



Walbottle Village Primary School's Overview of KS1 Curriculum Coverage



| YEAR ONE | | | |
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| | Autumn | Spring | Summer |
| History | How have toys changed? | Grace Darling: a local hero | The Great Fire of London happen |
| Geography | Our School | Our Local Area | Our Country |
| Art | Collage - Clare Youngs | Painting - Hokusai | Sculpture - Fideli Sundqvist |
| Design and Technology | Sliders and Levers – Christmas cards | Free Standing Structures – toy play park | Fruit and Vegetables - Picture Plate |
| Music | My Musical Heartbeat Dance, Sing and Play! | Exploring Sounds Learning to listen | Having Fun with Improvisation Let's Perform Together |
| Computing | Coding | Online safety | Basic computing skills Paint |
| PSHE | Family and relationships Health and Well-being | Safety and the changing body | Citizenship Economic well-being |
| RE | Expressions of Belongings: Faith Communities Festivals and Celebrations Meanings within Christmas and Hannukah | Festivals and Celebrations: Easter | Sacred Writings & Religious Teachers: Introduction to the Bible through characters and stories Teaching through stories |
| PE | Dance and Invasion Games | Fundamentals and Gymnastics | Net/Wall Games and Mini Athletics |



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| | Autumn | Spring | Summer |
| History | <p>How have toys changed?</p> <p>In this unit, the year one children will use toys as a stimulus to develop an awareness about the past, using common words and phrases. They will examine what has stayed the same and recognise any developments between two fixed points in time: present day and the Victorian era. The children will use timelines to show key changes and interview parents and grandparents about the changes they have seen between toys.</p> <p>Key vocabulary: Toy, past, timeline, 1970, 1990, decade, parents, grandparents, doll, teddy, car, train track, Victorian, school, children, differences, similarities.</p> | <p>Grace Darling: a local hero</p> <p>In this unit, the children will study significant historical events, people and places in their own locality. They will travel to the Northumberland Coast and visit the birth place and burial place of Grace Darling as well as visit the museum and St Mary's Lighthouse. This will help them to learn about the lives of significant individuals in the past who have contributed to national achievements.</p> <p>Key vocabulary: Grace Darling, SS Forfarshire, lighthouse, family, sea, dangerous, Bamburgh, life boat, coble, survivors, cause, consequence, infer.</p> | <p>The Great Fire of London happen</p> <p>In this unit, the children will develop their historical skills in learning about cause and effect. They will investigate why the fire broke out and see that these causes were linked. They will study the consequences that the fire had on London. They will start to know where the people and events they study fit within a chronological framework.</p> <p>Key vocabulary: London, Samuel Pepys, King, Baker Street, bakery, cause, effect, bury, water bucket, fire brigade, past, Thames, weather.</p> |



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| Geography | Our School In this unit, the children will learn about where they live whilst developing knowledge of the location of significant places in their own locality. They will use simple observations/fieldwork skills to study where their school is on an aerial photograph and use a map of the school to locate their classroom. They will start reading simple maps, observing and discussing symbols and keys. They will use directional language to describe their route to school. The children will also consider how the local environment has changed over time. Key vocabulary: Aerial, map, locality, symbol, key, north, south, east, west, environment, route | Our Local Area In this unit, the children will learn about their locality beyond the school gate, building on the children's knowledge and understanding of their school. The children will explore their local area using first hand observations to enhance their locational awareness along with developing essential map and fieldwork skills. Key vocabulary: Local area, school, home, address, compass, directions, position, fieldwork, locate, street map, observe, record, route, safety | Our Country The children will learn about the countries of the UK developing learning beyond children's immediate environment and own locality to the UK. Children will explore the UK by looking at individual countries, capital cities, human and physical features as well as comparing London with a city in a different part of the world. Key vocabulary: Town, country, village, city, country, farm, UK, England, house, pros, cons, different, similar. |
| Art | Collage - Clare Youngs The children will learn what collage is, about the work of | Paint and Colour – Hokusai The children will learn about the artist Hokusai, and investigate | Sculpture - Fideli Sundqvist In this unit, the children will find out about the Swedish artist |



