

**Reckleford Infant School**  
Curriculum Overview – Year A 2018-2019

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic Assessment Focus</b>	Our Local Area	Hot and Cold	It's a wonderful world	Traditional Tales	Animals and their homes	Famous and Fabulous!
<b>Science</b>	Living things and their habitats(Y2)	Seasonal Changes	Animals including humans	Everyday materials	Plants	
Continuous Thread-Working scientifically. Practical first hand experiences. Seasons and Weather.						
<b>Computing</b>	Toys (Year 1) Fix it and Find it (Year 2) Refer to ICT curriculum 2014		Let's Find out and Film (Year 1) Animal Top Tumps (Year 2)		Shadows and Stickmen (Year 1) Shapes and Safety (Year 2)	
Continuous Thread- E-Safety						
<b>Geography</b>	Geographical Skills and Fieldwork[ aerial photos/maps/landmarks/ School and surrounding environment] Human and Physical [Key Human Features]	Human and Physical [ Seasons and Weather]	Locational Knowledge [Continents and Oceans] Geographical Skills [ Compass][Maps Atlases and Globes]		Place Knowledge [ Rainforests]	Geographical Skills and Fieldwork [Maps/directions]
Continuous Thread- Geographical Language to describe key physical and human features of locations. Maps, globes, atlases.						
<b>History</b>	Changes within living memory	Events beyond living memory [Guy Fawkes/Remembrance]	Significant historical events, people and places in our locality [William Dampier]		Lives of significant individuals form two different periods of time. [study 2 different artists]	Lives of significant people. Historical events beyond living memory that are significant nationally or globally [ the first plane flight.]
Continuous Thread- To communicate Historically. Chronology. How do we find out about the past? Investigating the past through artefacts, pictures, stories and on line resources.						
<b>Art</b>	Drawing Painting	Drawing Digital media Printing	Collage Textiles Take inspiration from the greats	Textiles Painting	Sculpture Take inspiration from the greats Printing	Drawing Painting Digital media
Continuous Thread- Developing ideas.						
<b>DT</b>	Cooking and Nutrition [ Local food]	Food [Cooking]		Food [Cooking] Design/Make/Evaluate/Technical Knowledge. [ Bridges and Houses]	Design/Make/Evaluate/Technical Knowledge. [ Mini Beast home]	Technical Knowledge [ wings, axles, rotary blades, paper planes]
Continuous Thread-Children work in a range of relevant contexts including home, school gardens and playground, the local community, industry and the wider environment						
<b>Music</b>	Singing Create and compose.	Singing [Performing]	Listening and evaluating [including the works of great composers and musicians]	Making Musical Patterns [Compose and transcribe]	Describing Music-[Carnival of the animals]	Singing [Performing]
Continuous Thread- Singing, listening and evaluating through shared activities such as assembly.						

RE	Unit 4 - Where do we belong? Harvest	Unit 2 Why are some times special?		Unit 3 Why are some stories special?	Unit 5 How do we celebrate journeys through life?	
PSHE/	I am proud of where I live and where I come from.	Friends and Family	Looking after the environment	Traditions	What will the world be like when I grow up?	Going for goals.
Values	<ul style="list-style-type: none"> <li>• Respect</li> <li>• Tolerance</li> <li>• Tradition</li> <li>• Democracy</li> </ul>	<ul style="list-style-type: none"> <li>• Tradition</li> <li>• Respect</li> <li>• Equality</li> <li>• Democracy</li> </ul>	<ul style="list-style-type: none"> <li>• Respect</li> <li>• Tradition</li> <li>• Aspiration</li> <li>• Creativity</li> </ul>	<ul style="list-style-type: none"> <li>• Tradition</li> <li>• Aspiration</li> <li>• Creativity</li> </ul>	<ul style="list-style-type: none"> <li>• Aspiration</li> <li>• Progress</li> <li>• Creativity</li> </ul>	<ul style="list-style-type: none"> <li>• Aspiration</li> <li>• Progress</li> <li>• Creativity</li> </ul>

