with Ocean life Titanic Animals including humans (Y2) -Know why exercise, a balanced diet and good hygiene are important for humans Know the name of parts of the human body that can be seen		Plants (Y1) -Plants Identify and name a variety of common, wild and green plants, including deciduous and evergreen trees; -Identify and describe the basic structure of a variety of common flowering plants, including trees. - Know the names of a variety of common trees Know the difference between deciduous and evergreen trees	
History	-	Local History: Know how the local area is different from how it used to be a long time ago. Know about a famous person from the locality and explain why they are famous: Robert Peel Beyond Living Memory: Know that children's lives today are different from those that lived a long time ago.		Beyond Living Memory: Know about an event or events that happened long ago, even before their grandparents were born Titanic Local History: Know how the local area is different from how it used to be a long time ago. Differentiate between buildings that were here 100 years ago and buildings that were not?		Lives of Significant People: Know about a famous person from outside the UK and explain why they are famous Neil Armstrong

		Know what we use today instead of a number of older given artefacts.		<i>Transport in the early 1900's – linked the trams in bury etc</i>		
Geography	Where am I? Locational knowledge - 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 physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - 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		Would you prefer to live in a hot or cold place? Locational knowledge - name and locate the world's seven continents and five oceans Place knowledge - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country 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 - use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - 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		What is it like to live in Shanghai? Locational knowledge - name and locate the world's seven continents and five oceans Place knowledge - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and physical geography - use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - 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	

	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.		- 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.		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.	
Art	Colour, Pattern, texture, line, form and shape Know the names of primary and secondary colours. Know how to mix paint to create all the secondary colours Know how to create brown with paint. Know how to create tints with paint by adding white and know how create tones with paint by adding black. <i>Painting Landscapes – link to Holcombe Hill. Etel Ednan – contemporary landscape artist</i> 	Drawing: I can show how people feel in paintings or drawings. I know how to use pencils to create lines of different thickness. Colour, Pattern, texture, line, form and shape I know how to create moods in art work. I know how to mix paint to create all the secondary colours. I know how to create tints and tones using black and white. Range of Artists: I can ask questions about a piece of art. I can suggest how artists have used colour, pattern and shape.	Range of Artists: I know how to create a piece of art in response to the work of another artist. Colour, Pattern, texture, line, form and shape I know how to create moods in art work. I know how to mix paint to create all the secondary colours. I know how to create tints and tones using black and white. Using Materials: I know how to create a printed piece of art by pressing, rolling, rubbing or stamping.			

				Creating and under water scene of the Titanic at the bottom of the Ocean. Famous Artist Ken Marschall		Famous American Artist - Andy Warhol
DT	Technical Knowledge: Building Structures, exploring how they could made be mage stronger, stiffer and more stable I know how to make a model stronger and more stable. How could you make the three little pigs new house strong? Designing: I can think of an idea and plan what to do next. I can explain why they have chosen specific textiles. Making: I can choose tools and materials and explain why they have been chosen. Evaluate: I can explain what went well with my work. <i>Making a house or home – linked to The 3 Little Pigs.</i>		Designing: I can make a simple plan before making. I can explain why they have chosen specific textiles. Making: I can use my own ideas to make something. I can measure materials to use in a model or structure. Evaluate: I can explain what works well and not so well in the model I have made. <i>Making Bug Hotels</i>		Food Technology: I Know the basic principles of a healthy and varied diet. I can cut food safely. I can describe the ingredients to use in a recipe. <i>Making a simple fruit salad.</i>	Designing: I can make a simple plan before making. I can explain why they have chosen specific textiles. Making: I can use my own ideas to make something. I can measure materials to use in a model or structure. Evaluate: I can explain what works well and not so well in the model I have made. Vehicles – How will your moon buggy move? Technical Knowledge: I can use wheels, axels, when appropriate to do so. <i>Making moon Buggies.</i>
RE	What does it mean to belong to a faith Community?	What do Christians believe God is like? Make sense of belief:	Who is Jewish and how do they live? Make sense of belief: I can recognise the words of the Shema as a Jewish prayer.		Who do Christians say made the world? Make sense of belief:	How should we care for others and for the world, and why does it matter? <i>Christians and Muslims</i>

