

KS1 Thematic Curriculum Overview 2024-2025

KS1 Topic Focus						
	Autumn 1	Autumn2	Spring 1	Spring 2	Summer 1	Summer 2
Unit Focus	About Me!	Pirates!	Castles	Knights and Dragons and fairy tales	Set Sail – Grace Darling	Set Sail – Titanic
	<p>To know about different authors and make.</p> <p>To know about where I live and what is the community in which I live like?</p> <p>To know about my own personal history? How have I grown and changed? How am I special and who is special to me?</p> <p>To be able to identify the UK countries and capital cities.</p> <p>To be able to identify London landmarks and their use.</p> <p>To be able to compare London with our locality. Similarities/ differences.</p>	<p>To know what an island is and be able to identify seas and oceans.</p> <p>To know what a map is and be able to identify features of a map.</p> <p>To know how we can find out about historical figures and events.</p> <p>To be able to use sources of information to find out about Blackbeard. Who was he what did he do? How did he link to Bristol?</p> <p>To identify famous female pirates.</p> <p>To identify how pirates are represented in books, theatre and film and how this compares to real life.</p>	<p>To know about what medieval England was like?</p> <p>To know what a castle is and the different types of castles. Identifying their similarities and differences.</p> <p>Explore parts of castles.</p> <p>Look at Bristol Castle and compare to another. Look at Windsor Castle and build on prior learning.</p> <p>To be able to identify castles on a map of the UK.</p> <p>To understand why castles were built and explore the reasons.</p> <p>Why were castles built on hills? Explore reasons for this.</p> <p>To be able to identify who lived in medieval castles?</p>	<p>To build upon children’s prior leaning about castles.</p> <p>To know what a knight is. Why were they important? What did they wear? How does this compare to modern day?</p> <p>To explore the question - Are dragons real? Explore what mythical means? How are dragons described?</p> <p>To know about a range of stories and fairy tales and how characters are portrayed in these.</p>	<p>To know who Grace Darling was and what did she do that made her famous? Why is she remembered today after so long?</p> <p>To be able to identify the significant events.</p> <p>To explore why Grace Darling acted in the way that she did?</p> <p>To identify how we know about the events from the past.</p> <p>To be able to identify how sea rescue improved as a result of Grace’s actions?</p> <p>To explore how we should remember Grace Darling?</p> <p>To be able to identify the importance of the RNLI today.</p> <p>Reception pupils to explore what lighthouse are and why they are important.</p>	<p>To know what the world was like in 1912. How did people travel.</p> <p>To know what the Titanic was. What was special about the ship? What was the ship like? Different rooms/areas/etc.</p> <p>To be able to make comparisons to modern cruise ships.</p> <p>To explore what life was like on the Titanic? To be able to identify significant people who travelled on the ship’s maiden voyage.</p> <p>To know what happened to the ship and explore reasons why this happened.</p> <p>Explore the evacuation of the Titanic and the safety measures in place. How have they been improved since? Build on prior learning.</p> <p>Reception pupils to learn about travel and transport and compare old and new.</p>

