



St. Patrick's Catholic Primary School



Class 1 and 2 Curriculum Overview

	Autumn		Spring		Summer	
TOPIC	Myself (2 weeks) People Who Help Us (4 weeks) Little People, Big Dreams (1 week) Autumn (1 week)	Where we live! (2 weeks) There's an adventure out there (4 weeks) Little People, Big Dreams (1 week) Christmas (1 week)	Winter/ Arctic Life (1 week) Look Up (4 weeks) Little People, Big Dreams (1 week)	Little People, Big Dreams (1 week)) All things bright and beautiful (4 weeks) Easter/ Spring (1 week)	My memories (1 week) Mad about Minibeasts (4 weeks) Little People, Big Dreams (1 week)	Keeping Safe (1 week) Our wonderful world (4 weeks) Moving On / Little people Big dreams (1 week)
Whole School Focus	Art week - painting self portraits and face collages Celebration of Saints days Global and Eco theme days Peace day	D&T week - creating shape collage fire engines Celebration of Saints days Global and Eco theme days Poppy day	Art week - designing clay rockets Celebration of Saints days Global and Eco theme days CAFOD day	D&T week - making animal habitats e.g. underwater, building a farm Celebration of Saints days Global and Eco theme days World water day	Art week - fingerprint minibeasts Celebration of Saints days Global and Eco theme days Earth day	D&T week - making the creation using different media and materials Celebration of Saints days Global and Eco theme days World oceans day
RE	Myself (Domestic church /Family)	Welcome (Baptism/ Belonging) Birthday (Advent – Christmas – Loving) & Other Faith	Celebrating (Local Church – Community)	Gathering (Relating) Growing (Lent/ Easter – Giving) & Other Faith	Good news (Pentecost – Serving) Friends (Reconciliation)	Wonderful world (Universal church) & Other Faith CAFOD
LITERACY <i>Comprehension</i> <i>Word reading</i> <i>Writing</i>	Forming letter shapes. Writing my own name. Hears and says the initial sound in words. Reading for pleasure	Writing my own name and other words. Hears and says the initial sound in words. Reading for pleasure	Can segment the sounds in simple words and blend them together. Links sounds to letters, naming and sounding the letters of the alphabet.	Links sounds to letters, naming and sounding the letters of the alphabet. Uses some clearly identifiable letters to communicate meaning,	Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts.	Writes own name and other things such as labels, captions. Attempts to write short sentences in meaningful contexts.