	Christians, Jews, Muslims and non-religious worldviews. Make sense of beliefs: I can recognise that loving others is important in lots of communities. I can say simply what Jesus and one other religious leader taught about loving other people. Understand the impact: I can give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean. I can identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious). Make connections: I can give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences. I can talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.	I can identify what a parable is. I can tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father. I can give clear, simple accounts of what the story means to Christians. Understand the impact: I can give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others) I can give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God) Make connections: I can think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas. I can give a reason for the ideas they have and the connections they make.	I can retell simply some stories used in Jewish celebrations (e.g. Chanukah). I can give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like. Understand the impact: I can give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) I can make links between Jewish ideas of God found in the stories and how people live. I can give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) Make connections: I can talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas. I can give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.	I can retell the story of creation from Genesis 1:1–2:3 simply. I can recognise that 'Creation' is the beginning of the 'big story' of the Bible I can say what the story tells Christians about God, Creation and the world. Understand the impact: I can give at least one example of what Christians do to say 'thank you' to God for Creation. Make connections: I can think, talk and ask questions about living in an amazing world. I can give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in.	Make sense of belief: I can identify a story or text that says something about each person being unique and valuable. I can give an example of a key belief some people find in one of these stories (e.g. that God loves all people). I can give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world. Understand the impact: I can give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories. I can give examples of how Christians and Jews can show care for the natural earth. I can say why Christians and Jews might look after the natural world. Make connections: I can think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world. I can give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.	
PSHCE	Jigsaw					
	Being Me In My World Year 2 I can identify some of my hopes and fears for this	Celebrating Differences Year 2 I am starting to understand that sometimes people make	Dreams And Goals Year 2	Healthy Me Year 2	Relationships Year 2	Changing Me Year 2

	year I know how to use my Jigsaw Journal. I understand the rights and responsibilities for being a member of my class and school. I understand the rights and responsibilities for being a member of my class. I can listen to other people and contribute my own ideas about rewards and consequences. I understand how following the Learning Charter will help me and others learn. I understand how following the Learning Charter will help me and others learn.	assumptions about boys and girls (stereotypes). I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes). I understand that bullying is sometimes about difference. I can recognise what is right and wrong and know how to look after myself. I know some ways to make new friends. I can tell you some ways I am different from my friends.	I can choose a realistic goal and think about how to achieve it. I can persevere even when I find tasks difficult. I can recognise who it is easy for me to work with and who it is more difficult for me to work with. I can work cooperatively in a group to create an end product. I can explain some of the ways I worked cooperatively in my group to create the end product. I know how to share success with other people.	I know what I need to keep my body healthy. I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed. I understand how medicines work in my body and how important it is to use them safely. I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy. I can decide which foods to eat to give my body energy. I can make some healthy snacks and explain why they are good for my body.	I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate. I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not. I can identify some of the things that cause conflict with my friends. I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. I recognise and appreciate people who can help me in my family, my school and my community. I can express my appreciation for the people in my special relationships.	I can recognise cycles of life in nature. I can tell you about the natural process of growing from young to old and understand that this is not in my control. I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old. I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private. I understand there are different types of touch and can tell you which ones I like and don't like. I can identify what I am looking forward to when I am in Year 3.
Computing	Teach Computing					
	Y2 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.	Y2 Spreadsheets (Information technology) Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Y2 Questioning (Information technology) Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	Y2 Effective Searching (Digital Literacy) Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school.	Y2 Creating Pictures (Information technology) Use technology purposefully to create, organise, store, manipulate and retrieve digital content	Y2 Making Music (Information technology) Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Y2 Presenting Ideas (Information technology)

	Use logical reasoning to predict the behaviour of simple programs.					Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
PE	FMS Baseline I can throw underarm I can throw overarm I can catch I can hop with either foot I can jump with two feet together I can run fast I can skip I can roll a ball I can kick a ball I can bounce a ball	FMS Skills I can throw underarm. I can throw overarm. I can kick a ball with the side of the foot. I can hop with either foot I can roll a ball I can catch with two hands	Gymnastics I can plan a sequence of 4 movements I can improve one aspect of a sequence based on feedback. I can think of more than one way to create a sequence which follows some rules. I can perform a sequence of 4 movements on apparatus. I can hold a balance for 3 seconds. I can jump onto an object.	Dance I can change the speed, level and/or direction in a dance I can understand that a linking section may be needed in a dance I can use dance to show a mood or feeling I can understand the term improvise and improvisation.	FMS Skills I can attempt to apply hitting, kicking, throwing, catching, rolling at a target in a game. I can find my own space in a game. I can understand the terms defending and attacking as used in a game. I can follow the rules of a simple game.	Invasion Games FMS Assessment I can adjust speed and direction, including moving backwards, to avoid obstacles. I can throw underarm at a target I can throw overarm for distance I can jump with two feet together I can run fast in a straight line in a competitive situation.
Music	Charanga – Hands, Feet, Heart	Charanga – Ho Ho Ho	Charanga – I wanna play in a band.	Charanga – Zoo Time	Charanga – Friendship Songs	Reflect, Rewind and Replay
	Singing: I can make different sounds with voice and with instruments. I follow instructions about when to play and sing. I make different can sing or clap increasing and decreasing tempo. I can perform simple patterns and accompaniments. Playing an Instrument: I can use instruments to perform and choose sounds to represent different things. I can play simple rhythmic patterns on an instrument. Listening and Appreciate: I can say whether I like or dislike a piece of music. I can make connections between notations and musical sounds. Create Own Music: I can clap and repeat short rhythmic and melodic patterns. I can make a sequence of sounds and respond to different moods in music. I can order sounds to create a beginning, middle and end. I can create music in response to different starting points.					