

Key Stage One Curriculum Overview
2023-2024



Termly Topic	Autumn - Terrific Toys	Spring – Once There Were Giants	Summer – Go Explore!			
Hook	Trip to Weston Park-Toy focus	Artefact Box	Giant footprint-dragon/dinosaur	Giant Beanstalk and delivery of gold coins	Explorer day -rockets -cook on fire (Survival skills) -boats planes -trains -hunt/ map making	Trip to Peak Rail & Matlock Meadows
The Big Question	Who Am I?	Have Toys Changed?	Who Left the Footprint?	Are giants real?	How Do Explorers Explore?	Where Can we Explore?
Subject Focus	Geography D&T	History D&T	History Art	Geography Art	History Art	Geography D&T
Literacy Focus - Narrative & Key texts	Stories with a familiar setting: home and family Key Texts: Tiger Who Came to Tea Not Now Bernard Can I Build Another Me? Stories shared -Funny Bones	Adventure Stories: relating to toys Key Texts: Lost in the Toy Museum This is The Bear Stories shared -Traction Man -The Teddy Robber	Descriptive Writing Toolkit: description Key Texts: Kaasim and The Greedy Dragon Gingerbread Man Stories shared -The Dragon Machine -Dragonology - Zog	Fairy Tales: Jack and The Beanstalk Toolkit: action Key Texts shared: The Smartest Giant in Town	Key Texts to share in class: Amelia Earhart & Neil Armstrong (Little people, big dreams) Stories on a theme: Transport -Emma Jane’s Aeroplane	Stories from Another Culture (link with Geography: Africa focus) Toolkit: setting Key Texts to share: -Lila and the Secret of Rain - Meerkat Mail - Handa’s Hen

**Key Stage One Curriculum Overview
2023-2024**



	<ul style="list-style-type: none"> - What Makes Me a Me? -A Family is a Family is a Family 	<ul style="list-style-type: none"> - Christmas at The Toy Museum 	<ul style="list-style-type: none"> -Mary Anning -Harry and The Bucketful of Dinosaurs -Marmaduke The Dragon 		<ul style="list-style-type: none"> -Mr Gumpys Motor Car -the 100 Decker Bus <p>Space</p> <ul style="list-style-type: none"> -Man on The Moon -The Way Back Home -How To Catch a Star -Beegu (Y1) -Dr Xargles Book of Earthlets (Y2) <p>Plant stories linked with Science (Y1)</p> <ul style="list-style-type: none"> -The Gigantic Turnip It Starts with a Seed The Tiny Seed The Tree Lady A Little Guide to Wild Flowers Slow Down <p>(Y2)</p> <ul style="list-style-type: none"> Big Book of Bugs A Seed is Sleepy The Flower Flowers are Calling Finding Wild 	<ul style="list-style-type: none"> - We All Went On Safari -We're Going on a Lion Hunt -Mama Panya's Pancakes -Bringing the Rain to Kapiti Plain
Literacy Focus – Non-Fiction	Labels, lists and captions (link with science; body,	Same as Autumn 1 but applied to history and D &T	Non-Chronological report – link with science (habitats, diet)	Explanations – through science week: plants	Newspaper article - link with a significant person Amelia Earhart	Instructions: Link with healthy eating Y1: smoothie Y2: wraps

Key Stage One Curriculum Overview 2023-2024

	Geography; our local area Focus on segmenting to spell and sentence structure for captions and conjunctions to join clauses.	Make a poster/advert	Giant animals or dinosaurs Mary Anning (History)		Letters/postcards - Neil Armstrong	
Literacy Focus – Poetry	Poems on a theme: Families SPAG: Adjectives, Expanded Noun Phrases (Year 2)	Poems by heart: Traditional/classic poetry	Rhyming poetry Year 1/2: Tell me a dragon	Rhyming poetry	Acrostic poems Shape poems	Poetry by heart

