

Kilmington Primary School  
Curriculum Overview 2021-2022

**Year 1 & Year 2**

Year 1 / 2	Autumn 1 (7 weeks)	Autumn 2 (7 weeks)	Spring 1 (7 weeks)	Spring 2 (7 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
Hook / wow moment	<p>Forest Farm – Geography and animals, exploration of uses of materials</p> <p>Outdoor weaving</p> <p>I am a scientist – variety of materials</p>	<p>Personal Hygiene Day Visit from older children to perform gymnastics</p> <p>Forest Farm - Dress as child from July 1914</p> <p>I am a scientist – variety of toys that move in different ways, alternative material</p>	<p>Gardening/mini beasts, bugs and invertebrates – create bug hotels</p> <p>Beach visit</p> <p>Outdoor learning</p> <p>Entomologist visit – Heather Gibbard 2 x 2 hour sessions?</p> <p>African land snail and Butterfly larvae</p>	<p>Forest Farm – Seasons/plants/mini beasts, bugs and invertebrates</p> <p>Visitor who lived through 1960's</p>	<p>Dairy Farm – Possibly Forest Farm</p> <p>Millers Farm Shop</p> <p>Cheese making</p>	<p>Lyme Regis</p> <p>Nurse visit</p>
English	<p><b>Year 1:</b></p> <ul style="list-style-type: none"> <li>To learn how to write and edit sentences using correct letter formation alongside using phase 5 phonics to spell.</li> <li>Dictation of simple sentences.</li> <li>Handwriting families</li> </ul> <p><b>Year 2:</b></p> <p>Joined handwriting</p> <p><b>Non-fiction:</b> <b>Explanation text/non-chronological report</b> <b>Transport</b></p> <ul style="list-style-type: none"> <li>Begin to punctuate sentences using a capital letter and a full stop or question mark (Y1).</li> <li>Use a capital letter for names of places (Y1). <ul style="list-style-type: none"> <li>Understand subordination (using <i>when, if, that</i> or <i>because</i>) and</li> </ul> </li> <li>co-ordination (using <i>or, and</i> or <i>but</i>) (Y2).</li> </ul> <p><b>Poetry:</b> <b>On the road</b></p> <ul style="list-style-type: none"> <li>Use spaces between words</li> </ul>	<p><b>Year 1:</b></p> <ul style="list-style-type: none"> <li>To learn how to write and edit sentences using correct letter formation linking to the schemes of work, alongside using phase 5 phonics to spell</li> <li>Editing sentences and own writing</li> <li>Dictation of simple sentences <ul style="list-style-type: none"> <li>Handwriting families</li> </ul> </li> </ul> <p><b>Year 2:</b></p> <p>Joined handwriting</p> <p><b>Year 2:</b> <b>Poetry:</b> <b>On the road</b></p> <ul style="list-style-type: none"> <li>To write a journey poem</li> <li>To use prepositions to start each line</li> <li>To begin to use exclamation marks</li> </ul> <p><b>Fiction:</b> <b>How to catch Santa</b></p> <ul style="list-style-type: none"> <li>Plan opening around the character, setting, time of day and the whether</li> <li>leaving spaces between words (Y1)</li> <li>joining words and joining clauses using <i>and</i> (Y1)</li> <li>beginning to punctuate</li> </ul>	<p><b>Non-fiction:</b> <b>Information text –</b> <b>Could a Penguin ride a bike?</b></p> <ul style="list-style-type: none"> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark (Y1)</li> <li>using a capital letter for names of people, places, days of the week and the personal pronoun <i>I</i> (Y1)</li> <li>learning how to use both familiar and new punctuation correctly, including full stops, capital letters, question marks, and commas for lists (Y2).</li> </ul> <p><b>Fiction: What happens when...?</b></p> <ul style="list-style-type: none"> <li>Recognise sentence boundaries in spoken sentences.</li> <li>Learn how the grammatical patterns in a sentence indicate its function: sentences with different forms: statement, question.</li> </ul>	<p><b>Non-Fiction: Instructions-</b> <b>Grow your own lettuce</b></p> <ul style="list-style-type: none"> <li>Use sentences with different forms: statement, question, exclamation, command (Y2).</li> <li>Learn how to use both familiar and new punctuation correctly (Y2). <ul style="list-style-type: none"> <li>Use verbs</li> <li>Use commas</li> </ul> </li> <li>Extend the range of sentences with more than one clause by using a wider range of conjunctions, e.g. <i>when, if, because</i></li> </ul> <p><b>Fiction:</b> <b>Naughty Bus</b></p> <ul style="list-style-type: none"> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>using a capital letter for names of people, places, the days of the week and the personal pronoun <i>'I'</i></li> </ul> <p style="text-align: center;">Y2:</p>	<p><b>Non-fiction:</b> <b>Information text</b> <b>This is how we do it</b></p> <ul style="list-style-type: none"> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>using a capital letter for names of people, places, the days of the week and the personal pronoun <i>'I'</i>.