Curriculum Year Group Overview 2023/24
Autumn Term 2023

Ryelands Primary and Nursery School

	Autumn 1 – 7 Weeks (6 Weeks and 4 Days)								Autumn 2 – 8 Weeks (7 Weeks and 3 Days)							
Weeks	**1 (4 Days)**	**2**	**3**	**4**	**5**	**6**	**7**		**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8 (3 Days)**
Theme	**Lost in the Toy Museum – History focus**								**Animal Magic – Science focus**							
English Links	**Lists, Labels and Captions** Label objects around the classroom to introduce children to the features of their new classroom.		**Poetry – Using the Senses** *Perform the poem to other children*		**Stories with a familiar setting - 'Lost in the Toy Museum'.** Oral storytelling to be shared with the Reception classes.				**Stories on a Theme** Supertato							
Maths Links	Counting – counting teddies/toys Measures- Teddy bears picnic – recipes, measuring the ingredients Time- how long ago? The language of time Continuous Provision – ordering numbers, matching numerals and words, finding numbers in different contexts Sorting old toys using a Venn Diagram								Counting – counting objects Continuous Provision – ordering numbers, matching numerals and words, finding numbers in different contexts							
Science Links/ Investigation	**Bunting's Coat - Testing materials for a waterproof coat** Investigate a range of different materials to find a suitable material to keep Bunting dry – focusing upon waterproof materials. **Science Links** • compare and describe the differences in their own features and recognise that humans have many similarities • say which part of the body is associated with each sense **Materials** • distinguish between an object and the material and the material from which is it made from • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock								**After the Storm – Percy the Park Keeper. DT and Science Investigation** Investigate the suitability of a range of materials to create a strong, secure house for Percy's animal friends. Investigate which material is the strongest DT – Structures • Explore ways to construct models • Generate and talk about their ideas • Follow safe procedures • Take account of simple properties of materials when deciding how to cut, shape, combine and join them • Use tools and materials with help • Evaluate their design							
RE	**Hinduism**								**Christianity (Jesus)**							
PHSE	**Zones of Regulation** **Me and My Relationships**								Growing and Changing							
Music	**Hey You!** **Old School Hip Hop**								**Nativity Play**							
Computing	**Digital Skills – Ipad** - **Numbots**								**Coding** • *Recognise and understand that algorithms are implemented as programs on digital devices, executing by following precise and unambiguous instructions* • *Create and debug simple programs* • *Use logical reasoning to predict the behaviour of simple programs*							

D.T.	**Toys - structures** • Explore ways to construct models • Generate and talk about their ideas • Follow safe procedures • Take account of simple properties of materials when deciding how to cut, shape, combine and join them • Use tools and materials with help • Evaluate their design	**Structures – as above in science investigation** **Textiles** Christmas Puppets - join fabrics by using glue, running stitch, staples, over sewing, tape - use darning needles with help
Art & Design	**Drawing** • Draw lines of different thickness and select from different media. Invent new lines. • Observe and draw shapes in simple objects and the shapes between them. • Investigate textures by describing them and making rubbings. • Use accuracy and care when drawing. *Vocabulary: shape, smudge, rubbing.* **Digital Media** • Explore ideas using digital sources, eg. apps and the Internet • Use a simple graphics package to create images and effects with: Lines by changing the size of brushes, • Shapes using eraser, shape and fill tools, Colours and textures using simple filters to manipulate and create images • Use basic selection and cropping tools *Vocabulary: crop, shape, fill, filter, selection, eraser, manipulate*	**Printing** • Print with a range of hard and soft materials, eg corks, pen barrels, sponge, by dipping objects into paint and pressing onto paper. • Make a simple mono-print with carbon paper by placing it between two pieces of paper • Roll printing ink over found objects and press onto paper to create monoprints. Print repeating patterns • Create simple printing blocks with impressed images using foam sheets *Vocabulary: print, monoprint, printing block, symmetry*
Values	**The Three R's** **Ryelands Rules**	**Love**
P.E.	**Supertato – Lancashire PE Scheme**	**Dance – Fire Fire** **Gymnastics**