KS1 Thematic Curriculum Overview 2024-2025

Big Question	What makes me unique and special?	What adventures have I been on and where could I go?	How would you feel if you grew up in a castle long ago?	What makes you a hero?	How can we make our world a better and safer place?	
Visits/themed days	We the curious	Pantomime	Story book Museum		Westonbirt Arboretum Beach day Sports day	
Key Texts						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer1	Summer 2
Key Texts	Incredible you (Rhys Brisenden) What makes me a me (Ben Faulks)	Night Pirates (Peter Harris) Peter Pan	Peep inside the castle (Usborne book) The knight who wouldn't fight (Helen Docherty)	How to catch a dragon (Caryl Hart) Zog Rapunzel/Beauty and the Beast	A lighthouse story (Holly James) Grace Darling (big cat collins)	The boy who sailed the world (Julia Green) Story of Titanic for children (Joe Fullman)
Reading						
Year group	Autumn		Spring		Summer	
Year 1	<ul style="list-style-type: none"> Use phonic knowledge to decode words Read some common words Read words with more than one syllable Read phonetically decodable texts Know the difference between fiction and non-fiction Know some familiar stories Recognise familiar story language Use picture cues to support and deepen understanding Identify characters in a story Recognise characters feelings and say why a character has a feeling 		<ul style="list-style-type: none"> Blend sounds in unfamiliar words based on known GPCs Read words with familiar endings (-s, -es, -ing, -ed, -er, -est) Read words with prefix -un Read phonetically decodable texts with confidence Read compound words Say what I like and dislike about a book Say if a story reminds me of another story or personal experience Listen to others ideas about a book Retell key stories orally Recognise rhyming language Ask about the meaning of words Use prior knowledge to understand texts Make predictions based on the events of the story Give an opinion about a character 		<ul style="list-style-type: none"> Hear and recognise 40+ phonemes Match 40+ graphemes to their phonemes and identify graphemes in reading Find apostrophes in reading and read contraction and know that the apostrophe represents omitted letters Use the context to understand the meaning of unfamiliar words Able to agree and disagree with others ideas and say why Recognise repeated and patterned language in stories and poems Know some poems and rhymes by heart Discuss the meaning of unfamiliar words Know stories can have familiar patterns of events Make links to characters in other stories Answer questions based on inference 	

KS1 Thematic Curriculum Overview 2024-2025

Year 2	<ul style="list-style-type: none"> • Understand the importance of decoding words automatically • Understand some words cannot be decoded • Use the graphemes taught to blend words • Know that phonemes may be represented by different graphemes • Read familiar words automatically • Know that there are different kinds of stories • Listen to and read a range of different stories • Know that non-fiction books are organised differently from fiction texts • Know that books or texts have a purpose • Know that there are different types of poetry • Listen to and talk about books and poems • Know stories and poems can have patterned or recurring literary language 	<ul style="list-style-type: none"> • Know that graphemes may be read in different ways and recognise alternatives to consider which will make more sense • Recognise syllables in words • Know other strategies can be used to read unfamiliar words and support fluent decoding • Explain why I prefer certain books or stories • Retell a story with key events and characters • Know how to find information in a non-fiction book • Identify the purpose of a book or text • Know that books and stories are set in different times and places • Talk about the meaning of a poem and recite poetry by heart • Identify recurring or patterned language in poems • Able to self-correct and ask questions to understand meaning • Find the answers to retrieval questions about poems, stories and non-fiction texts • Recognise the writer may have a message for the reader • Make predictions about possible events 	<ul style="list-style-type: none"> • Read words of two or more syllables accurately • Read books aloud mostly matched to my improving phonic knowledge • Read these books fluently and confidently • Use a non-fiction book to find information • Find and discuss the setting and time in books and stories • Recite and perform poetry making the meaning clear • Talk about favourite words and phrases • Explain why a writer has chosen a word to affect meaning • Know what inference means and find the inference about character feelings and thoughts • Give reasons for characters' actions and behaviour • Recognise key ideas in a text • Explain the writer's message • Make predictions about how characters might behave
Writing			
Year group	Autumn	Spring	Summer
Year 1	<ul style="list-style-type: none"> • Sit correctly and hold a pencil comfortably and correctly • Form the digits 0-9 correctly • Spell unknown words making phonetically plausible attempts 	<ul style="list-style-type: none"> • Form lower case letters in the right direction • Use suffixes -ing, -ed, -er and -est where no change is needed in the spelling of the root word 	<ul style="list-style-type: none"> • Name the letters of the alphabet in order • Form capital letters correctly • Use letter names to show alternative spellings of the same phoneme • Spell words using the plural 's' 'es'

