



Stocksbridge Nursery Infant School KS1 Curriculum Overview Year A 2022-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme title	Me and My City	Megastructures	Around the World in 80 days and beyond	What's it like in Africa?	Panic on Pudding Lane	Living things and their habitats
Theme led by....	Geog, history, DT	DT Science	Geog, history, DT	Geog, science, DT (food)	Geog, history, Science	Science DT
Substantive Concepts (knowledge)	Community Leaders		Leaders	Community	Community Leaders	
Disciplinary concepts (skills)						
SPARLING STARTER...	City tour	Hepp DT company	Amy Johnson actress (first lady to fly around the world)	African drumming/dancer	Visit to Eyam	Wetlands centre Hepp DT
Fabulous finish	Walks around Stocksbridge	YSP	Exhibition of learning		Great Fire of London-burning models	
English including book focus	Year 1 	Year 1 	Year 1 	Year 1 	Year 1 	Year 1



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	<p>Year 2</p>    	<p>Year 2</p>    	<p>Year 2</p>    	<p>Year 2</p>   	<p>Year 2</p>   	<p>Year 2</p> 

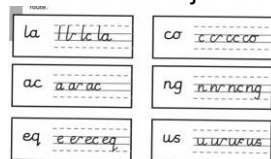
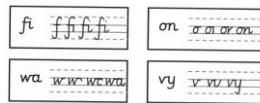
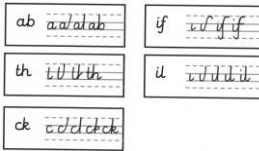


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<p>English sequence</p>	<p>Narrative-retell a story</p> <p>Y1 Write simple sentences from a familiar story.</p> <p>Y2 Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning – middle – end, decide where it is set and use ideas from reading for some incidents and events.</p>	<p>Poetry</p> <p>Y1</p> <p>Y2</p> <p>Recount</p> <p>Y1 Describe incidents from own experience in an audible voice using sequencing words and phrases such as 'then', 'after that' first, next, after, when. ; listen to other's recounts and ask relevant questions. Write simple first person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person.</p> <p>Y2 Describe incidents from own experience in an audible voice using sequencing words and phrases such as 'then', 'after that'; listen to other's recounts and ask relevant questions. Read personal recounts and begin to recognise generic structure, e.g. ordered sequence of events, use of words like first, next, after, when. Write simple first person recounts linked to topics of interest/study or to personal experience, using the language of texts read as models for own writing, maintaining consistency in tense and person.</p>	<p>Narrative- retell a story, create a resolution and ending</p> <p>Y1 Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning – middle – end, decide where it is set and use ideas from reading for some incidents and events.</p> <p>Y2 Imitate familiar stories by borrowing and adapting structures; write complete stories with a sustained, logical sequence of events; use past tense and 3rd person consistently; include setting; create characters, e.g. by adapting ideas about typical story characters; include some dialogue; use phrases drawn from story language to add interest, (e.g.) She couldn't believe her eyes.</p>	<p>Non chronological report</p> <p>Y1 Find out about a subject by listening and following text as information books are read, watching a video. Contribute to a discussion on the subject as information is assembled and the teacher writes the information. Assemble information on a subject in own experience, (e.g.) food, pets. Write a simple non-chronological report by writing sentences to describe aspects of the subject.</p> <p>Y2 After a practical activity or undertaking some research in books or the web, take part in a discussion in another curriculum subject, generalising from repeated occurrences or observations. Distinguish between a description of a single member of a group and the group in general e.g. a particular dog and dogs in general. Read texts containing information in a simple report format, e.g. There are two sorts of x...; They live in x...; the As have x..., but the B's etc. Assemble information on another subject and use the text as a template for writing a report on it, using appropriate language to present, and categorise ideas</p> <p>Poetry</p> <p>Y1</p> <p>Y2</p>	<p>Narrative- children create own stories</p> <p>Y1 Use patterns and language from familiar stories in own writing; write complete stories with a simple structure: beginning – middle – end, decide where it is set and use ideas from reading for some incidents and events.</p> <p>Y2 Imitate familiar stories by borrowing and adapting structures; write complete stories with a sustained, logical sequence of events; use past tense and 3rd person consistently; include setting; create characters, e.g. by adapting ideas about typical story characters; include some dialogue; use phrases drawn from story language to add interest, (e.g.) she couldn't believe her eyes.</p>	<p>Persuasion</p> <p>Y1 Read captions, pictures, posters and adverts that are trying to persuade. Begin to recognise what they are trying to do and some of the ways they do it. Through games and role play begin to explore what it means to persuade or be persuaded, and what different methods might be effective.</p> <p>Y2 As part of a wide range of reading, explore simple persuasive texts (posters, adverts, etc.) and begin to understand what they are doing and how. Evaluate simple persuasive devices (e.g.) Say which posters in a shop or TV adverts would make them want to buy something, and why) Create simple signs posters and adverts (involving words and/or modes of communication) to persuade others to do, think or buy something. Continue to explore persuading and being persuaded in a variety of real life situations through role-play and drama.</p> <p>Poetry</p> <p>Y1</p> <p>Y2</p>
<p>Year 1 Grammar</p>	<p>Writing simple sentences with capital letters, full stops, finger spaces</p>	<p>Capital I for first person pronouns. Adjectives. Noun phrases (The big dog can run. The green frog can hop.)</p>	<p>Present tense. Coordination using 'and'. Suffixes ing, ed</p>	<p>Plurals s, es Coordination using 'but'.</p>	<p>Writing in past tense Coordination using 'so'. Suffixes er, est</p>	<p>Capital letters for proper nouns. Prefix un</p>



