



## Kestrels Two Year Cycle Curriculum Overview

<u>Autumn One</u>	<u>Autumn Two</u>	<u>Spring One</u>	<u>Spring Two</u>	<u>Summer One</u>	<u>Summer Two</u>
<u>Maths</u> Place Value within 10 Addition and Subtraction within 10 Shape Consolidation	<u>Maths</u> Place Value Addition and Subtraction Shape	<u>Maths</u> Place Value within 20 Addition and Subtraction within 20 Place Value within 50 Length and Height Mass and Volume.	<u>Maths</u> Money Multiplication and Division Length and Height Mass, Capacity and Temperature	<u>Maths</u> Multiplication and Division Fractions Position and Direction Place Value within 100 Money Time Consolidation	<u>Maths</u> Statistics Fractions Position and Direction Problem Solving Time
<u>English</u> <u>Cycle 1 Texts-</u> Dogger The Tiger Who Came to Tea Information Texts on Tigers <u>Cycle 2 Texts-</u> The Colour Monster The Three Billy Goats Gruff and other variations <b>Grammar Focus-Year 1:</b> Writing, leaving spaces between words; beginning to punctuate sentences using a capital letter and a full stop, a question or exclamation mark, using capital letters for names of people, places, days of the week, etc. <b>Year 2:</b> Learning how to use punctuation correctly, including capital letters, full stops, question or exclamation marks; learning how to use sentences with different forms: statement, question, exclamation, command; Using expanded noun phrases to describe and specify, e.g. adjectives to describe nouns; coordination: using conjunctions (and, or, but) to join simple sentences <b>Phonics and Spelling-Year 1- Phase 5</b> ff/ss/ll/zz, inq/ed/er, ng/nk,	<u>English</u> <u>Cycle 1 Texts-</u> Billy's Bucket Not a Stick Firework poems Usborne's big book of Machines <u>Cycle 2 Texts-</u> Great White Man-Eating Shark Shark information texts Poems about animals <b>Grammar Focus-Year 1:</b> Writing, leaving spaces between words; beginning to punctuate sentences using a capital letter and a full stop, a question or exclamation mark, beginning to punctuate sentences using a capital letter and a full stop, a question or exclamation mark, using capital letters for names of people, places, days of the week, <b>Year 2:</b> Learning how to use punctuation correctly, including capital letters, full stops, question or exclamation marks; learning how to use sentences with different forms: statement, question, exclamation, command; using expanded noun phrases to describe and specify, e.g. adjectives to describe nouns. <b>Phonics and Spelling-</b>	<u>English</u> <u>Cycle 1 Texts-</u> The Gingerbread Man The Runaway Pancake The Runaway chapati Pancake Instructions <u>Cycle 2 Texts-</u> The Giant Jam Sandwich The Disgusting Sandwich Sandwich instructions <b>Grammar Focus- Year 1:</b> Writing, leaving spaces between words; forming lowercase letters correctly; beginning to punctuate sentences correctly, using capital letters at the start and full stops at the end ; using capital letters for the names of people, places, days of the week, etc. <b>Year 2:</b> Using adjectives to modify nouns; create expanded noun phrases; learning how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks; learning how to use sentences with different forms: statement, question, exclamation, command; use grammatical terminology; beginning to use present and past tenses correctly <b>Phonics and Spelling-</b>	<u>English</u> <u>Cycle 1 Texts-</u> The Paper Bag Princess That Pesky Rat Spring Poems <u>Cycle 2 Texts-</u> The rain on Kapiti Plain We all went on Safari Handa's Hen <b>Grammar Focus-Year 1:</b> Beginning to punctuate sentences using a capital letter and a full stop, a question or exclamation mark; beginning to use past tense and to differentiate it from present tense; using capital letters for the names of people, places, days of the week. <b>Year 2:</b> Learning how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks; coordination: using conjunctions (and, or, but) to join simple sentences; subordination: using a variety of