

## KS1 curriculum overview - September 2024

	Cycle B			Cycle A			
<b>THEME:</b>	<p style="text-align: center;"><b>PIRATES</b> A1 and A2</p> <p style="text-align: center;"><b>GEOGRAPHY</b></p> <p style="color: red; font-size: small;">Why did some pirates inhabit the islands of the Caribbean?</p> <p style="font-size: x-small;">Key learning: Understand geographical similarities and differences between Dorking and the Caribbean</p>	<p style="text-align: center;"><b>TRANSPORT</b> Sp1 and Sp2</p> <p style="text-align: center;"><b>HISTORY</b></p> <p style="color: red; font-size: small;">How have bicycles evolved since their invention?</p> <p style="font-size: x-small;">Key learning: Observe or handle evidence to ask questions and find answers to the past (Brooklands museum visit) Describe significant people in the past - Dunlop</p>	<p style="text-align: center;"><b>CASTLES</b> S1 and S2</p> <p style="text-align: center;"><b>HISTORY</b></p> <p style="color: red; font-size: small;">What was life like in castles?</p> <p style="font-size: x-small;">Key learning Identify key features of a location to understand why castles were built.</p>	<p style="text-align: center;"><b>FIRE, FIRE!</b> A1 (7 wks) and A2 (7 wks)</p> <p style="text-align: center;"><b>HISTORY</b></p> <p style="color: red; font-size: small;">How did life change for Londoners after the Great Fire of London and what has been the long-term impact?</p> <p style="font-size: x-small;">Key learning: Sequence events from the past using records of the past. Formation of fire brigade. Development of materials used to build buildings.</p>	<p style="text-align: center;"><b>SUPERHERO</b> ES Sp1 (5 wks) and Sp2 (6wks)</p> <p style="text-align: center;"><b>SCIENCE</b></p> <p style="color: red; font-size: small;">How have materials evolved?</p> <p style="font-size: x-small;">Key learning: How technology has influenced the development of materials and the changes to superhero costumes. Sources - comics, cartoons, toys,</p>	<p style="text-align: center;"><b>EXPLORERS</b> S 1 (6wks)</p> <p style="text-align: center;"><b>HISTORY</b></p> <p style="color: red; font-size: small;">How did the exploration of Antarctica affect the British Nation?</p> <p style="font-size: x-small;">Key learning: Who was Shackleton? Why did he want to explore and where did he go? How did his exploration compare with others?</p>	<p style="text-align: center;"><b>SEASIDE</b> S 2 (7 wks)</p> <p style="text-align: center;"><b>GEOGRAPHY</b></p> <p style="color: red; font-size: small;">How is Brighton different from Dorking?</p> <p style="font-size: x-small;">Key learning: Ask and answer geographical questions. To identify the key features of a location</p>
<b>WOW DAYS</b>	Pirate Day	Brooklands Museum	Hever Castle	Great Fire of London drama workshop	Superhero day	Explore Ranmore	Brighton trip
<b>Opportunities for outdoor learning and maximising locality</b>							
<b>History</b>		<ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Identify some of the different ways the past has been represented.</li> <li>• Describe significant people from the past.</li> <li>• Place events and artefacts in order on a time line.</li> <li>• Label time lines with words or phrases such as: past, present, older and newer.</li> <li>• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Identify some of the different ways the past has been represented.</li> <li>Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li> </ul>	<ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Identify some of the different ways the past has been represented.</li> <li>• Describe historical events.</li> <li>• Describe significant people from the past.</li> <li>• Recognise that there are reasons why people in the past acted as they did.</li> <li>• Place events and artefacts in order on a time line.</li> </ul>		<ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions and find answers to questions about the past.</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Identify some of the different ways the past has been represented.</li> <li>• Describe historical events.</li> <li>• Describe significant people from the past.</li> <li>• Recognise that there are reasons why people in the past acted as they did.</li> <li>• Place events and artefacts in order on a time line.</li> </ul>	

						<ul style="list-style-type: none"> <li>• Label time lines with words or phrases such as: past, present, older and newer.</li> <li>• Recount changes that have occurred in their own lives.</li> <li>• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li> </ul>	
<b>Geography fieldwork and skills</b>							
