

**The Willows KS1 Curriculum Overview 2021-22**

	<b>Year 1 Autumn</b>	<b>Year 1 Spring</b>	<b>Year 1 Summer</b>	<b>Year 2 Autumn</b>	<b>Year 2 Spring</b>	<b>Year 2 Summer</b>
<b>IPC Topic</b>	The Earth: Our Home	From A to B	Green Fingers	People of the Past	Buildings	Hooray! Lets go on Holiday
<b>Host Country</b>	The World	NETHERLANDS	Borneo	Nepal	Cambodia	SPAIN
<b>Outdoor learning, trips, visits</b>	Local Area - Greenham Common	Milestones Museum		Mad Hatter's Tea Party	Newbury Town Centre	Christchurch Beach
<b>Science</b>	Look and Listen	What's It Made of?	Live and Let Live	Superhumans	We are what we eat	It's Shocking
<b>Design &amp; Technology</b>	Design, make and evaluate a nesting box for bees	Plan, make, test and evaluate a vehicle	Fruit and Vegetables Making Smoothies	Making cards with a moving part/mechanism	Making picture frames Making models of different shaped buildings	Design, make and evaluate a holiday souvenir
<b>Art</b>	Shape drawing <b>(KANDINSKY)</b>	Mark making	Small drawing skills (natural objects) – 2B pencils	Mark making – introducing a range of drawing pencils	Mark making – looking at how artists use different styles of mark making <b>(VAN GOGH)</b>	Let's draw small – introducing light and shade and recording tone
	Colour mixing – primary and secondary colours	Colour mixing – manipulating watercolour pencils and paint, learning the “wet” technique	Colour – oil pastels <b>(GEORGIA O'KEEFE)</b>	Colour mixing – exploring tone/light/dark	Mark making with colour – felt tips, pencils <b>LICHENSTEIN</b>	Working with chalk pastels Bubbles activity, drawing spirals, creating skin tone
	Simple printing 3D Natural sculptures <b>ANDY GOLDSWORTHY</b>	Wax resist and water colour seascapes	3D work – clay Making birds' nests	Portraiture – portraits and self-portraits <b>PICASSO and MODIGLIANI</b>	Textiles – weaving (IKAT designs Cambodia) Printing with foam board	3D work – Making clay tiles, using templates to cut pieces and slip to add relief
<b>ICT &amp; Computing</b>	<b>What is a Computer?:</b> In this unit children will learn about the different parts of a computer and iPad. They will learn new skills, tips and tricks. The children will be able to see the inner working of a computer and build their own. Includes a range of continuous provision activities.	<b>My Online Life:</b> This activity takes place over the course of the term. It meets the objectives as set out by UKCCIS 'Education for a Connected World Framework'.	<b>Mini-Beasts:</b> Children will use technology to classify minibeasts. In this activity the children will learn about gathering and presenting information. They will then make their own David Attenborough style nature documentary. Includes a range of continuous provision activities.	<b>Code a Story:</b> The children will write a basic story with illustrations. They will then turn this into an animated story using visual coding. The activity will introduce new concepts such as conditional language, repeat loops and debugging.	<b>My Online Life:</b> This activity takes place over the course of the term. It meets the objectives as set out by UKCCIS 'Education for a Connected World Framework'.	<b>Presentations &amp; Typing:</b> In this activity, the children will learn to use presentation software and develop their keyboard skills in order to present their ideas. They will learn why it is crucial to present ideas in a well thought out format.
<b>Music</b>	Instrument Families	Singing Together	Composing Rhythms	Film Scores	Steel Pans	Playing as a Musical Ensemble
	Blues	Mozart	Brazilian Samba	Rock and Roll	Ravel	Indonesian Gamelan
	Art Pop	Holst	Music from host countries - Great Britain, The Netherlands and Borneo	Pop	Anna Clyne	Music from host countries - Nepal, Cambodia and Spain

<b>RSHE Education</b>	Making friends and getting along	Our special people	Amazing bodies	What makes a happy friendship?	Special people in our communities	Staying safe and healthy
	Recognising strengths and respecting differences	The importance of family	Growing and changing	Strengths, abilities and stereotypes	The diversity of families	Growing up and setting goals

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<b>Indoor PE</b>	Fundamental Skills 1	Fundamental Skills 2	Dance (Seasons)	Indoor Cricket (external coach)	Skipping	Archery
	Parachute Games	Simple indoor circuits	Multi skills games	Gym	Dance (Great Fire of London)	Curling
<b>Outdoor PE</b>	Ball Skills	Invasion Games	Athletics	Netball Skills	Football	Tennis
	Ball Games	Basketball		Hockey Skills	Tag Rugby	Athletics
		<i>Indicates sports identified as a focus for teacher CPD from sports leader and external coaches</i>				
		<i>Indicates CPD delivered through joint planning process</i>				

<b>RE</b>	<b>Year 1 Autumn</b>	<b>Year 1 Spring</b>	<b>Year 1 Summer</b>	<b>Year 2 Autumn</b>	<b>Year 2 Spring</b>	<b>Year 2 Summer</b>
	Let's Celebrate!	<b>Is everybody special?</b> <i>Does it feel special to belong?</i> <i>Who do I believe I am?</i>	<b>Are some stories more important than others?</b> <i>What can I learn from stories from religious traditions? Should people follow religious leaders and teachings?</i> <b>Christianity/Judaism/Old Testament stories/Moral stories</b>	<b>Do religious symbols mean the same to everyone?</b> <i>Are symbols better than words at expressing religious beliefs? Who do I believe I am?</i>	<b>Rules and Routines</b> Exploring why we have rules and routines and how they help us in our everyday lives and from the viewpoint of different religions	<b>Can stories change people?</b> <i>Who do I believe I am? What can I learn from stories from religious traditions?</i>
			<b>Places of Worship</b> Exploring what a place of worship is and the importance of places of worship to religious believers and communities. The key features of a Jewish synagogue, Hindu mandir and Christian church, learning about objects, design and uses of each place of worship.	<b>Should we celebrate Harvest or Christmas?</b> <i>Are religious celebrations important to people? Is God important to everyone?</i>	<b>Beginnings and Endings</b> Exploring how beginnings and endings are marked in special ways in different religions and their own lives.	<b>How should you spend the weekend?</b> <i>Does it feel special to belong? Are symbols better than words at expressing religious beliefs? Faith(s)/Themes: Judaism/Shabbat</i>