</li> <li>learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, commas for lists and apostrophes for contracted forms and the possessive (singular)</li> <li>using expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>using the present tense correctly and consistently</li> <li>using and understanding the grammatical terminology in English Appendix 2 in discussing their writing.</li> </ul> <p><b>Fiction: Mrs Armitage and the big wave</b></p>	<p><b>Poetry:</b> <b>A first poetry book</b></p> <ul style="list-style-type: none"> <li>Use expanded noun phrases</li> <li>Use adverbs</li> </ul> <p><b>Fiction:</b> <b>Previously</b></p> <ul style="list-style-type: none"> <li>To write a five-part story</li> <li>Make the correct choice and consistent use of present tense and past tense.</li> <li>Use the progressive form of verbs in the present and past tense to mark actions in progress (<i>she is drumming, she was shouting</i>).</li> <li>Use the present perfect form of verbs in contrast to the past tense (e.g. <i>He has gone out to play</i> contrasted with <i>He went out to play</i>).</li> <li>Use expanded noun phrases to describe and specify.</li> </ul>

**Year 1 & Year 2**

	<ul style="list-style-type: none"> <li>Use adjectives to describe</li> </ul>	<p>sentences using a capital letter and a full stop, question mark or exclamation mark (Y1)</p> <ul style="list-style-type: none"> <li>using a capital letter for names of people, places, the days of the week, and the personal pronoun I (Y1)</li> <li>use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) (Y2)</li> <li>use sentences with different forms: statement, question, exclamation, command (Y2)</li> <li>use expanded noun phrases to describe and specify (e.g. the blue butterfly) (Y2)</li> <li>understand subordination (using when, if, that, or and because) and co-ordination (using or, and or but) (Y2).</li> </ul> <p><b><u>Letter writing:</u></b></p> <p><b><u>Write a letter to Santa</u></b></p> <ul style="list-style-type: none"> <li>joining words and joining clauses using <i>and</i></li> <li>beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>using a capital letter for names of people, places, days of the week and the personal pronoun <i>I</i>.</li> </ul>		<ul style="list-style-type: none"> <li>learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks and question marks learn how to use: sentences with different forms (statements, questions, exclamations, commands); the present and past tenses correctly and consistently</li> </ul>	<ul style="list-style-type: none"> <li>To write a five-part story</li> <li>Punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>Using a capital letter for names of people, places, the days of the week and the personal pronoun 'I'.</li> <li>Using the progressive form of verbs in the present and past tense</li> <li>Using the present and past tenses correctly and consistently.</li> </ul>	
Spelling	<b>Year 1:</b>		<b>Year 1:</b>		<b>Year 1:</b>	

**Year 1 & Year 2**

	<p>Phonics and common exception words</p> <p><b>Year 2:</b> Revise year 1 (Polysyllabic) Homophones Strategies at the point of writing Strategies for learning words Segmenting to spell Dictation Common exception words Proofreading /ai/ spelt 'i' eg find Strategies for learning spelling Proof reading Common exception words Homophones Strategies at the point of writing Strategies for learning words /gz/ spelt 'g', 'ge' and 'dge' /s/ spelt 'c' /n/ spelt 'kn' and 'gn'</p>	<p>Prefixes and suffixes Common exception words</p> <p><b>Year 2:</b> Strategies at the point of writing Strategies for learning words Strategies for learning spelling Contractions Proofreading Homophones Common exception words Suffixes Possessive apostrophe Words ending in 'tion' Ending in 'y' /l/ or /el/ spelt 'le' /ai/ spelt 'y' /i/ spelt 'ey' /r/ spelt 'wr' /a/ spelt 'a' /z/ spelt 's'</p>	<p>Alternative spelling Compound words Common exception words</p> <p><b>Year 2:</b> Strategies at the point of writing Strategies for learning words Common exception words Using a dictionary Suffixes Possessive apostrophe /l/ or /el/ spelt 'el', 'l', 'll' and 'al' /or/ spelt 'ar' after w /ur/ spelt 'or'</p>			