KS1 Thematic Curriculum Overview 2024-2025

	<ul style="list-style-type: none"> • Say a sentence out loud before writing it down • Use the pronoun 'I' • Know to leave spaces between words • Know to use a capital letter for the start of a sentence • Use a word bank to support context in writing 	<ul style="list-style-type: none"> • Write simple dictated sentence from memory • Plan writing by saying aloud what I will write and read aloud my writing to others to check it makes sense • Use 'and' to join ideas • Know how to use a question mark and exclamation mark • Use a full stop accurately 	<ul style="list-style-type: none"> • Use sequence sentences in chronological order to recount an event or experience • Begin to attempt to use other conjunctions • Begin to use adjectives to add detail to writing • Know that capital letters are used for the names of people, places and days of the week.
<p>Year 2</p>	<ul style="list-style-type: none"> • Use spacing between words that reflect the size of the letters • Segment spoken words into phonemes and record these as a plausible grapheme • Write from memory, simple dictated sentences • Make a written plan and discuss writing • Develop stamina for writing for different purposes. • Use expanded noun phrases to expand and describe • Use a capital letter for the pronoun 'I' and for most proper nouns. • Use a question mark and exclamation mark correctly 	<ul style="list-style-type: none"> • Spell longer words using suffixes – ment, -ness, -ful, -less, -ly, • Spell common exception words • Evaluate writing with peers and the teacher and make simple additions or corrections • Use subordination (when, if, that, because) • Use full stops and capital letters – mostly correct • Use some diagonal and horizontal strokes needed to join letters • Know which letters when adjacent to each other are best left unjoined • Use capital letters and digits of the correct size and orientation to one another 	<ul style="list-style-type: none"> • Form lower case letters the correct size relative to each other • Know how to use and apply an apostrophe for most common contracted words • Identify and apply knowledge of homophones and near homophones • Proof read writing and check for errors • Make small changes independently and discuss ways to improve writing with an adult. • Use sentences with different forms: statements, questions, exclamations and commands • Use coordination (or, and, but) • Know how to and apply using present and past tense • Use adjectives, adverbs and expanded noun phrases to add detail • Begin to use commas to separate items in a list • Use thoughtful and ambitious word choices with specific or technical vocabulary used in non-narrative writing • Know how to use an apostrophe to show possession.

KS1 Thematic Curriculum Overview 2024-2025

Maths												
Phase	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
KS1	Number and place value (20)	Addition and Subtraction (20)	Number and place value (100)	Position and direction	Number and place value (revisit)	Addition and subtraction (100)	Fractions		Time	Addition and subtraction (revisit and consolidate)	Number Revisit and consolidate)	Multiplication and Division (Revisit and consolidate)
	Shape	Length and Height	Multiplication facts	Weight and mass	Multiplication and Division		Volume and capacity	Symmetry and patterns (in shape)	Money	temperature	Statistics	
Year 1	<ul style="list-style-type: none"> Count to and across 100 forward and backward Count in multiples of 2, 5 and 10 Read and write numbers to 100 in numerals Read, write and interpret mathematical statements involving += signs Identify 1 more or 1 less from a given number Add and subtract 1 digit and 2 digit numbers to 20 Represent and use number bonds and related subtractions facts to 10 Measure and begin to record, length and height, Compare, describe and solve practical problems for length, height Measure and begin to record mass, weight Identify and describe common 2D and 3D shapes Recognise and name common 2D shapes including circles and triangles describe position, direction and movement including half, quarter and three- quarter turns 				<ul style="list-style-type: none"> Count to and across 100 forward and backward Read and write numbers to 100 in numerals Read, write and interpret mathematical statements involving += signs Represent and use number bonds and related subtractions facts to 20 Add and subtract 1 digit and 2 digit numbers to 20 Solve one step problems involving multiplication and division using concrete objects, pictorial representations and arrays with support Recognise, find and name a half of a shape, object or quantity Compare, describe and solve practical problems for volume and capacity 				<ul style="list-style-type: none"> read and write numbers from 0-20 in numerals and words add and subtract 1 digit and 2 digit numbers to 20 including 0 Solve one step problems that involve addition and subtraction using concrete objects and pictorial representations and missing numbers Solve one step problems involving multiplication and division using concrete objects, pictorial representations and arrays with support Sequence events in chronological order using language, before, after, next, first, today, yester, tomorrow, morning, afternoon, evening Recognise and use language relating to dates, including days of the week, months and years tell the time to the hour and half past the hour and draw the hands on a clock face to show these times Sequence events in chronological order. Recognise and know the value of different denominations of coins and notes 			