conjunctions to create subordinate clauses; using past tense correctly in recounts; exclamation mark; using expanded noun phrases to describe and specify, e.g. adjectives to describe nouns; learning how to use sentences	<u>English</u> <u>Cycle 1 Texts-</u> The Gingerbread Man Dear Zoo Dear Greenpeace <u>Cycle 2 Texts-</u> The Gigantic Turnip and other variations Click Clack Moo Cows that Type <b>Grammar Focus- Year 1:</b> Beginning to punctuate sentences correctly, using a capital letter at the start and a full stop at the end; leaving spaces between words; using a capital letter for names, days and for 'I'; using 'and' to join words and clauses; using a capital letter for names, days of the week, etc. <b>Year 2:</b> Learning how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks; learning how to use sentences with different forms: statement, question, exclamation, command; using subordination and coordination, writing sentences with more than one clause; using some features of standard written English; using commas for lists; using present and past tenses	<u>English</u> <u>Cycle 1 Texts-</u> We're sailing to Galapagos Charles Darwin information text. <u>Cycle 2 Texts-</u> Bob Man on the Moon Author Focus Stories by Anthony Browne Ocean and seas based poems <b>Grammar Focus-Year 1:</b> Writing, leaving spaces between words; beginning to punctuate sentences using a capital letter and a full stop, a question or exclamation mark; Using capital letters for the names of people, places, days of the week, the beginning of lines in poems <b>Year 2:</b> Learning how to use punctuation correctly, incl. capital letters, full stops, question or exclamation marks; using sentences with different forms: questions, exclamations, statements and commands; using subordination and coordination, writing sentences with more than one clause; using expanded noun phrases to describe and specify <b>Phonics and Spelling-Year 1-Phase 5</b>

<p>ch/tch, v/ve  <b>Year 2- Phase 6</b>  gn/kn, wr, ce/ci/cy, dge/ge, g/j, common exception words</p>	<p><b>Year 1- Phase 5</b>  ai/oi, ay/oy, oa/ow, e/ee/ea, ie, common exception words  <b>Year 2- Phase 6</b>  le, el, il/al, y, ies, common exception words</p>	<p><b>Year 1- Phase 5</b>  igh/ar, ir/ur, er/est, days of the week, common exception words  <b>Year 2- Phase 6</b>  Adding ed, er, est on words ending in y, Adding ing to words ending in y, Adding ing, ed, er, est to words ending in e, common exception words</p>	<p>with different forms: statement, question, exclamation, command; using grammatical terminology  <b>Phonics and Spelling- Year 1- Phase 5</b>  a_e/e_e, i_e/o_e, u_e, oo, ue/ew, ke/ki/ky, common exception words  <b>Year 2- Phase 6</b>  'u' spelt as o, ee spelt as ey, 'a' spelt as o after 'w' and 'qu', 'er' as or and 'ar' as or after a 'w', zh spelt as 's', common exception words</p>	<p>correctly and consistently; using apostrophes for contracted forms; using expanded noun phrases to describe and specify, e.g. adjectives to describe nouns  <b>Phonics and Spelling- Year 1- Phase 5</b>  ow/ou, ending y, or/ore, aw/au, air/are, ear, common exception words  <b>Year 2- Phase 6</b>  Suffixes- ment, ness, ful, less, ly, spelling tion, contractions, apostrophes to show possession, common exception words</p>	<p>ph/wh, prefix un, adding s/es, compound words, contractions, common exception words  <b>Year 2- Phase 6</b>  Homophones and near homophones, conjunctions, spelling months of the year, time words, common exception words</p>
<p><b>History- Cycle 1-</b>  The Great Fire of London  <b>Geography- Cycle 2-</b>  The UK</p>	<p><b>Geography- Cycle 1-</b>  Fieldwork and mapping  <b>History- Cycle 2-</b>  The Gunpowder Plot</p>	<p><b>History- Cycle 1-</b>  Nurturing Nurses  Mary Seacole (1805-1881) and Edith Cavell (1865-1915)  <b>Geography- Cycle 2-</b>  Contrasting countries- Kenya</p>	<p><b>Geography- Cycle 1-</b>  Our Local Area  <b>History- Cycle 2-</b>  Travel and Transport</p>	<p><b>History- Cycle 1-</b>  Excellent Explorers  Neil Armstrong and Christopher Columbus  <b>Geography- Cycle 2-</b>  Magical Mapping</p>	<p><b>Geography- Cycle 1-</b>  Oceans and seas  <b>History- Cycle 2-</b>  Toys</p>