<p>Maths</p>	<p><b>Year 1:</b> Number formation</p> <p><b>Year 1: Number: Place Value within 10</b></p> <ul style="list-style-type: none"> <li>Sort objects.</li> <li>Count objects.</li> <li>Represent objects.</li> </ul> <ul style="list-style-type: none"> <li>Count, read &amp; write forwards from any number 0 -10.</li> <li>Count, read &amp; write backwards from any number 0- 10. <ul style="list-style-type: none"> <li>Count one more.</li> <li>Count one less.</li> </ul> </li> <li>One to one correspondence to start to compare groups.</li> <li>Compare groups using language such as equal, more/greater, less/fewer.</li> <li>Introduce = , &gt; and &lt; symbols. <ul style="list-style-type: none"> <li>Compare numbers.</li> <li>Order groups of objects.</li> <li>Order numbers.</li> </ul> </li> <li>Ordinal numbers (1st, 2nd, 3rd ....). <ul style="list-style-type: none"> <li>The number line</li> </ul> </li> </ul> <p><b>Addition and subtraction within 10</b></p> <ul style="list-style-type: none"> <li>Part whole model.</li> <li>Addition symbol.</li> <li>Fact families – Addition facts.</li> </ul>	<p><b>Year 1: Geometry: Shape</b></p> <ul style="list-style-type: none"> <li>Recognise &amp; name 3D shapes. <ul style="list-style-type: none"> <li>Sort 3D shapes.</li> </ul> </li> <li>Recognise &amp; name 2D shapes. <ul style="list-style-type: none"> <li>Sort 2D shapes.</li> </ul> </li> <li>Patterns with 3D &amp; 2D shapes.</li> </ul> <p><b>Year 2: Geometry: Properties of shape</b></p> <p>Recognise 2D and 3D shapes.</p> <ul style="list-style-type: none"> <li>Count sides on 2D shapes.</li> <li>Count vertices on 2D shapes. <ul style="list-style-type: none"> <li>Draw 2D shapes.</li> <li>Lines of symmetry.</li> <li>Sort 2D shapes.</li> </ul> </li> <li>Make patterns with 2D shapes. <ul style="list-style-type: none"> <li>Count faces on 3D shapes.</li> <li>Count edges on 3D shapes.</li> </ul> </li> <li>Count vertices on 3D shapes. <ul style="list-style-type: none"> <li>Sort 3D shapes.</li> </ul> </li> <li>Make patterns with 3D shapes.</li> </ul> <p><b>Year 1: Number: Place Value within 20</b></p> <ul style="list-style-type: none"> <li>Count forwards and backwards and write numbers to 20 in numerals and words. <ul style="list-style-type: none"> <li>Numbers from 11 to 20. <ul style="list-style-type: none"> <li>Tens and ones.</li> </ul> </li> </ul> </li> <li>Count one more and one less.</li> </ul>	<p><b>Year 1: Addition and subtraction</b></p> <ul style="list-style-type: none"> <li>Add by counting on.</li> <li>Find and make number bonds. <ul style="list-style-type: none"> <li>Add by making 10.</li> </ul> </li> <li>Subtraction – Not crossing 10.</li> <li>Subtraction – Crossing 10 (1).</li> <li>Subtraction – Crossing 10 (2). <ul style="list-style-type: none"> <li>Related Facts.</li> </ul> </li> <li>Compare Number Sentences.</li> </ul> <p><b>Year 1: Place value within 50</b></p> <ul style="list-style-type: none"> <li>Numbers to 50.</li> <li>Tens and ones.</li> <li>Represent numbers to 50. <ul style="list-style-type: none"> <li>One more one less.</li> </ul> </li> <li>Compare objects within 50.</li> <li>Compare numbers within 50. <ul style="list-style-type: none"> <li>Count in 2s.</li> <li>Count in 5s.</li> </ul> </li> </ul> <p><b>Year 1: Multiplication</b></p> <ul style="list-style-type: none"> <li>Count in 10s.</li> <li>Make equal groups. <ul style="list-style-type: none"> <li>Add equal groups.</li> <li>Make arrays.</li> <li>Make doubles.</li> </ul> </li> <li>Make equal groups – grouping.</li> <li>Make equal groups – sharing.</li> </ul>	<p><b>Year 1: Measurement: Length and Height</b></p> <ul style="list-style-type: none"> <li>Compare lengths and heights. <ul style="list-style-type: none"> <li>Measure length (1).</li> <li>Measure length (2).</li> </ul> </li> </ul> <p><b>Year 2: Measure Length and height 1</b></p> <ul style="list-style-type: none"> <li>Measure length (cm).</li> <li>Measure length (m).</li> <li>Compare lengths.</li> <li>Order lengths.</li> </ul> <ul style="list-style-type: none"> <li>Four operations with lengths.</li> </ul> <p><b>Year 2: Measure Length and height 2</b></p> <ul style="list-style-type: none"> <li>Measure length (cm).</li> <li>Measure length (m).</li> <li>Compare lengths.</li> <li>Order lengths.</li> </ul> <ul style="list-style-type: none"> <li>Four operations with lengths</li> </ul> <p><b>Year 1: Measurement: weight and volume</b></p> <ul style="list-style-type: none"> <li>Introduce weight and mass. <ul style="list-style-type: none"> <li>Measure mass.</li> <li>Compare mass.</li> </ul> </li> <li>Introduce capacity.</li> <li>Measure capacity.</li> <li>Compare capacity</li> </ul>	<p><b>Year 1: Fractions</b></p> <ul style="list-style-type: none"> <li>Halving shapes or objects.</li> <li>Halving a quantity.</li> <li>Find a quarter of a shape or object.