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| | <p>artist Clare Youngs and her techniques. They will create colourful papers to be used in collage using a range of drawing and paint skills. They will then create a collage inspired by the work of Clare Youngs.</p> <p>Key vocabulary: Collage, cut, print, draw, color, texture, paint, print, brush, pencil, glue.</p> | <p>their art. They will then do a colour study. The children will learn to change colours by adding black and white. They will make prints using varied objects. Finally they will combine colour work, painting and printing to create a painting inspired by the work of Hokusai.</p> <p>Key vocabulary: Paint, print, tone, shade, primary colours, secondary colours, brush, mix, yellow, red, blue, green, purple, orange.</p> | <p>Fideli Sundqvist and her paper sculptures. The children will have the opportunity to investigate and comment upon her work. They will sketch ideas for sculptures and investigate methods of manipulating paper and card to create sculptures. They will learn to bend, cut and fold to create a sculpture inspired by Sundqvist.</p> <p>Key vocabulary: Sculpture, model, found object, sketch, fold, bend, roll, draw, sculpture, 3D.</p> |
| <p>Design and Technology</p> | <p>Sliders and Levers – Christmas cards</p> <p>The children research and design Christmas cards with a sliding element. They will design the card thinking about measurements and materials. They will shape, cut and join card. The children will practise the skills needed to make a sliding element to their card and</p> | <p>Free Standing Structures</p> <p>This project will allow the children to investigate playground equipment, thinking about its purpose, what it is made from, how it is made and how it is held in place. From this they will think about how to make a toy playground freestanding structure. The children will have the opportunity</p> | <p>Fruit and Vegetable Plates</p> <p>The children will research, design, make and evaluate a fruit and vegetable picture plate to encourage a fussy toddler to eat their food. They will choose appealing ways of presenting food that they have prepared.</p> <p>Key vocabulary:</p> |



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| | <p>will then use their design and skills to make and evaluate a card.</p> <p>Key vocabulary: Slider, lever, pivot, slot, bridge/guide card, masking tape, paper fastener, join, pull, push, up, down, straight, curve, forwards, backwards, design, make, evaluate, user, purpose, ideas, design criteria, product, function</p> | <p>to carry out a number of activities to learn about joining methods and experiment building structures using construction kits. They will then design, make and evaluate their freestanding structure.</p> <p>Key vocabulary: Joins, develop, design, purpose, evaluate, materials, textiles, stick, tape, tabs, flange, brace, slot, sturdy, strong, materials, purpose, design, evaluate.</p> | <p>Fruit, vegetable, seed, skin, flesh, wash, grate, cut, slice, apple, pear, strawberry, blueberry, cucumber, carrot, tomato, knife, chopping board, grater, plate.</p> |
| <p>Music</p> | <p>My Musical Heartbeat</p> <p>Every piece of music has a heartbeat - a musical heartbeat. In music, we call it the 'pulse' or the 'beat' of the music. The children will find and keep the pulse or steady beat together. They will find a movement that helps them to keep the beat.</p> <p>Key vocabulary: Pulse, beat, music, time, steady, song</p> | <p>Exploring Sounds</p> <p>Music is made up of high and low sounds, long and short sounds, and loud and quiet sounds. Explore these sounds and create your own very simple melodies.</p> <p>Key vocabulary: High, low, sounds, loud, quiet, melody</p> <p>Learning to Listen</p> | <p>Having Fun with Improvisation</p> <p>Improvising is fun! It's an exciting activity where everyone is creating something new. It can be a melody or a rhythm. When you improvise, you can do it on your own or in groups.</p> <p>Key Vocabulary: Improvise, melody, rhythm</p> <p>Let's Perform Together!</p> |