KS1 Thematic Curriculum Overview 2024-2025

<p>Year 2</p>	<ul style="list-style-type: none"> • count in steps of 2 and 5 from 0 and 10 from any number • read and write numbers to 100 in numerals and words • recall and use addition and subtraction facts to 20 • add and subtract numbers mentally including 2 digit numbers and ones, 2 digit numbers and twos, 2digit numbers adding 3 1 digit numbers • recall and use multiplication facts for 2,5, and 10 tables including recognising odd and even numbers • compare and order height and lengths and record using greater than or less than and = • identify and describe the properties of 2D shapes including number of sides • identify 2D shapes on the surface of 3D shapes • Compare and sort common 2D and 3D shapes and everyday objects • choose and use appropriate standard units to estimate and measure height, length, mass • use mathematical vocabulary to describe position, direction and movement, including movement in a straight line, distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise) 	<ul style="list-style-type: none"> • compare and order numbers 0-100 using greater than or less than symbols and = • know that addition of any two numbers can be done in any order • add and subtract numbers mentally including 2 digit numbers and ones, 2 digit numbers and twos, 2digit numbers adding 3 1 digit numbers • recall and use multiplication facts for 2,5, and 10 tables including recognising odd and even numbers • calculate mathematical statements for multiplication and division, using correct symbols • recognise, find and name fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ of a length, shape, set of objects or quantity • write simple fractions and recognise the equivalence • compare and order volume and capacity and record results • Identify the properties of shapes including a line of symmetry in a vertical line. • order and arrange combinations of objects in patterns and sequence • tell the time to quarter past/to the hour and draw the hands on a clock face 	<ul style="list-style-type: none"> • recognise the place value of each digit in a 2 digit number • count in steps of 3 from 0 and in tens from any number • recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems • recognise that division is the inverse of multiplication • choose appropriate standard of unit to estimate and measure temperatures • tell the time to five minutes • compare and sequence intervals of time • recognise and use symbols for pound and pence and combine amounts • find different combinations of coins that equal the same amount • solve simple problems in a practical context involving addition and subtraction of money, including giving change • interpret and construct, pictograms, tally charts, block diagrams and simple tables ask and answer questions by counting the objects in a category and sorting categories by quantity • total and compare categorical data
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KS1 Thematic Curriculum Overview 2024-2025

Science						
Phase	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1	Humans	Materials	Seasons and Weather	Plants	Animals	Living and non-living Sustainability
Year 1	<ul style="list-style-type: none"> Know how to name the parts of the human body that I can see To know how to link the correct part of the human body to each sense Distinguish between an object and know the material it is made from. Identify and name a variety of everyday materials. I know the difference between wood, plastic, glass, metal, water and rock Describe simple physical properties of variety of everyday materials Compare and group materials based on physical properties 		<ul style="list-style-type: none"> To know and observe changes across the seasons To know and name variety of common wild and garden plants including evergreen and deciduous To know and name the petals, stem, leaves and root of a plant. To describe weather associated with the seasons and how day length varies 		<ul style="list-style-type: none"> To know and name and compare the structure of a variety of common animals including fish, amphibians, reptiles, birds and mammals and know how to sort these into categories. To Know and classify animals by what they eat (carnivores, herbivores and omnivores) To know how to sort living and non-living things 	
Year 2	<ul style="list-style-type: none"> To know why exercise, a balanced diet and good hygiene are important for humans To know the basic stages in a life cycle in humans To know what humans need to survive identify and name a range of materials including wood, metal, plastic, glass, brick, rock, paper and cardboard to know why a material might or might not be used for a specific job to know how materials can be changed by squashing, bending, twisting and stretching 		<ul style="list-style-type: none"> To know how seeds and bulbs grow into plants to know what plants need in order to grow and stay healthy identify plants in a specific habitat 		<ul style="list-style-type: none"> To know how a specific habitat provides for the basic needs of things living there Identify animals in a range of habitats and know how animals find their food name some different sources of food for animals know and can explain a simple food chain To identify things that are living, dead and never lived 	
Working Scientifically	<ul style="list-style-type: none"> know how to ask simple scientific questions know how to use simple equipment to make observations know how to carry out simple tests know how to identify and classify things know how to explain to others what I have found out know how to use simple data to answer questions 					