<b>Geography</b>	<ul style="list-style-type: none"> <li>• Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</li> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</li> <li>• Name and locate the world's continents and oceans.</li> <li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</li> <li>• Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>• key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> <li>• key human features, including: village, farm,</li> </ul> </li> <li>• Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</li> <li>• Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</li> </ul>				<ul style="list-style-type: none"> <li>• Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</li> <li>• Use aerial images and plan perspectives to recognise landmarks and basic physical features.</li> <li>• Identify land use around the school.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents and oceans studied.</li> <li>• Name and locate the world's continents and oceans.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</li> <li>• Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</li> <li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</li> <li>• Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>• key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> <li>• key human features, including: city, town, village, factory, farm, house, office and shop.</li> </ul> </li> <li>• Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</li> </ul>
<b>Geography – news book</b>	<p><i>KS1 - Investigating places</i>  <i>Our book about the United Kingdom</i>  Each class will have a news book which children will take home weekly which will focus on:  Naming, locating and identifying characteristics of the four countries and capital cities of the UK and its surrounding oceans.</p>						
<b>Science Yr 1</b>	<b>Animals incl humans</b>	<b>Seasonal changes</b> Observe changes across the four seasons	<b>Plants</b>	<b>Animals incl humans</b>	<b>Everyday materials</b>	<b>Plants</b>	

	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals Identify, name, draw and label the basic parts of the human body (using correct scientific terminology) and say which part of the body is associated with each sense.</p>	<p>Observe and describe weather associated with the seasons and how day length varies</p> <p><b>Everyday materials</b> 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.</p> <p><b>Everyday materials</b> Describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p><b>Seasonal changes</b> Observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies</p>	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals</p> <p>Identify, name, draw and label the basic parts of the human body (using correct scientific terminology) and say which part of the body is associated with each sense.</p> <p><b>Seasonal changes</b> Observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies</p>	<p>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.</p> <p><b>Everyday materials</b> Describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p><b>Seasonal changes</b> Observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies</p>	<p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p><b>Seasonal changes</b> Observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies</p>
<p><b>Science Yr 2</b></p>	<p><b>Animals including humans.</b> Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</p> <p>Year 2 RSHE: Physical Health and Wellbeing Know about routines and habits for maintain good physical and mental health</p> <p>Understand why sleep is important for growing and keeping healthy</p> <p>Know that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies</p> <p>the importance of and routines for brushing teeth and visiting the dentist</p> <p>know about food and drink that affect dental health</p> <p>to identify and name main parts of the body including external genitalia (vulva, vagina, penis, testicles)</p> <p><b>Book</b> <b>Ruby's Worries</b> <b>Tom Percival</b></p>	<p><b>Uses of everyday materials.</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.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p><b>Plants</b> Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p><b>Living things and their habitats.</b> Explore and compare the differences between things that are living, dead and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats including micro-habitats.</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>	<p><b>Animals incl humans</b> Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</p> <p>Year 2 RSHE: Know that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies</p> <p><b>Book</b> <b>Ruby's Worries</b> <b>Tom Percival</b></p>	<p><b>Uses of everyday materials</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.