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	Nouns and verbs (The dog can run. The frog can hop.)					
Year 2 Grammar	Capital letters, full stops, nouns, verbs, adjectives. (The green frog is jumping down the road.)	Sentence forms - questions and exclamations Subordinating (because) and coordinating (and, so, but) conjunctions.	Expanded noun phrases, past tense (ed) subordinating (that) /coordinating (and, so, but) Commas in a list	Expanded noun phrases subordinating (when, if)/coordinating (and, so, but) Apostrophes for contracted form	Expanded noun phrases subordinating (when, if)/coordinating (and, so, but) Adverbs- suffix ly, ful	Expanded noun phrases subordinating (when, if)/coordinating (and, so, but) Speech marks Prefixes - ment, ness & less. Sentence form – commands Apostrophes for the possessive.
Year 1 Handwriting	Letter formation check Order to teach: L,l,t t,j, c,o,a d,g,q e – revise d,g r,n,m n,m,h b,k	Order to teach: p – revise any that need it v,w u,y s,f x,z revise and that need it.	Order to teach: L,l,t t,j, c,o,a d,g,q e – revise d,g r,n,m n,m,h b,k include in words.	L,l,t t,j, c,o,a d,g,q e – revise d,g r,n,m n,m,h b,k include in words.	Numerals and capital letters.	Capital letters. Revision of errors. (Expectation that all upper and lower case letters & numerals are formed correctly by the end of Y1)
Year 2 Handwriting	Letter formation check Revise L,l,t t,j, c,o,a d,g,q e – revise d,g r,n,m n,m,h b,k include in words.	L,l,t t,j, c,o,a d,g,q e – revise d,g r,n,m n,m,h b,k include in words.	Capital letters.	Order to teach joins.  Use the joins within words.	Order to teach joins.  Use the joins within words.	Order to teach joins.  Use the joins within words.



