



Whitehouse Primary Curriculum Overview - Cycle A

Key Stage One: Year One						
	Term 1 Autumn		Term 2 Spring		Term 3 Summer	
English Book Study	Lost and Found by Oliver Jeffers	Katie in London by James Mayhew	The Lion Inside by Rachel Bright	Beegu by Alexis Deacon	Somebody Swallowed Stanley by Sarah Roberts	Goldilocks and Just the One Bear by Leigh Hodgkinson
English focus genres	Fiction: write an adventure story based on the structure of the text	Non-fiction: write a non-chronological report	Fiction: write a story based on the structure of the text	Fiction: write own version of the story	Non-fiction: write information about sea animals	Non-fiction: write a report about bears
Phonics/Reading	Little Wandle Autumn 1 and 2 Phonics / Reading Sessions		Little Wandle Spring 1 and 2 Phonics / Reading Sessions		Little Wandle Summer 1 and 2 Phonics / Reading Sessions	
Maths	Number – number and place value Number – addition and subtraction Geometry – properties of shape		Number – number and place value Number – addition and subtraction Measurement		Number – multiplication and division Number – fractions Geometry – position and direction Number – number and place value Measurement	
Science	Animal including humans -What are the names of different animals? -What are our body parts called? - What are senses?		Materials - How can I sort materials in different ways? -How can I choose materials for different purposes?	Seasonal Changes -What are the four seasons? -What is rain?	Plants -What are the parts of a plant called? -How do plants grow? -What are trees? -Why do plants have leaves?	
Eco Schools	Energy	Water and Marine	Biodiversity	Litter and Recycling	Global Citizenship	Healthy Living
History/ Geography	History - London's Burning/ Gateshead fires Was the Great Fire of London a blessing or a curse?		Geography - My Region and Australia (Australia & New Zealand) What are the similarities and differences between the UK and Australia?		History - Famous Explorers Focus on: James Cook and Nicholas Parks Who was a 'great' explorer?	
Local Field Work	Our School Grounds Where in school can we encourage plant life?				Traffic Safety in our Local Area Do we need a zebra crossing/traffic calming outside the school?	
A&D	Monochromatic		Chromatic		Sculpture with clay	
D&T		Cooking and nutrition		Textiles		Construction
Music	Keeping the pulse – my favourite things (a)	Tempo – snail and mouse (a)	Dynamics – seaside (b)	Sounds patterns – fairytales (b)	Pitch – superheroes (a)	Musical symbols – under the sea (b)
PE	Ball Skills / Games	Dance / Ball Skills	Gymnastics / Dance	Invasion games / Ball skills	Invasion Games / Athletics	Target Games / Rounders
RE	Christianity (Gospel) What is the good news Christians believe Jesus brings? Part 1	Christianity (Gospel) What is the good new Christians believe Jesus brings? Part 2	Islam Who is a Muslim and how do they live? Part 1	Christianity (Salvation) Why does Easter matter to Christians?	Islam Who is a Muslim and how do they live? Part 2	Thematic What makes places sacred to believers?
Computing (Cycle B)	Programming 1: Bee-Bots	Creating media: Digital imagery	Data handling: Introduction to data	Programming 2: ScratchJr	Stop motion – Using tablets	Data handling: International Space Station
Online safety: Mixed Year 1/2 Planning (To be embedded within the year)						

	PSHRE	Family and relationships	Health and Wellbeing	Citizenship	Safety and the changing body	Economic wellbeing	Transition
	RRSA	<u>Article 12:</u> Every child has the right to have a say in all matters affecting them, and to have their views taken seriously. <u>Article 2:</u> The Convention applies to everyone: whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from <u>Article 38:</u> Governments must do everything they can to protect and care for children affected by war. <u>Article 23:</u> A child with a disability has the right to live a full and decent life and to play an active part in the community.		<u>Article 14 :</u> Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. <u>Article 17:</u> Every child has the right to reliable information from the media. This should be information that children can understand. <u>Article 29:</u> Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment. <u>Article 27:</u> Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs.		<u>Article 24:</u> Every child has the right to the best possible health. <u>Article 6:</u> Every child has the right to life. Governments must do all they can to make sure that children survive and develop to their full potential. <u>Article 31:</u> Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.	
	Reflect ED	1. New skills and Reflecting 2. Growth Mindsets 3. Mistakes		1. Successful learners 2. Reading 3. Problem solving and memory		1. Successful learners 2. Growth mindset 3. Metacognitive talk 4. Plan, monitor and evaluate 5. Reading 6. Checking for understanding 7. Practice, coaching and feedback 8. Problem solving and memory 9. Cooperative learning and teamwork 10. Summary of learning	
	British Values	Rule of Law	Democracy	Tolerance of other faiths and beliefs	Mutual Respect	Individual Liberty and Justice	
	School Values	Respect & acceptance	Resilience	Aspiration & ambition	Reflection & learning	Empathy	Creativity