KS1 Thematic Curriculum Overview 2024-2025

Computing						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1						
	I know and can recognise common uses of information technology in school and outside of school.	<ul style="list-style-type: none"> To use technology safely and respectfully keeping personal information private. I know where to go for help if I am concerned. 	<ul style="list-style-type: none"> Understand what algorithms are; how they are implemented as programs on digital devices. Create a series of instructions and plan a journey for a programmable toy. 	<ul style="list-style-type: none"> Write a simple program and test it. Predict the outcome of a simple program. Understand that algorithms are used on digital devices. Understand that programs require precise instructions. 	<ul style="list-style-type: none"> create digital content. Store digital content and retrieve it. Use a website. Use a camera. Record sound and playback.	<ul style="list-style-type: none"> organise digital content retrieve and manipulate digital content navigate the web to complete a search.
RWV						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1	What places are special and why? What makes some places sacred and special? What makes some places sacred to believers? Who is a Christian and what do they believe? What is the 'Good News' Christians believe Jesus brings?		Where do we belong? What does it mean to belong to a faith community? Who is a Christian and what do they believe? What do Christians believe God is like?			Who is a Muslim and what do they believe? Who is a Muslim and how do they live?

KS1 Thematic Curriculum Overview 2024-2025

History						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1	<ul style="list-style-type: none"> To know about the changes that have happened since I was born. Know about events commemorated through festivals or anniversaries To know how to use books and the internet to find out about the past 		<ul style="list-style-type: none"> Use language, old, new, and a long time ago. To know what objects in the past might have been used for. To know how to ask and answer questions about old and new objects 		<ul style="list-style-type: none"> To know how some people have helped us to have better lives Recount the life of someone famous from Britain who lived in the past. I know about what they did to make the world a better place. know about events beyond living memory that are significant nationally or globally - To know about changes in national life 	
	<p>Begin to develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Show where places, people and events fit into a broad chronological framework.</p> <p>Use dates</p> <p>Begin to develop vocabulary</p> <p>Choose and use parts of stories and other sources to show understanding of events.</p> <p>Recognise why people did things</p> <p>Identify similarities and differences between ways of life in different periods, including their own lives.</p>	<p>Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Show where places, people and events fit into a broad chronological framework.</p> <p>Develop vocabulary</p> <p>Ask and begin to answer questions about events e.g. When? What happened? What was it like...? Why? Who was involved?</p> <p>Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites.</p> <p>Discuss change and continuity in an aspect of life</p> <p>Identify similarities and differences between ways of life in different periods, including their own lives.</p>	<p>Show where places, people and events fit into a broad chronological framework.</p> <p>Develop the use of wider vocabulary of historical terms, such as: a long time ago, recently, when my were younger, years, decades, centuries</p> <p>Communicate understanding of the past in a variety of ways.</p> <p>Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays</p> <p>Discuss change and continuity in a wider range of aspects of life</p> <p>Recognise why some events happened.</p> <p>Recognise what happened because of people's actions or events</p> <p>Identify similarities and differences between ways of life in different periods, including their own lives and record this.</p>			