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Year One Spelling	he, the, do, to, today, of, said, says, are,	were, was, is, his, has, I, you, your, they, be, he	me, she, we, no, go, so, by, my, here, there	where, love, come, some, one, once, ask, friend, school, put	push, pull, full, house, our, door, floor, poor, because,	find, kind, mind, behind, child, children*, wild, climb, most, only,
Year Two Spelling	both, old, cold, gold, hold, told, every, everybody, even, great	break, steak, pretty, beautiful, after, fast, last, past, father, class,	grass, pass, plant, path, bath, hour, move, prove, improve, sure,	sugar, eye, could, should, would, who, whole, any, many, clothes	busy, people, water, again, half, money, Mr, Mrs, parents, Christmas	Recap of what is needed
Maths Year 1	Number: Place Value (Within 10) Number: Addition & Subtraction (Within 10)	Number: Addition & Subtraction (Within 10) Geometry: Shape Number: Place Value (Within 20)	Number: Addition & Subtraction (Within 20) Number: Place Value (Within 50) (Multiples of 2,5 & 10 included)	Measurement: Length & Height Measurement: Weight & Volume	Number: Multiplication & Division (Reinforce multiples of 2,5,& 10 to be included) Number: Fractions Geometry: Position & Direction	Number: Place Value (within 100) Measurement: Money Measurement: Time
Maths Year 2	Number: Place Value Number: Addition & Subtraction	Number: Addition & Subtraction Measurement: Money Number: Multiplication & Division	Number: Multiplication & Division Statistics Geometry: Properties Of Shape	Number: Fractions Measurement: Length & Height	Measurement: Time Measurement: Mass, Capacity & Temperature	Geometry: Position & Direction Problem solving & efficient strategies
Science	Name different body parts. Senses Investigating materials- particularly metal What makes good cutlery	Investigating materials for strength – what materials make a good bridge?	Investigating materials- fabric and plastic with an aim to make a parachute.	Basic needs of animals including humans identify and name a variety of common animals that are carnivores, herbivores and omnivores	Investigating materials that are combustible- link to Great Fire of London	Explore difference between things that are living, dead and never been alive. Identify that most things live in habitats – investigate different habitats and how they provide for the basic needs of different animals, identify and name plants and animals in habitats. Name common animals, amphibians reptiles, birds and animals.



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						<p>Identify carnivores, herbivores and omnivores.</p> <ul style="list-style-type: none"> - Compare and contrast meadow, pond and field.
Forest Schools						
<p>Computing</p> <p>Year one</p>	<p>0:1 What is a computer? Mouse & Keyboard Skills; Logging on; Opening & saving work; Organising files; Searching for information.</p> <p>Communicating: Text and Images 1.1/2 How do I use the school computer independently? LEARNING OBJECTIVE: I understand that a computer is a type of machine and we use computers to help us find out and present information</p>	<p>Communicating: Text and Images 1.1 How do I use the school computer independently? LEARNING OBJECTIVE: I understand that a computer is a type of machine and we use computers to help us find out and present information</p> <p>Communicating: Multimedia 2.1 How do I record sounds and pictures? LEARNING OBJECTIVE: I can record sounds and images using computers and</p>	<p>Computational Thinking + Programming A 4.1 What is an algorithm? Algorithms- Sequencing and Sorting. LEARNING OBJECTIVE: I understand that algorithms are made up of instructions and that the order of these instructions is important. We use algorithms to program and control computers.</p>	<p>Understanding & Sharing Data 3.1 How do I present data using pictures? LEARNING OBJECTIVE: I can present information by using different kinds of charts</p>	<p>Computational Thinking + Programming 5 5.1 What is a program? LEARNING OBJECTIVE: I understand that computers are controlled by humans. We program computers to make them do things by giving them instructions</p>	<p>Catch up: Using and consolidating knowledge on computing.</p>



