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| EYFS/1/2 | Curriculum overview – Churchwell |
| Y1 | Topic | English | Maths | Science | Art/DT | PE | Humanities | Computing | Music | RE | PHSE |
| YR |  | Literacy | Maths  | Understanding the world | Expressive Art and Design | Physical Development | Understanding the world |  | Expressive Art and Design | Understanding the world | PSED |
| Term 1 | What do I want to be? | The little red hen  | Baseline assessment Numbers to 10 | Humans and Health | Drawing Self portrait | Gymnastics The Jungle Journey | Changes in living memory | Coding | BBC Famous People | UC – Creation  | Me and my relationships  |
| Term 2 |  | Dear Zoo  | Addition and subtraction within 10Numbers to 4 | Humans and Health | Food/ cooking | Dance Ball skills | Human and physical geography | Coding | Nativity | UC – Incarnation  | Valuing Difference |
| Term 3 | The sky’s the limit.  | The Three Billy Goats Gruff Owl Babies | Addition and subtraction within 20 Place value to 50Numbers 5,6,7 and 8 | Everyday Materials | Painting/ printing | Gymnastics Dance | Significant individual | Internet safety | Music Express -Machines -Seasons  | Jesus as a friend  | Keeping myself safe |
| Term 4 |  | The Gigantosaurus How to Catch a Star  | MeasurementNumbers 9 and 10 Consolidation | Plants | Mechanisms | Catching skills Kicking skills | Locational knowledge | ResearchingCoding | BBC - Jack and the beanstalk | UC – Salvation  | Rights and responsibilities |
| Term 5 | Fantastic Beasts and where to find them.  | The Gruffalo How to catch a star | Multiplication and Division Fractions Numbers to 20 | Animals | Collage/ sculpture | Bat and ball skillsAthletics | Local History | Coding | Music ExpressTaking Off | Shabbat | Being my best  |
| Term 6 |  | Sharing a Shell Little Red Riding Hood  | Place Value within 100Patterns  | Animals | Sewing | Rounders Cricket forest schools | Place Knowledge | Bee bots  | Music ExpressWhat’s the Score?  | Rosh Hashanah and Yom Kippur | Growing and changing |
| **Formal Assessment** |  |  |  | Assessment unit tasks;End of year assessments  | End of year assessments | End of year assessments | End of year assessments | End of year assessments | End of unit assessments | End of year assessments |   |
| EYFS baseline and profile |

 *Examples – topic title may be different from humanities learning to give wider appeal*

* *On the next pages are all the learning outcomes from our end of year assessment sheets to demonstrate progression of learning.*

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| Enrichment |
| Term 1 | Healthy schools’ week; anti- bullying (SEAL); trips SEAL-New Beginnings Transition  |
| Term 2 | Armistice; Brocklehurst exhibition; Spirituality day; Christmas, trips, |
| Term 3 | E safety day; Easter; St George’s day; Fairtrade; World Book Day; Sport/comic relief; spirituality day; trips Growth Mindset-Going for Goals SEAL |
| Term 4 | Mill on the Brue – Y5; Disability week; |
| Term 5 | Streetwise – Y2 and 5; Carymore – Y3; Leeson House – Y4 |
| Term 6 | Barton Hall – Y6; Y6 first aid; Emotional; health week;  |