Maths	YEAR1
--------------	--------------

	Place Value (within 10) 5 weeks	Addition and Subtraction (within 10) 5 weeks	Shape 1 week	Place Value (within 20) 3 weeks	Addition and Subtraction (within 20) 3 weeks	Length and height 2 weeks	Mass and volume 2 weeks	Position and direction 2weeks	Fractions 2 weeks	Money 1 week	Place Value (within 50) 2 weeks	Time 2 weeks	Multiplication & Division 3 weeks	Place value (within 100) 2weeks
--	---	--	------------------------	---	--	-------------------------------------	-----------------------------------	---	-----------------------------	------------------------	---	------------------------	---	---

Maths	YEAR 2
--------------	---------------

	Place value 4 weeks	Addition and Subtraction 5 weeks	Shape 3 weeks	Multiplication & Division 5 weeks	Length & height 2 weeks	Mass, capacity, temperature 3 weeks	Position & direction 2 weeks	Fraction 3 weeks	Money 2 weeks	Time 3 weeks	Statistics 2 weeks
--	-------------------------------	--	-------------------------	---	-----------------------------------	---	--	----------------------------	-------------------------	------------------------	------------------------------

Key Stage One Curriculum Overview 2023-2024



<p>Science</p> <p>(Planting to be a recurring theme through the year)</p> <p>Seasons to be approached throughout the year (Year 1 focus)</p> <p>Observe changes across the 4 seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>	<p>The Body</p> <p>Year 1 Identify, name, draw and label the basic parts of the human body. Say which part of the body is associated with each sense.</p> <p>Year 2 Notice humans, have offspring which grow into adults Find out about and describe the basic needs of humans, for survival (water, food and air).</p>	<p>Materials (main focus)</p> <p>Year 1 Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Year 2 Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p>	<p>Animals & food chain</p> <p>Year 1 Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).</p> <p>Year 2 Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and</p>	<p>Living Things & Habitats</p> <p>Year 1 Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>National Science week- TIME ECO enrichment planting beans & composting</p> <p>Year 2 Identify and name a variety of plants and animals in their habitats, including micro habitats.</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats</p>	<p>Animals</p> <p>Year 1 Identify and name a variety of common animals.</p> <p>Year 2 Identify and name a variety of plants and animals in their habitats, including micro habitats</p> <p>Plants</p> <p>Year 1 Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>Year 2 Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>The Body</p> <p>Year 1 Say which part of the body is associated with each sense.</p> <p>Year 2 Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p>Year 1 identify and name a variety of common animals</p> <p>Year 2 Identify and name a variety of plants and animals in their habitats, including micro habitats.</p> <p>3 *** Challenge - Healthy eating recipes for healthy food. Exercise- Curriculum links – D&T & PE (Healthy eating week 2024)</p>
--	--	---	--	---	--	--

**Key Stage One Curriculum Overview
2023-2024**



		Observe and describe how seeds and bulbs grow into mature plants.	name different sources of food.	provide for the basic needs of different kinds of animals and plants, and how they depend on each other.		Science Week Linked to Henry Fanshaw School
<p>Geography</p> <p>Weather observations made throughout the year within classes through school-science link</p>	<p>Where Do I Live? Dronfield Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (End of Key stage)</p> <p>Year 1 & 2 Name, describe and compare familiar places.</p>			<p>Who left the Footprint?</p> <p>Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Use basic geographical vocabulary to refer to key physical</p>	<p>How did explorers explore?</p> <p>Looking at Maps (Amelia Earhart's journey)</p> <p>Where did the great explorers explore?</p>	<p>Look at a different village in a different part of the world. Physical and human geography. Comparing physical features/climate/weather</p> <p>End of Key Stage Expectations Name and locate the world's seven continents and five oceans</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the</p>