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		digital devices – these provide different kinds of information				
Year two	<p>0:2 Using a computer. Mouse & Keyboard Skills; Logging on; Opening & saving work; Organising files; Searching for information.</p> <p>Communicating: Text and Images 1:2 How do I use the computer as a writer? LEARNING OBJECTIVE: I can combine images and text to help tell my story or give information</p>	<p>Communicating: Text and Images 1:2 How do I use the computer as a writer? LEARNING OBJECTIVE: I can combine images and text to help tell my story or give information</p> <p>Communicating: Multimedia 2.2. How do I create a multimedia story? LEARNING OBJECTIVE: I can tell stories using images and sounds using a computer</p>	<p>Computational Thinking + Programming A 4.2 How do I improve my algorithms? Algorithms – Precise instructions – Debugging. LEARNING OBJECTIVE: I understand that algorithms are made up of clear and precise instructions. I know that making mistakes is part of writing a program – a good programmer debugs!</p>	<p>Understanding & Sharing Data 3.2 What is a branching database? LEARNING OBJECTIVE: I understand that we use databases to store data and help us find out information</p>	<p>Computational Thinking + Programming B 5.2 How do I improve my programs? LEARNING OBJECTIVE: I understand that the order of commands in a program is important. Debugging is an important part of improving our programs.</p>	<p>Catch up Using and consolidating knowledge on computing.</p>
Online Safety	<p>Health and Well Being Lifestyle and Health L1 Screen Time</p>	<p>Relationships Social web S1 Personal information Link to Anti-bullying PSHE</p>	<p>Relationships Protecting ourselves P1 Online Strangers P2 Feeling uncomfortable online</p>	<p>Living in the Wider World Commercial risks C1 Passwords C2 What is the internet</p>	<p>Living in the Wider World News and Information N1 Content Creators Link to non-chron writing</p>	



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DT	Levers and sliders To create a picture of the city with moving parts	Building a megastructure for strength	Wheels and axels	Food technology Understanding where food comes from Skills to prepare and cook food		Bird feeders/boxes-wood work
Geography (Cultural Education)	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Stocksbridge and Sheffield. Name some physical and human features. Use fieldworks to study the geography and the key human and physical features of Stocksbridge. Devise simple maps	N/A	Locate seven continents and 5 oceans Use world maps, atlases and globes to identify these.	Place knowledge <input type="checkbox"/> 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	Use maps of the village to identify places where there is evidence of the plague. Identify features of the landscapes – hills, valley, village, cottage, church, field, stiles etc Use simple compass directions to describe the location of features and routes on a map	
History (Cultural Education)	Changes in Sheffield city within living memory. Significant person in their own locality. Harry Brierly.	N/A	Significant individuals and events (Wright brothers, Amy Johnson)		Tell the story of the plague arriving in Eyam - is it fiction or non-fiction. Visit Eyam to look for clues – be plague detectives. The Great Fire of London	
Art & Design (Cultural Education)	Pencil dictionary- line and tone	Colour mixing and sculpture- Andy Goldsworthy 2D and 3D	Colour mixing	African Art using colour mixing and pencil skills	Landscapes (in Eyam) and then bring back and compare to Stocksbridge	Sketching and printing
Music (Cultural Education)	Embedding skills, knowledge and understanding through	Embedding skills, knowledge and understanding through	To know that pitch is the tone of a sound,	Duration of music – to recognise long and short sounds and	Different ways of making sounds with instruments	Different ways of making sounds with instruments