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p><b>Living things and their habitats</b> Explore and compare the differences between things that are living, dead and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</p> <p>Identify and name a variety of plants and animals in their habitats including micro-habitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p><b>Plants</b> Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Year 2 RSHE: Physical Health and Wellbeing Know about routines and habits for maintain good physical and mental health Understand why sleep is important for growing and keeping healthy the importance of and routines for brushing teeth and visiting the dentist know about food and drink that affect dental health to identify and name main parts of the body including external genitalia (vulva, vagina, penis, testicles)</p>

<p><b>Computing 2022 Teach Computing</b></p> <p><a href="https://teachcomputing.org/curriculum">https://teachcomputing.org/curriculum</a></p> <p><b>Computing - Online Safety Project Evolve</b></p> <p><a href="https://projectevolve.co.uk/">https://projectevolve.co.uk/</a></p>	<p>Y1 - Unit 1 Technology all around us <b>Project Evolve</b></p> <ul style="list-style-type: none"> <li>• Copyright and ownership</li> <li>• Health well-being and lifestyle</li> </ul> <p>Y1 - Unit 2 Digital Painting <b>Project Evolve</b></p> <ul style="list-style-type: none"> <li>• Managing online information</li> <li>• Self-image and identity</li> </ul> <p>Y2 -Unit 1 Information technology around us <b>Project Evolve</b></p> <ul style="list-style-type: none"> <li>• Health, well-being and lifestyle</li> </ul> <p>Y2 - Unit 2 Digital Photography <b>Project Evolve</b></p> <ul style="list-style-type: none"> <li>• Self-image and identity</li> </ul>	<p>Y1 - Unit 3 Moving a robot <b>Project Evolve</b></p> <ul style="list-style-type: none"> <li>• Online bullying</li> <li>• Online relationships</li> </ul> <p>Y1 - Unit 4 Grouping Data <b>Project Evolve</b></p> <ul style="list-style-type: none"> <li>• Copyright and ownership</li> </ul> <p>Y2 - Unit 3 Robot Algorithms <b>Project Evolve</b></p> <ul style="list-style-type: none"> <li>• Online relationships</li> <li>• Online reputation</li> <li>• Online bullying</li> </ul> <p>Y2 - Unit 4 Pictograms <b>Project Evolve</b></p> <ul style="list-style-type: none"> <li>• Privacy and security</li> </ul>	<p>Y1 - Unit 5 Digital Writing <b>Project Evolve</b></p> <ul style="list-style-type: none"> <li>• Privacy and security</li> <li>• Online bullying</li> <li>• Online relationships</li> </ul> <p>Y1 - Unit 6 Programming Animations <b>Project Evolve</b></p> <ul style="list-style-type: none"> <li>• Online reputation</li> </ul> <p>Y2 - Unit 5 Making Music <b>Project Evolve</b></p> <ul style="list-style-type: none"> <li>• Copyright and ownership</li> <li>• Online relationships</li> <li>• Online reputation</li> <li>• Online bullying</li> </ul> <p>Y2 - Unit 6 Programming Quizzes <b>Project Evolve</b></p> <ul style="list-style-type: none"> <li>• Managing online information</li> <li>• Privacy and security</li> </ul>	<p>Y1 - Unit 1 Technology all around us <b>Project Evolve</b></p> <ul style="list-style-type: none"> <li>• Online bullying</li> <li>• Online relationships</li> </ul> <p>Y1 - Unit 2 Digital Painting <b>Project Evolve</b></p> <ul style="list-style-type: none"> <li>• Managing online information</li> <li>• Self-image and identity</li> </ul> <p>Y2 -Unit 1 Information technology around us <b>Project Evolve</b></p> <ul style="list-style-type: none"> <li>• Online relationships</li> <li>• Online bullying</li> </ul> <p>Y2 - Unit 2 Digital Photography</p>	<p>Y1 - Unit 3 Moving a robot <b>Project Evolve</b></p> <ul style="list-style-type: none"> <li>• Copyright and ownership</li> <li>• Health well-being and lifestyle</li> </ul> <p>Y1 - Unit 4 Grouping Data <b>Project Evolve</b></p> <ul style="list-style-type: none"> <li>• Copyright and ownership</li> </ul> <p>Y2 - Unit 3 Robot Algorithms <b>Project Evolve</b></p> <p><b>Health, well-being and lifestyle</b></p> <ul style="list-style-type: none"> <li>• Online reputation</li> </ul> <p>Y2 - Unit 4 Pictograms <b>Project Evolve</b></p> <ul style="list-style-type: none"> <li>• Privacy and security</li> <li>• Self-image and identity</li> </ul>	<p>Y1 - Unit 5 Digital Writing <b>Project Evolve</b></p> <ul style="list-style-type: none"> <li>• Privacy and security</li> </ul> <p>Y1 - Unit 6 Programming Animations <b>Project Evolve</b></p> <ul style="list-style-type: none"> <li>• Online reputation</li> </ul> <p>Y2 - Unit 5 Making Music <b>Project Evolve</b></p> <ul style="list-style-type: none"> <li>• Copyright and ownership</li> </ul> <p>Y2 - Unit 6 Programming Quizzes <b>Project Evolve</b></p> <ul style="list-style-type: none"> <li>• Managing online information</li> </ul>