**Key Stage One Curriculum Overview
2023-2024**



	<p>Know about some present changes that are happening e.g. at school, in their local environment.</p> <p>Suggest ideas for improving the school environment.</p>			<p>features of places (End of Key stage)</p> <p>Year 1 & 2 Name the surrounding seas of the United Kingdom (Y1 & Y2)</p> <p>Locate and name the continents on a World Map (Y2)</p> <p>Locate and name the five oceans (Y2)</p> <p>Use basic geographical vocabulary to refer to key physical features of places (Y1 &2) Finding out where large land animals live and their habitats.</p>		<p>United Kingdom, and of a small area in a contrasting non-European country</p> <p>Identify seasonal and daily weather patterns in another location of the world in relation to the Equator and the North and South Poles Use basic geographical vocabulary to refer to: key physical features, and Key human features. (End of Key stage)</p> <p>AIM To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within Africa by comparing it with Dronfield.</p>
History	<p>Black History Month Black women in music/dance:</p>	<p>Terrific Toys- How have toys changed?</p>	<p>Mary Anning- fossil hunter.</p>		<p>Transport-History of flight. Study Amelia Earhart & Neil Armstrong</p>	

Key Stage One Curriculum Overview 2023-2024

<p>Timelines to be in all classes and continually added to during the year. Ensure prior knowledge is on for Y2</p>	<p>Nina Simone Josephine Baker Aretha Franklin</p> <p>N.C. Subject content to be taught about:</p> <p>the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods, significant historical events, people and places in their own locality.</p>	<p>Artefact box – Museum</p> <p>N.C. Subject content to be taught about:</p> <p>To learn about changes within living memory. To understand some of the ways in which we find out about the past by identifying different sources. To know where people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods To identify changes in living memory To develop an awareness of the past, using</p>	<p>N.C. Subject content to be taught about:</p> <p>To know where people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods To develop an awareness of the past, using common words and phrases relating to the passing of time.</p>		<p>N.C. Subject content to be taught about:</p> <p>Changes within living memory.</p> <p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p>	
---	---	--	--	--	--	--

**Key Stage One Curriculum Overview
2023-2024**



		<p>common words and phrases relating to the passing of time</p> <p>Guy Fawkes N.C. Subject content to be taught about: The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods, significant historical events, people and places in their own locality.</p>				
--	--	---	--	--	--	--

Art	Building skills in provision.	Building skills in provision.	<p>Making marks with mixed media</p> <ul style="list-style-type: none"> -exploring lines and what each line could represent -creating collaborative art 	<p>Painting</p> <ul style="list-style-type: none"> -learning the primary and secondary colours -mixing different amounts of the 	<p>3D sculpture with paper</p> <ul style="list-style-type: none"> -joining paper to cardboard to make it appear 3D using different folding, rolling and 	Building skills in provision.
------------	-------------------------------	-------------------------------	---	---	--	-------------------------------

Key Stage One Curriculum Overview 2023-2024



			<p>across a theme (ocean habitat)</p> <ul style="list-style-type: none"> -learning observational drawing skills and producing a drawing of a creature that lives in the ocean -learning to add texture using shading, mixed media and colour -putting all the skills together to create an ocean collage. <p>Additional- making dragon eyes out of clay and painting them in suitable colours.</p>	<p>primary colours to create different hues</p> <ul style="list-style-type: none"> -printing techniques to mix primary colours -developing our painting skills to exhibit more control -being inspired by the artist Clarice Cliff to paint our own pinch pots in her style. 	<p>manipulating of paper into interesting shapes</p> <ul style="list-style-type: none"> -making a tree of life sculpture out of paper -working successfully with others sustaining effort over time to make a collaborative sculpture 	
--	--	--	---	---	---	--

D&T	Making a puppet Kapow KS1 –Year 1 Textiles – Making a Puppet - 4 weeks	Making Cars – Year 1	Building skills in provision	Building skills in provision	Summer 2- Kapow- Making Smoothies
	Kapow KS1 – Year 2 Textiles - Making a pouch – 4 weeks	Making a Ferris wheel Year 2.			<p>Year 1-Describe fruits and vegetables and explain how to identify fruits. Name a range of places that fruits and vegetables grow. Describe basic characteristics of fruit and vegetables. Prepare fruits and vegetables to make a smoothie.</p> <p>Year 2- Name the main food groups and identify foods that belong to each group. Describe the taste, feel and smell of a given food. Think of three different wrap ideas, considering flavour combinations. Construct a</p>

