



Believing, Learning & Sharing Together

Mellor St Mary CE Primary School EYFS and KS1 Curriculum Overview

'For with God nothing shall be impossible.' Luke 1:37

Autumn Term enquiry question: How do we stay fit and healthy?



EYFS CYCLE B

Curriculum Plan

In EYFS prime areas of learning connected to communication, language, literacy, mathematical understanding, physical development and PSE are delivered on a daily basis.

The themes shown on this map are specific areas linked, although they are taught in a holistic manner which builds up children's knowledge, understanding and skills over each term, leading to a good level of development at the end of the Foundation year.



Spring Term enquiry question: What can we learn from the Great Fire of London ?



Summer Term enquiry question: How do different plants grow in different areas of the world?



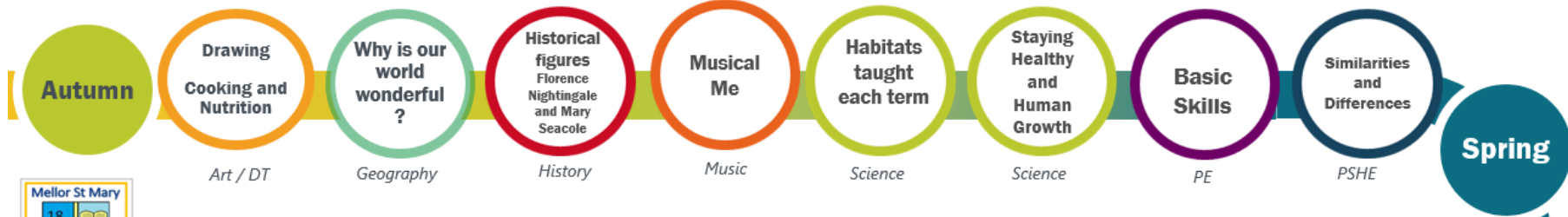


Believing, Learning & Sharing Together

Mellor St Mary CE Primary School EYFS and KS1 Curriculum Overview

'For with God nothing shall be impossible.' Luke 1:37

Autumn Term enquiry question : How do we stay fit and healthy?



KS1 CYCLE B

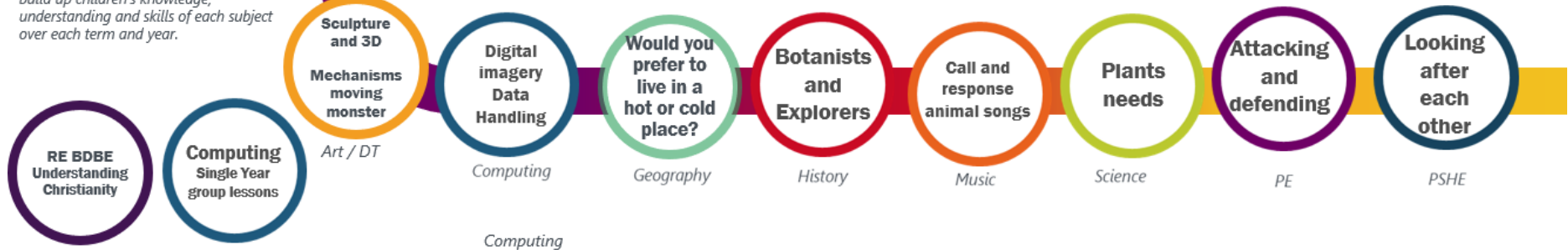
In KS1 some subjects such as Maths, Phonics, Computing, PSHE and RE are delivered in single year groups or weekly basis.

The subjects shown on this map may be delivered in weekly blocks, all of which build up children's knowledge, understanding and skills of each subject over each term and year.

Spring Term enquiry question : What can we learn from the Great Fire of London?



Summer Term enquiry question : How do different plants grow in different areas of the world?





Believing, Learning & Sharing Together

Mellor St Mary CE Primary School EYFS and KS1 Curriculum Overview

'For with God nothing shall be impossible.' Luke 1:37

Revised January 2025			
5 core learning outcomes for each unit within each subject			
CYCLE B	Autumn	Spring	Summer
EYFS Y1 Y2	<p>How can we stay fit and healthy? "Do you not know that your bodies are temples of the Holy Spirit, who is in you, whom you have received from God?" 1 Corinthians 6:19</p>	<p>What can we learn from the Great Fire of London? "The Lord is my shepherd. I shall not want. He makes me lie down in green pastures. He leads me beside still waters." Psalm 23</p>	<p>How do plants grow in different areas of the world? "God said, "See, I give you every seed-bearing plant that is upon all the earth, and every tree that has seed-bearing fruit." Genesis 1.29</p>
Special Days, Weeks and Enrichments			
EYFS Y1 Y2	Roald Dahl Day (September) Mental Health Week (October) Remembrance Day (November) Anti bullying Week (November) Switch off Fortnight (November) Children in Need Day (November) Save the Children Day (December)	Chinese New Year RSPB Big School Garden Watch Week (January) Online Safety Week (February) British Science Week (March) Fair Trade fortnight (March) Comic Relief/ Sports Relief Day (March)	Hope – Share a Pencil SMSC themes Environmental activities Mary's Meals Malawi back pack
EYFS Y1 Y2	Seasonal- Autumn & Winter Planting bulbs, harvesting foods Local area walks	Seasonal – Winter & Spring Bird watch Sowing seeds Weather stations	Seasonal- Summer STEM week Visits to seaside Sport days