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| | <p>Dance, Sing and Play Music is made up of long and short sounds called 'rhythm' and high and low sounds that we call 'pitch'. As you dance, sing, and play instruments with the music in this unit, explore these sounds and how they work together.</p> <p>Key vocabulary: Pitch high, low, sound, music, song, instrument</p> | <p>Listening is very important. You can listen with your eyes and ears and you can also feel sound in your body. What can you hear in this unit?</p> <p>Key Vocabulary: Listen, eyes, ears, sound, body, hear</p> | <p>Singing, dancing and playing together is called 'performing'. Performing together is great fun! Plan a concert together to celebrate all the songs you have learnt this year.</p> <p>Key vocabulary: Sing, dance, playing, voice, instrument, concert</p> |
| <p>Computing</p> | <p>Espresso coding</p> <p>In their first coding unit 'On the move,' the children will learn that when a computer does something, it is following instructions called 'code' before later creating their own codes. By the end of this unit, children will understand that giving a computer instructions in code is called 'programming'. They will consolidate their understanding that objects can be programmed</p> | <p>Online safety</p> <p>In this unit, the children will be taught basic online safety and digital literacy skills. They will learn about the potential dangers in the online world and what basic steps we all need to take in order to have positive digital experiences. The first lesson, which is intended to be taught at the start of the school year, focuses on why it is important for children to name their creative work. They go on to learn about</p> | <p>Computer skills</p> <p>This unit will teach children the basic computer skills that they will need in order to be able to use a desktop or laptop computer. Children will learn how to use a computer mouse or a trackpad and how to switch on and shut down a computer. They will apply their mouse or trackpad skills by launching applications, manipulating windows and opening and saving files and folders. The children will then</p> |



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| | <p>to do an action when they are clicked on</p> <p>In the second unit 'simple inputs,' year 1 will apply their previous learning by creating their own games, using start events and click events appropriately. Each week, they will develop their skills further in order to create more challenging animations.</p> <p>Key vocabulary: Code, object, action, click, start, stop</p> | <p>using a search engine safely to find pictures. Children learn the SMART rules and look at what information should be kept safe when using the Internet. The lessons then explore the positives and potential negatives of online communication, such as email, and children will develop the skills to recognise potential dangers and act accordingly to keep themselves and others safe.</p> <p>Key vocabulary: Online, safety, positive, negative, rules, dangers, risks.</p> | <p>practise their clicking skills and learn how to drag objects, either using a mouse or trackpad.</p> <p>Key Vocabulary Keyboard, type, key, shift, space bar, enter, return.</p> <p>Painting</p> <p>This unit will teach the children the basic painting skills in a painting application on a computer or tablet device. Children will use a simple painting program to paint with different colours and brushes, create shapes, fill areas, undo and redo and add text</p> <p>Key vocabulary: Paint, colour, brush, pattern, device, programme</p> |
| <p>PSHE</p> | <p>Family and Relationships</p> <p>In this unit, the children will learn about families, friendships and emotions. They will learn to</p> | <p>Safety and the Changing Body</p> <p>The children will learn to recognise adults who work within the school and know to talk to a</p> | <p>Citizenship</p> <p>In this unit, the children will explain why the class and school rules are important. They will</p> |