Key Stage One Curriculum Overview 2023-2024



						wrap that meets the design brief and their plan.
PE	Fundamental Movements - Agility, Balance, Coordination Sports events	Gymnastics Sports events	Dance Sports events Dance event	Invasion Games - Attacking vs Defending Tag Rugby Sports events	Invasion Games – Sport Specific Handball/Dodgeball Sports events	Athletics -Track and Field Events Sports Week Sports Day Sports events
Computing	Year 1 Technology around us Develop their understanding of technology and how it can help them in their everyday lives. Become familiar with the different components of a computer by developing their keyboard and mouse skills. Learn how to use technology responsibly. Year 2 Develop their understanding of what information technology (IT) is and	Year 1 Digital Painting Explore the world of digital art and its exciting range of creative tools. Create paintings, getting inspiration from a range of other artists. Year 2 Recognise that different devices can be used to capture photographs and gain experience taking, editing, and improving photos.	Year 1. Grouping Data Introduce data and information. Begin using labels to group objects. Count a small number of objects, before and after they are grouped. Sort objects into different groups based on properties they choose. Use their ability to sort objects into different groups to answer questions about data. Year 2 Pictograms	Year 1 Digital Writing Learn about the various aspects of using a computer to create and change text. Explore a computer keyboard and use tools to change the look of their writing. Consider the differences between using a computer and writing on paper to create text. Year 2 Explore how music can make you think and feel.	Year 1 Moving a robot (Early programming concepts.) Explore using individual commands, both with other learners and as part of a computer program. Identify what each floor robot command does and use that knowledge to start predicting the outcome of programs. Introduced to the early stages of program design through the introduction of algorithms.	Year 1 Programming animations (On-screen programming through Scratch Jr.) Explore the way a project looks by investigating sprites and backgrounds. Use programming blocks to modify, and create programs. Be introduced to the early stages of program design through the introduction of algorithms. Year 2

Key Stage One Curriculum Overview 2023-2024



	<p>begin to identify examples.</p> <p>Discuss where they have seen IT in school and beyond, in settings such as shops, hospitals, and libraries.</p> <p>Investigate how IT improves our world, learn about the importance of using IT responsibly.</p>		<p>Begin to understand what data means and how this can be collected in the form of a tally chart.</p> <p>Learn the term 'attribute' and use this to them organise data.</p> <p>Present data in the form of pictograms and block diagrams.</p> <p>Use the data to answer questions.</p>	<p>Make patterns and use those patterns to make music with percussion instruments and digital tools.</p> <p>Create different rhythms and tunes, using the movement of animals for inspiration.</p> <p>Share their pieces, comparing creating music digitally and non-digitally.</p>	<p>Year 2 Robot Algorithms Develop understanding of sequenced instructions and the use of logical reasoning to predict outcomes.</p> <p>Use given commands in different orders to investigate how the order affects the outcome.</p> <p>Learn about design in programming.</p> <p>Develop artwork and test it for use in a program.</p> <p>Design algorithms and test algorithms as programs and debug them.</p>	<p>Programming animations</p> <p>As Year 1</p>
RE	<p>Harvest Year 1 1.1 What is a Christian?</p> <p>Year 2 1.2</p>	<p>1.6 How and why do we celebrate special and sacred times?</p> <p>Expressing</p> <p>Nativity</p>	<p>1.4 What can we learn from a sacred book? Believing</p> <p>Believing</p>	<p>1.7: What does it mean to belong to a faith community?</p> <p>Muslims-Eid</p>	<p>1.5: What makes some places sacred?</p> <p>Expressing</p>	<p>Year 1</p> <p>Who is a Muslim/Jew and what do they believe?</p> <p>Believing</p>