Believing, Learning & Sharing Together

Mellor St Mary CE Primary School EYFS and KS1 Curriculum Overview

'For with God nothing shall be impossible.' Luke 1:37

EYFS	<p style="text-align: center;">Understanding the World</p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>		
HISTORY	Autumn	Spring	Summer
EYFS	<p>Me and My Family : Mary Seacole 5 core learning outcomes</p> <ul style="list-style-type: none"> Recall facts about Mary Seacole and Florence Nightingale's lives. Order facts about Mary Seacole's life according to dates. Discuss why she is remembered today and not when she was alive important/significant achievement. Discuss changes in medical care– then and now equipment, tools etc. 	<p>A Long Time Ago : The Great Fire of London 5 core learning outcomes</p> <ul style="list-style-type: none"> Ask questions about artefacts. Use a range of sources to collect information about the Great Fire of London Order facts about the Great Fire of London. Compare modern fire fighting equipment with those of 1666 Compare buildings through the ages from 1666 to modern day. 	<p>Old and New : Botanists 5 core learning outcomes</p> <ul style="list-style-type: none"> Arrange familiar items in order of age (old to new) Compare pictures, photos of common objects used when gardening e.g. spade, fork, tractor etc and talk about similarities and differences Know facts about Beatrix Potter and recognise some of her book characters
HISTORY	Autumn	Spring	Summer
Y 1 Y 2	<p>Who helped develop how we are looked after today? 5 core learning outcomes</p>	<p>What was it like during the Great Fire in 1666? 5 core learning outcomes</p>	<p>Botanists and Explorers 5 core learning outcomes</p>



Believing, Learning & Sharing Together

Mellor St Mary CE Primary School EYFS and KS1 Curriculum Overview

'For with God nothing shall be impossible.' Luke 1:37

	<ul style="list-style-type: none"> Recall facts about Mary Seacole and Florence Nightingale's lives. Order facts about Mary Seacole's life according to dates. Discuss why she is remembered today and not when she was alive important/significant achievement. Discuss changes in medical care– then and now equipment, tools etc. <p>NC: the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Learn about Florence Nightingale and Mary Seacole. The children will learn about their lives and how they helped others. They will compare their lives and look for similarities and differences.</p> <p>NC: changes within living memory that are significant nationally and globally.</p> <ul style="list-style-type: none"> Learn about toys in the past and how these have changed over 	<ul style="list-style-type: none"> Ask questions about artefacts. Use a range of sources to collect information about the Great Fire of London Order facts about the Great Fire of London. Compare modern fire fighting equipment with those of 1666 <p>Compare buildings through the ages from 1666 to modern day.</p> <p>NC: events beyond living memory that are significant nationally or globally</p> <p>NC: the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Ch will learn about and investigate the events of the Great Fire of London including where and how the fire started. They will learn why the fire spread so quickly and how London recovered from the fire. The children will learn about changes since the fire such as the fire brigade and building materials. The children will learn about key artifacts that link to the great fire including Samule Pepys' Diary.</p>	<ul style="list-style-type: none"> Know and order facts about Beatrix Potter. Recognise and explain why Beatrix Potter is a significant figure. Use a secondary resources to understand what Beatrix Potter did. Discuss reliability of a secondary resource. Compare modern authors / botanists to Beatrix Potter. Compare two figures from a similar time period (Beatrix Potter and Sherpa Tenzing / Edmond Hilary Ethel Carnie Holdsworth) Ethel Carnie Holdsworth - Wikipedia <p>NC: the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>The children will learn about famous botanists and explorers from the past who have contributed to national life.</p>
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



Believing, Learning & Sharing Together

Mellor St Mary CE Primary School EYFS and KS1 Curriculum Overview

'For with God nothing shall be impossible.' Luke 1:37

	<p>time. They will explore different toys, create a timeline of toys and think about why they were and still are popular. This may link into Christmas and the giving of gifts.</p>	<p>NC: Children should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p> <ul style="list-style-type: none"> - Children will learn where the Great Fire fits into a timeline of events. 	
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

EYFS	<p>Understanding the World</p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>		
GEOGRAPHY	Autumn	Spring	Summer
Y 1 Y 2	<p>Why is our world so wonderful?</p> <ul style="list-style-type: none"> - Identify features and major characteristics of the UK. - Name oceans and locate these on a world map. 	<p>What is it like to live in Shanghai?</p> <ul style="list-style-type: none"> - Use a world map to start to recognise continents, oceans and countries outside the UK with a focus on China. 	<p>Would you prefer to live in a hot or cold place?</p> <ul style="list-style-type: none"> - Introduce basic concepts of climate zones. - Map out hot and cold places globally.



