

Our School and local Area Topic Overview 2021 2022

	Kingfishers EYFS Year One	Woodpeckers Year Two	Robins EYFS Year One Year Two
History	<ul style="list-style-type: none"> <li>Describe significant events, people and places in our own locality (Christopher Wren)</li> </ul> <p>Year One</p> <ul style="list-style-type: none"> <li>find answers to some simple questions about the past from simple sources of information</li> <li>describe some simple similarities and differences between artefacts</li> <li>sort artefacts from 'then' and 'now'</li> <li>ask and answer relevant basic questions about the past</li> <li>talk, draw or write about aspects of the past</li> </ul>	<ul style="list-style-type: none"> <li>Describe significant events, people and places in our own locality (Christopher Wren)</li> </ul> <p>Year Two</p> <ul style="list-style-type: none"> <li>Use artefacts, pictures, stories, online sources and databases to find out about the past</li> <li>Ask and answer questions such as: What was it like for a...? What happened? How long ago?</li> <li>Use information gained from research to describe differences between then and now</li> </ul>	<ul style="list-style-type: none"> <li>Describe significant events, people and places in our own locality (Christopher Wren)</li> </ul> <p>Year One</p> <ul style="list-style-type: none"> <li>find answers to some simple questions about the past from simple sources of information</li> <li>describe some simple similarities and differences between artefacts</li> <li>sort artefacts from 'then' and 'now'</li> <li>ask and answer relevant basic questions about the past</li> <li>talk, draw or write about aspects of the past</li> </ul>
Geography	<ul style="list-style-type: none"> <li>I can identify seasonal/daily weather patterns in the UK (comparison of local to other location)</li> <li>I can use geographical vocabulary to refer to local and familiar features</li> <li>I can use four compass directions and simple vocab</li> <li>I can use simple fieldwork and observational skills to study the geography of school grounds and surrounding environment. (local farmland/Brownes Folly)</li> </ul> <p>Year One</p> <p>Year One</p>	<ul style="list-style-type: none"> <li>I can identify seasonal/daily weather patterns in the UK (comparison of local to other location)</li> <li>I can use geographical vocabulary to refer to local and familiar features</li> <li>I can use four compass directions and simple vocab</li> <li>I can use simple fieldwork and observational skills to study the geography of school grounds and surrounding environment. (local farmland/Brownes Folly)</li> </ul> <p>Year Two</p> <p>Year Two</p>	<ul style="list-style-type: none"> <li>I can identify seasonal/daily weather patterns in the UK (comparison of local to other location)</li> <li>I can use geographical vocabulary to refer to local and familiar features</li> <li>I can use four compass directions and simple vocab</li> <li>I can use simple fieldwork and observational skills to study the geography of school grounds and surrounding environment. (local farmland/Brownes Folly)</li> </ul> <p>Year One</p>

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	<ul style="list-style-type: none"> <li>• ask simple geographical questions e.g. what is it like to live in this place?</li> <li>• use simple observational skills to study the geography of the school and its grounds</li> <li>• use simple maps of the local area e.g. large scale print, pictorial etc.</li> <li>• use locational language (e.g. near and far, left and right) to describe the location of features and routes</li> <li>• make simple maps and plans e.g. pictorial place in a story.</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• use simple compass direction (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map</li> <li>• 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</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• ask simple geographical questions e.g. what is it like to live in this place?</li> <li>• use simple observational skills to study the geography of the school and its grounds</li> <li>• use simple maps of the local area e.g. large scale print, pictorial etc.</li> <li>• use locational language (e.g. near and far, left and right) to describe the location of features and routes</li> <li>• make simple maps and plans e.g. pictorial place in a story.</li> </ul> <p style="text-align: center;">Year Two</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• use simple compass direction (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map</li> <li>• 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</li> <li>• 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</li> </ul>
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<p>Art</p>	<ul style="list-style-type: none"> <li>• I can use a range of materials</li> <li>• I can draw, paint and sculpt</li> <li>• I have developed techniques of colour, pattern, texture, line, shape, form and space</li> <li>• I know about different artists, craftsmen and designers</li> </ul> <p style="text-align: center;">Year One</p> <ul style="list-style-type: none"> <li>• Use artwork to record ideas, observations and experience</li> <li>• Experiment with different materials to design and make products</li> <li>• Explain what he/ she likes about the work of others</li> <li>• Know the names of tools, techniques and elements that he/ she uses</li> </ul>	<ul style="list-style-type: none"> <li>• I can use a range of materials</li> <li>• I can draw, paint and sculpt</li> <li>• I have developed techniques of colour, pattern, texture, line, shape, form and space</li> <li>• I know about different artists, craftsmen and designers</li> </ul> <p style="text-align: center;">Year Two</p> <ul style="list-style-type: none"> <li>• try out different activities and make sensible choices about what to do next</li> <li>• select particular techniques to create a chosen product and develop some care and control over materials and their use</li> <li>• give reason for his/her preference when looking at art/craft or design work</li> <li>• know that different artistic works are made by craftspeople from different cultures and times</li> </ul>	<ul style="list-style-type: none"> <li>• I can use a range of materials</li> <li>• I can draw, paint and sculpt</li> <li>• I have developed techniques of colour, pattern, texture, line, shape, form and space</li> <li>• I know about different artists, craftsmen and designers</li> </ul> <p style="text-align: center;">Year One</p> <ul style="list-style-type: none"> <li>• Use artwork to record ideas, observations and experience</li> <li>• Experiment with different materials to design and make products</li> <li>• Explain what he/ she likes about the work of others</li> <li>• Know the names of tools, techniques and elements that he/ she uses</li> </ul> <p style="text-align: center;">Year Two</p> <ul style="list-style-type: none"> <li>• try out different activities and make sensible choices about what to do next</li> <li>• select particular techniques to create a chosen product and develop some care and control over materials and their use</li> <li>• give reason for his/her preference when looking at art/craft or design work</li> <li>• know that different artistic works are made by craftspeople from different cultures and times</li> </ul>
<p>Science</p>	<p style="text-align: center;">Animals, groupings and habitats</p>	<p style="text-align: center;">Animals, groupings and habitats</p>	<p style="text-align: center;">Animals, groupings and habitats</p>
<p>PSHEE</p>	<p style="text-align: center;">Relationships (Including SRE) Jigsaw Year 1 Changing me Jigsaw Y1</p>	<p style="text-align: center;">Relationships (Including SRE) Jigsaw Y2 Changing me Jigsaw Y2</p>	<p style="text-align: center;">Relationships (Including SRE) Jigsaw Years 1 and 2 (For specific year group content)</p>

