



**Moorside Primary School Key Stage 1 Curriculum overview**  
**Cycle A 2021-22**

Subject and schemes	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme days/FBV</b>	Wear Purple for Juvenile Idiopathic Arthritis 24.9.21 <b>Equality</b> World Mental Health day 10.10.21 Harvest around the world - EYFS Assembly 19.10.21	Diwali 4.11.21 <b>Tolerance - Cultures and Faiths</b> Remembrance day 11.11.21 Children in Need <b>Equality</b>	Safer Internet Day (8/2/22) as part of safety week - 7 <sup>th</sup> -11 <sup>th</sup> February  Month of Reading madness (January)	Fairtrade Fortnight 27/2/22 - 12/3/22 <b>Diversity</b> National Science week (11 <sup>th</sup> -20 <sup>th</sup> March)	Walk to school week	Refugee Week (20 <sup>th</sup> -26 <sup>th</sup> June) <b>Mutual Respect</b> Armed Forces Day (25 <sup>th</sup> June)
<b>Big Ideas &amp; strands</b>	<b>Journeys</b>		<b>Explorers</b>		<b>Our Changing World</b>	
	<b>Comparisons</b> - Similarities & differences <b>Environment</b> - Town, country & the world <b>People</b> - Me, my community & other cultures <b>Aspiration</b> - Where I have come from & where I am going to?		<b>Comparisons</b> - Similarities & differences <b>Environment</b> - Town, country & the world <b>People</b> - Me, my community & other cultures <b>Aspiration</b> - Where I have come from & where I am going to?		<b>Comparisons</b> - similarities & differences <b>Environment</b> - Town, country & the world <b>People</b> - Me, my community & other cultures <b>Aspiration</b> - Where I have come from & where I am going to?	
<b>Texts</b>	Handa's Surprise - Y2 Meerkat Mail - Y2 Mama Panyer's Pancake Bog Baby - Y1 The Hodgeheg - Y2		The Emperor's Egg The Penguin who wanted to find out Scott of the Antarctic Poles Apart		Beegu Traction Man George's Marvellous Medicine	
PSHCE NYCC syllabus/Kapow	Me and My relationships <b>Y2 - Y1 SRE - PANTS</b>	Me and My future	My Healthy Lifestyle <b>(Y2 to review Y1 areas)</b>	Keeping Myself safe <b>PANTS</b> <b>E-safety</b>	Becoming an active citizen	Moving on
RE NYCC	<b>Year 1</b> 1.7 What does it mean to belong to a faith community? <b>Mutual Respect</b>	1.1 Who is a Christian and what do they believe?	1.5 What makes some places sacred?		1.6 How and why do we celebrate special and sacred times?	

	<b>Year 2</b>	1.4 How can we learn from sacred books? Tolerance and respect	1.6 How and why do we celebrate special and sacred times? Tolerance	1.2 Who is a Muslim and what do they believe? 1.3 Who is Jewish and what do they believe? Diversity and mutual respect	1.8 How should we care for others and the world, and why does it matter?
Science		Living things and their habitats Y2 Animals and their Habitats Y1 Seasonal Changes Y1 Diversity		Plants Y1 (naming plants) and 2 (conditions for growth) Animals including humans Y2 Seasonal Changes Y1 Diversity	Materials Year 1 and 2 Seasonal changes Y1
Geography		Kenya - Africa <b>Locational knowledge</b> <ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans Y2</li> </ul> <b>Locational knowledge</b> <ul style="list-style-type: none"> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Y1 and Y2</li> </ul> <b>Place knowledge</b> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Y1 and Y2</li> <li>Diversity</li> <li><b>Geographical skills and fieldwork</b></li> </ul>		North and South Pole - Antarctica <b>Locational knowledge</b> <ul style="list-style-type: none"> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Y1 and 2</li> </ul> <b>Human and physical geography</b> <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 Y2</li> <li>Diversity</li> <li><b>Geographical skills and fieldwork</b></li> </ul>	A local study comparing Ripon and the surrounding rural area with Whitby (coastal)  <b>Human and physical geography</b> <ul style="list-style-type: none"> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather Year 1 and 2</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Year 1 and 2</li> <li><b>Geographical skills and fieldwork</b></li> </ul>
History		<ul style="list-style-type: none"> <li>Events beyond living memory that are significant nationally or globally - for example the first aeroplane flight. Y2</li> </ul>		<ul style="list-style-type: none"> <li>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different</li> </ul>	<ul style="list-style-type: none"> <li>Changes within living memory. Reveal aspects of change in national life.</li> <li>Significant historical events, people and places in their own locality.</li> </ul>

	<ul style="list-style-type: none"> <li>Events commemorated through festivals or anniversaries. <b>Year 1 and 2</b></li> </ul> <p><b>Tolerance and mutual respect</b></p>	<p>periods [Christopher Columbus and Neil Armstrong]</p>	<p><b>Tolerance</b></p>
<p>ICT <b>Purple Mash</b></p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>recognise common uses of information technology beyond school</li> <li>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>create and debug simple programs</li> <li>use logical reasoning to predict the behaviour of simple programs</li> </ul>
<p>DT</p>	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [the local community, industry and the wider environment].</p> <p><b>Design</b> <b>Make</b> <b>Evaluate</b> <b>Technical knowledge</b></p>	<p>Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from.</p>	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [the home and school, gardens and playgrounds].</p> <p><b>Design</b> <b>Make</b> <b>Evaluate</b> <b>Technical knowledge</b></p>
<p>PE <b>Val Sabin</b></p>	<p>Games Dance</p>	<p>Gymnastics Athletics</p>	<p>Athletics Games</p>

	<ul style="list-style-type: none"> <li>• Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> <li>• perform dances using simple movement patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> </ul>	<ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> </ul>
<p>Music Music Express</p>	<ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music</li> </ul>	<ul style="list-style-type: none"> <li>• Play tuned and untuned instruments musically.</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music</li> </ul>
<p>Art Kapow Primary</p>	<p>Experimenting with formal elements of Art with a range of media. (Y1 and 2 specific units)</p> <p>Printing based on The Great Fire of London - Y1 unit and Y2 catch up</p>	<p>Art and design skills - Colour Mixing and Craft Y1</p> <p>Sculpture and mixed media - Superheroes Y2</p> <p>Snail sculptures and plant collage Y1</p>	<p>Landscapes Y1</p> <p>Sculpture - Giant Spider Y1 and Y2 catch up</p>