Believing, Learning & Sharing Together

Mellor St Mary CE Primary School EYFS and KS1 Curriculum Overview

'For with God nothing shall be impossible.' Luke 1:37

	<ul style="list-style-type: none"> - Consider what is unique about the natural habitats in their locality - Use fieldwork to investigate and present this. <p>NC: Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>The children will learn about each of the 4 countries. They will learn where it sits on the map and they will learn about features of that area including different traditions. The children will learn where the Capital Cities are and this will link to learning in History during the spring term.</p> <p>NC: Name and locate the worlds 7 continents and 5 oceans</p> <p>Relating to different explorers the children will learn the continents that we live on. They will then learn the oceans and recap the seas of the United Kingdom.</p>	<ul style="list-style-type: none"> - Identify physical features of Shanghai using aerial photos and maps. - Identify human features through exploring land use. - Compare human and physical features of Shanghai to features in the local area. - Make a simple map using data collection through fieldwork. - <p>NC: use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>The children will learn about the Human and Physical features of each country. They will then focus in particular of the features found in London.</p> <p>NC: use aerial photographs and plan perspectives to recognise landmarks</p>	<ul style="list-style-type: none"> - Compare features in the North and South Poles. - Compare hot country e.g. Kenya to local area. - Learn the four compass points and the names and locations of the seven continents. - • NC: 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 • use basic geographical vocabulary to refer to: key human and physical features, including: hill, river, soil, valley, human features, including: city, town, village, factory, farm, house, office, port, and shop.
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



Believing, Learning &
Sharing Together

Mellor St Mary CE Primary School EYFS and KS1 Curriculum Overview

'For with God nothing shall be impossible.' Luke 1:37

		<p>NC: Name and Locate the equator.</p> <p>The children will learn what the equator is and locate it on a globe.</p>	<p>Begin to locate hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <ul style="list-style-type: none">- Children explore the weather patterns of the UK and the different weathers we can get. They are also to recap the weather patterns that are found in different seasons.- Children will explore the weather in our county and the weather found on Mount Everest in Nepal. They will also contrast this with the weathers found in the north and south poles. <p>NC: use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p>Children use compasses to navigate around the school grounds to find pictures of leaves linking to our science.</p>
--	--	-----------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



Believing, Learning & Sharing Together

Mellor St Mary CE Primary School EYFS and KS1 Curriculum Overview

'For with God nothing shall be impossible.' Luke 1:37

EYFS	<p style="text-align: center;">Understanding the World</p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>		
COMPUTING	Autumn	Spring	Summer
Teach Computing Y 1 Y 2	<p>Y1 Digital Painting and Technology Around Us Learning how to login and navigate around a computer; developing mouse skills; learning how to drag, drop, click and control a cursor to create works of art</p> <p>NC: Recognise common uses of information technology beyond school.</p> <p>NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Y2 IT Around Us and Digital Photography</p>	<p>Y1 Pictograms and Robot Algorithms Learning what data is and the different ways it can be represented. Learning why data is useful and the ways it can be gathered and recorded.</p> <p>NC: Recognise common uses of information technology beyond school.</p> <p>Y2 Moving a Robot and Grouping Data Introducing programming through the use of a Bee-Bot and other coding objects, exploring its functions and design a code for a purpose. Algorithms, decomposition and debugging are made relatable to familiar</p>	<p>Y1 Digital Writing and Program Animation Learning how to operate a word program e.g. Microsoft Office 365 using key features including font, size, colour and keyboard skills. Developing keyboard and mouse skills through designing, building and testing.</p> <p>NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Y2 Digital Music and Program Quizzes Learning how to compose and create music using music programmes e.g.</p>



Believing, Learning & Sharing Together

Mellor St Mary CE Primary School EYFS and KS1 Curriculum Overview

'For with God nothing shall be impossible.' Luke 1:37

	<p>Developing their understanding and use of technology to aid everyday life, including login, shut down, save, retrieve, copy, paste and navigate around a computer; developing mouse skills; learning how to drag, drop, click and control a digital camera and create photographic pieces.</p> <p>Taking and editing photos, searching for and adding images to a project</p> <p>NC: Recognise common uses of information technology beyond school.</p> <p>NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p>contexts, following directions, learning why instructions need to be specific</p> <p>NC: understand what algorithms are, how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions</p> <p>NC: Use logical reasoning to predict the behaviour of simple programs.</p>	<p>garage band, by creating repeated sounds using different instruments and repeating sequences.</p> <p>Learning how to follow a simple data chain/ data base to answer questions.</p> <p>NC: understand what algorithms are, how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions</p>
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

EYFS	<p style="text-align: center;">Understanding the World</p> <p>Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.</p>
------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