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| **Skills progression** | **EYFS/1/2** | **Science** |
| **EYFS** |  | **Year 1** | **Year 2** |
| Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe | **Working scientifically** | * Ask simple, relevant questions
* Observe closely, using simple equipment
* Perform simple tests
* Identify and classify items in big groups
* Suggest an explanation based on observation
* Gather and record simple data
 | * Recognise that questions may have several valid answers
* Describe accurately what has been observed
* Explain how a simple test works
* Classify items in different groupings
* Suggest alternative but plausible explanations
* Use data to help answer questions
 |
| They talk about the features of their own immediate environment and how environments might vary from one another.  | **Plants** | * Name a variety of common wild and garden plants, including deciduous and evergreen trees
* Describe the basic structure of a variety of common flowering plants, including trees
 | * Describe how seeds and bulbs grow into mature plants
* Describe how plants need water, light and a suitable temperature to grow and stay healthy
 |
| They make observations of animals and plants and explain why some things occur, and talk about changes. | **Animals, including humans** | * Name a variety of common animals including fish, amphibians, reptiles, birds and mammals
* Name a variety of common animals that are carnivores, herbivores and omnivores
* Describe and compare the structure of a variety of common animals (fish, amphibians, retiles, birds and mammals including pets)
* Name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
 | * Understand that animals, including human, have offspring which grow into adults
* Describe the basic needs of animals, including humans, for survival
* Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene
 |
| Children know about similarities and differences in relation to places, objects, materials and living things. | **Everyday materials** | * Distinguish between an object and the materials form 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
 | * Compare the suitability of everyday materials for particular uses
* Understand that the shapes of solid objects can be changed e.g. by squashing, stretching, etc
 |
| Children look closely at similarities, difference, pattern and change. | **Seasonal changes** **(Year 1 only)** | * Observe change across the 4 seasons
* Observe and describe weather associated with the seasons and how day length varies
 | n/a |
|  | **Living things and their habitats** **(Year 2 only)** | n/a | * Contrast things that are living, dead and never been alive
* Describe how habitats provide for the basic needs of different animals, and how they depend on each other
* Identify a variety of plants an animals in their habitats, including microhabitats
* Describe how animals obtain food, using a simple food chain, and identify different sources of food.
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| **Skills progression** | **EYFS/1/2** | **Art and Design**  |
| **EYFS** | **Year 1** | **Year 2** |
| They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design,texture, form and function. | * Has planned and made a product to a simple specification, and evaluated it afterwards
* Is able to demonstrate variety and increasing control in drawing and painting
* Is able to decorate in a number of ways e.g. using colour, pattern, texture
* Can describe the work and distinctive style of one or two important artists
 | * Has planned and made products using different materials and appreciates what different materials are good for
* Has experienced sculpture and shown some early skill in planning the work and managing the medium
* Has taken account of aesthetic factors in designing a product e.g. appearance, shape, ease of use, colour
* Can compare and contrast different types of art and artists, using examples to show what is distinctive about them
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| **Skills progression** | **EYFS/1/2** | **Design and Technology** |
| **EYFS** |  | **Year 1** | **Year 2** |
| They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | **Design** | * Can plan a product on the basis of its use, purpose and appeal
 | * Can use a range of methods to help plan a product e.g. sketches, research, oral feedback
 |
| Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. | **Make** | * Can choose appropriate materials and tools to make a product
 | * Can consider the benefits of alternative materials and approaches to making a product
 |
| Children select appropriate resources and adapt works where necessary. | **Evaluate** | * Can evaluate existing products against given criteria
 | * Can evaluate their own plans and products against criteria
 |
| They use tools and techniques competently and appropriately. | **Technical knowledge** | * Can build and improve structures e.g. to be stable
 | * Can employ mechanisms such as pulleys and wheels in making a product
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|  | **Cooking & nutrition** | * Knows where food comes from
 | * Can prepare a meal that is compatible with a healthy balanced diet
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| **Skills progression** | **EYFS/1/2** | **Physical Education** |
| **EYFS** | **Year 1** | **Year 2** |
| Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. | * Can run, jump, throw and catch well enough to join in sports that use them
* Can join in team games, playing by the rules and supporting the team
* Can join in a dance, responding to music or rhythm or following a pattern
 | * Can balance, co-ordinate and exhibit agility well enough to participate in exercises and sports that use them
* Can participate team games and understand their particular role in defence or attack
* Can create and perform a dance, joining together movements into a pattern
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| **Skills progression** | **EYFS/1/2** | **History** |
|  | **EYFS** | **Year 1** | **Year 2** |
| Children talk about past and present events in their own lives and in the lives of family members. | **Changes within living memory** | Can identify people, practices or articles (such as parents, favourite toys) that have changed in one’s own memory and consider why that change has occurred. | **Changes within living memory** | Can pinpoint significant personal, social or national events that have happened within one’s own memory (such as Olympic Games, elections) and why they have been important |
| Children can talk about events in their own memory.They can recognise and describe special times and events. | **Events beyond living memory** | Can describe a famous event that happened before one’s own time, know when it happened and say why it was important | **Events beyond living memory** | Has constructed an historical timeline and knows what life was like in one or two different periods |
| Children show an interest in different occupations and ways of life. | **Significant individuals** | Can name a handful of famous men and women, say when they lived and what they did that was important | **Significant individuals** | Can describe a linked group of significant people and what they contributed to their field e.g. monarchs, explorers, inventors |
|  | **Local history** | Can name a significant local *person* (place or event) and why it/he/she is considered important | **Local history** | Can describe a significant local *place* (person or event) and why it/he/she is considered important |

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| **Skills progression** | **EYFS/1/2** | **Geography**  |  |
|  | **EYFS** | **Year 1** | **Year 2** |  |
| They talk about the features of their own immediate environment and how environments might vary from one another. | **Locational knowledge** | Can name & locate the world’s 7 continents and 5 oceans on a map | Can name and locate the 4 countries & capital cities of the UK and its surrounding seas on a map |  |
| They comment and ask questions about aspects of their familiar world such as the places where they live and the natural world. | **Place knowledge** | Can describe the characteristics of one area of the UK | Can describe the characteristics of a non-European area and contrast it with the UK |  |
| They develop an understanding of growth, decay and changes over time. | **Human & physical geography** | Can describe the seasons and weather patterns of the UKKnows the geographical terms for common physical features | Can locate the hot and cold areas of the world on a mapKnows the correct terms for common features of human geography |  |
|  | **Geographical skills & fieldwork** | Can find the UK, continents, oceans and other places studied on a mapKnows the points of the compass | Can make sense of features in an aerial photographCan draw a simple map with keyCan observe and describe the geography of the school area |  |

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| **Skills progression** | **EYFS/1/2** | **Computing** |
| **EYFS** | **Year 1** | **Year 2** |
| Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. | * Understands the importance of giving clear, precise, logical instructions
* Can create a simple programme
* Knows how to save, open and store simple digital content
* Knows a range of important uses of IT
* Understands and respects privacy and knows why some uses of the computer are discouraged
 | • Understands what an algorithm is and how devices use them• Can debug a simple programme• Can organise their data store• Knows why IT is important for society more generally• Knows how to keep their own information private and what to do if they are concerned about content or behaviour |

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| **Skills progression** | **EYFS/1/2** | **Music** |
| **EYFS** | **Year 1** | **Year 2** |
| Children sing songs, make music and dance, and experiment with ways of changing them.Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. | * **Perform-**
* Joins in singing simple songs, chants and rhymes
* Can work with others to combine sounds to accompany a song or chant or to create a short rhythmic piece
* **Compose-**Has worked out how to make different sounds and rhythms from a range of different instruments
* **Listen** - Can attend to different types of music and describe them in basic terms
 | **Perform-**Sings and chants expressively to reflect meaningCan demonstrate the way that different kind of instruments make their sounds**Compose-**Can use an instrument to join in or generate a musical pattern, adjusting volume, tone and tempo to suit**Listen** -Can listen to pieces of music and describe the kind of instruments and sounds they include |

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| **Skills progression** | **EYFS/1/2** | **RE** |
| **EYFS** | **Year 1** | **Year 2** |
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