</li> <li>Find a quarter of a quantity.</li> </ul> <p><b>Year 2: Fraction</b></p> <ul style="list-style-type: none"> <li>Make equal parts.</li> <li>Recognise half. <ul style="list-style-type: none"> <li>Find half.</li> </ul> </li> <li>Recognise quarter. <ul style="list-style-type: none"> <li>Find a quarter.</li> </ul> </li> <li>Recognise a third. <ul style="list-style-type: none"> <li>Find a third.</li> </ul> </li> <li>Unit fractions.</li> <li>Non-unit fractions.</li> <li>Equivalence of <math>\frac{1}{2}</math> and <math>\frac{2}{4}</math>.</li> <li>Find three quarters.</li> <li>Count in fractions.</li> </ul> <p><b>Year 1: Geometry: position and direction</b></p> <ul style="list-style-type: none"> <li>Describe turns.</li> <li>Describe Position (1).</li> <li>Describe Position (2).</li> </ul> <p><b>Year 2: Position and direction</b></p> <ul style="list-style-type: none"> <li>Describing movement.</li> <li>Describing turns.</li> </ul> <ul style="list-style-type: none"> <li>Describing movement and turns.</li> <li>Making patterns with shapes.</li> </ul>	<p><b>Year 1: Number: Place value</b></p> <ul style="list-style-type: none"> <li>Counting to 100.</li> <li>Partitioning numbers.</li> <li>Comparing numbers (1).</li> <li>Comparing numbers (2). <ul style="list-style-type: none"> <li>Ordering numbers.</li> <li>One more, one less</li> </ul> </li> </ul> <p><b>Year 2: Statistics</b></p> <ul style="list-style-type: none"> <li>Make tally charts.</li> <li>Draw pictograms (1-1).</li> <li>Interpret pictograms (1-1).</li> <li>Draw pictograms (2, 5 and 10).</li> <li>Interpret pictograms (2, 5 and 10). <ul style="list-style-type: none"> <li>Block diagrams.</li> </ul> </li> </ul> <p><b>Year 1: Measure: Money</b></p> <ul style="list-style-type: none"> <li>Recognising coins.</li> <li>Recognising notes.</li> <li>Counting in coins</li> </ul> <p><b>Year 2: Measure: Money</b></p> <ul style="list-style-type: none"> <li>Recognising coins &amp; notes <ul style="list-style-type: none"> <li>Count money – pence.</li> </ul> </li> <li>Count money – pounds (notes and coins).</li> <li>Count money – notes and coins. <ul style="list-style-type: none"> <li>Select money.</li> <li>Make the same amount.</li> <li>Compare money.</li> <li>Find the total.</li> <li>Find the difference.</li> </ul> </li> </ul>

Year 1 & Year 2

	<ul style="list-style-type: none"> <li>• Find number bonds for numbers within 10.</li> <li>• Systematic methods for number bonds within 10. <ul style="list-style-type: none"> <li>• Number bonds to 10.</li> <li>• Compare number bonds.</li> </ul> </li> <li>• Addition: Adding together. <ul style="list-style-type: none"> <li>• Addition: Adding more. <ul style="list-style-type: none"> <li>• Finding a part.</li> </ul> </li> </ul> </li> <li>• Subtraction: Taking away, how many left? Crossing out.</li> <li>• Subtraction: Taking away, how many left? Introducing the subtraction symbol. <ul style="list-style-type: none"> <li>• Subtraction: Finding a part, breaking apart. <ul style="list-style-type: none"> <li>• Fact families – 8 facts.</li> </ul> </li> </ul> </li> <li>• Subtraction: Counting back.</li> <li>• Subtraction: Finding the difference. <ul style="list-style-type: none"> <li>• Comparing addition and subtraction statements <math>a + b &gt; c</math>.</li> <li>• Comparing addition and subtraction statements <math>a + b &gt; c + d</math>.</li> </ul> </li> </ul> <p><b><u>Year 2: Place value</u></b></p> <ul style="list-style-type: none"> <li>• Count forwards &amp; backwards within 20 <ul style="list-style-type: none"> <li>• Tens and ones within 20</li> </ul> </li> <li>• Count forwards &amp; backwards within 50 <ul style="list-style-type: none"> <li>• Tens and ones within 50</li> <li>• Compare numbers within 50</li> </ul> </li> <li>• Count objects to 100 and read and write numbers in numerals and words. <ul style="list-style-type: none"> <li>• Represent numbers to 100.</li> </ul> </li> <li>• Tens and ones with a part whole model.</li> <li>• Tens and ones using addition. <ul style="list-style-type: none"> <li>• Use a place value chart. <ul style="list-style-type: none"> <li>• Compare objects.</li> <li>• Compare numbers.</li> </ul> </li> </ul> </li> <li>• Order objects and numbers. <ul style="list-style-type: none"> <li>• Count in 2s</li> <li>• Count in 5s &amp; 10s</li> <li>• Count in 3s.</li> </ul> </li> </ul> <p><b><u>Year 2: Place value: Addition and subtraction</u></b></p>	<ul style="list-style-type: none"> <li>• Compare groups of objects. <ul style="list-style-type: none"> <li>• Compare numbers.