Believing, Learning & Sharing Together

Mellor St Mary CE Primary School EYFS and KS1 Curriculum Overview

'For with God nothing shall be impossible.' Luke 1:37

SCIENCE	Autumn	Spring	Summer
Plymouth Science Y 1 Y 2	<p>What do we need to do to stay fit and healthy? 5 core outcomes (Y1/2 Animals inc humans)</p> <ol style="list-style-type: none"> 1. Identify, name, draw and label the basic parts of the human body 2. Say which part of the body is associated with each sense. 3. Describe the importance for humans of exercise 4. Describe the importance for eating the right amounts of different types of food, 5. Describe the importance of hygiene. <p>NC: identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Children will learn about their body. They will draw around each other on large pieces of paper and place labels</p>	<p>Which are the most suitable Materials to build a house? 5 core outcomes</p> <p>Spring 1 (Y1 Materials)</p> <ol style="list-style-type: none"> 1. Distinguish between an object and the material from which it is made. 2. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. 3. Describe the simple physical properties of a variety of everyday materials. 4. Compare and group together a variety of everyday materials on the basis of their simple physical properties. <p>Spring 2 (Y2 Materials)</p> <ol style="list-style-type: none"> 1. 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>What are the parts of a plant and tree? 5 core outcomes (Y2 Plants)</p> <ol style="list-style-type: none"> 1. Identify and describe the basic structure of a variety of common flowering plants 2. Identify and describe the basic structure of a trees. 3. Observe and describe how seeds and bulbs grow into mature plants. 4. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <p>NC: observe and describe how seeds and bulbs grow into mature plants</p> <p>The children will</p> <ul style="list-style-type: none"> • Make close observations of seeds and bulbs. • Classify seeds and bulbs. Research and plan when and how to plant a range of seeds and bulbs.



Believing, Learning & Sharing Together

Mellor St Mary CE Primary School EYFS and KS1 Curriculum Overview

'For with God nothing shall be impossible.' Luke 1:37

	<p>to each body part. They will investigate what each of our senses do and what they are called. They will finally link these to the appropriate body part.</p> <p>NC: Notice that animals, including humans, have offspring which grow into adults.</p> <p>Children will learn about simple life cycles. They will learn how animals grow. They may monitor the growth of a baby within school.</p> <p>NC: describe the importance for humans to exercise, eat the right amounts of different types of food, and hygiene.</p> <p>The children explore the effects of exercise on their bodies. They will ask a parent of a baby how they look after their baby. They will classify foods in a range of ways including using an eat well plate. Finally the children will investigate washing their hands using glitter gel.</p>	<p>2. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>NC:</p> <ul style="list-style-type: none"> • distinguish between an object and the material from which it is made. • identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • describe the simple physical properties of a variety of everyday materials • compare and group together a variety of everyday materials on the basis of their simple physical properties <p>The children will Classify objects made of one material in different ways e.g. a group of object made of metal. They will Classify in different ways one type of object made from a range of materials e.g. a collection of spoons made of different materials. They will Classify materials based on their properties. They</p>	<ul style="list-style-type: none"> • Look after the plants as they grow – weeding, thinning, watering etc. • Make close observations and measurements of their plants growing from seeds and bulbs. • Make comparisons between plants as they grow <p>NC: find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <ul style="list-style-type: none"> - The children will investigate where cress can grow and stay healthy including places of differing temperature, differing light and differing water.
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



Believing, Learning &
Sharing Together

Mellor St Mary CE Primary School EYFS and KS1 Curriculum Overview

'For with God nothing shall be impossible.' Luke 1:37

		<p>will Test the properties of objects e.g. absorbency of cloths, strength of party hats made of different papers, stiffness of paper plates, waterproofness of shelters.</p> <ul style="list-style-type: none">• NC Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.• Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <p>The children will Classify materials. They will make suggestions about alternative materials for a purpose that are both suitable and unsuitable They will test the properties of materials for particular uses e.g. compare the stretchiness of fabrics to select the most appropriate for Elastigirl's costume, test materials for waterproofness to select the most appropriate for a rain hat</p>	
--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--



Believing, Learning & Sharing Together

Mellor St Mary CE Primary School EYFS and KS1 Curriculum Overview

'For with God nothing shall be impossible.' Luke 1:37

EYFS	<p style="text-align: center;">Expressive Arts</p> <p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>		
EYFS	Autumn	Spring	Summer
Kapow	<p>Drawing : Marvellous Marks Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Sculpture and 3D : Creation Station Develop colour missing techniques to enable them to match the colours they seen and want to represent</p> <p>Have opportunities to work together to develop and realise creative ideas.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>Craft and Design : Let's Get Crafty Use a variety of materials to construct with, discuss what they want to make and what problems they might face as well as solutions. Help them to reflect on their original aim.</p> <p>Model different joining techniques and how to use different joining resources and tools.</p>
ART	Autumn	Spring	Summer
Y 1 Y 2	<p>Drawing : Y1 Make Your Mark 5 core learning outcomes</p> <ol style="list-style-type: none"> 1. Know and use vocab/language to describe lines and texture.. 2. Know that lines are one continuous movement but can vary is appearance 3. Can use a range of mark making techniques for a specific purpose. 	<p>Painting and mixed media : Y1 Colour Splash 5 core learning outcomes</p> <ol style="list-style-type: none"> 1. Name the primary colours. 2. Mix primary colours to make secondary colours. 3. Mix five different shades of a secondary colour. 	<p>Sculpture and 3D : Y1 paper Play 5 core learning outcomes</p> <ol style="list-style-type: none"> 1. Make choices about their sculpture, e.g. how they arrange the tubes on the base or the colours they place next to each other. 2. Shape paper strips and tubes in a variety of ways to make 3D drawings.