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| | <p>identify some basic emotions in others such as anger or being upset and find out ways to deal with this. They will learn that others' actions can affect people. The children will learn that sometimes friendships have problems and how to overcome these. They will be introduced to the idea of stereotypes.</p> <p>Key vocabulary: Behaviour, care, emotions, family, feelings, friend, friendly, problem, stereotype</p> <p>Health and Wellbeing</p> <p>In this unit the children will learn to recognise different emotions and situations which may evoke these emotions. They will learn the importance of sleep and relaxation and look at ways in which relaxation can be used to manage difficult emotions. They will learn that germs can be spread by our hands and how to wash our hands properly. The children will learn how to keep</p> | <p>known adult in school if they are ever concerned or feel uncomfortable about another adult. They will learn how to stay safe and what to do if they get lost. They will learn what an emergency is and the emergency number to call along with their address. They will look at different types of physical contact and learn that some types of physical contact are not acceptable and what to do if this happens. The children will learn to identify hazards in a home and how to avoid them. Know what can go into or onto the body and when they should check with an adult. They will learn to recognise that there are hazards in houses and know how to avoid them. They will know and name jobs that people do to help keep us safe.</p> <p>Key vocabulary: Accident, drug, emergency, hazards, medicine, physical contact, polite, respect role, trust</p> | <p>discuss the different needs of a range of pets. They will learn to describe some of the needs of babies and young children. The children will recognise some similarities and differences between themselves and others. Through discussion, they will identify some groups which they belong to and recognise that different individuals belong to different groups. They will explain why voting is a fair way to make a decision involving a lot of people.</p> <p>Key vocabulary: Care, democracy, different, fair, pet, responsibility, rule, similar, unique, vote</p> <p>Economic Wellbeing</p> <p>In this unit, we will find out how children might get money and explain some different ways to keep money safe. The children will discuss the role of banks and</p> |
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| | <p>safe in the sun. They will find out what an allergic reaction is and what can be done to help someone having an allergic reaction. They will find out about people who help to keep us healthy.</p> <p>Key vocabulary: Allergy, feelings, ill, emotions, germs, qualities, relax</p> | | <p>building societies. They will learn to recognise that people may make different choices about spending or saving. Explain that a range of jobs exist in school and that different skills are needed for these jobs.</p> <p>Key vocabulary: Money, banks, safety, jobs, skills</p> |
| <p>RE</p> | <p>Faith, communities, festivals and celebrations: Expressions of Belonging Meanings within Christmas and Hannukah</p> <p>Children relate their own understanding of belonging to what believers from different traditions understand about belonging. They look at how Christians in particular express their sense of belonging, community and identify and at how the church welcomes children into its 'family'</p> <p>Key vocabulary:</p> | <p>Festivals and celebrations: Easter</p> <p>The focus of this unit is the theme of religious celebration through exploration and experience of the major Christian festival of Easter. The unit begins with the first Easter day stories and explores the Christian beliefs that Jesus brings new life and is God's gift to the world.</p> <p>Key vocabulary: God, Easter, Christian, beliefs, Jesus, religion, celebration, palm leaf, donkey, tomb, God, special, salvation.</p> | <p>Sacred writing and religious teachers: Introduction to the Bible through characters and stories Teaching through stories</p> <p>Children will learn about the importance of the Bible and about some of its content through exploration of some well-known characters and stories. The stories are used as a vehicle for discussing concepts such as faith, faithfulness, obedience, trust, making and keeping promises, responses to encounters with God and relationship with God</p> |



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| | <p>Christmas, advent, nativity, stable, Bethlehem, Hannukah, blessings, dreidel, hanukkah, kippah, oil, candle, latkes, God, belonging, commitment, dedication · Christianity, Jesus, baptism, christening, cross · Christian worship e.g. prayer, hymn, singing, Bible readings, Sunday</p> | | <p>Key vocabulary: Faith, encounter, relationship, God, Bible, Old Testament, New Testament and the names of some biblical characters</p> |
| PE | <p>Dance and Invasion Games</p> | <p>Fundamentals and Gymnastics</p> | <p>Net/Wall Games and Mini Athletics</p> |



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| YEAR TWO | | | |
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| | Autumn | Spring | Summer |
| History | Who was the first man on the moon? | Local history Study : The Great Fire of Newcastle | A comparison – Rosa Parks and Emily Davison |
| Geography | The World | Weather and Climate | Coasts |
| Art | Painting & Drawing – Leonardo Da Vinci | Sculpture & Drawing - Henry Moore | Printing and Collage - Diogenis Papadopoulos |
| Design and Technology | Templates and Joining -Christmas Stockings | Wheels and Axels – Easter Egg Transport | Fruit and Vegetable Smoothies |
| Music | Pulse, Rhythm and Pitch Playing in an Orchestra | Inventing a musical Story Recognising Different Sounds | Exploring Improvisation Our Big Concert |
| Computing | Online safety including emails Using the internet | Word processing skills Presentation skills | Espresso coding |
| PSHE | Family and relationships Health and Well-being | Safety and the changing body | Citizenship Economic well-being |
| RE | Talking about God: Christian Beliefs and Practice Ideas about God in Christianity Judaism | World faiths: Judaism: Torah and Shabbat | World faiths: Judaism: Beliefs and Practice |
| PE | Invasion Games and Dance | Fundamentals and Gymnastics | Mini Athletics and Striking and Fielding |