Key Stage One: Year Two							
	Term 1 Autumn		Term 2 Spring		Term 3 Summer		
English Book Study	Lost and Found by Oliver Jeffers	Katie in London by James Mayhew	The Lion Inside by Rachel Bright	Beegu by Alexis Deacon	Somebody Swallowed Stanley by Sarah Roberts	Goldilocks and Just the One Bear by Leigh Hodgkinson	
English focus genres	Fiction: write an adventure story based on the structure of the text	Non-fiction: write a non-chronological report	Fiction: write a story based on the structure of the text	Fiction: write own version of the story	Non-fiction: write information about sea animals	Non-fiction: write a report about bears	
Reading Book Study	Little Wandle Phonics Phase 5 Review	Bridge to spelling/					
Maths	Number – number and place value Number – addition and subtraction Measurement		Number – multiplication and division Statistics Measurement Geometry- properties of shape Number - Fractions		Geometry- properties of shape Number – Fractions Number – addition and subtraction		
Science	Animal including humans -What are the names of different animals? -What are our body parts called? - What are senses?		Materials - How can I sort materials in different ways? -How can I choose materials for different purposes?	Seasonal Changes -What are the four seasons? -What is rain?	Plants -What are the parts of a plant called? -How do plants grow? -What are trees? -Why do plants have leaves?		
Eco Schools	Energy	Water and Marine	Biodiversity	Litter and Recycling	Global Citizenship	Healthy Living	

	History/ Geography	History - London's Burning/ Gateshead fires Was the Great Fire of London a blessing or a curse?		Geography - My Region and Australia (Australia & New Zealand) What are the similarities and differences between the UK and Australia?		History - Famous Explorers Focus on: James Cook and Nicholas Parks Who was a 'great' explorer?	
	Local Field Work	Our School Grounds Where in school can we encourage plant life?				Traffic Safety in our Local Area Do we need a zebra crossing/traffic calming outside the school?	
	A&D	Monochromatic		Chromatic		Sculpture with clay	
	D&T		Cooking and nutrition		Textiles		Construction
	Music	Keeping the pulse – my favourite things (a)	Tempo – snail and mouse (a)	Dynamics – seaside (b)	Sounds patterns – fairytales (b)	Pitch – superheroes (a)	Musical symbols – under the sea (b)
	PE	Ball Skills/SAQ	Dance	Gymnastics	Team Building	Striking and Fielding/Throwing and Catching	Invasion/Target Games
	RE	Christianity (Gospel) What is the good news Christians believe Jesus brings? Part 1	Christianity (Gospel) What is the good news Christians believe Jesus brings? Part 2	Islam Who is a Muslim and how do they live? Part 1	Christianity (Salvation) Why does Easter matter to Christians?	Islam Who is a Muslim and how do they live? Part 2	Thematic What makes places sacred to believers?
	Computing	Programming 1: Bee-Bots	Creating media: Digital imagery	Programming 2: Bee-Bots	Creating media: Digital imagery	Programming 2: Bee-Bots	Creating media: Digital imagery
		Online safety: Mixed Year 1/2 Planning (To be embedded within the year)					
	PSHRE	Family and relationships	Health and Wellbeing	Citizenship	Safety and the changing body	Economic wellbeing	Transition
	RRSA	Article 12: Every child has the right to have a say in all matters affecting them, and to have their views taken seriously. Article 2: The Convention applies to everyone: whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from Article 38: Governments must do everything they can to protect and care for children affected by war. Article 23: A child with a disability has the right to live a full and decent life and to play an active part in the community.		Article 14 : Every child has the right to think and believe what they want and to practise their religion, as long as they are not stopping other people from enjoying their rights. Article 17: Every child has the right to reliable information from the media. This should be information that children can understand. Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment. Article 27: Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs.		Article 24: Every child has the right to the best possible health. Article 6: Every child has the right to life. Governments must do all they can to make sure that children survive and develop to their full potential. Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.	
	Reflect ED	2. New skills and Reflecting 2. Growth Mindsets 3. Mistakes		2. Successful learners 2. Reading 3. Problem solving and memory		2. Successful learners 2. Growth mindset 3. Metacognitive talk 4. Plan, monitor and evaluate 5. Reading 6. Checking for understanding 7. Practice, coaching and feedback 8. Problem solving and memory 9. Cooperative learning and teamwork 10. Summary of learning	
	British Values	Rule of Law	Democracy	Tolerance of other faiths and beliefs	Mutual Respect	Individual Liberty and Justice	
	School Values	Respect & acceptance	Resilience	Aspiration & ambition	Reflection & learning	Empathy	Creativity