



# Carleton Park Curriculum Overview

## Year 1 and 2 (Cycle A)

KS1 – Cycle A	Autumn 1 The Three Little Pigs	Autumn 2 Toby and the Great Fire of London London's burning	Spring 1 Handa's Surprise Meerkat ... Tinga Tales
<b>Learning Context</b>	<b>Science focus</b> What should I use to build my house?	<b>History focus</b> What was 'great' about the great fire of London?	<b>Music/science focus</b> Magnificent musicians
<b>Science</b>  <b>Scientific Enquiry to Lead throughout the Year AT.1</b>	<u>Materials</u> 1.1 To distinguish between an object and the materials it is made from 1.2 To identify and name a variety of material 1.3 To group materials accordingly eg. Wood, plastic, glass, metal, water, rock 1.4 To describe the physical properties of a variety of everyday materials 1.5 To compare and group together materials according to similar properties 2.1 To find out what different materials are used for. 2.2 To describe the different materials. 2.3 To show how you can clarify/group them. 2.4 To investigate which sort of surface makes a toy car travel the furthest.		<u>Physical Processes – Sound</u> 1.1 To recognise that different objects make different sounds 1.2 To recognize that sounds can be made by striking, shaking, scraping, plucking and blowing 1.3 To explain that a sound is heard through my ears 1.4 To compare loudness and pitch of sounds 1.5 I can explain where sound comes from 1.6 I understand that ears give information about sound  2.1 To explain and compare the loudness and pitch of sounds 2.2 To recognise that sounds can be used to indicate when something is happening or is going to happen 2.3 To recognise that sounds can be made in a variety of ways 2.4 To recognise that most objects can be made to make sounds 2.5 To explain that ears give information about where sounds come from 1.6 To make statements about the physical process of sound
<b>History</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• I can understand the difference between things that happened in the past and the present.</li> <li>• I can talk about things that happened to me or other people in the past.</li> <li>• I can use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/carers were young.</li> <li>• I can find out some facts about people and events from before living memory.</li> </ul>	<ul style="list-style-type: none"> <li>• I can describe objects, people or events related to a significant person or event from the past.</li> </ul>



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		<ul style="list-style-type: none"> <li>• I can say why people may have acted as they did.</li> <li>• I can use books and listen to stories to help me find out about the past.</li> <li>• I can look at pictures and objects to ask and answer questions.</li> <li>• I can answer questions using 'before' and 'after' to describe when something happened.</li> <li>• I can use time lines to order events or objects.</li> <li>• I can tell stories about the past. (Sometimes using role-play.)</li> <li>• I can draw pictures and write about them to tell about the past.</li> <li>• I can use the words past and present when talking about an event.</li> <li>• I can use information to describe the past and differences between then and now.</li> <li>• I have looked at books, pictures, the Internet, eye witness accounts, artefacts to learn more about the past.</li> <li>• I have visited a museum, historic building, historical site, gallery or had a visitor to me learn more about the past.</li> <li>• I can ask questions and use information to help me answer questions such as "What was it like for people in the past?", "What happened in the past?"</li> <li>• I can use language to describe how long ago an event happened, eg a little while ago, a very long time ago etc.</li> <li>• I can describe objects, people or events related to a significant person or event from the past.</li> </ul>	
<b>Geography</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	<p>I can ask more questions, such as, what is this place like? What and who will I see in this place? Why are these people here? What are they doing?</p>	<p><b><u>Music from around the world – contrasting non-European country</u></b></p> <ul style="list-style-type: none"> <li>• I can ask more questions, such as, what is this place like? What and who will I see in this place? Why are these people here? What are they doing?</li> <li>• I can give reasons why I like or dislike a place.</li> <li>• I can describe places using geography words such as physical and human.</li> <li>• I can compare how a place is similar or different to another place.</li> </ul>
<b>ICT</b>	<p>use technology purposefully to create digital content  <b>Create a greetings card</b>          use technology purposefully to store digital content  <b>saving and adding data to graphs and charts</b>          use technology purposefully to retrieve digital content</p>		<p>understand what algorithms are          create simple programs  <b>Espresso Coding schemes of work – moving and clicking</b>          understand that algorithms are implemented as programs on digital devices</p>



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	<p>researching and recording making a cake use technology purposefully to organise digital content</p> <p>Write and illustrate an ebook</p> <p>use technology purposefully to manipulate digital content</p> <p>photography and manipulation</p>		<p>Controlling and programming Espresso scheme – different sorts of input</p> <p>use logical reasoning to predict the behaviour of simple programs</p> <p>understand that programs execute by following precise and unambiguous instructions</p> <p>debug simple programs</p> <p>use technology purposefully to create digital content</p> <p>Create a greetings card</p> <p>use technology purposefully to store digital content</p> <p>saving and adding data to graphs and charts</p>
Art		<p>Medium: Collage, weaving, threads, fabrics, surfaces, wood, clay.</p> <ul style="list-style-type: none"> <li>• Add objects to weaving (e.g. buttons, twigs, dried flowers)</li> <li>• Use colour to express an idea in weaving (e.g. seasons, moods etc.)</li> <li>• I can explore and experiment with lots of collage materials.</li> <li>• I can make weavings with fabrics or threads.</li> </ul>	
DT	<p>Focus: Building houses</p> <ul style="list-style-type: none"> <li>• I can explain how to make materials for my structure stronger.</li> <li>• I can make a structure.</li> <li>• I can talk about my own and others' work.</li> <li>• I can describe how a product works.</li> <li>• I can choose strong materials for structures.</li> <li>• I can choose appropriate materials.</li> <li>• I can use many a number of materials and use a range of joins so they are strong</li> </ul>	<p>Focus: Building a fireproof product.</p> <ul style="list-style-type: none"> <li>• I can cut materials using scissors.</li> <li>• I describe the properties of materials I have used.</li> <li>• I can choose appropriate materials.</li> <li>• I can use many a number of materials and use a range of joins so they are strong.</li> <li>• I can use art skills to add design or detail.</li> <li>• I can recognise what I have done well in my work.</li> <li>• I can suggest things I could do in the future.</li> </ul>	
RE (2014 WAS)	<p>Celebrations that matter Muslim and Christian</p>	<p>Celebrations that matter Muslim and Christian</p>	<p>Why do we celebrate and why? Christian and Muslim</p>



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<b>Music</b>			
<b>PE/Games/Dance</b>	Dance	Gymnastics	Gymnastics
<b>PSCHE (SEAL/CITIZENSHIP)</b>	It is good to be me Anti-bullying week	It is good to be me Anti-bullying week	