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		singing, playing, improvising, composing and listening	singing, playing, improvising, composing and listening	recognising high and low sounds	mimic them with voices	To work co-operatively in a group.	To work co-operatively in a group.
PE INDOOR	Y1	<p>Complete PE: Gymnastics <u>Wide, Narrow, Curled</u> Introduction to wide, narrow and curled Exploring the difference between wide, narrow and curled Transitioning between wide, narrow and curled movements Linking two movements together</p>	<p>iMoves Dance <u>Construction</u> Three progressive lessons use the themes of construction, transport and machines. Aim of lesson: To be able to perform basic movements to music, and to build a simple themed dance focusing on Construction.</p>	<p>Complete PE: Gymnastics <u>Body Parts</u> Introduction to big/small body parts Combining big and small with wide, narrow and curled Transition between wide narrow and curled using big and small body parts Adding (linking) movements together</p>	<p>Complete PE Dance <u>The Zoo</u> Exploring expression Developing our movements, adding movements together Responding to a rhythm: Introducing partner work Creating an animal sequence motifs Exploring relationships within our motifs OR iMoves Countries And Eco Warriors</p>	<p>Complete P <u>Games For Understanding</u> Understanding the principles of attack/defence Applying attacking/defending principles into a game Consolidate attacking/defending</p>	<p>Complete PE <u>Health and Wellbeing</u> Introduce and explore agility Introduce and explore balance Introduce and explore coordination: Bouncing, rolling and throwing</p>
	Y2	<p>Complete PE: Gymnastics <u>Linking</u> Developing linking Linking on apparatus Jump, roll, balance sequences/on apparatus Creation of sequences Completion of sequences and performance</p>	<p>iMoves Dance <u>Construction</u> Three progressive lessons use the themes of construction, transport and machines. Aim of lesson: To be able to perform basic movements to music, and to build a simple themed dance focusing on Construction.</p>	<p>Complete PE: Gymnastics <u>Pathways</u> Explore/develop zig-zag pathways/on apparatus Explore/develop curved pathways/ on apparatus Creation of pathway sequences Completion of pathways sequences and performance</p>	<p>Complete PE Dance <u>Exploring</u> Responding to stimuli Developing our motif with expression and emotion Applying choreography in our motifs Extending our motifs Sequences, relationships and Performance OR</p>	<p>Complete PE <u>Games For Understanding</u> Attacking/defending as a team Understanding the transition between defence and attack Create and apply attacking/defensive tactics</p>	<p>Complete PE: <u>Health and Wellbeing</u> Consolidate agility Consolidate balancing: Explore balancing on apparatus Introduce and explore coordination: Dribbling and kicking</p>



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					iMoves Countries And Eco Warriors		
PE OUTDOOR	Y1	Complete PE: <u>Locomotion Running</u> Explore running Apply running into a game Explore running at different speeds Running for speed: Acceleration Explore running in a team Consolidate running, apply running into a competitive game	Complete PE: <u>Ball Skills Hands 1</u> Introduce sending (bouncing) with control Introduce aiming with accuracy Introduce power and speed when sending a ball Introduce/develop stopping, combining sending skills Combine sending and receiving skills	Complete PE: <u>Ball Skills Feet</u> Develop moving the ball using the feet Apply dribbling into games Consolidate dribbling Explore kicking (passing) Apply kicking (passing) to score a point	Complete PE: <u>Ball Skills Hands 2</u> Introduce throwing with accuracy Apply throwing with accuracy in a team Introduce stopping a ball Develop sending (rolling) skills to score a point Consolidate sending and stopping to win a game	Complete PE: <u>Locomotion:</u> Jumping Recap jumping Develop jumping Explore how jumping affects our bodies Explore skipping Apply skipping and jumping into a game	Complete PE: <u>Team Building</u> Introducing teamwork Develop teamwork Building trust and developing communication Cooperation and communication Explore simple strategies Problem solving: Consolidate teamwork
	Y2	Complete PE: <u>Locomotion:</u> <u>Dodging</u> Explore dodging Develop dodging Apply dodging: Explore attacking and defending Apply dodging in teams	Complete PE: <u>Ball Skills Hands 1</u> Develop dribbling/passing and receiving Combine dribbling, passing and receiving, keeping possession Develop dribbling/passing and receiving to score a point Combine dribbling, passing and receiving to score a point	Complete PE: <u>Ball Skills Feet</u> Develop dribbling/passing/receiving, keeping possession Combine dribbling, passing and receiving, keeping possession/to score a point Apply dribbling, passing and receiving as a team to score a point	Complete PE: <u>Ball Skills Hands 2</u> Consolidate pupils application and understanding of underarm throwing Applying the underarm and overarm throw to win a game Applying the underarm throw to beat an opponent	Complete PE: <u>Locomotion:</u> <u>Jumping</u> Consolidate jumping Apply jumping into a game Linking jumping Explore jumping combinations Develop jumping combinations	Complete PE: <u>Team Building</u> Introducing teamwork Develop teamwork Building trust and developing communication Cooperation and communication Explore simple strategies Problem solving: Consolidate teamwork
Active Travel							
RE YEAR 1		Express creatively their own ideas about the questions: Who am I?	Explore stories and celebrations of Christmas and Diwali. Find out what the stories	Explore three moral stories from Christianity, Islam and humanist.	Explore stories and celebrations of Easter and Eid ul Fitr. Find out what the stories told at	Re-tell two different stories about Jesus – one in pictures, one in drama (The lost coin and	Respond to stories about Jesus – Baptism of Jesus, the Lost Sheep, Healing a blind person.