Reckleford Infant School Curriculum Overview - Year B 2017-2018

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic Assessment Focus</b>	Ourselves	What is special in my town?	Authors and Illustrators	Looking after our world	Parks and Gardens	Kings and Queens
<b>Science</b>	Animals -including Humans	Use of everyday materials Y2 Everyday materials Y1	Use of everyday materials Y2	Animals- including humans	Living things and their habitats Y2 Plants Y1	Plants Yr2
Continuous Thread-Working scientifically. Practical first hand experiences.						
<b>Computing</b>	Toys (Year 1) Fix it and Find it (Year 2) Refer to ICT curriculum 2014		Let's Find out and Film (Year 1) Animal Top Tumps (Year 2)		Shadows and Stickmen (Year 1) Shapes and Safety (Year 2)	
Continuous Thread- E-Safety						
<b>Geography</b>	Where do I live? [Maps Atlases and Globes]	What is my town known for? Human and Physical [ Key physical and human features in my town] Geographical Skills and Fieldwork[ aerial photos/maps/landmarks Locational knowledge- UK countries and capitals		Locational Knowledge [Continents and Oceans] Geographical Skills [ Compass][Maps Atlases and Globes] Human and Physical Geography	Place Knowledge [ deserts] Geographical Skills and Fieldwork	Geographical Skills and Fieldwork [Maps/directions]
Continuous Thread- Geographical Language to describe key physical and human features of locations. Maps, globes, atlases.						
<b>History</b>	Changes within living memory [Personal History] Life of significant individual-Florence Nightingale/Mary Seacole]	Events beyond living memory [Guy Fawkes/Remembrance] Changes within living memory	Lives of significant individuals form two different periods of time. [study 2 different authors/artists			Lives of significant people. Historical events beyond living memory that are significant nationally or globally
Continuous Thread- To communicate Historically. Chronology. How do we find out about the past? Investigating the past through artefacts, pictures, stories and on line resources.						
<b>Art</b>	Drawing Painting	Drawing Digital media Printing	Collage Textiles Take inspiration from the greats	Textiles Painting	Sculpture Take inspiration from the greats Printing	Drawing Painting Digital media
Continuous Thread- Developing ideas.						
<b>DT</b>	Cooking and Nutrition [ What should be in my lunch box?]	Design/Make/Evaluate/Technical Knowledge. [Houses and buildings]	Technical Knowledge [ pulleys etc-Light House Keepers Lunch]	Food [Cooking- where does my food come from?]	Design/Make/Evaluate/Technical Knowledge. [A garden or park for a specific group]	Technical Knowledge [ wings, axles, rotary blades,]
Continuous Thread-Children work in a range of relevant contexts including home, school gardens and playground, the local community, industry and the wider environment						
<b>Music</b>	Singing Create and compose.	Singing [Performing]	Listening and evaluating [including the works of great composers and musicians]	Making Musical Patterns [Compose and transcribe]	Describing Music	Singing [Performing]
Continuous Thread- Singing, listening and evaluating through shared activities such as assembly.						
<b>RE</b>	Unit 1 - Who are we? Harvest	Unit 2 Why are sometimes special?	Unit 2 What can we learn about the life and teachings of Jesus?	Unit 8 Why is our world special?		Unit 5 How do we celebrate journeys through life?

<b>PSHE</b>  <b>Values</b>	Good to be me. <ul style="list-style-type: none"> <li>• Respect</li> <li>• Tolerance</li> <li>• Equality</li> <li>• Aspiration</li> <li>• Democracy</li> </ul>	When I grow up. <ul style="list-style-type: none"> <li>• Aspiration</li> <li>• Progress</li> <li>• Tradition</li> <li>• Creativity</li> </ul>	Being successful <ul style="list-style-type: none"> <li>• Aspiration</li> <li>• Progress</li> <li>• Creativity</li> <li>• Traditions</li> </ul>	How can I improve where I live? Aspiration <ul style="list-style-type: none"> <li>• Progress</li> <li>• Tradition</li> <li>• Democracy</li> <li>• Respect</li> </ul>	Caring. <ul style="list-style-type: none"> <li>• Tolerance</li> <li>• Equality</li> <li>• Creativity</li> <li>• Respect</li> </ul>	Changes <ul style="list-style-type: none"> <li>• Progress</li> <li>• Aspiration</li> <li>• Tradition</li> <li>• Respect</li> </ul>