			Begins to read words and simple sentences. Reading for pleasure	representing some sounds correctly and in sequence. Begins to read words and simple sentences. Reading for pleasure	Can read and understand simple sentences. Use phonic knowledge to decode regular words and read them aloud. Reading for pleasure	Can read and understand simple sentences. Use phonic knowledge to decode regular words and read them aloud. Reading for pleasure
PHONICS Little Wandle	Rhyme of the Week Nursery: Foundation for Phonics Reception: Phase 2 Autumn 1	Rhyme of the Week Nursery: Foundation for Phonics Reception: Phase 2 Autumn 1	Rhyme of the Week Nursery: Foundation for Phonics Reception: Phase 3 Spring 1	Rhyme of the Week Nursery: Foundation for Phonics Reception: Phase 3 Spring 2	Rhyme of the Week Nursery: Foundation for Phonics Reception: Phase 4 Summer 1	Rhyme of the Week Nursery: Foundation for Phonics Reception: Phase 4 Summer 1
MATHS (White Rose) Number Numerical Patterns	White Rose Getting To Know You Just like Me!	White Rose It's me 1,2,3 Light & Dark Consolidation	White Rose Alive in 5! Growing 6,7,8	White Rose Building 9 and 10 Consolidation	White Rose To 20 and Beyond First, Then, Now	White Rose On The move
PSED Self Regulation Managing Self Building Relationships	Rules and routines Self care	Road safety	Online safety	999 emergency	Water safety 10:10 RSE	Sun safety Friendships 10:10 RSE
CAL Listening, Attention and Understanding Speaking	Story time Vocabulary Song time Rhyme time Poetry time Circle time/Talk time	Story time Vocabulary Song time Rhyme time Poetry time Circle time/Talk time	Story time Vocabulary Song time Rhyme time Poetry time Circle time/Talk time	Story time Vocabulary Song time Rhyme time Poetry time Circle time/Talk time	Story time Vocabulary Song time Rhyme time Poetry time Circle time/Talk time	Story time Vocabulary Song time Rhyme time Poetry time Circle time/Talk time
PD Gross Motor Fine Motor	Developing fine and gross motor movements. Managing self-care Health and wellbeing PE Passport	Developing fine and gross motor movements. Managing self-care Healthy and wellbeing PE Passport	Developing fine and gross motor movements Managing self-care Healthy and well being PE Passport	Developing fine and gross motor movements. Managing self-care Health and wellbeing PE Passport	Developing fine and gross motor movements. Managing self-care Health and wellbeing PE Passport	Developing fine and gross motor movements. Managing self-care Health and wellbeing PE Passport
THE WORLD Past and Present People, Culture and Communities The Natural World	Seasonal Change Autumn Little people, big dreams Global goals Hands-on exploration Exploring cultures and beliefs Exploring other countries	Seasonal Change Autumn Little people, big dreams Global goals Hands-on exploration Exploring cultures and beliefs Exploring other countries	Seasonal Change Spring Little people, big dreams Global goals Hands-on exploration Exploring cultures and beliefs Exploring other countries	Spring walk Springtime / Easter stories Little people, big dreams Global goals Hands-on exploration Exploring cultures and beliefs Exploring other countries	Seasonal Change Summer Little people, big dreams Global goals Hands-on exploration Exploring cultures and beliefs Exploring other countries	Summer walk Little people, big dreams Global goals Hands-on exploration Exploring cultures and beliefs Exploring other countries
EAD / EMM Creating with Materials Being Imaginative and Expressive	Music Role play Art week Creative activities linked to topics	Music Role play D&T week Creative activities linked to topics	Music Role play Art week Creative activities linked to topics	Music Role play D&T week Creative activities linked to topics	Music Role play Art week Creative activities linked to topics	Music Role play D&T week Creative activities linked to topics

BRITISH VALUES	Democracy: Children will learn to respect other people and understand that we are all special. Children will know why voting is important and will vote to decide on a role-play area in class and on other matters.	Falling Out- Tolerance: Children will discuss and begin to learn and understand how to solve their own problems. Children will learn to respect other people – we are all special and know how to be a good friend.	Individual Liberty: Children will learn about how they have changed from being a baby.Children will be encouraged to think about what they want to get better at.Children will continue to learn what is ‘right’ and ‘wrong.’	Rule of Law: Children will be encouraged to reflect on the positive skills they have and recognise that people like different things and that is ‘ok.’ Children will learn to respect other people’s ideas.	Respect: Children will learn about how to be good friends. Children will learn what to do when things do not go their way. Children will continue to learn what is ‘right’ and ‘wrong.’	Tolerance: Children will begin to learn how change makes them feel and how they can help themselves to deal with change. Children will begin to know that other people feel sad too sometimes and they can help.
CULTURAL CAPITAL	The essential knowledge that children need to be educated citizens. Prepare children with the skills and knowledge by extending their language by introducing interesting resources that provoke greater conversations. Activities include: arts and crafts, music, singing, poetry, drama, film making, story-times, food, outings, galleries, museums, theatre, art exhibitions, science; all daily activities which can open a new world for the children.					
CHARACTERISTICS OF EFFECTIVE DEVELOPMENT	Playing & Exploring – Finding out & exploring. Playing with what they know. Being willing to ‘have a go’. Active Learning – Being involved and concentrating. Enjoying achieving what they set out to do. Keeping on trying. Creating & Thinking Critically – Having their own ideas. Making links. Choosing ways to do things					