<p><b>Art Cycle 1-</b>  Super Sculptors  <b>Art- Cycle 2-</b>  Pattern and printmaking  Making wallpaper</p>	<p><b>DT- Cycle 1-</b>  Making a fire engine  <b>DT- Cycle 2-</b>  Design and make a healthy seasonal soup</p>	<p><b>Art Cycle 1-</b>  Colour chaos- experimenting with colour mixing  <b>Art Cycle 2-</b>  Tinga Tinga Art</p>	<p><b>DT Cycle 1-</b>  Food: Design a wrap or salad  <b>DT Cycle 2-</b>  Moving pictures- mechanisms  sliders/levers</p>	<p><b>Art Cycle 1-</b>  Henri Rousseau- Create a painting inspired by Henri Rousseau.  <b>Art- Cycle 2-</b>  Creative Collages- including weaving</p>	<p><b>DT Cycle 1-</b>  Fabric bunting making including decorating the fabric.  <b>DT Cycle 2-</b>  Design and make a puppet.</p>
<p><b>Science- Cycle 1-</b>  Everyday materials  <b>Science- Cycle 2-</b>  Living things and their habitats</p>	<p><b>Science- Cycle 1-</b>  Everyday materials  <b>Science- Cycle 2-</b>  Living things and their habitats</p>	<p><b>Science- Cycle 1-</b>  Wonderful Weather  <b>Science- Cycle 2-</b>  Animals including humans</p>	<p><b>Science- Cycle 1</b>  Wonderful Weather  <b>Science- Cycle 2-</b>  Animals including humans</p>	<p><b>Science- Cycle 1-</b>  Plants  <b>Science- Cycle 2-</b>  Plants</p>	<p><b>Science- Cycle 1</b>  The Environment  <b>Science- Cycle 2</b>  Scientists and inventors</p>
<p><b>Computing Cycle 1-</b>  <b>E-safety- Pause for people</b>  How do you say goodbye to technology when you don't want to?</p>	<p><b>Computing Cycle 1-</b>  <b>E-safety- Internet traffic light</b>  How do you stay safe when visiting a website or an app?  <b>Creating media- digital painting.</b></p>	<p><b>Computing Cycle 1-</b>  <b>E-safety- Pause and think online</b>  How can we be safe, respectable and responsible online?  <b>Creating media- digital writing.</b></p>	<p><b>Computing Cycle 1-</b>  <b>E-safety- Safety in my online neighbourhood</b>  How do you go places safely online?  <b>Data and information- grouping data.</b></p>	<p><b>Computing Cycle 1-</b>  <b>E-safety- How technology makes you feel</b>  Why is it important to listen to your feelings when using technology?</p>	<p><b>Computing Cycle 1-</b>  <b>E-safety- Media balance is important</b>  How do we find a balance between our online and offline activities?</p>

<p><b>Computing systems and networks- Technology around us.</b>  <u>Computing Cycle 2-</u>  <b>E-safety-Device Free Moments</b>          Why is it important that we have device free moments in our lives?  <b>Computing systems and networks-IT around us.</b></p>	<p><u>Computing Cycle 2-</u>  <b>E-safety-That's Private</b>          What kinds of information should I keep to myself when I use internet?  <b>Creating media- digital photography.</b></p>	<p><u>Computing Cycle 2-</u>  <b>E-safety-Digital Trails</b>          What information is ok to have in your digital footprint?  <b>Creating media- making music.</b></p>	<p><u>Computing Cycle 2-</u>  <b>E-safety-Who is in your online community?</b>          How are we all part of an online community?  <b>Data and information-pictograms.</b></p>	<p><b>Programming- moving a robot.</b>  <u>Computing Cycle 2-</u>  <b>E-safety-Putting a stop to online meanness</b>          What should you do if someone is mean to you online?  <b>Programming-Robot algorithms.</b></p>	<p><b>Programming- introduction to animation.</b>  <u>Computing Cycle 2-</u>  <b>E-safety-Let's give credit</b>          How can you give credit for other people's work?  <b>Programming- introduction to quizzes.</b></p>
<p><u>PE- Cycle 1-</u>          Throwing and Catching/Kicking and Passing  <u>PE- Cycle 2-</u>          Multiskills -Attacking and defending</p>	<p><u>PE- Cycle 1-</u>          Gymnastics  <u>PE- Cycle 2-</u>          Dance</p>	<p><u>PE- Cycle 1-</u>          Dance  <u>PE- Cycle 2-</u>          Gymnastics</p>	<p><u>PE- Cycle 1-</u>          Multiskills -Invasion games  <u>PE- Cycle 2-</u>          Multiskills- Bat and Ball</p>	<p><u>PE- Cycle 1-</u>          Summer Athletics  <u>PE- Cycle 2-</u>          Summer Athletics</p>	<p><u>PE- Cycle 1-</u>          Swimming  <u>PE- Cycle 2-</u>          Swimming</p>
