

## KS1 Overview Cycle B

|                  | Autumn 1 <sup>st</sup> Half  | Autumn 2 <sup>nd</sup> Half       | Spring 1 <sup>st</sup> Half                                       | Spring 2 <sup>nd</sup> Half | Summer 1 <sup>st</sup> Half                | Summer 2 <sup>nd</sup> Half             |
|------------------|--|-----------------------------------|---|-----------------------------|--|---|
| <b>Theme</b>     | <b>Houses &amp; Homes</b>  |                                   | <b>Toys</b>   |                             | <b>Plants &amp; Minibeasts</b>             |   |
| <b>Trips</b>     | Avoncroft Museum   | Theatre visit                     | Outreach<br>Herbert Art Gallery –<br>Toy Time                     |                             |  | Brandon Marsh                           |
| <b>Science</b>   | Everyday Materials & their uses  |                                   |   |                             | Plants & Animals                           |   |
|                  | Seasonal Change  |                                   |   |                             |  |   |
| <b>Geography</b> | Around our local area - buildings<br>Homes around the world                |                                   | Toys from around the world  |                             | Our Local area –<br>River Sowe             |   |
|                  | Seasonal and daily weather patterns/Seasons,<br>migration and hibernation, |                                   |   |                             |  |   |
| <b>History</b>   | What were homes like<br>a long time ago?                                   | The Great Fire of<br>London       | What were toys like in the past?<br>Significant Scientists - Lego |                             |  |   |
| <b>Art</b>       | Colour   | Collage – Great Fire of<br>London | Observational drawings of toys                                    |                             | William Morris - Textiles                  |   |
| <b>Music</b>     | Exploring Sounds   | Exploring Duration                | Exploring Pulse &<br>Rhythm                                       | Exploring Pitch             | Exploring Timbre,<br>Tempo & Dynamics      | Exploring<br>Instruments and<br>Symbols |
| <b>D.T.</b>      | Structures   |                                   | Moving Pictures   |                             | Grow Your Own – Cooking<br>(Summer Picnic) |   |

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|                        |   |                               |  |                    |   |                                       |
|------------------------|---|-------------------------------|--|--------------------|---|---------------------------------------|
| <b>R.E.</b>            | Believing<br>Who are Christians, Jews and Muslims and what do they believe? |                               | Expressing<br>What makes some places sacred? |                    | Living<br>What does it mean to belong to a faith community? |                                       |
| <b>Computing</b>       | Painting & Computer Art   |                               | Programming Scratch                          |                    | Word Processing & Presentation Skills                       |                                       |
| <b>P.E.</b>            | Gymnastics – Parts High, Parts Low  | Dance – The Three Little Pigs | Gymnastics Apparatus                         | Dance – Toy Dances | Gymnastics – Turning, Spinning, Twisting                    | Dance – Jack & The Beanstalk          |
|                        | Games – Throwing & Catching Games   |                               | Games – Dribbling, Kicking & Hitting         |                    | Games - Athletics   |                                       |
| <b>P.S.H.E. Values</b> | Kind and Selfish<br>Considerate / inconsiderate                             | Generous and Greedy           | Angry and Calm                               | Loved and Excluded | Jealous and Accepting<br><b>Protective Behaviours</b>       | <b>Sex and Relationship Education</b> |

English and maths are taught as discrete subjects alongside opportunities to use and apply these skills across the curriculum.

This provides an outline of the curriculum in KS1. However the curriculum is constantly evolving and developing to meet the needs and interests of the children and due to external changes.