KS1 Thematic Curriculum Overview 2024-2025

Geography						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1	<ul style="list-style-type: none"> To know the four countries and capital cities of the UK and surrounding seas Use geographical vocabulary to describe human features of a city, town, village - shop, farm, house, office and why these features are needed I know about what I like and dislike about the place I live Use globes and atlases Use geographical vocabulary to describe human features 	<ul style="list-style-type: none"> To know about seasonal and daily weather patterns in the UK. Use globes and atlases Use geographical vocabulary to describe key physical features Use geographical vocabulary to describe human features Know the key features of a place – beach, hill, forest, mountain, ocean, valley, coast. Use geographical vocabulary to describe key physical features 	<ul style="list-style-type: none"> Know, name and locate - The continents and 5 oceans of the world Know the location of hot and cold places in relation to Equator and N and S pole Use directional language – near, far, left, right to explain where a location is Simple compass directions, locational and directional language to describe routes on a map – To know the four main directions – North, South, East and West. Comparison of local area to contrasting country. To describe a place outside of Europe. 			
Music						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1	<p>Hey You!</p> <ul style="list-style-type: none"> Use voices expressively and creatively by singing songs/chants/rhymes Know how to make different sounds with my voice. Know how to follow instructions about when to sing. 	<p>Christmas</p> <ul style="list-style-type: none"> Continue exploring voices – add instruments to accompany singing Know how to sing and follow a melody. <p>Know how to make different sounds with instruments.</p>	<p>Exploring simple patterns</p> <ul style="list-style-type: none"> Play tuned and un-tuned instruments musically Know how to make a sequence of sounds Know how to create music from a different starting point. 	<p>Your imagination</p> <ul style="list-style-type: none"> Experiment with, create, select and combine sounds using the interrelated dimensions of music. Know how to sing or clap increasing and decreasing tempo. 	<p>Explore sound and create a story</p> <ul style="list-style-type: none"> Listen with concentration and understanding to a range of high-quality live and recorded music. Know how to listen for particular things when listening to music. Know how to play simple rhythmic patterns on an instrument. Know how to respond to mood and say if you like or dislike a piece of music 	<p>Cinderella</p> <ul style="list-style-type: none"> Know how to perform simple patterns and accompaniments keeping a steady pulse. Know how to use symbols to represent sounds. Know how to make connections between notations and musical sounds.

KS1 Thematic Curriculum Overview 2024-2025

Art						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1	Explore and Draw <ul style="list-style-type: none"> To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Know how to use pencils to create different line of thickness To use a range of materials creatively to design and make products Learn about the work of a range of artists Give an opinion about the work of an artist know how to use charcoal, pencil and pastel to create art Use different grades of pencil when drawing 		Expressive painting <ul style="list-style-type: none"> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Name the primary and secondary colours Mix paints to create secondary and tertiary colours Know how to create tints, tones and shades using white, grey and black create a repeating pattern in print Suggest how artists have used colour Know how to create mood in art 		Be an architect <ul style="list-style-type: none"> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To use a range of materials creatively to design and make products Know how to cut an, roll and coil materials To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 	
DT						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1	Food and Nutrition <ul style="list-style-type: none"> To use a range of materials creatively to design and make products use own ideas to make something. Choose appropriate resources and tools cut food safely and describe the ingredients being used make a simple plan before making Generate and communicate their ideas through talking, drawing, templates or mock-ups Choose tools and materials and explain why I am using them. 		Mechanisms <ul style="list-style-type: none"> Model ideas and where appropriate use ICT Select from a range of tools and equipment Join materials in different ways Select from a wide range of materials and components including construction materials, textiles and ingredients. Generate and communicate their ideas through talking, drawing, templates or mock-ups 		Textiles <ul style="list-style-type: none"> make a simple plan before making Design purposeful, functional appealing products based on design criteria Describe how something works Explain why I have used specific materials Explain what went well. Choose tools and explain why I am using them Analyse and evaluate their products Does it match their original design? 	