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| YEAR TWO | | | |
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| | Autumn | Spring | Summer |
| History | <p>Who was the first man on the moon?</p> <p>In this unit, the year two children will learn about events beyond living memory which were significant globally. They will discover how Neil Armstrong changed the world by being the first man to walk on the moon. They will compare Neil Armstrong to Tim Peake and other modern day astronauts.</p> <p>Key vocabulary: Space race, astronaut, time line, cause, consequence, USA, Neil Armstrong, significant, Russia, compare, significant</p> | <p>Local history Study : The Great Fire of Newcastle</p> <p>In this unit, the children will study significant historical events, people and places in their own locality. They will learn about the Great Fire of Newcastle and build upon their understanding of a topic they learned about in Year 2, The Great Fire of London. They will develop historical skills in continuity and change when they compare the past with today. They will use sources in history to learn about past events and understand the causes and effects of the fire in their own locality.</p> <p>Key vocabulary: Cause and effect, time line, significant, Newcastle, Gateshead, sources, Tyne, water, fire, water, local, past, time line</p> | <p>A comparison – Rosa Parks and Emily Davison</p> <p>In the last unit of the year, the children will compare the lives of two significant women who contributed to international achievements across two different periods in history. Furthermore, the children will identify similarities and differences between ways of life in different periods using their understanding of chronology. During their study they will discover more about the historical skill of significance when questioning: Did people think they were remarkable at the time? Why do you think we still learn about them today? What impact did they have i.e. what changed as a result of their actions?</p> <p>Key vocabulary: Impact, change, significance,</p> |



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| | | | Rosa Parks, Emily Davison, suffragette, equality |
| Geography | <p><u>The World</u></p> <p>In this unit, the children will be able to locate the seven continents and five oceans. As well as this, they will be able to use compass directions (North, East, South and West) in order to navigate around the world. The children will gather information about the 7 continents for examples, the population, countries and famous physical and human landmarks. Year 2 will plan a trip around the world and consider which transport they will use to travel between each continent. Finally, we will learn about world climates. The children will be able to determine which areas of the world have a tropical, warm, temperate or cold climate.</p> <p>Key vocabulary: Asia, Africa, North America, South America, Antarctica,</p> | <p><u>Weather and Climate</u></p> <p>Year 2 will understand what types of weather the UK experiences and will look at differences in weather in the North, East, South and West of the UK. The children will identify weather patterns in the UK as they consider how weather changes from season to season. The children will identify climate zones by applying their map skills and will look at differences between climate within a region in the UK and a region within Australia. The children will investigate extreme weather and will be justify which type of extreme weather can be experiences in the UK. Finally, they will learn about climate change. The children will identify the causes and effects and will come up with solutions in order to try to slow down/reverse the</p> | <p><u>Coasts</u></p> <p>The children will be able to identify the human and physical features of coastlines such as bays, piers, headlands and sand dunes. They will be able to use their geographical understanding to sort different images of coastlines from around the world. The children will looked at how coastal erosion can change the physical appearance of the coastline. They will explore the issues that coastal erosion can cause for the people who lived there and how it can impact infrastructure .The children will look at how tourism in coastal areas has changed .They will be able to identify key events in history which caused a rise or decline and identify positive and negative effects for residents. The children will complete fieldwork in Tynemouth, where they identify features of the coast and</p> |