</li> </ul> </li> <li>• Order groups of objects. <ul style="list-style-type: none"> <li>• Order numbers.</li> </ul> </li> </ul> <p><b><u>Year 2: Multiplication and division</u></b></p> <ul style="list-style-type: none"> <li>• Make equal groups.</li> <li>• Add equal groups. <ul style="list-style-type: none"> <li>• Make arrays</li> </ul> </li> </ul>	<p><b><u>Year 2: Multiplication and division</u></b></p> <ul style="list-style-type: none"> <li>• Recognise equal groups. <ul style="list-style-type: none"> <li>• Make equal groups.</li> <li>• Add equal groups.</li> </ul> </li> <li>• Multiplication sentences using the x symbol. <ul style="list-style-type: none"> <li>• Multiplication sentences from pictures. <ul style="list-style-type: none"> <li>• Use arrays.</li> <li>• 2 times-table.</li> <li>• 5 times-table.</li> <li>• 10 times-table.</li> </ul> </li> <li>• Make equal groups – sharing.</li> <li>• Make equal groups – grouping. <ul style="list-style-type: none"> <li>• Divide by 2.</li> </ul> </li> <li>• Odd and even numbers. <ul style="list-style-type: none"> <li>• Divide by 5.</li> <li>• Divide by 10.</li> </ul> </li> </ul> </li></ul>	<p><b><u>Year 2: Mass, capacity and temperature</u></b></p> <ul style="list-style-type: none"> <li>• Compare mass. <ul style="list-style-type: none"> <li>• Measure mass in grams.</li> </ul> </li> <li>• Measure mass in kilograms. <ul style="list-style-type: none"> <li>• Compare capacity. <ul style="list-style-type: none"> <li>• Millilitres.</li> <li>• Litres.</li> </ul> </li> <li>• Temperature</li> </ul> </li></ul>		<ul style="list-style-type: none"> <li>• Find change.</li> <li>• Two-step problems.</li> </ul> <p><b><u>Year 1: Measure: time</u></b></p> <ul style="list-style-type: none"> <li>• Before and after. <ul style="list-style-type: none"> <li>• Dates.</li> </ul> </li> <li>• Time to the hour.</li> <li>• Time to the half hour. <ul style="list-style-type: none"> <li>• Writing time.</li> <li>• Comparing time</li> </ul> </li> </ul> <p><b><u>Year 2: Measure: Time</u></b></p> <ul style="list-style-type: none"> <li>• O'clock and half past.</li> <li>• Quarter past and quarter to.</li> <li>• Telling time to 5 minutes.</li> <li>• Minutes in an hour, hours in a day. <ul style="list-style-type: none"> <li>• Find durations of time.</li> <li>• Compare durations of time.</li> </ul> </li> </ul>
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Year 1 & Year 2

	<p>Fact families – Addition and subtraction bonds to 20.</p> <ul style="list-style-type: none"> <li>• Check calculations.</li> <li>• Compare number sentences. <ul style="list-style-type: none"> <li>• Related facts.</li> <li>• Bonds to 100 (tens).</li> <li>• Add and subtract 1s.</li> <li>• 10 more and 10 less.</li> <li>• Add and subtract 10s. <ul style="list-style-type: none"> <li>• Add by making 10</li> </ul> </li> </ul> </li> <li>• Add a 2-digit and 1-digit number – crossing 10. <ul style="list-style-type: none"> <li>• Subtraction – crossing 10</li> </ul> </li> <li>• Subtract a 1-digit number from a 2-digit number – crossing 10.</li> <li>• Add two 2-digit numbers – not crossing 10 – add ones and add tens. <ul style="list-style-type: none"> <li>• Add two 2-digit numbers – crossing 10 – add ones and add tens.</li> </ul> </li> <li>• Subtract a 2-digit number from a 2-digit number – not crossing 10.</li> <li>• Subtract a 2-digit number from a 2-digit number – crossing 10 – subtract ones and tens.</li> <li>• Find and make number bonds</li> <li>• Bonds to 100 (tens and ones). <ul style="list-style-type: none"> <li>• Add three 1-digit numbers</li> </ul> </li> </ul>					
<p>Science</p>	<p><b>Seasonal Changes</b> Start a seasons diary/scrapbook inc. photographs Length of days Weather symbols and recording including pictograms Wind direction, temperature Using sense Seed collection, dispersal and plant research. Evergreen and deciduous Animal, insect, bird and plant etc life observation inc. farming Looking after nature Looking after humans – cold, heat etc Water cycle Soil types North, East, South and West. The moon cycle and stars <b>WS:</b> Observe, identify and classify Predict Explore changes Using equipment</p> <p><b>Materials Monster</b> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>	<p><b>Seasonal Changes</b> Start a seasons diary/scrapbook inc. photographs Length of days Weather symbols and recording including pictograms Wind direction, temperature Using sense Seed collection, dispersal and plant research. Evergreen and deciduous Animal, insect, bird and plant etc life observation inc. farming Looking after nature Looking after