

### Medium Term Plan Curriculum Overview

Year 1	Term 1 & 2 Discover	Term 3 & 4 Explore	Term 5 & 6 Create
History	<p>Changes beyond living memory – Victorians.</p> <p>(Where appropriate, these should be used to reveal aspects of change in national life). The lives of significant individuals in the past who have contributed to national and international achievements.</p>	History of Kings Hill?	History of the Circus – how did it begin? Where did it begin? What did it look like then/now?
Geography	<p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>-key human features, including: city, town, village, factory.</li> </ul> <p>Features of tourist attractions in London (Katie in London story).</p> <p>Seasonal patterns.</p>	<p>Devise a simple map; and use and construct basic symbols in a key.</p> <p>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.</p> <p>Our local area and community. How do we get to school? What do we find around us in the local area?</p> <p>Transport.</p> <p>Map our route in Kings Hill. How would this compare in Brazil?</p> <p>Seasonal patterns.</p>	Seasonal patterns.

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		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.	
Science	Distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties.  Seasonal patterns.	Animals including humans. Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores.  Seasonal patterns.	Plants Pupils should be taught to: identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees.  Seasonal patterns.
Art	Describe the differences and similarities between different practices and disciplines, and make links to their own work.	Use a range of materials creatively to design and make products. Design and make a recycled village.	To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

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<p>Computing</p>	<p>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.</p>	<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p>	<p>Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>
<p>PSHE</p>	<p>Identify and respect differences and similarities between people and explain different ways that family and friends should care for each other. Discuss feelings and emotions. What makes someone more important than someone else? What responsibilities do different people have?</p>	<p>Recognise choices they can make and recognise the difference between right and wrong. Recognise that bullying is wrong and list some ways to get help in dealing with it. Agree and follow rules for their group and classroom, and understand how rules help them Understand what improves and what harms their local, natural and built environments and contribute to looking after them Understand that they belong to various groups and communities, such as family and school, and begin to contribute to the life of the class and school.</p> <p>Relate learning to Porchlight charity.</p>	<p>Express some of their positive qualities, and identify, name and demonstrate that they can manage some feelings. Share their views and opinions and set themselves simple goals.</p> <p>Prepare for Year 2. What are your goals? What might change? How can we embrace change?</p>

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<p>Music</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p>	<p>Play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music.</p>	<p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>
<p>RE</p>	<p>Christianity Links to Christianity, advent and the nativity story of Jesus. Judaism Hanukah Hinduism Divali</p>	<p>Christianity Easter  Judaism and Hinduism Symbols</p>	<p>Judaism, Christianity, Hinduism Places of worship</p>
<p>DT</p>	<p>Develop, model and communicate their ideas through talking, drawing, templates, mock-ups.</p>	<p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Explore and evaluate a range of existing products evaluate their ideas and products against design criteria. Use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from.</p>	<p>Build structures, exploring how they can be made stronger, stiffer and more stable explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>

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