<p><u>Music- Cycle 1</u>  <b>Introducing beat</b>          How can we make friends when we sing together? (Y1)  <u>Music- Cycle 2</u>  <b>Exploring simple patterns</b>          How does music help us to make friends? (Y2)</p>	<p><u>Music- Cycle 1</u>  <b>Adding rhythm and pitch</b>          How does music tell stories about the past? (Y1)  <u>Music- Cycle 2</u>  <b>Focus on dynamics and tempo</b>          How does Music teach us about the past? (Y2)</p>	<p><u>Music- Cycle 1</u>  <b>Introducing tempo and dynamics</b>          How does Music make the world a better place? (Y1)  <u>Music- Cycle 2</u>  <b>Exploring feelings through Music?</b>          How does Music make the world a better place? (Y2)</p>	<p><u>Music- Cycle 1</u>  <b>Combining pulse, rhythm and pitch</b>          How does Music help us to understand our neighbours? (Y1)  <u>Music- Cycle 2</u>  <b>Inventing a musical story</b>          How does Music teach us about our neighbourhood? (Y2)</p>	<p><u>Music- Cycle 1</u>  <b>Having fun with improvisation.</b>          What songs can we sing to help us through the day? (Y1)  <u>Music- Cycle 2</u>  <b>Music that makes you dance.</b>          How does Music make us happy? (Y2)</p>	<p><u>Music- Cycle 1</u>  <b>Explore sound and create a story.</b>          How does Music Teach us about looking after our planet? (Y1)  <u>Music- Cycle 2</u>  <b>Exploring improvisation.</b>          How does Music help us to understand our neighbours? (Y2)</p>
<p><u>RE Cycle 1-</u>  <b>Creation Story</b>          Does God want Christians to look after the world? (Christianity) (Y1)  <u>RE Cycle 2-</u>  <b>What did Jesus teach us?</b></p>	<p><u>RE Cycle 1-</u>  <b>Christmas</b>          What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? (Christianity) (Y1)  <u>RE Cycle 2-</u></p>	<p><u>RE Cycle 1-</u>  <b>Jesus as a friend</b>          Was it always easy for Jesus to show friendship? (Christianity) (Y1)  <u>RE Cycle 2-</u>  <b>Passover</b>          How important is it for Jewish people to do what</p>	<p><u>RE Cycle 1-</u>  <b>Easter- Palm Sunday</b>          Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? (Christianity) (Y1)  <u>RE Cycle 2-</u>  <b>Easter - Resurrection</b></p>	<p><u>RE Cycle 1-</u>  <b>Shabbat</b>          Is Shabbat important to the Jewish children? (Judaism) (Y1)  <u>RE Cycle 2-</u>  <b>The Covenant</b>          How special is the relationship Jews have with God?</p>	<p><u>RE Cycle 1-</u>  <b>Rosh Hashanah and Yom Kippur</b>          Are Rosh Hashanah and Yom Kippur important to Jewish children? (Judaism) (Y1)  <u>RE Cycle 2-</u>  <b>Rites of passage and good works</b></p>

<p>Is it possible to be kind to everyone all of the time? (Christianity) (Y2)</p>	<p><b>Christmas- Jesus as a gift from God</b> Why do Christians believe that God gave Jesus to the world? (Christianity) (Y2)</p>	<p>God asks them to do? (Judaism) (Y2)</p>	<p>How important is it to Christians that Jesus came back to life after his crucifixion? (Christianity) (Y2)</p>	<p>(Judaism) (Y2)</p>	<p>What is the best way for a Jew to show commitment to God? (Judaism) (Y2)</p>
<p><u>PSHE- Cycle 1</u> Me and My Relationships (Y1) <u>PSHE- Cycle 2</u> Rights and Responsibilities (Y1)</p>	<p><u>PSHE- Cycle 1</u> Valuing the Differences (Y1) <u>PSHE- Cycle 2</u> Being My Best(Y1)</p>	<p><u>PSHE- Cycle 1</u> Keeping Myself Safe (Y1) <u>PSHE- Cycle 2</u> Growing and Changing (Y1)</p>	<p><u>PSHE- Cycle 1</u> Me and My Relationship (Y2) <u>PSHE- Cycle 2</u> Rights and Responsibilities (Y2)</p>	<p><u>PSHE- Cycle 1</u> Valuing the Difference (Y2) <u>PSHE- Cycle 2</u> Being My Best (Y2)</p>	<p><u>PSHE- Cycle 1</u> Keeping Myself Safe (Y2) <u>PSHE- Cycle 2</u> Growing and Changing (Y2)</p>