humans – cold, heat etc Water cycle Soil types North, East, South and West. The moon cycle and stars <b>WS:</b> Observe, identify and classify Predict Explore changes Using equipment</p> <p><b>On Safari</b> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p>	<p><b>Seasonal Changes</b> Start a seasons diary/scrapbook inc. photographs Length of days Weather symbols and recording including pictograms Wind direction, temperature Using sense Seed collection, dispersal and plant research. Evergreen and deciduous Animal, insect, bird and plant etc life observation inc. farming Looking after nature Looking after humans – cold, heat etc Water cycle Soil types North, East, South and West. The moon cycle and stars <b>WS:</b> Observe, identify and classify Predict Explore changes Using equipment</p> <p><b>Healthy Me</b> Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p>			

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	<p><b>WS</b> Observe closely, perform simple tests, identify and classify, use observations and ideas to suggest answers to questions, gather and record data to help in answering questions</p> <p><b>Squash, Bend, Twist and Stretch</b> Find out how the shapes of solid objects made from some materials can be changed by squashing, bending twisting and stretching</p> <p><b>WS:</b> Observe closely, perform simple tests, identify and classify, use observations to suggest answers to questions, gather and record data to help in answering questions</p>	<p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p><b>WS:</b> Ask simple question and recognise that they can be answered in different ways, observe closely, using simple equipment, perform simple tests, identify and classify, gather and record data to help in answering questions</p> <p><b>Holiday</b> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores or omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock) Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p><b>WS</b> Ask simple questions and recognise that they can be answered in different ways. Observe closely using simple equipment, perform simple tests, identify and classify, use observations and ideas to suggest answers to questions, gather and record data to help in answering questions.</p>	<p><b>WS:</b> Observe closely, perform simple tests to identify and classify, use observations and ideas to suggest answers to questions, gather and record data in answering questions</p> <p><b>Little Masterchefs</b> Find out about and describe he basic needs of humans for survival (water, food and air) Describe the importance for humans of eating the right amount of different types of food, and hygiene Observe and describe how seeds and bulbs grow into mature plants Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, rock, paper and cardboard for particular uses</p> <p><b>WS:</b> Observe closely, perform simple tests, identify and classify, use observations and ideas to suggest answers to questions, gather and record data to help in answering questions</p>			
Computing	<p><b>Getting started:</b> Click and drag Drawing shapes Draw a story Self portrait</p> <p><b>What is a computer?</b> Computer parts Inputs Technology safari Invention Real world role-play</p> <p><b>Digital imagery – across whole year</b> Planning a photo story Taking photos Editing photos Searching for images Photo collage</p> <p><b>Using Class Dojo portfolio</b></p>	<p><b>Intro to data</b> Pre-teaching assessment Zoo data Picture data Minibeast hunt Animal Guess Who Inventions</p> <p><b>Word Processing</b> Pre-teaching assessment Getting to know the keyboard Getting started with word processing Newspaper writer Poetry book What happens when I post online?</p>	<p><b>Stop motion</b> Using tablet devices Devices with cameras Devices without cameras</p> <p><b>Algorithms and debugging</b> Pre-teaching assessment Dinosaur algorithm Machine learning Through the movie Making maps Unplugged debugging</p>			
History	-	<p><b>Why was Charles sent to prison?</b> What did Charles (criminal in WWI) do wrong? Why were messenger pigeons so important during the first world war?</p>	-	<p><b>How do our favourite toys and games compare to those of children of the 1960's?</b> Why do historians divide up time? What do people remember about the 1960's?</p>	-	<p><b>Who is the greatest history maker?</b> What does it mean for someone to make history? Which of these people was the greatest history maker?</p>

