

Cherry, Elderberry & Juniper Class – KS1 - 2023-2024
 Cycle B Curriculum Overview

	Term 1 Autumn 1	Term 2 Autumn 2	Term 3 Spring 1	Term 4 Spring 2	Term 5 Summer 1	Term 6 Summer 2
Novel	 <p>Here We Are Oliver Jeffers</p>  <p>Vlad and The Great Fire of London - Kate Cunningham</p>	 <p>The Jolly Postman – Janet and Allan Allberg</p>  <p>The Jolly Christmas Postman Janet and Allan Allberg</p>	<p>Traditional Tales</p>  <p>Little Red Bethan Woolwin</p>  <p>Revolting Rhymes Roald Dahl</p>	 <p>Where the Wild Things Are – Maurice Sendak</p>  <p>Mrs Armitage on Wheels – Quentin Blake</p>	 <p>How to Train your Dragon – Cressida Cowell</p>	 <p>Katie Morag</p>  <p>Meerkat Mail</p>
Text types/Genres of writing	 <p>Writing to entertain</p> <p>Poetry Descriptions</p>  <p>Writing</p>  <p>to inform</p> <p>Diary entry</p>	 <p>Writing to entertain</p> <p>Retell stories Narrative Remembrance</p>  <p>Writing</p>  <p>to inform</p> <p>Letter writing Instructions</p>	 <p>Writing to entertain</p> <p>Wanted posters In Character/Role Setting Descriptions Poetry</p>	 <p>Writing to entertain</p> <p>Stories/ retellings</p>  <p>Writing</p>  <p>to inform</p> <p>Instructions Recount</p>	 <p>Writing to entertain</p> <p>Character Descriptions</p>  <p>Writing</p>  <p>to inform</p> <p>Non-Chronological Reports</p>	 <p>Writing to entertain</p> <p>Stories/Retelling Poetry Riddles</p>  <p>Writing</p>  <p>to inform</p> <p>Postcards Recounts Brochures</p>

Progression in Sentence Types

Year Group	Sentence type		Examples		Additional points to be taught through the sentence type	
1	One idea sentence A simple sentence with a capital letter, full stop and finger spaces.		I went to the park. The cat ran down the road.		GPS Links Capital letter/finger spaces/full stop Could extend by including an adjective	
	Two idea sentence Two simple sentences joined by a conjunction 'and' or 'because'.		I went to the park and I played on the swing. The cat ran down the road because the car scared it.		GPS links As above Could extend by including adjectives	
2	FA BOYS (and, but, so) Two part sentence that link.		The rain poured against the window but inside we were dry.		Compound sentences	
	2A sentences Two adjectives preceding the first noun or two adjectives preceding a second noun.		The black, smooth dog barked loudly. He was a tall, awkward man with an old, crumpled jacket.		Expanded noun phrases Adjectives	
	List sentences No less than three and no more than four adjectives before the noun. Can be very dramatic when combined with alliteration.		It was a dark, long, leafy lane		Make it explicit to the children that sometimes list sentences use a list of adjectives as well as nouns	
Maths Year 1	Number and Place Value	Number and Place Value Addition and Subtraction	Geometry Number and Place Value	Addition and Subtraction Number Facts	Number and Place Value	Number Facts Measure
Maths Year 2	Number and Place Value Addition and Subtraction	Addition and Subtraction Number Facts	Multiplication and Division	Geometry Fractions	Fractions Data	Multiplication and Division Measure
Christian Value	Perseverance	Trust	Respect	Forgiveness	Friendship	Thankfulness
RE	1.4 Gospel – What is the good news that Jesus brings?	1.3 Incarnation	1.8 What makes some places sacred to believers?		1.5 Salvation Why does Easter matter to Christians?	1.6 Who is a Muslim
Additional Religious/ Cultural Festival	Lotus Day Sikh and Buddhism focus	Diwali Hinduism	Lunar New Year		Eid al Fitr Islam	
Opening Up Focus	Belonging	Spirituality	Respect	Community	Spirituality	Creativity

Diversity & Equality - No Outsiders curriculum	The Great Big Book of Families (Mary Hoffman and Ros Asquith) To understand what diversity is	The First Slodge (by Jeanne Willis) To understand how we share the World	The Odd Egg (by Emily Gravett) To understand what makes someone feel proud		Just Because (by Rebecca Elliot) To feel Proud of being different	Blown Away (by Rob Biddulph) To be able to work with everyone in my class
British values – taught through Picture News or other (see British Values document). British Values	What is Climate Justice and what changes can I make to help?	How do we show respect to others? Remembrance St. Andrew's Day 30 th November	Lunar New Year St. David's 1 st March St. Patrick's 18 th March	St. George's Day 23 rd April	Ramadan	
Science – Darwin	Everyday materials	Everyday materials	Plants		Living things and their habitats	Animals including humans – human body
Seasonal Change						
History and Geography Cycle B	Great Fire of London – Events beyond living memory that are significant nationally or globally	Our Local Area – Fairford	Significant historical events, people and places in their own locality. Links to RAF (local history)	Wonderful Weather	Titanic - Events beyond living memory	Our Country and the United Kingdom
Daily/weekly observation of weather throughout whole year.	Ongoing: Daily weather chart, data collection (Geography, Science, Maths) – precipitation, cloud cover, temperature, seasonal observations and in Forest School					
Creative Focus	Individuality	Enterprise	Inspiration	Imagine	Innovate	Expression
Each term a display, film or performance & 1 term must be French focused and 1 term must be Music. 1 term will be enterprise with links with maths. & Invite in 2 professionals to work with your class/year group.	Explore: our novel 'Here we are' English/ Music Do: think of new lines to add to poem. Create: Create class poem – perform and record to music (What a Wonderful World) with each individual contributing their own section	Explore: items to sell at the school Christmas Fayre Do: Create: Printing??	Explore: Gardens/ Chelsea flower show/ Science plants/ Eco Do Design their own gardens Create: Make models of their gardens to share and discuss with others using their oracy skills. Have own mini Chelsea Fairford garden show. Invite: Gardener?	Explore: Read our 2 class novels and different modes of transport – English/ DT Do: Imagine and design a new vehicle for Max to travel to the Island in Create: Make the model in DT - mechanisms	Explore: healthy fruit and veg snacks – French focus – vocab food Do: design a healthy snack for a class French café Create: food to serve and share with parents in cafe Invite: Mel/ Kitchen club to work with the children to make food	Explore: Sculpture - Alexander Calder and Henry Moore in Art Do: Visit Fresh Air Sculpture show for inspiration and design a sculpture to express their own styles/ interests Create: sculpture Invite: Sculptor/ Workshop Fresh air?