**Key Stage One Curriculum Overview
2023-2024**



	<p>What is a Muslim?</p> <p>Believing</p>			<p>Easter</p> <p>Living</p>		<p>Year 2</p> <p>1.8: How should we care for others and the world, and why does it matter?</p> <p>Living</p>
PHSE/RSE	<p>Exploring Emotions</p> <p>To name different feelings (H11).</p> <p>To name a range of words to describe feelings (H16).</p> <p>To explain how to recognise different feelings (H12).</p> <p>To recognise that feelings can affect the way we think, feel, and behave (H13).</p> <p>To identify ways to manage big feelings (H18).</p> <p>Recognising when they need help and</p>	<p>Relationships</p> <p>To recognise the roles different people play in their lives (R1).</p> <p>To understand how people make friends and explain what makes a good friendship (R6).</p> <p>To explain how the internet and devices can be used safely to communicate with others (L7).</p> <p>To talk about how to recognise what others might be feeling (H14).</p> <p>To recognise that not everyone feels the</p>	<p>Bullying Matters</p> <p>To recognise that bodies/feelings can be hurt by words and actions (R10).</p> <p>To identify how people may feel if they experience hurtful behaviour or bullying (R11).</p> <p>To understand that hurtful behaviour is not acceptable (R12).</p> <p>To recognise simple strategies to resolve arguments between friends positively (R8).</p> <p>To recognise how to ask for help if a friendship is making</p>	<p>Difference and Diversity</p> <p>To recognise ways they are the same as, and different to, other people (L6).</p> <p>To recognise the ways in which they are the same/different to others (R23).</p> <p>To recognise how to treat themselves and others with respect (R22).</p> <p>To identify that everyone has different strengths (L14).</p>	<p>Being Responsible</p> <p>To understand what rules are and why different rules are needed for different situations (L1).</p> <p>To recognise that people and other living things have different needs and understand the responsibilities of caring for them (L2).</p> <p>To explain things they can do to help look after their environment (L3).</p> <p>To explore the different roles/responsibilities people have (L5).</p>	<p>Being healthy</p> <p>Healthy Eating Week 12th June – 16th June</p> <p>To identify different ways to keep healthy (H1).</p> <p>To recognise foods that support good health; the risks of eating too much sugar (H2).</p> <p>To explore how physical activity helps us to stay healthy (H3).</p> <p>To recognise why sleep is important and different ways to rest and relax (H4).</p>

Key Stage One Curriculum Overview 2023-2024



	<p>understand how to ask for help (H19).</p> <p>Talking about how to recognise what others might be feeling (H14).</p> <p>To recognise that not everyone feels the same about the same things (H15).</p> <p>To talk about things that help people's mental/physical health (H17).</p>	<p>same about the same things (H15).</p> <p>To recognise when they or someone else feels lonely and what to do that may help (R7).</p> <p>To recognise the roles different people play in their lives (R1).</p> <p>To understand that it is important to tell someone if something makes them unhappy or worried (R5).</p> <p>To explain the basic techniques for resisting pressure to do something they don't want to do (R19).</p>	<p>them feel unhappy (R9).</p> <p>To identify what is kind and unkind behaviour (R21).</p> <p>To identify what to do if they feel worried (R20).</p> <p>To recognise how to treat themselves and others with respect (R22).</p> <p>To play, listen and work cooperatively (R24).</p>	<p>To recognise what makes them special (H21).</p> <p>To be able to celebrate the ways in which we are all unique (H22).</p> <p>To identify the people who love and care for us (R2).</p> <p>To recognise that there are different types of families (R3).</p> <p>To identify common features of family life (R4).</p>	<p>To share opinions on things that matter to them (R25).</p>	<p>To demonstrate simple hygiene routines that can stop germs from spreading (H5).</p> <p>To explore what good dental care is; identify food and drink that supports dental health (H7).</p> <p>To describe different ways of keeping safe in the sun to reduce skin damage (H8).</p> <p>To recognise the importance of knowing when to take a break online/offline (H9).</p>
Music	<p>KEY STAGE 1- Charanga MMC- My Music Heartbeat Social Question: <i>How Can We Make Friends When We Sing Together?</i> Every piece of music has a heartbeat - a</p>	<p>KEY STAGE 1- Charanga MMC - Dance, Sing and Play! Social Question: <i>How Does Music Tell Stories About the Past?</i> Music is made up of long and short sounds</p>	<p>KEY STAGE 1- Charanga MMC Having Fun with Improvisation Social Question: <i>What Songs Can We Sing to Help Us Through the Day?</i> Improvising is fun! It's an exciting</p>	<p>KEY STAGE 1- Charanga MMC - Learning to Listen Social Question: <i>How Does Music Help Us to Understand Our Neighbours?</i> Listening is very important. You can listen with your</p>	<p>KEY STAGE 1- Charanga MMC- Exploring Sounds Social Question: <i>How Does Music Make the World a Better Place?</i> Music is made up of high and low sounds, long and short</p>	<p>KEY STAGE 1- Charanga MMC - Let's Perform Together! Social Question: <i>How Does Music Teach Us About Looking After Our Planet?</i> Singing, dancing and playing together is called</p>