	<p>Online safety: Images once posted online are impossible to control; personal information can inadvertently be shared; children learn how to minimise these risks and what to do about concerns; they learn about what is acceptable and unacceptable to photograph - identifiable children or that might reflect badly on the school.</p> <p>Online safety: know what to do when faced with inappropriate content/material when searching the web; the use of images with public domain or Creative Commons licences.</p> <p>Online safety: observing PEGI age restrictions; safe and respectful use of technology; moderation of comments and where to go with concerns about content or contact.</p> <p>Tek the Modern Cave Boy Patrick McDonnell</p> <p><b>Year 2: RSHE Media Literacy and Digital Resilience</b></p> <ul style="list-style-type: none"> <li>- The internet in everyday life</li> <li>- Online content and information</li> </ul> <p>Online safety in computing</p> <p>The ways in which people can access the internet e.g. phones, tablet, computers consoles.</p> <p>To recognise the purpose and value of the internet in everyday life</p> <p>To recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos</p> <p>That information online might not always be true</p> <p>Y1 - Logging on; using Google Classroom and Seesaw, Sumdog, e-mail, online-safety Y2 - Using Seesaw; Google Classroom; e-mail and online-safety</p>	<p><b>Year 1 RSHE: Media Literacy and Digital Resilience</b></p> <ul style="list-style-type: none"> <li>-Using the internet and digital devices</li> <li>-Communicating online</li> </ul> <p>How and why people use the internet</p> <p>The benefits of using the internet and digital devices</p> <p>How people find things out and communicate safely with others online</p> <p><b>Year 1 - RSHE: Keeping Safe:</b> Basic rules for keeping safe online</p> <p>whom to tell if they see something online that makes them feel unhappy, worried or scared</p> <p>know and understand why somethings have age restrictions, T.V, film, online games, toy play areas.</p> <p>Online safety: when searching the web use technology safely and show respect for others' intellectual property through observing copyright conditions; understand the school's policy if they have any worries or concerns over content Turn it off, Turn it over, Tell an adult.</p> <p>Online safety: observing PEGI age restrictions; safe and respectful use of technology; moderation of comments and where to go with concerns about content or contact.</p>	<p>Online safety: risks associated with emails - attachments containing viruses, harmful programs, spam, phishing, security of passwords.</p> <p><b>Year 2 RSHE Safe relationships</b> how to recognise hurtful behaviour, including online; what to do and whom to tell if they see or experience hurtful behaviour, including online</p>	<p>Online safety: Images once posted online are impossible to control; personal information can inadvertently be shared; children learn how to minimise these risks and what to do about concerns; they learn about what is acceptable and unacceptable to photograph - identifiable children or that might reflect badly on the school.</p>	<p><b>Year 1 RSHE: Media Literacy and Digital Resilience</b></p> <ul style="list-style-type: none"> <li>-Using the internet and digital devices</li> <li>-Communicating online</li> </ul> <p>How and why people use the internet</p> <p>The benefits of using the internet and digital devices</p> <p>How people find things out and communicate safely with others online</p> <p><b>Year 1 - RSHE: Keeping Safe:</b> Basic rules for keeping safe online</p> <p>whom to tell if they see something online that makes them feel unhappy, worried or scared</p> <p>know and understand why somethings have age restrictions, T.V, film, online games, toy play areas.</p> <p>Online safety: when searching the web use technology safely and show respect for others' intellectual property through observing copyright conditions; 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RE 2023-2027 Surrey Syllabus	Christianity: Year 1: Why do Christians call God creator?	Christianity: Year 1: What is the 'Nativity' and why is it important to Christians? <i>Trip to St Martin's</i>	Christianity Year 1: What do Christians learn from stories of Jesus (leads to Easter)	Judaism: What is the Torah and why is it so important to Jewish families?	Judaism: Why do Jewish families celebrate the gift of Shabbat?	Thematic: Why should we look after our world?	Christianity: Year 1: Why do Christians call God creator?	Christianity: Year 1: What is the 'Nativity' and why is it important to Christians?	Islam: What is important for Muslim families?	Christianity: Year 1: What do Christians learn from stories of Jesus?	Islam: Who is Allah and how do Muslims worship him?	Thematic: What makes a good leader?
