



# St . Patrick's Catholic Primary School



## Class 1 and 2 Curriculum Overview

	Autumn		Spring		Summer	
TOPIC	<b>Myself</b> (2 weeks) <b>People wo help us</b> (4 weeks) <b>Little People, Big Dreams</b> (1 week) <b>Autumn</b> (1 week)	<b>Where we live!</b> (2 weeks) <b>There's an adventure out there</b> (4 weeks) <b>Little People, Big Dreams</b> (1 week) <b>Christmas</b> (1 week)	<b>Winter/ Arctic Life</b> (1 week) <b>Look Up</b> (4 weeks) <b>Little People, Big Dreams</b> (1 week)	<b>Little People, Big Dreams</b> (1 week)) <b>All things bright and beautiful</b> (4 weeks) <b>Easter/ Spring</b> (1 week)	<b>My memories</b> (1 week) <b>Mad about Minibeasts</b> (4 weeks) <b>Little People, Big Dreams</b> (1 week)	<b>Keeping Safe</b> (1 week) <b>Our wonderful world</b> (4 weeks) <b>Moving On / Little people Big dreams</b> (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	<b>Rhyme of the Week Reception:</b> Phase 2 Autumn 1	<b>Rhyme of the Week Reception:</b> Phase 2 Autumn 1	<b>Rhyme of the Week Reception:</b> Phase 3 Spring 1	<b>Rhyme of the Week Reception:</b> Phase 3 Spring 2	<b>Rhyme of the Week Reception:</b> Phase 4 Summer 1	<b>Rhyme of the Week Reception:</b> Phase 4 Summer 1
MATHS (NCETM)	<ul style="list-style-type: none"> <li>identify when a set can be subitised and when counting is needed</li> <li>subitise different arrangements, both unstructured and structured, including using the Hungarian number frame</li> <li>make different arrangements of numbers within 5 and talk about what they can see, to develop their conceptual subitising skills</li> <li>spot smaller numbers 'hiding' inside larger numbers connect quantities and numbers to finger patterns and explore different ways of representing numbers on their fingers</li> <li>hear and join in with the counting sequence, and connect this to the 'staircase' pattern of the counting numbers, seeing that each number is made of one more than the previous number</li> <li>develop counting skills and knowledge, including: that the last number in the count tells us 'how many' (cardinality); to be accurate in counting, each thing must be counted once and once only and in any order; the need for 1:1 correspondence; understanding that anything can be counted, including actions and sounds</li> <li>compare sets of objects by matching</li> <li>begin to develop the language of 'whole' when talking about objects which have parts</li> </ul>		<ul style="list-style-type: none"> <li>continue to develop their subitising skills for numbers within and beyond 5, and increasingly connect quantities to numerals</li> <li>begin to identify missing parts for numbers within 5</li> <li>explore the structure of the numbers 6 and 7 as '5 and a bit' and connect this to finger patterns and the Hungarian number frame</li> <li>focus on equal and unequal groups when comparing numbers</li> <li>understand that two equal groups can be called a 'double' and connect this to finger patterns</li> <li>sort odd and even numbers according to their 'shape'</li> <li>continue to develop their understanding of the counting sequence and link cardinality and ordinality through the 'staircase' pattern</li> <li>order numbers and play track games</li> <li>join in with verbal counts beyond 20, hearing the repeated pattern within the counting numbers</li> </ul>		<ul style="list-style-type: none"> <li>continue to develop their counting skills, counting larger sets as well as counting actions and sounds</li> <li>explore a range of representations of numbers, including the 10-frame, and see how doubles can be arranged in a 10-frame</li> <li>compare quantities and numbers, including sets of objects which have different attributes</li> <li>continue to develop a sense of magnitude, e.g. knowing that 8 is quite a lot more than 2, but 4 is only a little bit more than 2</li> <li>begin to generalise about 'one more than' and 'one less than' numbers within 10</li> <li>continue to identify when sets can be subitised and when counting is necessary</li> <li>develop conceptual subitising skills including when using a rekenrek</li> </ul>	
PSED <i>Self Regulation Managing Self Building Relationships</i>	Rules and routines Self care	Road safety	Online safety	999 emergency	Water safety 10:10 RSE	Sun safety Friendships 10:10 RSE
CAL <i>Listening, Attention and Understanding Speaking</i>	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 <i>Gross Motor</i>	Developing fine and gross motor movements.	Developing fine and gross motor movements.	Developing fine and gross motor movements	Developing fine and gross motor movements.	Developing fine and gross motor movements.	Developing fine and gross motor movements.

<i>Fine Motor</i>	Managing self-care Health and wellbeing <a href="#">PF Passport</a>	Managing self-care Healthy and wellbeing <a href="#">PF Passport</a>	Managing self-care Healthy and well being <a href="#">PF Passport</a>	Managing self-care Health and wellbeing <a href="#">PF Passport</a>	Managing self-care Health and wellbeing <a href="#">PF Passport</a>	Managing self-care Health and wellbeing <a href="#">PF Passport</a>
THE WORLD <i>Past and Present People, Culture and Communities The Natural World</i>	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 <i>Creating with Materials Being Imaginative and Expressive</i>	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	<b>Democracy:</b> 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.	<b>Falling Out- Tolerance:</b> 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.	<b>Individual Liberty:</b> 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.’	<b>Rule of Law:</b> 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.	<b>Respect:</b> 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.’	<b>Tolerance:</b> 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					