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| | <p>Europe, Australia, Pacific Ocean, Atlantic Ocean, Southern Ocean, Indian Ocean, Arctic Ocean, North, South, East, West, Temperate, Tropical,</p> | <p>effects of climate change on our Earth</p> <p>Key vocabulary: Climate change, global warming, extreme weather, hurricane, wildfires, drought, blizzards, tornados, heatwaves, forecast, climate, weather, daily conditions, pollution, co2, emissions, carbon footprint</p> | <p>identify on a map where each is located.</p> <p>Key vocabulary: Coast, erosion, deposition, transportation, arches, caves, stacks, stumps, sand dunes, headlands, bays, piers, tourism, seasonal employment</p> |
| <p>Art</p> | <p>Painting & Drawing – Leonardo Da Vinci</p> <p>The children will learn about the artist Leonardo Da Vinci, his inspiration and artworks. They will talk about and experiment using the materials, techniques and art processes he used and begin to explore ideas and collect information., giving personal opinions on other artists work They will sketch lightly in the style of Da Vinci. The children will study colours seen and use thin and thick brushes to experiment with brushstrokes. They will practise and develop</p> | <p>Sculpture - Henry Moore</p> <p>The children will learn about the artist Henry Moore. They will learn about what inspired his art. They will study his work and develop their sketching skills through studying his work. The children will be inspired by his artwork and begin to respond to ideas and starting points They will practise using clay to determine the shapes that can be created when using it. The children will then make a clay sculpture inspired by the work of Moore.</p> | <p>Printing and Collage - Diogenis Papadopoulos</p> <p>The children will learn about the artist Diogenis Papadopoulos, his work and inspiration. They will also learn about other notable collage and print artists. They will learn about and try techniques for printing. The children will print on fabric inspired by African fabrics using a block and using different materials. They will use self-printed fabric and self-made papers created during the skill development section of the project to create an African figure</p> |



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| | <p>their drawing and painting skills before creating their own piece inspired by Da Vinci's.</p> <p>Key vocabulary: Paint, draw, sketch, Renaissance, colour, primary colour, secondary colour, tertiary colour, shade, tone, mix, line, thick</p> | <p>Key Vocabulary: Henry Moore, sculpture, sketch, family, clay, smooth, bronze, metal, materials, texture.</p> | <p>inspired by the collages of Diogenis Papadopoulos.</p> <p>Key Vocabulary: Collage, paper, papers, photo, image, rip, tear, stick, attach, bend, glue, scissors, fabric, materials, paint, print,</p> |
| <p>Design and Technology</p> | <p>Templates and Joining - Christmas Stockings</p> <p>In this unit, the children will create a Christmas stocking decoration that will contain chocolate and hang on a tree. It must be of a high quality so that it can be sold at the school fair. The children will research the history of Christmas stockings, consider appropriate materials and make a design, create a template and cut fabric. Additionally, they will learn to thread a needle and use running stitch before decorating the product to complete to a high</p> | <p>Wheels and Axels – Easter Egg Transport</p> <p>The children will design, make and evaluate an egg transporter for the Easter Bunny to carry Easter eggs. They will explore and evaluate a range of wheeled products such as toys and everyday objects. The children will make observations e.g. the number, size, position and methods of fixing wheels and axles. Using construction kits with wheels and axles the children will be asked to make a product that moves.</p> <p>Key Vocabulary:</p> | <p>Fruit and Vegetable Smoothies</p> <p>In this unit, the children will be building on their knowledge of fruit and vegetables to design and make their very own healthy smoothie for children. They will select a range of appropriate tools and equipment to support them with their preparation before working with their partners to make them. Finally, will evaluate their finishing products against a specific design brief.</p> <p>Key vocabulary: Research, design, brief, evaluate, cut, half, quarter, whole, portion, measurements.</p> |



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| | <p>standard. Finally, they will evaluate a product.</p> <p>Key vocabulary: Research, sew, template, materials, fabric, needle, stitch, secure, brief, quality</p> | <p>Research, plan, design, make, evaluate, axel, wheel, measure, cut, finish, ruler, and centimetre.</p> | |
| <p>Music</p> | <p>Pulse, Rhythm and Pitch</p> <p>Music has a pulse, a steady beat. Music is also made up of long and short and high and low sounds, called 'rhythm' and 'pitch'. These elements combine when we sing and play. As you listen to, sing, play and dance to the music in this unit, explore these elements of music and how they work together.</p> <p>Key vocabulary: Music, pulse, short, high, low, rhythm, pitch, sing, play</p> <p>Playing in an Orchestra</p> | <p>Inventing a musical Story</p> <p>Music is used for many reasons and can help us to tell a story and express our feelings. Music can be loud or soft, fast or slow, smooth and connected, or short and detached. We can also use instruments with different sounds to help communicate a story and different emotions. Explore the music in this unit and try to connect your feelings with what you hear. Do any of the songs tell a story? Use the music in this unit to explore loud and soft sounds</p> | <p>Exploring Improvisation</p> <p>Explore improvisation a bit further in this unit. Perhaps use two or three notes and have a go playing or singing on your own. Explore and have fun</p> <p>Key vocabulary: Improvise, notes, play, sing</p> <p>Our Big Concert</p> <p>Put on a big concert! Present your choice of songs to create a performance. Remember to introduce the songs and tell your audience what you have learnt.</p> |