	Christianity: Year 2: What is God like for Christians?	(Prayer Pause Day) Christianity: Year 2: Why is giving to others important to Christians? Link to "Church" <i>Trip to St Martin's and Foodbank run from St Martin's if possible</i> (Prayer Pause Day)	Christianity: Year 2: Why do Christians call Jesus Saviour? (leads to Easter)		<i>Jewish speaker or Jewish Museum workshop?</i>	(link to prior learning about creation.  Also non-religious caring for the world. Jewish tree planting festival "Tu B'Shvat)	Christianity: Year 2: What is God like for Christians?	<i>Trip to St Martin's</i> (Prayer Pause Day) Christianity: Year 2: Why is giving to others important to Christians? Link to Christmas <i>Trip to St Martin's and Foodbank run from St Martin's if possible</i> (Prayer Pause Day)		(leads to Easter)  Christianity: Year 2: Why do Christians call Jesus Saviour? (leads to Easter)  (Christianity - Easter Pause Day)	<i>Trip to the Mosque with Year 4?</i>	(link to ideas about God, Muhammed, Jesus, Moses - leaders who followed a faith)
RE Values links 2017-2022 Surrey syllabus	Belonging Friendship Freedom Peace	Belonging Friendship Freedom Peace	Confidence Honesty Respect	Confidence Honesty Respect	Patience Co-operation Tolerance Responsibility	Patience Co-operation Tolerance Responsibility	Belonging Caring	Courage Love	Forgiveness Trust	Loyalty Resilience	Joy Compassion	Hope
Inspiration from the greats	Milestone 1 Describe the work of notable artists, artisans and designers Use some of the ideas of artists studied to create pieces											
Art stimulus	Study a variety of pots made from different materials (science link)		Images of basket weaving and clothing Examples of weaving/ baskets		Castle and Sun- Paul Klee Images of castles		Great Fire of London			Andy Goldsworthy Science link Collection of leaves/ flowers		Brighton Visit- photographs of the seaside Seurat- The Bathers

<b>Drawing skills and ideas development</b>	Observational drawing of pots. Pencil – draw lines of different sizes and thickness. Colour own working neatly following the lines. Design their own pot deciding on its purpose.	Drawing using a viewfinder sections of an image of weaving. Show different tones by using coloured pencils.  Practise weaving using weaving frames.  Look at traditional colours. <b>Year 2 to collect images/ motifs to add to their design</b>	Make a colour study of a section of Castle and Sun painting  Children to make simple line drawings focusing on outline shapes of castles.  Explore design for their own Castle picture- practise drawing around 2D shapes to create different castle features. (maths links)	Pencil – draw lines of different sizes and thickness.  Draw the word fire in bubble writing fill in using sketching skills		Draw leaves/ flowers collected. Focus on shapes Make observational drawing adding detail of their structure- annotate  Practise making prints with a variety of leaves, flowers and natural objects. Children to select items to use in decorating their clay tile.  Look at images of Andy Goldsworthy identifying materials he has used in his artworks/ sculptures.  Gather materials to create their own collage/ sculpture.  ICT Use a painting program to explore images using pointillism style.
<b>Learning focus</b>	<u>Clay</u> Year 1- thumb pots Year 2- coiled pots Use techniques such as rolling cutting, moulding and carving.	<u>Weaving/Textiles</u> Use weaving to create a pattern.	<u>Painting</u> Use thick and thin brushes Mix primary colours to make secondary colours.  Year 2 Make tints and tones. Create colour wheels.	<u>Collage</u> Use a combination of materials that are cut, torn and glued. Sort and arrange materials. Mix materials to create texture.		<u>Sculpture</u> Create their own sculpture to make a piece of art inspired by Andy Goldsworthy.  <u>Clay/ Printing</u> Rolling, cutting and carving Create a clay tile.  Use objects to create prints Press, roll, rub and stamp to make prints.
<b>Art outcome</b>	Make a clay pot e.g pencil pot, jewellery pot.	Creating a piece of woven art.	Paint a castle scene in the style of Paul Klee	Create their own collage inspired by the Great Fire of London		Make a coaster with leaf imprint/ flower design inspired by Andy Goldsworthy  Recreate a seaside scene using the pointillism style.