Believing, Learning & Sharing Together

Mellor St Mary CE Primary School EYFS and KS1 Curriculum Overview

'For with God nothing shall be impossible.' Luke 1:37

	<ol style="list-style-type: none"> 4. Know that artists choose to make art in different ways. 5. Drawing : 6. Know that materials are chosen for their properties to achieve certain effects. 	<ol style="list-style-type: none"> 4. 4.Mix secondary colours with confidence to paint a plate. 5. Apply paint consistently to their printing materials to achieve a print. 	<ol style="list-style-type: none"> 3. Create a sculpture that includes several different techniques for shaping paper. 4. Work successfully with others, sustaining effort over a time. 5. Artists living in different places at different times can be inspired by similar ideas or stories.
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

EYFS	<h3>Expressive Arts</h3> <p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p style="text-align: center;">How can we explore music?</p> <p style="text-align: center;">Explore different sounds of instruments, both commercial and home-made. Begin to build a repertoire of songs and dances. Tap out simple repeated rhythms.</p> <p>Listen to a variety of music styles and also a variety of instruments. Play games using auditory discrimination, linking with Phase 1 Phonics. Use tuned (glockenspiels) and untuned instruments to accompany and make music. Find the pulse of the music.</p>		
EYFS	Autumn	Spring	Summer
Kapow	History of music: Celebration music Listen attentively, move to and talk about music, expressing their feelings and responses.	Composing Musical stories	Listening Transport Explore and engage in music making and dance, performing solo or in groups.



Believing, Learning & Sharing Together

Mellor St Mary CE Primary School EYFS and KS1 Curriculum Overview

'For with God nothing shall be impossible.' Luke 1:37

	Sing in a group or on their own, increasingly matching the pitch and following the melody.	Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody	Sing in a group or on their own, increasingly matching the pitch and following the melody
MUSIC	Autumn	Spring	Summer
Y 1 Y 2	<p>Composing Pitch and Y2 Musical me</p> <p>Pupils who are secure will be able to:</p> <ol style="list-style-type: none"> 1. Sing the melody accurately while playing their instrument in time. 2. Describe the dynamics and timbre of their pieces. 3. Play a known melody from letter notation in the right order, if not with the right rhythms and then play a new melody from letter notation in the right order, if not in time. 4. Invent a melody, write it down and play it back then compose 	<p>Inter related dimensions of music Y2 Instrumental Musical Storytelling</p> <p>Pupils who are secure will be able to:</p> <ol style="list-style-type: none"> 1. Identify different instruments in a piece of music. 2. Correctly identify some instruments and changes in dynamics in a piece. 3. Explain how the same instrument can have many different sounds. 4. Compare two pieces of music using some musical vocabulary to describe the changes in tempo, dynamics and timbre. 5. Successfully create and play a motif and notate and write down their motif in some form. 	<p>Performing Y2 Call and response animal song</p> <p>Pupils who are secure will be able to:</p> <ol style="list-style-type: none"> 1. Use tempo, dynamics and timbre in their piece. 2. Play in time with their group. 3. Use instruments appropriately. 4. Successfully sing back the melody line in time and at the correct pitch. 5. Play either a call and/or response role in time with another pupil and Perform their composition.



Believing, Learning & Sharing Together

Mellor St Mary CE Primary School EYFS and KS1 Curriculum Overview

'For with God nothing shall be impossible.' Luke 1:37

	<p>and perform a piece using different dynamic levels.</p> <p>5. Select instruments with different timbres</p> <p>NC: Use voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>NC: Use voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>NC: -use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

EYFS	<p style="text-align: center;">Expressive Arts</p> <p>The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p>		
DT	Autumn	Spring	Summer



Believing, Learning & Sharing Together

Mellor St Mary CE Primary School EYFS and KS1 Curriculum Overview

'For with God nothing shall be impossible.' Luke 1:37

<p>Y 1 Y 2</p>	<p>Cooking and nutrition: A balanced diet</p> <p>5 core outcomes</p> <ol style="list-style-type: none"> 1. Name the main food groups and identify foods that belong to each group. 2. Describe the taste, feel and smell of a given food. 3. Think of three different wrap ideas, considering flavour combinations. 4. Construct a wrap that meets the design brief and their plan. <p>Handling and exploring fruits and vegetables and learning how to identify which category they fall into, before undertaking taste testing to establish their chosen ingredients for the smoothie they will make design packaging for.</p> <p>NC: When designing and making, pupils should be taught to:</p> <ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas 	<p>Mechanisms: Fairground wheel</p> <p>5 core outcomes</p> <ol style="list-style-type: none"> 1. Design and label a wheel. 2. Consider the designs of others and make comments about their practicality or appeal. 3. Consider the materials, shape, construction and mechanisms of their wheel. 4. Build a stable structure with a rotating wheel. 5. Test and adapt their designs as necessary. <p>Designing and creating their own Ferris wheels, considering how the different components fit together so that the wheels rotate and the structures stand freely. Pupils select appropriate materials and develop their cutting and joining skills.</p> <p>NC: When designing and making, pupils should be taught to:</p> <ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups 	<p>Mechanisms: Making a moving monster</p> <p>5 core outcomes</p> <ol style="list-style-type: none"> 1. Analyse popular toys with the correct terminology. 2. Create functional linkages that produce the desired input and output motions. 3. Design monsters suitable for children, which satisfy most of the design criteria. 4. Evaluate their two designs against the design criteria, using this information and the feedback of their peers to choose their best design. 5. Select and assemble materials to create their planned monster features. <p>After learning the terms; pivot, lever and linkage, children design a monster which will move using a linkage mechanism. Children practise making linkages of different types and varying the materials they use to bring their monsters to life.</p> <p>NC: When designing and making, pupils should be taught to:</p> <ul style="list-style-type: none"> • Design purposeful, functional, appealing products for
--------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