Spring Term 2024

Weeks	Spring 1- 5 Weeks						Spring 2 – 6 Weeks (5 Weeks and 4 days)					
	1	2	3	4	5		1	2	3	4	5	6 (4 Days)
Theme	'Once Upon a Time' – Fairy Tales and Traditional Stories – English and Science focus						I Spy – Geography focus					
English Links	**Fairy Tales and Traditional Stories** *The Three Little Pigs* *Goldilocks* *Cinderella*						**Peter Rabbit** Stories on a Theme Information Texts					
Maths Links	Shapes 2D and 3D – finding shapes around the classroom and school, looking for 2D and 3D in real life contexts Numbers to 10 – matching, counting, adding Time – telling the time to the o'clock						Shapes 2D and 3D – finding shapes around the classroom and school, looking for 2D and 3D in real life contexts Numbers to 10 – matching, counting, adding Addition and subtraction within 10 – using manipulatives and pictorial representations					
Science Links/ Investigation	**Materials – reversible and irreversible changes.** **Cooking porridge – Goldilocks.** - present their findings in a range of ways using templates - describe what they have seen - perform simple comparative tests - use simple scientific language in their recording - begin to use simple scientific language to describe what they have found out - listen to the suggestions of others						**Pattern Seeking Investigation: Where will we find the most woodlice?** - perform simple comparative tests - use different types of scientific enquiry - observe using non-standard units of measurement - present their findings in a range of ways using templates - describe what they have seen					
RE	Islam						Christianity (God)					
PHSE	Valuing difference						Keeping Safe					
Music	**In the Groove** Blues, Latin, Folk, Funk, Baroque, Bhangra Composing music to illustrate a traditional tale						**Rhythm in the Way We Walk and Banana rap** Reggae, Hip Hop Making music in the environment					
Computing	**Internet** • retrieve and save an image from the Internet • identify common uses of information technology beyond school • use strategies to stay safe when using ICT and the internet						**Programming** • program 'Beebot' to follow routes • give instructions to make things happen using programmable devices • *Recognise and understand that algorithms are implemented as programs on digital devices, executing by following precise and unambiguous instructions* • *Create and debug simple programs* • *Use logical reasoning to predict the behaviour of simple programs*					

D.T	**Fairy Tale Slippers - Textiles** • Cut and shape fabric using scissors • Cut out shapes which have been created by drawing round a template onto the fabric • Consider the properties of materials when deciding how to cut, shape, combine and join them • Join fabrics by glue, staples, tape • Decorate fabrics with attached items, e.g. buttons, beads, sequins etc • Colour fabrics using a range of techniques, e.g. fabric paints, printing, painting		
Art & Design	**Painting** • Mix and match colours to artefacts and objects • Experiment with tools and techniques, eg. Scraping, layering, mixed media • Mix primary shades and tones and name and add black and white to make tones • Mix secondary colours and name • Create textured paint by adding sand or plaster *Vocabulary:* *Shade, tone, texture*		**Textiles** • Create fabrics by weaving materials, eg. grass through twigs. • Match and sort fabrics and threads to colour, texture, length, size and shape • Change and modify threads and fabrics by knotting, fraying, fringing, pulling threads, twisting and plaiting • Cut and shape fabric using scissors • Apply shapes by gluing or stitching • Make a simple repeating printed pattern on fabric *Vocabulary: weave, stitching, knotting, fraying, fringing, plaiting, printing*
Values	**Positivity**		**Honesty**
PE	**Dance – Three Little Pigs**		**FMS – Underarm throw** **FMS – Tri Throlf**