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		<p>Why were messages sent by pigeon always in code? How did children know that a war was happening in 1916? Why were horses very important during the first world war? How did other animals contribute to the war effort?</p>		<p>How do the most popular toys and games of the 1960's compare with those of today? Why were there no SMART toys and games in the 1960's? How can we make sure we play with SMART toys and games safely and securely? What do adults I know remember about the 1960's? (visit from someone who was a child in 1960's)</p>		<p>How would you like to be remembered as a history maker?</p>
Geography	<p><b><u>What is the geography of where I live like?</u></b> What is geography all about? Whereabouts in the United Kingdom do I live? What does the Geographical Information Service (GIS) in Google Earth tell me of the local area? What are the main land uses within my local area? How can we introduce people to the physical and human geography of our local area?</p>	-	<p><b><u>How does the geography of Kampong Ayre compare to ours?</u></b> How does the location of Kampong Ayre compare with where I live? How do people's homes at Kampong Ayre compare with mine? How does the weather at Kampong Ayre compare with where I live? How do the people of Kampong Ayre travel compared with how I travel? How does going to school in Kampong Ayre compare with my school? How does the natural environment around Kampong Ayre compare with the natural environment where I live? How does the Geographic Information System (GIS) imagery of Kampong Ayre compare with the GIS imagery of where I live?</p>	-	<p><b><u>Why does it matter where my food comes from?</u></b> Where do dairy products come from? Why are there so many dairy farms in Devon? How does Quick's Dairy Farm in Devon make cheese? (Possible Cheese maker visit) How does our list of favourite fruits and vegetables compare with the favourites of other people? Why is it important to know all about sugar? Why does John have so many happy customers at his shop?</p>	-
Art	<p style="text-align: center;"><b><u>Collage</u></b> Mixed media: linked to Season diary Assessment Composition Textures (including leaves, soil etc) Shades and colours Painting over textures Collage (Create cover for Seasons diary scrap book)</p> <p style="text-align: center;"><b><u>Art and design skills</u></b> Pre-teaching assessment Introduction to sketchbooks Craft: Clay Craft: Weaving a picture Design: Clarice Cliff plates Shading Painting: Roller coaster ride Learning about...drawing for fun</p>		<p style="text-align: center;"><b><u>Formal elements of art:</u></b> Pre-teaching assessment Shape: Shape abstract composition Line: Exploring lines Line: Making waves Colour: Making colours Colour: Painting with colour</p> <p style="text-align: center;"><b><u>Collage- sculpture and collages</u></b> Pre-teaching assessment Snail sculptures Junk model animals Plant collage Giant spider part 1 Giant spider part 2</p>		<p style="text-align: center;"><b><u>Human form</u></b> Pre-teaching assessment Human alphabet Skulls Making faces Opie style portraits Clothes peg figures Food portrait</p> <p style="text-align: center;"><b><u>Sculpture and mixed media</u></b> Pre-teaching assessment Superhero figures Drawing facial expressions Multimedia Superhero part 1 Multimedia superhero part 2 Multimedia superhero part 3</p>	
Design Technology	<b><u>Textiles</u></b>		<b><u>Mechanisms: Wheels and axles</u></b> Make a toy car		<b><u>Food</u></b>	

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	<p>Make a puppet dressed for the Poles Pre-teaching assessment Joining fabrics Designing my puppet Making and joining my puppet Decorating my puppet</p>		<p>Pre-teaching assessment How do wheels move? Fixing a broken wheel Designing a vehicle Wacky races</p> <p><b><u>Mechanism: Fairground wheel</u></b> Pre-teaching assessment Design a Ferris wheel Planning a build Building the frame and wheels Adding pods and decoration</p>		<p>Design, make and evaluate healthy meals -Understand and apply the principles of nutrition</p> <p><b><u>Fruit and vegetables</u></b> Pre-teaching assessment Fruit or vegetable? Where fruit and vegetables grow Smoothie ingredients tasting Making smoothies</p> <p><b><u>Balanced diet</u></b> Pre-teaching assessment Hidden sugars in drinks Taste testing combinations Designing and making a wrap Making and evaluating</p>	