<b>Art resources</b>	Pots made from different materials	Woven art weaving images	Castle and Sun- Paul Klee image Images of castles	Images of the Great Fire of London.  Examples of collage techniques		Images of Andy Goldsworthy/  Wild and garden plants/ flowers. Youtube- Making clay pots.  Photographs of the seaside Seurat- View of Le Crotoy (Take one Picture- link) pointillism image
<b>DT</b>  <b>Always show planning and evaluation stages</b>	<u>Textiles - Templates and joining techniques.</u> Pirate swag bags	<u>Mechanisms - Wheels and axles</u>	<u>Food - Preparing fruit and vegetables.</u>		<u>Structures - Focus Freestanding structures.</u> - field trip to park  <u>Food - Preparing fruit and vegetables</u>  Superhero fruit based snack - link to prior learning about food.	<u>Mechanisms - Sliders and Levers.</u>

Music Year 1	Charanga - unit 1 - beat	Body percussion + composing PPT + resources	Charanga - unit 2 - rhythm and pitch	Charanga - unit 3 - tempo and dynamics	Charanga - unit 5 - improvisation	Traditional tales - BBC Teach + sounds to go with a story - musicianship	Charanga - unit 1 - beat	Body percussion + composing PPT + resources	Charanga - unit 2 - rhythm and pitch	Charanga - unit 3 - tempo and dynamics	Charanga - unit 5 - improvisation	Traditional tales - BBC Teach + sounds to go with a story - musicianship
Music Year 2	Charanga original scheme - unit 1 - Hands, Feet, Heart	BBC - Bring the Noise!	Charanga - MMC - unit 4 - Recognising different sounds	Create music as a response to a stimulus	Charanga - Recorders Course	Charanga - Recorders Course	Charanga original scheme - unit 1 - Hands, Feet, Heart	BBC - Bring the Noise!	Charanga - MMC - unit 4 - Recognising different sounds	Create music as a response to a stimulus	Charanga - Recorders Course	Charanga - Recorders Course
PE - indoor Year 1	GYMNASTICS DSP Lessons 1-6	DANCE Dance notes 1-6 Pirates & Treasure	GYMNASTICS DSP Lessons 7-12	DANCE Transport I moves	ATHLETICS Val Sabin Unit 1	ATHLETICS Val Sabin Unit 2	GYMNASTICS DSP Lessons 1-6	DANCE Dance notes 1-6 Great Fire of London	DANCE Dance notes 1-6 Superheros	GYMNASTICS DSP Lessons 7-12	ATHLETICS Val Sabin Unit 1	ATHLETICS Val Sabin Unit 2
PE - outdoor Year 1	BALL SKILLS Val Sabin Unit 1 Focus on ball skills	BALL SKILLS DSP Hockey Lessons 1-6	BALL SKILLS Val Sabin Unit 2 Throwing and catching	BALL SKILLS Val Sabin Unit 3 Bat/ball skills and games	GOLF DSP Lessons 1-5	Sports Day practice - events in planning	BALL SKILLS Val Sabin Unit 1 Focus on ball skills	BALL SKILLS DSP Hockey Lessons 1-6	BALL SKILLS Val Sabin Unit 2 Throwing and catching	BALL SKILLS Val Sabin Unit 3 Bat/ball skills and games	GOLF DSP Lessons 1-5	Sports Day practice - events in planning
PE - indoor Year 2	GYMNASTICS DSP Lessons 1-6	DANCE Dance notes 1-6 Pirates & Treasure	GYMNASTICS DSP Lessons 7-12	DANCE Transport I moves	ATHLETICS Val Sabin Unit 1	ATHLETICS Val Sabin Unit 2	GYMNASTICS DSP Lessons 1-6	DANCE Dance notes 1-6 Great Fire of London	DANCE Dance notes 1-6 Superheros	GYMNASTICS DSP Lessons 7-12	ATHLETICS Val Sabin Unit 1	ATHLETICS Val Sabin Unit 2
PE - outdoor Year 2	GAMES DSP Lessons 1 - 5 Rolling, throwing & catching	GAMES DSP Lessons 6 - 11 Kicking & striking	GAMES DSP Lessons 12 - 16 Aiming & striking	GAMES DSP Lessons 17 - 22 Throwing, catching, striking	TENNIS DSP Lessons 1-5	Sports Day practice - events in planning	GAMES DSP Lessons 1 - 5 Rolling, throwing & catching	BALL SKILLS DSP Hockey Lessons 1-6	GAMES DSP Lessons 12 - 16 Aiming & striking	GAMES DSP Lessons 17 - 22 Throwing, catching, striking	TENNIS DSP Lessons 1-5	Sports Day practice - events in planning