Summer Term 2024

Weeks	Summer 1 – 6 Weeks (5 weeks and 4 days)						Summer 2 – 7 Weeks						
Weeks	1	2	3	4 (4 days)	5	6	1	2	3	4	5	6	7
Theme	**Muddy Boots – Science and Geography focus**							**At the End of the Pier – History focus**					
English Links	**Information Texts** **Stories about Fantasy Worlds** Where the Wild Things Are							**Stories with predictable and pattered language** **Made by the Moon – Lancaster cluster group story** **Audience and Purpose:** • Billy's Bucket – predicable and patterned language • Create a new pattern story using oral storytelling techniques					
Maths Links	Money – buying and selling items in the garden centre role play Ordering, matching, reading, writing and counting numbers to 50/100 consistently. Counting objects in real life contexts to 100. Telling the time to the o'clock.							Money – buying and selling items in the seaside shop. Ordering, matching, reading, writing and counting numbers to 100 consistently. Counting objects in real life contexts to 100. Telling the time to the o'clock and half past Using positional language around the classroom.					
Science Links/ Investigation	**Growing Cress Investigation.** Plant seeds in 4 different environments to see which environments allow the seed to germinate and grow. present their findings in a range of ways using templates - describe what they have seen - perform simple comparative tests - use simple scientific language in their recording - begin to use simple scientific language to describe what they have found out - listen to the suggestions of others - keep records of changes over a period of time							**Which melts the fastest? – Ice Cream Dream** Using a range of different liquids, chn to test which melts the quickest – milk, juice, water and coke. - describe what they have seen - perform simple comparative tests - use simple scientific language in their recording - begin to use simple scientific language to describe what they have found out - listen to the suggestions of others - keep records of changes over a period of time					
RE	**Sikhism**							**Church**					
PHSE	**Growing and Changing**							**Rights and Respect**					
Music	**Round and Round** Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion							**Reflect, Rewind and Replay** Western Classical music and your choice from Year 1					
Computing	**Word Processing** • Write a document in Word • use technology purposefully to create, capture, organise, store, manipulate, retrieve and present digital content • try alternatives using a range of tools and techniques to alter text, images and sounds • *Recognise and understand that algorithms are implemented as programs on digital devices, executing by following precise and unambiguous instructions* • *Create and debug simple programs* • *Use logical reasoning to predict the behaviour of simple programs*							**Word Processing** • Write a document in Word • use technology purposefully to create, capture, organise, store, manipulate, retrieve and present digital content • try alternatives using a range of tools and techniques to alter text, images and sounds • *Recognise and understand that algorithms are implemented as programs on digital devices, executing by following precise and unambiguous instructions* • *Create and debug simple programs* • *Use logical reasoning to predict the behaviour of simple programs*					

D.T		**Cooking and Nutrition – making picnic sandwiches** • Explain where food comes from by grouping familiar food products • Know that at least five portions of fruit and veg should be eaten a day • Prepare simple dishes safely and hygienically • Measure and weight food items using non-statutory measures, i.e. spoons and cups • To use a knife when to spread when making sandwiches • To roughly chop • To practise stirring, mixing, pouring and blending ingredients during cooking activities • To express preferences when tasting food **Mechanical Systems – 2D sliders in Made by the Moon** • To be shown different ways of making things move in a 2D plane • Experiment with levers and sliders to find different ways of making things move in a 2D plane • Use a hole punch • Roll paper to create tubes • Fold, tear and cut paper and card • Cut along lines, straight and curved • Join appropriately for different materials, and situations, i.e. glue, tape, paper fasteners • Model ideas by making templates and mock ups	
Art & Design	**Collage** • Create images from a variety of media, eg. photocopies, fabric, different types of paper, magazines, maps, text. • Collect, sort and match colours appropriate for an image and arrange shapes appropriately • Fold, crumple, tear and overlap different papers • Arrange and glue materials to different backgrounds *Vocabulary: background, photocopy* **Ideas and Work** • Record and explore ideas from first hand observation of real objects through drawing, painting and 3D • Collect ideas in a journal • Talk about their ideas and make choices, eg chosen tools, materials. • Describe what they think about the work of an artist or craftsperson and explain why they like or dislike it. • Identify what they might change in their current work or develop in future work *Vocabulary: artist, designer, craftsperson, architect, sculptor, ideas* Vincent Van Gogh	**3D – Made by the Moon** • Experiment with constructing and joining recycled, natural and man-made materials • Manipulate malleable materials in a variety of ways, including rolling with a rolling pin to make a tile • Change the surface of a malleable material, eg to build a textured tile *Vocabulary: roll, tile, surface texture,*	
Values	**Respect**		**Resilience**
P.E.	**FMS – Zog** **Catching and bouncing a ball**		**FMS – Overarm throw**