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			Changing me Jigsaw Y2
Music	<ul style="list-style-type: none"> <li>• I can sing songs</li> <li>• I can play tuned and untuned instruments musically</li> <li>• I can listen and understand live and recorded music</li> <li>• I can make and combine sounds musically</li> </ul> <p style="text-align: center;">Year One</p> <ul style="list-style-type: none"> <li>• Use their voice in different ways such as speaking, singing and chanting with accompaniment.</li> <li>• Develop control and accuracy on tuned and un-tuned percussion and can copy simple rhythm patterns</li> <li>• Order sounds within simple structures.</li> <li>• Begin to represent sounds with symbols and can recognise some of the musical dimensions.</li> <li>• Recognise mood, character and contrast in pieces.</li> </ul>	<ul style="list-style-type: none"> <li>• I can sing songs</li> <li>• I can play tuned and untuned instruments musically</li> <li>• I can listen and understand live and recorded music</li> <li>• I can make and combine sounds musically</li> </ul> <p style="text-align: center;">Year Two</p> <ul style="list-style-type: none"> <li>• Develop their control of pitch and duration when singing with accompaniments.</li> <li>• Performs simple patterns and accompaniments on tuned and un-tuned instruments keeping to a steady beat.</li> <li>• Respond to graphic notation for pitch, duration and rhythm</li> <li>• Recognises changes in mood, character and contrasts in pieces.</li> </ul>	<ul style="list-style-type: none"> <li>• I can sing songs</li> <li>• I can play tuned and untuned instruments musically</li> <li>• I can listen and understand live and recorded music</li> <li>• I can make and combine sounds musically</li> </ul> <p style="text-align: center;">Year One</p> <ul style="list-style-type: none"> <li>• Use their voice in different ways such as speaking, singing and chanting with accompaniment.</li> <li>• Develop control and accuracy on tuned and un-tuned percussion and can copy simple rhythm patterns</li> <li>• Order sounds within simple structures.</li> <li>• Begin to represent sounds with symbols and can recognise some of the musical dimensions.</li> <li>• Recognise mood, character and contrast in pieces.</li> </ul> <p style="text-align: center;">Year Two</p> <ul style="list-style-type: none"> <li>• Develop their control of pitch and duration when singing with accompaniments.</li> <li>• Performs simple patterns and accompaniments on tuned and un-tuned instruments keeping to a steady beat.</li> <li>• Respond to graphic notation for pitch, duration and rhythm</li> <li>• Recognises changes in mood, character and contrasts in pieces.</li> </ul>

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Computing	<p><b>Coding:</b></p> <ul style="list-style-type: none"> <li>• I can predict the behaviour of simple programs (Y1)</li> <li>• I can understand what algorithms are and how they are implemented on digital devices (Y1)</li> <li>• I can use logical reasoning to predict the behaviour of simple programs (Y2)</li> <li>• I can create simple programs (Y2)</li> <li>• I can create and debug simple programs(Y2)</li> <li>• I can debug simple programs by using logical reasoning to predict the actions instructed by the code (Y2)</li> <li>• I can understand that programs execute by following precise and unambiguous instructions (Y2)</li> </ul>	<p><b>Coding:</b></p> <ul style="list-style-type: none"> <li>• I can predict the behaviour of simple programs (Y1)</li> <li>• I can understand what algorithms are and how they are implemented on digital devices (Y1)</li> <li>• I can use logical reasoning to predict the behaviour of simple programs (Y2)</li> <li>• I can create simple programs (Y2)</li> <li>• I can create and debug simple programs(Y2)</li> <li>• I can debug simple programs by using logical reasoning to predict the actions instructed by the code (Y2)</li> <li>• I can understand that programs execute by following precise and unambiguous instructions (Y2)</li> </ul>	<p><b>Coding:</b></p> <ul style="list-style-type: none"> <li>• I can predict the behaviour of simple programs (Y1)</li> <li>• I can understand what algorithms are and how they are implemented on digital devices (Y1)</li> <li>• I can use logical reasoning to predict the behaviour of simple programs (Y2)</li> <li>• I can create simple programs (Y2)</li> <li>• I can create and debug simple programs(Y2)</li> <li>• I can debug simple programs by using logical reasoning to predict the actions instructed by the code (Y2)</li> <li>• I can understand that programs execute by following precise and unambiguous instructions (Y2)</li> </ul>