Key Stage One Curriculum Overview 2023-2024



	<p>musical heartbeat. In music, we call it the 'pulse' or the 'beat' of the music.</p> <p>Pulse, Rhythm and Pitch</p> <p>When you are listening and singing to the music and songs in this Unit, try to find and keep the pulse or steady beat together. You might march, clap or sway in time - find a movement that helps you to keep the 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>Listen and Appraise - The children will listen to a variety of musical styles from</p>	<p>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>Listen and Appraise - The children will listen to a variety of musical styles from different times, traditions and composers. Learn to recognise instruments and basic style indicators. Encourage discussions using musical language.</p> <p>Playing Instruments- Use glocks, recorders or band instruments if appropriate. Learn to play together in a band or ensemble.</p> <p>Composition- Continue to learn that composition is creating simple rhythms and melodies that are</p>	<p>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>Listen and Appraise - The children will listen to a variety of musical styles from different times, traditions and composers. Learn to recognise instruments and basic style indicators. Encourage discussions using musical language.</p> <p>Playing Instruments- Use glocks, recorders or band instruments if appropriate. Learn to play together in a band or ensemble.</p> <p>Composition- Continue to learn that composition is creating simple rhythms and melodies that are notated or recorded in some way.</p>	<p>eyes and ears. Talk about how music makes them feel, move appropriately to a piece of music, and talk about their feelings in response to music. Use art to express movement and feelings to different genres of music.</p> <p>Listen and Appraise - The children will listen to a variety of musical styles from different times, traditions and composers. Learn to recognise instruments and basic style indicators. Encourage discussions using musical language.</p> <p>Playing Instruments- Use glocks, recorders or band instruments if appropriate. Learn to play together in a band or ensemble.</p> <p>Composition- Continue to learn that composition is creating simple</p>	<p>sounds, and loud and quiet sounds. Explore these sounds and create your own very simple melodies.</p> <p>Listen and Appraise - The children will listen to a variety of musical styles from different times, traditions and composers. Learn to recognise instruments and basic style indicators. Encourage discussions using musical language.</p> <p>Playing Instruments- Use glocks, recorders or band instruments if appropriate. Learn to play together in a band or ensemble.</p> <p>Composition- Continue to learn that composition is creating simple rhythms and melodies that are notated or recorded in some way.</p>	<p>'performing'. Performing together is great fun! Plan a concert together to celebrate all the songs you have learnt this year. Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and un-tuned instruments musically to an audience.</p>
--	---	--	---	---	--	--