Art & Design	Drawing Robert and Sonia Delaunay- Orphism (came after cubism) Molly Haslund- abstract outdoor art		Painting Jackson Pollock- abstract expressionist Kandinsky- abstract		Sculpture Alexander Calder- wire sculpture Henry Moore- celebrated sculptor of the post-war period. https://medium.com/@sneha2.suresh/critically-evaluating-the-works-of-henry-moore-and-alexander-calder-as-distinctly-different-in-77bbe3596879 Start after finishing DT and carry on into Summer 2 Visit Fresh Air Sculpture Show – Quenington	
Design Technology		Structures Freestanding structure Design make and evaluate a _____ for _____ for _____	Chinese New Year – Food and Nutrition with Kitchen Club	Mechanisms, Wheels and Structures – Link to class novels - How else could Max travel to the Island? Design make and evaluate a vehicle for Max to get to the Island (continue two weeks after holidays)	Food and Nutrition with Mel – fruit and veg fun	
Music - Charanga	Pulse, Rhythm and Pitch	Playing in an Orchestra	Inventing a Musical Story	Recognising Different Sounds	Exploring Improvisation	Our Big Concert
Computing Year 1	Technology around us	Digital Painting	Moving a Robot	Grouping Data	Digital Writing	Programming Animations
Year 2	Information technology around us	Digital Photography	Robot Algorithms	Pictograms	Making Music	Programming Quizzes
PE – KS1	Multi Sports RealPE: Personal focus	Multi Sports RealPE: Social focus	Gymnastics RealPE: Cognitive focus	Sports Day prep RealPE: Creative focus	Tennis RealPE: Physical focus	Rounders RealPE: Health & Fitness focus

<p>PSHE & Citizenship & The Pink Curriculum</p> <p>Online Safety every term</p>	<p>RSE - Please see individual year group coverage given by GHLL for skills (year group specific, to be taught yearly in each year group) –</p> <p>Appendix 3 I have self-respect and I know that I am loved for my uniqueness.</p>	<p>Keeping Myself Safe/Protective Behaviours and Relationships</p> <p>(revisited every year, arranged by PinK leader through assemblies)</p> <p>Skills: I know that ‘clever never goes’ and I can talk about safe and unsafe situations where I can or should not speak to strangers. I can explain the PANTS rule (NSPCC).</p> <p>Skills: I know what a safe relationship is – I must feel happy and not worried by anything.</p>	<p>SMSC (Spiritual, Moral, Social & Cultural)</p> <p>(revisited every year but aspects of coverage specific to phase - teachers will work smartly with Prayer Space, Picture News, RE Curriculum, Look who’s Talking and British Values Coverage)</p> <p>KS1 Cycle Skills:</p> <p>Spiritual I can talk about my own beliefs.</p> <p>Moral I understand the consequences of my behaviour and actions.</p> <p>Social I can talk about how to resolve conflicts effectively.</p> <p>Cultural I can participate in and respond positively to artistic, musical, sporting or cultural opportunities.</p>	<p>Mental Health (including resilience)</p> <p>Skill: If I am feeling unhappy, I use words to ask for help. I know that it is ok not to feel happy in my head sometimes. I can demonstrate strategies for mental wellbeing, including mindfulness techniques by Dots.</p>	<p>Citizenship & British Values</p> <p>Skills: I make the right choices and behave in ways which are kind and helpful to others. I can talk about the ways in which our community supports everyone – there are no outsiders in our school. I know the emergency services roles in keeping society safe and healthy.</p>	<p>Health</p> <p>Skills: I know how to keep myself clean and how to wash my hand effectively (Ebug link). I know that not all illnesses need antibiotics/medicine, some get better on their own.</p>
<p>KS1 - MFL – French</p>	<p>0 – 20</p> <p>Greetings - Hello, Goodbye, Thank you</p> <p>Responding to classroom instructions - regardez, écoutez, asseyez-vous, levez-vous, levez le main, taisez-vous</p> <p>Days of the week</p> <p>Classroom objects - la porte, la chaise, la table, le livre, le cahier, le crayon.</p> <p>Learning simple action rhymes and songs in French and listening to simple stories in French.</p> <p>Colours</p> <p>Fruit and Vegetables</p> <p>Pets and Animals</p>					