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| | <p>Playing together is a very important part of learning music. There are many ensembles, bands and groups you can play in. One of these groups is an orchestra. This unit features the orchestra - what can you learn about the orchestra?</p> <p>Key vocabulary:</p> <p>Ensemble, band, orchestra, group</p> | <p>Key vocabulary: Loud, soft, fast, slow, smooth, connected, short, detached, communicate</p> <p>Recognising Different Sounds When voices or instruments work together to play different pitches that sound at the same time, we can hear harmony in music! Explore the voices and instruments used within the music in this unit to identify how and when harmony takes.</p> <p>Key vocabulary: Voices, instruments, pitch, harmony</p> | <p>Key vocabulary: Concert, perform, songs, audience</p> |
| <p>Computing</p> | <p>Online safety including emails</p> <p>In this unit, the children will learn about how what they do online leaves a trail called a digital footprint. They will look at how to improve the efficiency of their online searches, the types of</p> | <p>Word processing skills</p> <p>This Word Processing Skills unit will teach the children basic typing and word processing skills. Children will learn how to type with two hands, use the shift, space and enter key</p> | <p>Espresso coding</p> <p>In this unit the children will be covering 'Different sorts of input' and 'Buttons and instruction.' The children will be learning that programs run by following a set of instructions. They will create</p> |



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| | <p>websites that are best for children to access when looking for information, as well as how to identify inappropriate content and the actions they should take if they do. Children will be introduced to the term 'cyberbullying' and look at how they should communicate online and deal with instances of people being unkind via digital means.</p> <p>Key vocabulary: Emails, communication, cyberbullying, digital, circumstances, responsibility.</p> <p>Using the internet</p> <p>This unit introduces children to using the Internet safely and with a purpose. Children are shown how to search the Internet using one word; how to make sense of the returned results; how to use "for kids" to return more suitable results; how to follow links and return to the search results. Children will use a range</p> | <p>properly, and edit work by using the backspace, delete and arrow keys. Children will then go on to learn how to use undo and redo and to select and format text</p> <p>Key vocabulary: shift, space, enter key, uppercase, lower case, caps lock, backspace, delete</p> <p>Presentation skills</p> <p>This unit will build further on the children's computer skills linking to their prior learning of safe and effective computer use. They will be introduced to further skills concerning the use of folders, searching for files and printing before looking closely at presentations and the skills needed to create a simple presentation.</p> <p>Key vocabulary: Search, file, folder, print, presentation</p> | <p>apps which include start and input events and will learn to use keys on a keyboard to control events on the screen.</p> <p>Key vocabulary: Code, instructions, run, up, down, left, right, direction, object, action, click event, program, programming, start event, key press event, control, algorithm, input device, execute, clockwise, anti-clockwise, pointer, pointer press, pointer release</p> |
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| | <p>of search engines before learning to blog safely and responsibly.</p> <p>Key vocabulary: Internet, safety, online, search, results, blog, type</p> | | |
| PSHE | <p>Family and relationships</p> <p>In this unit, the children will understand that families offer love and support and that different families may be made up of different people. Furthermore, they will consider what friends may be thinking and feeling in different situations and recognise some issues that may occur in friendships and which of these may need adult help to resolve. They will understand that expectations of manners may change according to the situation and towards the end of the unit they will learn that remembering people who were important to them but are no longer here can cause a mixture of emotions. Finally, they will explain what gender</p> | <p>Safety and the changing body</p> <p>In this unit, the children will understand how the internet can be used to help us whilst considering how to remain safe online and what to do if something online makes them feel uncomfortable. Furthermore, they will develop their understanding of what a secret is and what a surprise is. They will know the name of parts of the body, including those of the private parts for their gender and explain the PANTS rule. Towards the end of the unit, they will cover road safety, knowing how to keep safe near roads and the rules for crossing the road. Finally, they will understand when we should take medicines that can help us feel better when we are unwell.</p> | <p>Citizenship</p> <p>In this unit, the children will recognise that different rules apply in different situations before explaining what makes a good school environment, recognising that everyone in school has a responsibility to maintain this. The children will then identify some jobs that people do to keep the local area pleasant and that help the community. Finally, they will explain how the school council works and share their opinions on things that matter.</p> <p>Key vocabulary: School, environment, community, differences, contrast, opinions</p> |