KS1 Thematic Curriculum Overview 2024-2025

Mental Well-Being and PSHE

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1	<p>MMM: Meet Your Brain</p> <p>Being Me in My World</p> <ul style="list-style-type: none"> • Help others feel welcome - I feel special safe in class and recognise when I feel worried • Make our community a better place and know everyone has the right to learn • I understand rights and responsibilities and the importance of making contributions • I know I belong to my class and how to work cooperatively • I know my views are valued and I am proud of achievements • I recognise the choices I make have consequences and recognise the feelings I have when I face certain consequences 	<p>MMM: Celebrate</p> <p>Celebrating Difference</p> <ul style="list-style-type: none"> • To identify similarities and differences between me and my friends • I recognise differences between boys and girls and identify stereotypes • To know what bullying is and how it might make you feel and what to do • I can recognise what is right and wrong • I understand that it is okay to be different • To know how to make a friend • To know what it means to feel special and unique • To understand that our differences make us special and unique 	<p>MMM: Appreciate</p> <p>Dreams and Goals</p> <ul style="list-style-type: none"> • To know what I am good at and set simple goal • To be able to set realistic goals • To know how I learn best and how I can achieve my goals • Know how to work well with a partners and celebrate our achievement • To be positive and know how to tackle a new challenge and how this will make me feel • To identify obstacles that might make something a challenge and how to overcome these. To know what it means to persevere. • To work well with others to achieve an end product and solve problems • To celebrate success. 	<p>MMM: Relate</p> <p>Healthy Me</p> <ul style="list-style-type: none"> • I know the difference between healthy and unhealthy • To be able to sort foods into food groups • To make healthy snacks and know why they are healthy for my body • To know which foods give me energy and are most nutritious • I know how to make healthy choices • To be motivated to make healthy choices • To some things that help me feel relaxed • I know how to keep myself clean and healthy • I know how that household medicines and products can be harmful or help me when I am poorly. • I know how to cross a road safely • I can recognise when I feel frightened • I can recognise being healthy helps me to feel happy • I can identify ways to keep my body healthy and safe 	<p>MMM: Engage</p> <p>Relationships</p> <ul style="list-style-type: none"> • To know who is in my family and know that families are all different • To know how it feels to belong to a family • To identify some things that may cause conflict within family and with friends • To identify what it means to be a good friend • To know what appropriate physical contact to use to greet someone • To identify positive and negative secrets and how this would make you feel • To know about people who help us and who can help me at school • To recognise what it feels like to trust someone • Recognise my qualities and how to praise myself • To know why to appreciate others and ways to show this and to know how to express appreciation 	<p>Changing Me</p> <ul style="list-style-type: none"> • To begin to know about the life cycles of animals and recognise the changes as I grow and recognise life cycles in nature • Identify respect for people who are older than me • To identify ways and feel proud of becoming independent • To recognise things that have changed or stayed the same about me and to know that changes are ok • To know how my body has changed since I was a baby • To respect my body and understand which body parts are private • To identify what I like and don't like and be able to ask for help • To understand that doing new things help me to change • I know some ways to cope with changes • I can identify changes that have happened in my life

KS1 Thematic Curriculum Overview 2024-2025

PE						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1	<p>Master basic movements including running, jumping, throwing and catching. (large scale coordination)</p> <ul style="list-style-type: none"> • Move with control and care – move and stop safely • Use equipment safely • throw underarm and throw and catch with both hands • use throwing, kicking and rolling in a game 	<p>Develop balance, agility and coordination (gymnastics)</p> <ul style="list-style-type: none"> • make my body curled, tense, stretched and relaxed • control my body when travelling and balancing • copy sequences and repeat them • plan and perform own sequences of movement • roll, curl, travel and balance in different ways 	<p>Perform dance using simple movement patterns (dance)</p> <ul style="list-style-type: none"> • move to music and dance with control and coordination • copy dance moves • perform own dance moves and make a sequence, linking sections together • use dance to show mood and feeling • move safely in a space 	<p>Participate in team games developing simple tactics for attacking and defending</p> <ul style="list-style-type: none"> • follow rules of a game • repeat actions or skills • know how to use tactics in a game 	<p>Master basic movements including running, jumping, throwing and catching.</p> <ul style="list-style-type: none"> • (Bat and ball skills) • follow rules in a game • use throwing, catching, kicking, rolling and hitting in a game • decide on the best space to use in a game 	<p>Athletics (competitive play)</p> <ul style="list-style-type: none"> • run at fast, medium and slow speeds and change speed and direction • take part in a relay • develop skills in throwing, running, jumping with aim and purpose