

## EYFS and KS1 Curriculum Overview – Cycle A

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Learning Experience</b>	As Free as a Bird Value Links – Kindness, Peace and Trust	Marvellous Me Value Links – Courage and Resilience	All Ablaze Value Links – Gratitude, Trust and Courage	Into the Woods Value Links – Peace and Hope	On Display Value Links – Resilience and Hope	A Brush with Royalty Value Links – Kindness, Gratitude and Respect
<b>English</b>	As per National Curriculum – EYFS and KS1					
	<b>Texts to include:</b> The Big Book of Birds - Yuval Zommer My First Book of Birds - Zoe Ingram National Trust Birds of a Feather	<b>Texts to include:</b> Beegu  Poetry	<b>Texts to include:</b> The Great Fire of London – Anniversary Edition	<b>Texts to include:</b> Fantastic Mr Fox Fanatical About Frogs	<b>Texts to include:</b> Selection of Katie Stories by James Mayhew	<b>Texts to include:</b> King Charles by Maria Isabel Sanchez Vegara King Charles III by Andrea Mills George and the Dragon by Chris Wormell
<b>Maths</b>	As per National Curriculum – EYFS and KS1					
<b>Science</b>	Living Things and their Habitats	Animals including Humans	Use of everyday Materials Scientist - Charles Macintosh, John Dunlop.	Living Things and their Habitats	Plants	Seasonal Changes Scientist – Andrew Celsuis
<b>Computing</b>	E – Safety: Using technology safely and respectfully  Tech Around Us (Y1)	E – Safety: Using technology safely and respectfully  Moving a Bot (Y1)	E – Safety: Using technology safely and respectfully  Pictograms (Y2)	E – Safety: Using technology safely and respectfully  Digital Photography (Y2)	E – Safety: Using technology safely and respectfully  Robot Algorithm (Y2)	E – Safety: Using technology safely and respectfully  Digital Music (Y2)

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RE	<p>What do Christians believe God is like? (God and Creation)</p> <p>Harvest Celebrations</p> <p><b>Diwali (Guided Reading Texts)</b></p>	<p>What does it mean to belong to a Faith Community? (AMV - Humanism)</p> <p>Nativity Performance</p>	<p>Who is Jewish and how do they live? (AMV - God and Covenant)</p> <p>Easter Service</p> <p><b>Eid al-Fitr - (Guided Reading Texts)</b></p>	<p>What do Christians believe about love? (AMV - Agape)</p>	<p>What is the good news that Christians say Jesus brings? (God)</p>	<p>What is the good news that Christians say Jesus brings? (God)</p>
Art	<i>Colour, Pattern, Texture and Shape</i>	<i>Drawing, painting and sculpture</i>		<i>Texture, Line and Form</i>	<i>Observational Plant Drawing Sketching/Watercolours</i>	
PE	<i>Swimming Multi-skills - special awareness and Games</i>	<i>Gymnastics Dance</i>	<i>Gymnastics Dance</i>	<i>Dance Invasion Games</i>	<i>Multi-skills games – striking and fielding games Outdoor Adventure Challenges</i>	<i>Swimming  Athletics</i>
Music	<i>Listening, singing and performing</i>	<i>Compose music to march (using tuned and untuned instruments) Performance: Nativity</i>	<i>Compose word patterns in groups</i>	<i>Four beat patterns and rests. Clapping and body percussion.</i>	<i>Listening, Performing, Responding and Enjoyment</i>	<i>Compose musical phrases Singing</i>
PHSE - Kapow (2 Year Rolling Programme)	<p>Y1/2 (A): Families and relationships</p> <p>Y1/2 (B): Families and relationships</p>	<p>Y1/2 (A): Health and wellbeing</p> <p>Y1/2 (B): Health and wellbeing</p>	<p>Y1/2 (A): Citizenship</p> <p>Y1/2 (B): Safety and the changing body</p>	<p>Y1/2 (A): Economic wellbeing</p> <p>Y1/2 (B): Citizenship</p>	<p>Y1/2 (A): Safety and the changing body</p> <p>Y1/2 (B): Economic wellbeing</p>	<p>Y1/2 (A): Transition</p> <p>Y1/2 (B): Transition</p>
History		<p><b>Disciplinary Concept - Significance</b></p> <p>Why do we remember Florence Nightingale and Mary Seacole?</p>	<p><b>Disciplinary Concept - Cause and Consequence</b></p> <p>What caused the Great Fire of</p>			<p><b>Disciplinary Concept - EQ 1 - cause EQ 2 - Continuity and Change</b></p>

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			London and how did they stop it from happening again?			<p>Why was a castle built in Castle Cary? How did castles change to make them harder to attack?</p> <p><b>LOCAL HISTORY</b> An in-depth study linked to local castles within Somerset.</p>
Geography	<p>Locational Knowledge</p> <p>Human and Physical Geography</p> <p>Place Knowledge</p>	Geographical Skills and Fieldwork	Locational Knowledge	<p>Human and Physical Geography</p> <p>Hot and Cold Climates</p>		Locational Knowledge
DT	Plan, design and make a Bird Feeder	Design and Make – Christmas Cards	Plan, design and make a moving fire engine	Design a purposeful Bug Hotel	Use of tools to measure and cut a 3D Art frame.	

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