RSHE Reception Year 1 and Year 2	EYFS Autumn Relationships Families and Friendships Respecting ourselves and others Safe relationships	EYFS Spring Living in the Wider World Media Literacy and Digital Resilience Belonging to a Community Money and Work	EYFS Summer Health and Wellbeing Keeping Safe Physical health and mental health Growing and Changing		Y1 Autumn - Relationships Families and Friendships Safe Relationships Respecting ourselves and others	Y1 Spring Living in the Wider World Belonging to a Community Money and Work	Y1 Summer Health and Wellbeing Physical health and mental health RSHE: Health and Wellbeing Physical health and mental health Growing and Changing Keeping Safe		Y2 Autumn - Relationships Families and Friendships - Making friends - Feeling lonely and getting help Safe Relationships Respecting ourselves and others	Y2 Spring Living in the Wider World Belonging to a Community Money and Work	Y2 Summer Money and Work My money week Wellbeing Physical health and mental health Growing and Changing Keeping Safe	
Spelling Yr1	Phonics		Phonics		Phonics Screening Words ending in the 'v' sound Adding -s and -es to to words (plurals of nouns and the third person singular) Adding endings -ing, -ed and -er to verbs where no change is needed to the root word Adding -er and -est to adjectives where no change to root word is needed  Exceptions to vowel phonemes New consonant spellings Adding the prefix -un Compound words		Phonics	Phonics	Phonics	Phonics		Words ending in the 'v' sound Adding -s and -es to to words (plurals of nouns and the third person singular) Adding endings -ing, -ed and -er to verbs where no change is needed to the root word Adding -er and -est to adjectives where no change to root word is needed  Exceptions to vowel phonemes New consonant spellings Adding the prefix -un Compound words
Spelling Yr2	Revision of phonics SPaG - revision of year 1 prefixes; capital letters; conjunctions Spellings taught:		'or' sound spelt 'a' before -l or -ll 'u' spelt with an 'o' Words ending in -ey Vowels following 'w' Suffixes- ment, -ness, -ful, -less, -ly contractions				Revision of phonics	Revision of phonics	-ge and -dge at the end of words and sometimes spelt as g elsewhere in words before e, I and y /s/ spelt 'c' before e, i, y  Silent -kn, -gn -wr at beginning of words			'or' sound spelt 'a' before -l or -ll 'u' spelt with an 'o' Words ending in -ey Vowels following 'w' Suffixes- ment, -ness, -ful, -less, -ly contractions

	-ge and -dge at the end of words and sometimes spelt as g elsewhere in words before e,I and y /s/ spelt 'c' before e, i, y  Silent -kn, -gn -wr at beginning of words Words ending in -le, -el, -al, -il Adding endings -ing, -er, -ed, -est and -y Revision	Possessive apostrophe Homophones and near homophones Revision				Words ending in -le, -el, -al, -il Adding endings -ing, -er, -ed, -est and -y Revision	Possessive apostrophe Homophones and near homophones Revision
<b>English Y1</b>	The Pirates Next Door Non-fiction - pirate facts Father Christmas Needs a Wee	Narrative - Mrs Armitage on Wheels Poetry - simple poem Michael Rosen - Don't as a scaffold. Instructions	George and the Dragon Information Texts - Medieval Weapons	Katie in London Poetry - Fireworks VLAD and the Great Fire of London. Samuel Pepys diary Letter to Father Christmas		Non-Chronological reports - Super animals Supertato - Newspaper Reports	Lost and Found Ice Trap Ernest Shackleton Diary Entries Letters The Lighthouse Keepers lunch. Postcards
<b>English Y2</b>	The Pirates Next Door Non-fiction - pirate facts Father Christmas Needs a Wee	Narrative - Mrs Armitage on Wheels Poetry - simple Michael Rosen - Don't as a scaffold. Instructions	George and the Dragon Information Texts - Medieval Weapons	Katie in London Poetry - Fireworks VLAD and the Great Fire of London. Samuel Pepys diary Letter to Father Christmas		Non-Chronological reports - Super animals Supertato - Newspaper Reporting	Lost and Found Ice Trap Ernest Shackleton Diary Entries Letters The Lighthouse Keepers lunch. Postcards
<b>Numeracy Year 1 &amp; Year 2</b>	<b>White Rose Scheme</b>						