

Our School and local Area Topic Overview 2024 2025

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

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	<ul style="list-style-type: none"> • ask simple geographical questions e.g. what is it like to live in this place? • use simple observational skills to study the geography of the school and its grounds • use simple maps of the local area e.g. large scale print, pictorial etc. • use locational language (e.g. near and far, left and right) to describe the location of features and routes • make simple maps and plans e.g. pictorial place in a story. 	<ul style="list-style-type: none"> • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • use simple compass 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 • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment 	<ul style="list-style-type: none"> • ask simple geographical questions e.g. what is it like to live in this place? • use simple observational skills to study the geography of the school and its grounds • use simple maps of the local area e.g. large scale print, pictorial etc. • use locational language (e.g. near and far, left and right) to describe the location of features and routes • make simple maps and plans e.g. pictorial place in a story. <p style="text-align: center;">Year Two</p> <ul style="list-style-type: none"> • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • use simple compass 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 • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment
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<p>Art</p>	<ul style="list-style-type: none"> • I can use a range of materials • I can draw, paint and sculpt • I have developed techniques of colour, pattern, texture, line, shape, form and space • I know about different artists, craftsmen and designers <p style="text-align: center;">Year One</p> <ul style="list-style-type: none"> • Use artwork to record ideas, observations and experience • Experiment with different materials to design and make products • Explain what he/ she likes about the work of others • Know the names of tools, techniques and elements that he/ she uses 	<ul style="list-style-type: none"> • I can use a range of materials • I can draw, paint and sculpt • I have developed techniques of colour, pattern, texture, line, shape, form and space • I know about different artists, craftsmen and designers <p style="text-align: center;">Year Two</p> <ul style="list-style-type: none"> • try out different activities and make sensible choices about what to do next • select particular techniques to create a chosen product and develop some care and control over materials and their use • give reason for his/her preference when looking at art/craft or design work • know that different artistic works are made by craftspeople from different cultures and times 	<ul style="list-style-type: none"> • I can use a range of materials • I can draw, paint and sculpt • I have developed techniques of colour, pattern, texture, line, shape, form and space • I know about different artists, craftsmen and designers <p style="text-align: center;">Year One</p> <ul style="list-style-type: none"> • Use artwork to record ideas, observations and experience • Experiment with different materials to design and make products • Explain what he/ she likes about the work of others • Know the names of tools, techniques and elements that he/ she uses <p style="text-align: center;">Year Two</p> <ul style="list-style-type: none"> • try out different activities and make sensible choices about what to do next • select particular techniques to create a chosen product and develop some care and control over materials and their use • give reason for his/her preference when looking at art/craft or design work • know that different artistic works are made by craftspeople from different cultures and times
<p>Science</p>	<p>Animals, groupings and habitats</p>	<p>Animals, groupings and habitats</p>	<p>Animals, groupings and habitats</p>
<p>PSHEE</p>	<p>Relationships (Including SRE) Jigsaw Year 1 Changing me Jigsaw Y1</p>	<p>Relationships (Including SRE) Jigsaw Y2 Changing me Jigsaw Y2</p>	<p>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"> • I can sing songs • I can play tuned and untuned instruments musically • I can listen and understand live and recorded music • I can make and combine sounds musically <p>Year One</p> <ul style="list-style-type: none"> • Use their voice in different ways such as speaking, singing and chanting with accompaniment. • Develop control and accuracy on tuned and un-tuned percussion and can copy simple rhythm patterns • Order sounds within simple structures. • Begin to represent sounds with symbols and can recognise some of the musical dimensions. • Recognise mood, character and contrast in pieces. 	<ul style="list-style-type: none"> • I can sing songs • I can play tuned and untuned instruments musically • I can listen and understand live and recorded music • I can make and combine sounds musically <p>Year Two</p> <ul style="list-style-type: none"> • Develop their control of pitch and duration when singing with accompaniments. • Performs simple patterns and accompaniments on tuned and un-tuned instruments keeping to a steady beat. • Respond to graphic notation for pitch, duration and rhythm • Recognises changes in mood, character and contrasts in pieces. 	<ul style="list-style-type: none"> • I can sing songs • I can play tuned and untuned instruments musically • I can listen and understand live and recorded music • I can make and combine sounds musically <p>Year One</p> <ul style="list-style-type: none"> • Use their voice in different ways such as speaking, singing and chanting with accompaniment. • Develop control and accuracy on tuned and un-tuned percussion and can copy simple rhythm patterns • Order sounds within simple structures. • Begin to represent sounds with symbols and can recognise some of the musical dimensions. • Recognise mood, character and contrast in pieces. <p>Year Two</p> <ul style="list-style-type: none"> • Develop their control of pitch and duration when singing with accompaniments. • Performs simple patterns and accompaniments on tuned and un-tuned instruments keeping to a steady beat. • Respond to graphic notation for pitch, duration and rhythm • Recognises changes in mood, character and contrasts in pieces.

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Computing	<p>E-safety:</p> <ul style="list-style-type: none"> • I can understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies (Y1) • I can use technology safely and keep personal information private (Y2) • 	<p>E-safety:</p> <ul style="list-style-type: none"> • I can understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies (Y1) • I can use technology safely and keep personal information private (Y2) • 	<p>E-safety:</p> <ul style="list-style-type: none"> • I can understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies (Y1) • I can use technology safely and keep personal information private (Y2) •