Believing, Learning &
Sharing Together

Mellor St Mary CE Primary School EYFS and KS1 Curriculum Overview

'For with God nothing shall be impossible.' Luke 1:37

	<p>through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <ul style="list-style-type: none"> • Make, select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics • Evaluate explore and evaluate a range of existing products 	<p>and, where appropriate, information and communication technology</p> <ul style="list-style-type: none"> • Make select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics • Evaluate explore and evaluate a range of existing products 	<p>themselves and other users based on design criteria</p> <ul style="list-style-type: none"> • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology • Make select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics • Evaluate explore and evaluate a range of existing products • evaluate their ideas and products against design criteria Technical knowledge • build structures, exploring how they can be made stronger, stiffer and more stable • explore and use mechanisms [for example, sliders, levers, wheels and axles], in their products.
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



Believing, Learning & Sharing Together

Mellor St Mary CE Primary School EYFS and KS1 Curriculum Overview

'For with God nothing shall be impossible.' Luke 1:37

--	--	--	--

EYFS	<p align="center">Personal, Social and Emotional Development</p> <p>Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>		
RE	Autumn	Spring	Summer
EYFS Y 1 Y 2	<p>Aut 1. Unit: 2.1 The Bible. Why is it such a special book?</p> <p>The aim of this unit is to:</p> <ul style="list-style-type: none"> widen the children's understanding of the Bible, its contents, presentation and importance to Christians. <p>Begin to develop children's understanding of holy books from faiths other than Christianity and</p>	<p>Spring 1. Unit: 1.4 Jesus. Why was Jesus special?</p> <p>The aim of this unit is to:</p> <ul style="list-style-type: none"> enjoy exploring these Bible stories that reveal Jesus' power and divine nature. talk about how and why Jesus was special. <p>Spring 2 Unit 2.4 Easter: How do Symbols help us to understand the story?</p>	<p>Summer 1 Unit 2.5 The Church. Why is the church a special place for Christians?</p> <p>The aim of this unit is to:</p> <ul style="list-style-type: none"> give pupils an understanding of 'church' as a holy place and a body of people. begin developing in pupils an understanding of what happens in church and why. <p>give pupils an opportunity to begin exploring places of worship other than a church.</p>



Believing, Learning &
Sharing Together

Mellor St Mary CE Primary School EYFS and KS1 Curriculum Overview

'For with God nothing shall be impossible.' Luke 1:37

	<p>their significance in the lives of believers.</p> <p>Unit: 1.1 Harvest. How can we help those who do not have a good harvest?</p> <p>The aim of this unit is to:</p> <ul style="list-style-type: none">• raise awareness that we harvest food all around the world and that we usually have plenty but others do not. <p>Discuss what our response as Christians should be to the needs of others.</p> <p>Aut 2. Unit: 1.3 Christmas. Why do we give and receive gifts?</p> <p>The aim of this unit is to:</p> <ul style="list-style-type: none">• deepen the children's understanding of the true meaning of Christmas through emphasising that Jesus was a gift from God.	<p>The aim of this unit is to:</p> <ul style="list-style-type: none">• give children an understanding that symbols are pictures or objects with a deeper meaning and a story to tell.• extend pupils' knowledge of the details of the Easter story.- develop pupils' understanding of the importance of Easter and the concept of salvation.	<p>Unit: 2.6 Ascension and Pentecost. What happened at the Ascension and Pentecost?</p> <p>The aim of this unit is to:</p> <ul style="list-style-type: none">• begin to develop the children's knowledge and understanding of these two very significant events.• give children an opportunity to begin to explore the concept of God as three in one. <p>emphasize the importance of these events in the life of Jesus and the Church, then and now.</p>
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



Believing, Learning &
Sharing Together

Mellor St Mary CE Primary School EYFS and KS1 Curriculum Overview

'For with God nothing shall be impossible.' Luke 1:37

	<ul style="list-style-type: none"> discuss the thoughts and feelings associated with giving and receiving gifts. 		
Christian Distinctiveness – Understanding Christianity			
	Generosity Harvest – God and Creation Wisdom Incarnation Christmas – hope, peace, joy and love	Thankfulness - for gifts and for Jesus as a gift to us Gospel– The teaching of Jesus Easter – Salvation	Love- Kingdom of God People of God Ascension and Pentecost - Gospel

EYFS	Personal, Social and Emotional Development
	<p>Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive 9 relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.</p>