Music	<p><b><u>Hey You</u></b> Charanga: Composition, rapping and rhythm</p>	<p><b><u>Christmas</u></b> Songs/carols and music linked to a Christmas performance/concert</p>	<p><b><u>Whole class instrument tuition: Okarina</u></b> Learning to follow a simple notation Charanga: 'In the Groove': same tune/different styles</p>		<p><b><u>Rhythm in the Way We Walk</u></b> Charanga: Action Songs linked to the foundations of music</p>	<p><b><u>Reflect, Rewind, Replay 1</u></b> Charanga: Looking back on the music heard this year and placing it in a historical context</p>
PE	<p>Gait, skip and jump Spatial Awareness Isolated Body Parts Rolling and Trapping Lunge and Leap</p>	<p>Rhythmical Awareness Body shape – Symmetry/Asymmetry Catching Leap Push and Pull</p>	<p>Directional Awareness Aesthetic movement – levels Releasing Push and Pull Squat and Roll</p>	<p>Directional Awareness Aesthetic movement – Direction Striking and Kicking Squat and Roll Bend and Stretch</p>	<p>Directional Awareness Dynamics Catching Bend and Stretch Rotate and Balance</p>	<p>Cognitive Development Flow and Rhythm Releasing and dribbling Rotate and Balance</p>
RE	<p>Who is Muslim and how do they live? (part 1)</p>	<p>Why does Christmas matter to Christians?</p>	<p>Who is a Muslim and how do they live? (part 2)</p>	<p>Why does Easter matter to Christians?</p>	<p>What is the good News that Christians believe Jesus brings?</p>	<p>What makes some places sacred to believers?</p>
PSHE/SRE	<p><b><u>Health and Wellbeing 1</u></b> Healthy Lifestyles Keeping Safe Growing and Changing</p>		<p><b><u>Relationships 1</u></b> Healthy Relationships Feelings and Emotions Valuing Difference</p>		<p><b><u>Living in the Wider World 1</u></b> Rights and responsibilities Money Taking care of the environment</p>	
Celebrations / Events	<p>Bonfire at Forest Farm with Guy made by children  Puppet show</p>		<p>Making Hot Cross Buns</p>		<p>Individual research projects including What I want to be remembered for presentations Share seasonal scrapbooks</p>	
Cross-curricular opportunities/ideas	<p>Class readers – The Thankyou letter by Jane Cabrera</p> <p><b><u>Science:</u></b> Maths – shape, size, volume and tessellations DT/Art and craft – create the village using a variety of objects, make a whole class Guy for the bonfire at Forest Farm ART – weaving using a variety of materials Recycling – variety of sustainability books including Greta and the giants, Dear Earth etc</p> <p><b><u>Topic:</u></b> Non-chronological report on glow worms, Power Point presenting information on Charles and WWI</p> <p><b><u>Weekend work:</u></b> Topic – sketch a map with labels of the physical and human geography of their local area surrounding their home, Can you find out why animals, particularly dogs, are used during natural disasters?</p>		<p>Class Reader - Expeditions Diaries, Borneo Rainforest by Simon Chapman</p> <p>CCW – Diary entries</p> <p><b><u>Science:</u></b> English –_Instructional writing, Write a postcard including compound words, making lists, create captions on holiday photographs. Maths – pictograms and handling data, using money, comparing weight. Geography – using maps</p> <p><b><u>Topic:</u></b> English – Presentation – A day in the life of our school, Power Point – living in the rainforest, Explanation writing - Describe and explain the cause of the major change to toys and games since 1960s, Non-chronological report about Time Berners Lee Maths – using simple graphs and charts, temperature, Venn diagrams</p> <p><b><u>Weekend work:</u></b> Interview any family members, friends or neighbours who may remember the 1960's and take notes.</p>		<p>Class reader – Stubby, A true story of friendship by Michael Foreman</p> <p><b><u>Science:</u></b> Maths – weigh and measure and using money, pictographs and bar graphs, comparison, fractions, shape English – keeping a diary, powerful adjectives, explanation writing and instructional writing, create a persuasive advert Geography – using and creating maps PE – keeping fit and healthy PSHE – Mental health</p> <p><b><u>Topic:</u></b> English – create a power point about a dairy product, summarising paragraph, persuasive writing about sugar consumption, explanation writing linked to green grocers and supermarkets, Power Point linked to most popular and healthiest foods, Chronological report on Guy Fawkes to be shared children to research a history maker from the list at home to write a report in class, Creative writing linked to what they would like to be remembered for. Maths – graphs and charts Geography – Maps and plotting</p>	

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			<b>Weekend work:</b> Topic – Research the top ten most popular meals in the UK, Research and make notes on a chosen Great Explorer
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