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| | <p>stereotypes are in relation to careers</p> <p>Key vocabulary: Emotions, feelings, happy, safe, family, lonely, relationships, stereotypes</p> <p>Health and Well-being</p> <p>In this second unit, Year 2 will begin use multiple colours in a diagram to show how they can feel more than one emotion at a time, linking their learning to our zones of regulation. Additionally, they will describe how they would feel in a particular situation and understand that not everyone feels the same. Looking at physical activity, the children will consider the effect of physical activity on their body and mind and describe particular activities that they enjoy. Following this, they will look at the positive effects of relaxation using breathing exercises to support them. Finally, the</p> | <p>Key vocabulary: Online safety, internet, responsibility, safe secret, PANTS, road safety, rules, medicine</p> | <p>Economic wellbeing</p> <p>In their final unit of PSHE, year 2 will explain where adults get money from as well as the difference between wants and needs. They will recognise that saving might be necessary to buy the things we want and learn that banks are a safe place to keep money. They will consider different factors when choosing a bank account. Finally, they will recognise that different jobs require different skills.</p> <p>Key vocabulary: Job, career, decision-making, responsible, role, money, economic well-being</p> |
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| | <p>children will consider a growth mind-set when discussing achievable goals before recapping what a healthy diet is and how we can keep our bodies and teeth healthy too.</p> <p>Key vocabulary: Safe, feelings, emotions, Zones of Regulation, physical activity, dental care, goals, achievements</p> | | |
| RE | <p>Christian Beliefs and Practice: Ideas about God Ideas about God in Christianity and Judaism</p> <p>By the end of this unit the children will know about some of the ways in which Christians express their beliefs in practice, particularly through worship; know some of the key features of Christian worship; make connections between beliefs and the major festivals; name certain artefacts and know how and when they are used; recount some of the key stories/teachings</p> | <p>World faiths: Judaism – Torah and Shabbat</p> <p>The children will find out about some Christian and Jewish beliefs about God, the nature of God and the activity of God in the world. The children will learn why Christians and Jews describe God in terms of positive personal qualities. They will also have opportunities to reflect on their own experiences and feelings of love, wonder, awe and mystery. The children will also start to learn about the Torah and why it is special to Jews.</p> | <p>World faiths: Judaism: Beliefs and Practice</p> <p>The children will retell the story of Moses' early life; recognise the Jewish festivals of Hanukkah and Passover; recognise some religious artefacts and link them to Judaism; identify some similar aspects within their own experience</p> <p>Key vocabulary: Judaism, Jewish, Moses, Hannukah, Passover, religion, religious, artefacts, experiences</p> |



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| | <p>from the Bible and explore the contribution they make to beliefs and practices; link some key ideas with their own and others' experience. Furthermore, children are introduced to some Christian and Jewish beliefs about God, the nature of God and the activity of God in the world. Children learn why Christians and Jews describe God in terms of positive personal qualities and have opportunities to reflect on their own experiences and feelings of love, wonder, awe and mystery</p> <p>Key vocabulary: Creator, Father, sustainer mystery, love, friendship, wonder, awe, care, thanksgiving</p> | <p>Key vocabulary: God, Father, creator, Christianity, Judaism, Christian, Jewish, scroll, ark, yad, Sefer Torah synagogue, Simchat Torah, precious, value, valuable, sacred, special, commandments.</p> | |
| <p>PE</p> <p><i>See separate PE overview</i></p> | <p><i>Invasion Games and Dance</i></p> | <p><i>Fundamentals and Gymnastics</i></p> | <p><i>Mini Athletics and Striking and Fielding</i></p> |