Believing, Learning &
Sharing Together

Mellor St Mary CE Primary School EYFS and KS1 Curriculum Overview

'For with God nothing shall be impossible.' Luke 1:37

PSHE / Relationship Education	Autumn	Spring	Summer
EYFS	<p>Y1 Aut 1 Relationships. What is the same and different about us? In this unit of work, pupils learn... what they like/dislike and are good at</p> <ul style="list-style-type: none"> • what makes them special and how everyone has different strengths • how their personal features or qualities are unique to them • how they are similar or different to others, and what they have in common • to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private. <p>Y1 Aut 2 Relationships Who is special to us? In this unit children will learn that family is one of the groups they</p>	<p>Y2 Spring 1 Living in the Wider World What jobs do people do? In this unit, children will learn how jobs help people earn money to pay for things they need and want</p> <ul style="list-style-type: none"> • about a range of different jobs, including those done by people they know or people who work in their community • how people have different strengths and interests that enable them to do different jobs • how people use the internet and digital devices in their jobs and everyday life <p>Y2 Spring 2 Health and Wellbeing What helps us to stay safe? In this unit, children will learn how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online)</p> <ul style="list-style-type: none"> • how to identify risky and potentially unsafe situations (in familiar and 	<p>Y1 Summer 1 Health and Wellbeing Who helps to keep us safe? In this unit, children will learn that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people</p> <ul style="list-style-type: none"> • who can help them in different places and situations; how to attract someone's attention or ask for help; what to say • how to respond safely to adults they don't know • what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard • how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say <p>Y1 Summer 2 Living in the Wider World</p>



Believing, Learning & Sharing Together

Mellor St Mary CE Primary School EYFS and KS1 Curriculum Overview

'For with God nothing shall be impossible.' Luke 1:37

	<p>belong to, as well as, for example, school, friends, clubs</p> <ul style="list-style-type: none"> • about the different people in their family / those that love and care for them • what their family members, or people that are special to them, do to make them feel loved and cared for • how families are all different but share common features – what is the same and different about them • about different features of family life, including what families do / enjoy together • that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried 	<p>unfamiliar environments, including (online) and take steps to avoid or remove themselves from them</p> <ul style="list-style-type: none"> • how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets • how not everything they see online is true or trustworthy and that people can pretend to be someone they are not • how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that concerns or scares them 	<p>How can we look after each other and the world?</p> <p>In this unit, children will learn how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively</p> <ul style="list-style-type: none"> • the responsibilities they have in and out of the classroom • how people and animals need to be looked after and cared for • what can harm the local and global environment; how they and others can help care for it • how people grow and change and how people's needs change as they grow from young to old • how to manage change when moving to a new class/year group
Y1 Y2	<p>Y1 Aut 1 Relationships. What is the same and different about us? In this unit of work, pupils learn... what they like/dislike and are good at</p>	<p>Y1 Spr 1 Health and wellbeing What helps us stay healthy? The children will learn -</p> <ul style="list-style-type: none"> • What being healthy means and who helps them to stay healthy (e.g. parent, dentist, doctor) 	<p>Y1 Summer 1 Health and Wellbeing Who helps to keep us safe? In this unit, children will learn that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people</p>



Believing, Learning & Sharing Together

Mellor St Mary CE Primary School EYFS and KS1 Curriculum Overview

'For with God nothing shall be impossible.' Luke 1:37

	<ul style="list-style-type: none"> • what makes them special and how everyone has different strengths • how their personal features or qualities are unique to them • how they are similar or different to others, and what they have in common • to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private. <p>Y1 Aut 2 Relationships Who is special to us? In this unit children will learn that family is one of the groups they belong to, as well as, for example, school, friends, clubs</p> <ul style="list-style-type: none"> • about the different people in their family / those that love and care for them • what their family members, or people that are special to them, do to make them feel loved and cared for 	<ul style="list-style-type: none"> • That things people put into or onto their bodies can affect how they feel • How medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy • Why hygiene is important and how simple hygiene routines can stop germs from being passed on • What they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing <p>Y1 Spr 2 Living in the wider world What can we do with money? The children will learn -</p> <ul style="list-style-type: none"> • What money is – that money comes in different forms • How money is obtained (e.g. earned, won, borrowed, presents) • How people make choices about what to do with money, including spending and saving 	<ul style="list-style-type: none"> • who can help them in different places and situations; how to attract someone's attention or ask for help; what to say • how to respond safely to adults they don't know • what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard • how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say <p>Y1 Summer 2 Living in the Wider World How can we look after each other and the world? In this unit, children will learn how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively</p> <ul style="list-style-type: none"> • the responsibilities they have in and out of the classroom • how people and animals need to be looked after and cared for
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