Key Stage One Curriculum Overview 2023-2024



	<p>different times, traditions and composers. Learn to recognise instruments and basic style indicators. Encourage discussions using musical language.</p> <p>Playing Instruments- Use glocks, recorders or band instruments if appropriate. Learn to play together in a band or ensemble.</p> <p>Composition- Continue to learn that composition is creating simple rhythms and melodies that are notated or recorded in some way.</p>	<p>notated or recorded in some way.</p>		<p>rhythms and melodies that are notated or recorded in some way.</p>		
--	---	---	--	---	--	--

SMSC/values	<p>All About Me</p> <p>Harvest</p> <p>Walk to School Week</p> <p>Sponsored Event - MacMillan Coffee Morning (29th Sept)</p> <p>Children in Need (17th November)</p> <p>Road safety (19th – 25th November)</p>	<p>New year</p> <p>Valentine's Day (14th February)</p> <p>Safer Internet Day (6th February)</p> <p>Child mental health week 5th – 11th Feb</p> <p>Yorkshire Wildlife Park Trip (27th February)</p> <p>World Book Day (7th March)</p>	<p>Science week</p> <p>Sun safety</p> <p>National Gardening Week 1st – 7th May</p> <p>Sports day</p> <p>Leaver's concert</p> <p>Leavers Celebration</p>
--------------------	---	---	---

Key Stage One Curriculum Overview 2023-2024



	<p>Rosh Hashanah (15th -17th September)</p> <p>Yom Kippur (24/25th September)</p> <p>Key Strings (12th Oct)</p> <p>All Saints Day (1st November) Weston Pak Museum Trip Y 1 & 2 (7th & 8th November)</p> <p>Tiny Town Trip EYFS (14th Nov)</p> <p>Diwali (12th November)</p> <p>St Andrew's Day (30th November)</p> <p>Old Toys Artefact Box – (13th -4th November)</p> <p>Bonfire Safety</p> <p>Remembrance Day (11th November)</p> <p>Hanukkah(7th – 15th December)</p> <p>Christingle Service</p> <p>Christmas Celebrations</p> <p>Christmas Performances</p> <p>Anti-bullying (13th – 17th November)</p> <p>Maths Event</p> <p>Black History Month (October)</p> <p>National Read a Book Day (6th September)</p> <p>National Teaching Assistant Day (29th Sept)</p> <p>World Values Day (19th October)</p>	<p>St George's Day (23rd April)</p> <p>St Patrick's day (17th March)</p> <p>St David's Day (1st March)</p> <p>Easter</p> <p>Chinese New Year (16th Feb)</p> <p>Comic Relief- (17th March)</p> <p>Mother's Day – (10th March)</p> <p>Sponsored Pancake flip/day (13th Feb)</p> <p>National Wildlife Week (4th – 9th April)</p>	<p>Seaside Day (EYFS)</p> <p>Adventure Day (KS1)</p> <p>Transition Activities</p> <p>Peak Railway & farm trip (5th, 12th & 19 June)</p> <p>World Environment Day – (5th June)</p> <p>Healthy eating Week – 12th June - 16th June)</p> <p>Father's Day – (16th June)</p> <p>Plastic Free July</p>
--	--	---	--

Key Stage One Curriculum Overview 2023-2024



	Recycle Week (16 th -22 nd October)		
Curriculum Enrichments	<p>Qualitas Sporting Events Forest School Bikability YR Key String-Black History Month Harvest Festival Artefact Box – toys Trip to Tiny Town YR Weston Park Museum Y 1 & 2 Pantomime Christingle Service Christmas performance</p>	<p>Qualitas Sporting Events Forest School Pancake Flip Chinese New Year enrichment day Who Left the footprint?- enrichment day Eggs and chicks in school Visit to Yorkshire Wildlife Park – Whole School Dance Festival - Year 2 Easter Concert/ECO competition</p>	<p>Qualitas Sporting Events Forest School Ducklings Explorer enrichment day Peak Rail/Matlock Meadows trip-whole school Sports Day Transition visits Year 2 leavers concert and party Seaside Day - YR Adventure Day – Y 1&2 Science with Dronfield Henry fFnshaw School</p>