



Loving God in all we do

St Anne's Catholic Primary School

Year Group Curriculum Overview 2020-21

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | Summer 2 |
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| | Healthy Minds | | | | | | |
| Topic name | Healthy Bodies, Healthy Minds (inc We Are Scientists – from previous year group) | Our World (inc We Are Creative – from previous year group) | We are Explorers! | Animal Kingdom | We are Scientists! | We are creative! | We are eco-warriors and we care |
| RE | Beginnings Judaism | Signs and Symbols Preparing | Books Thanksgiving | Opportunities | Spread the Word Islam | Rules | Treasures |
| RSE | From previous year group 'We meet God's Love in our family' | | 'We meet God's Love in our community' | | | | |

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| <p>English</p> | <p><u>Traditional Tales with a twist</u> The True Story of the Three Little Pigs</p> <p><u>Instructions</u> Link with Cooking & Nutrition</p> <p><u>Poems by Heart</u> Funnybones</p> | <p><u>Non-chron reports</u> Leaflets about our school</p> <p><u>Stories with a familiar setting</u> Katie Morag Stories</p> <p><u>Poems on a theme</u> Teacher (Paul Cookson – ‘Teacher’)</p> | <p><u>Stories by the same author</u> Books by Simon Bartram</p> <p><u>Non-chron reports</u> Amy Johnson (pilot)</p> | <p><u>Animal Adventure Stories</u> The Owl Who Was Afraid of the Dark</p> <p><u>Persuasive writing</u> Farmer Ted’s leaflet</p> <p><u>Explanation texts</u> Lifecycles</p> | <p><u>Stories with a familiar setting</u> The Boy who Grew Dragons</p> <p><u>Classic Poems</u> ‘What is pink?’ By Christina Rossetti</p> <p><u>Riddles</u> Fruits</p> | <p><u>Letters</u> The Day the Crayons Quit</p> | <p><u>Stories on a theme – Seaside</u> Flotsam</p> <p><u>Poems on a theme</u> Seaside poems</p> |
| <p>Novels/ poems/ non-fiction texts</p> | <p>The True Story of the Three Little Pigs</p> <p>Funnybones</p> | <p>Katie Morag Stories</p> <p>Paul Cookson – ‘Teacher’</p> | <p>Books by Simon Bartram</p> <p>Amy Johnson (pilot)</p> | <p>The Owl Who Was Afraid of the Dark</p> <p>Lifecycles</p> | <p>The Boy who Grew Dragons</p> <p>‘What is pink?’ By Christina Rossetti</p> | <p>The Day the Crayons Quit</p> | <p>Flotsam</p> <p>Seaside poems</p> |
| <p>Maths</p> | | | <p><u>Geometry – position and direction</u> Order/arrange combinations of mathematical objects in patterns/sequences.</p> <p>Use mathematical vocabulary to describe position, direction and movement</p> | <p><u>Statistics</u> Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</p> <p>Ask and answer questions about totalling and comparing categorical data.</p> | <p><u>Statistics</u> Compare and sort objects, numbers and common 2-D and 3-D shapes and everyday objects.</p> | <p><u>Geometry – position and direction</u> Use mathematical vocabulary to describe position, direction and movement,</p> | |

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| Science | Animals including humans Food, hygiene, exercise | Living things & their habitats Explore and compare the differences between things that are living, dead, and things that have never been alive. | STEM | Living things and their habitats Animal habitats Food chains | Plants Seeds & bulbs grow into plants Plants need water & light to grow Inc Y1 plants obj | Everyday Materials Suitability of everyday materials How materials can change shape | |
| Working Scientifically | Observation Research | Research | Observation | Comparing and Classifying | Observation Pattern seeking Comparative test | Observation Comparative test | |
| Art & design | Art & Design Drawing and modelling 3D Models Henry Moore | Art & Design Drawing Observational drawings Pointilism (Ormskirk) | | Art & design To develop a wide range of art and design techniques in using colour, pattern, texture Patterns (Animal skin) | Art & Design Drawing & painting Fruit Printing Cezanne/ Renoir | Art & Design Techniques using colour, pattern and texture Seaside collage Serena Hall | |
| Computing | Computer Science and Information Technology Coding (inc Y1 obj) Digital Literacy On-line safety (inc Y1 obj) | Information Technology Spreadsheets (inc Y1 obj) Questioning | Information Technology/Digital literacy Effective searching Creating Pictures | Information Technology Creating Pictures | Information Technology Making music | Information Technology Presenting ideas | Computer Science and Information Technology Coding Digital Literacy On-line safety |

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| Design Technology | Design Tech To select from and use a range of tools and equipment to perform practical tasks Create a skeleton | | Design Tech Technical Knowledge: exploring mechanisms Making a plane | Design Tech Technical Knowledge: exploring mechanisms Moving minibeasts | | Design Tech To build structures, exploring how they can be made stronger, stiffer and more stable Making a house for the crayons | |
| Cooking and nutrition | Cooking & nutrition To use the basic principles of a healthy and varied diet to prepare dishes Fruit smoothies | Cooking & nutrition To understand where food comes from Make Ormskirk gingerbread | | | Cooking & nutrition To understand where food comes from Fruit salad | | Cooking & nutrition To understand where food comes from Seaside snacks (fruit ice lollies) |
| Geography | | Geography Place Knowledge Ormskirk | Geography Small area in a non-contrasting, non EU country Australia | | Geography Seasonal and daily weather patterns | | |
| History | | History Significant places in their locality Ormskirk | History Significant people in the past Amy Johnson | | | | History Events beyond living memory The Seaside |

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| MFL | | | | | | | |
| Music | <p>Music To experiment with, create, select and combine sounds</p> <p>Creating musical patterns</p> <p>'Hands, Feet, Heart'</p> | <p>Music To listen with concentration and understanding</p> <p>Perform</p> <p>'Ho, Ho, Ho'</p> | <p>Music To listen with concentration and understanding to a range of high-quality live and recorded music</p> <p><i>Philharmonic trip</i></p> | <p>Music To play tuned and untuned instruments</p> <p>Creating music of animal habitats</p> <p>'Zootime'</p> | <p>Music To use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>'I Wanna Play in a band'</p> | <p>Music To use their voices expressively and creatively by singing songs</p> <p>'Friendship Song'</p> | |
| PE | <p>PE To master basic movements including throwing and catching</p> <p>Striking and Fielding</p> | <p>PE To participate in team games, developing simple tactics for attacking and defending</p> <p>Invasion Games</p> | <p>PE To perform dances using simple movement patterns</p> <p>Dance</p> | <p>PE To master basic movements including running, jumping, throwing and catching</p> <p>Athletics</p> | <p>PE To engage in co-operative physical activities, in a range of increasingly challenging situations.</p> <p>OAA</p> | <p>PE To master basic movements including balance, agility and co-ordination</p> <p>Gymnastics</p> | |