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<p>(Spiritual, moral, social & cultural education)</p>	<p>Where do I belong? How we all are connected? Talk about the fact that people come from different religions. How can we tell? How can we live together when we are all so different? Find out what different religions do to celebrate the fruitfulness of the earth – focus on Christian Harvest Festival and Muslim Zakat (charitable giving). Think about being generous and being thankful.</p>	<p>told at the festivals mean and learn about the emotional and social aspects of celebrations. Talk about the fact that people come from different religions. How can we tell? How can we live together when we are all so different?</p>	<p>Think and talk about whether the stories are saying the same things about how we should behave. Ask questions about goodness – describe what happens when people are kind, fair etc. and when people are unkind, unfair etc. Talk about the fact that people come from different religions. How can we tell? How can we live together when we are all so different?</p>	<p>the festivals mean and learn about the emotional and social aspects of celebrations. Select examples of religious artefacts from Christianity and Islam. Question and find out answers about what they mean and how they are used.</p>	<p>Jesus and the ten lepers). Compare the stories and think about what Christians today learn from the stories. Ask and answer questions about religious stories. Think about and respond to 'big questions' about the stories (link to Philosophy for Children)</p>	<p>Talk about the values of the characters in the stories. Understand these stories are from the Christian religion. Ask and answer questions about religious stories. Think about and respond to 'big questions' about the stories (link to Philosophy for Children)</p>
<p>RE YEAR 2 (Spiritual, moral, social & cultural education)</p>	<p>Recap knowledge of the festival of Divali, from Year 1. Understand why the story of Rama and Sita is special to Hindu people. Think about and reflect their choices of being good and bad.</p>	<p>Recap the story of the first Christmas from year 1. Explore the understanding of why Christmas and the nativity story so important to Christians. Think about and reflect on my important days.</p>	<p>Recognised and understand the 5K's which mark Sikh identity. Why Sikhs use the 5K's to demonstrate faithfulness to God. Think about and reflect on how their own clothes are important to them (and their identity).</p>	<p>Explore the reasons why Christians believe the Bible is a very special book? Understand what is the Bible? Reflect and thinks about which books are special to them.</p>	<p>Recall facts about what Muslims do at home when praying? Understand why a prayer mat and the Quran and stand are important to Muslims. Think about and reflect which room and which objects are special to them.</p>	<p>Retell the story of Jonah and the Whale. Understand how prayer helps Christians. Think about and reflect how they show they are sorry.</p>
<p>PHSE including MH & WB. (Social & Moral Education)</p>	<p>New Beginnings Theme from the book: friendships, other people's viewpoints, jealous and sharing</p>	<p>Relationships Anti-bullying week</p>	<p>Good to be Me</p>	<p>Getting on and falling out</p>	<p>Going for goals Looking after our environment.</p>	<p>Changes</p>
<p>Metacognition</p>	<p>Learning a new skill Rec – Makaton Y1 – tying shoe laces Y2 – using chopsticks</p>		<p>Growth mindsets – Austin's butterfly</p>	<p>Growth mindsets – Austin's butterfly</p>	<p>Integrating Metacognition into the everyday curriculum</p>	<p>Integrating Metacognition into the everyday curriculum</p>