Believing, Learning &
Sharing Together

Mellor St Mary CE Primary School EYFS and KS1 Curriculum Overview

'For with God nothing shall be impossible.' Luke 1:37

	<ul style="list-style-type: none"> • how families are all different but share common features – what is the same and different about them • about different features of family life, including what families do / enjoy together • that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried <p>Y2 Aut 1 Relationships What makes a good friend? The children will learn -</p> <ul style="list-style-type: none"> • How to make friends with others • How to recognise when they feel lonely and what they could do about it • How people behave when they are being friendly and what makes a good friend • How to resolve arguments that can occur in friendships 	<ul style="list-style-type: none"> • The difference between needs and wants – that people may not always be able to have the things they want • How to keep money safe and the different ways of doing this <p>Y2 Spring 1 Living in the Wider World What jobs do people do? In this unit, children will learn how jobs help people earn money to pay for things they need and want</p> <ul style="list-style-type: none"> • about a range of different jobs, including those done by people they know or people who work in their community • how people have different strengths and interests that enable them to do different jobs <ul style="list-style-type: none"> • how people use the internet and digital devices in their jobs and everyday life <p>Y2 Spring 2 Health and Wellbeing What helps us to stay safe? In this unit, children will learn how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle,</p>	<ul style="list-style-type: none"> • what can harm the local and global environment; how they and others can help care for it • how people grow and change and how people's needs change as they grow from young to old • how to manage change when moving to a new class/year group <p>Y2 Summer 1 Health and wellbeing What helps us grow and stay healthy? The children will learn -</p> <ul style="list-style-type: none"> • That different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest • That eating and drinking too much sugar can affect their health, including dental health • How to be physically active and how much rest and sleep they should have everyday • That there are different ways to learn and play; how to know when to take a break from screen-time
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



Believing, Learning &
Sharing Together

Mellor St Mary CE Primary School EYFS and KS1 Curriculum Overview

'For with God nothing shall be impossible.' Luke 1:37

	<ul style="list-style-type: none"> • How to ask for help if a friendship is making them unhappy <p>Aut 2 Relationships What is bullying? The children will learn -</p> <ul style="list-style-type: none"> • How words and actions can affect how people feel • How to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe • Why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable • How to respond if this happens in different situations • How to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so 	<p>water safety; in relation to medicines/ household products and online)</p> <ul style="list-style-type: none"> • how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them • how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets • how not everything they see online is true or trustworthy and that people can pretend to be someone they are not • how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that concerns or scares them 	<ul style="list-style-type: none"> • How sunshine helps bodies to grow and how to keep safe and well in the sun <p>Summer 2 Health and wellbeing How do we recognise our feelings? The children will learn -</p> <ul style="list-style-type: none"> • How to recognise, name and describe a range of feelings • What helps them to feel good, or better if not feeling good • How different things/times/experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) • How feelings can affect people in their bodies and their behaviour • Ways to manage big feelings and the importance of sharing their feelings with someone they trust • How to recognise when they might need help with feelings
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



Believing, Learning & Sharing Together

Mellor St Mary CE Primary School EYFS and KS1 Curriculum Overview

'For with God nothing shall be impossible.' Luke 1:37

			and how to ask for help when they need it
SMSC including Fundamental British Values			
	<p>Spiritual and Moral Concern for others and reflecting on the consequences of our actions. (Mutual respect) Sense of self – who am I and what can I do? (individual Liberty)</p> <p>Minorities and Majorities – having a sense of belonging. (Respect and tolerance of others)</p>	<p>Social and Cultural How am I a global citizen? – responsibilities and rights of being members of families and communities around the world. (Individual Liberty, Rule of Law)</p> <p>Sharing cultural differences – Interested in others' ways of doing things. (Mutual Respect, Respect and tolerance of others)</p>	<p>Spiritual and Social Unique potential – what is special about our world? Working with other for a common good and willing to participate in helping community projects. (Democracy)</p>

EYFS	<p style="text-align: center;">Physical Development</p> <p>Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁷. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being.</p>
------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



Believing, Learning &
Sharing Together

Mellor St Mary CE Primary School EYFS and KS1 Curriculum Overview

'For with God nothing shall be impossible.' Luke 1:37

	Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.		
EYFS	Autumn	Spring	Summer
	<p>Revise and refine the fundamental movement skills they have already acquired: Rolling, crawling, walking, jumping, running, hopping, skipping, climbing</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p>	<p>Refine and develop a more fluent style of moving with developing grace and control.</p> <p>Combine different movements with ease and fluency.</p> <p>Develop overall body strength, coordination, balance, and agility</p>	<p>Develop overall body strength, coordination, balance, and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p> <p>Develop and refine a range of ball skills, throwing, kicking, catching, passing, batting and aiming.</p>
PE	Autumn	Spring	Summer
Y1 Y2	<p>NC: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility Y1 Y2 and co-ordination, and begin to apply these in a range of activities. Perform dances using simple movement patterns.</p> <p>Fundamental skills Throwing skills – small-sided team activities, focussing on aiming at targets, e.g. hoops.</p>	<p>NC: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Perform dances using simple movement patterns.</p> <p>(Gymnastics and Dance)</p>	<p>NC: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>PE1/1.1b participate in team games, developing simple tactics for attacking and defending</p>



Believing, Learning &
Sharing Together

Mellor St Mary CE Primary School EYFS and KS1 Curriculum Overview

'For with God nothing shall be impossible.' Luke 1:37

EYFS	Mathematics		
	<p>Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.</p>		
MATHS	Autumn	Spring	Summer
Y1	White Rose Maths Mastery Used for daily discrete maths lessons		
Y2	Additional opportunities for contextual learning and using and applying mathematics linked to the themes.		

EYFS	Communication and Language		
	<p>The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.</p>		
	Literacy		
	<p>It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they</p>		



Believing, Learning & Sharing Together

Mellor St Mary CE Primary School EYFS and KS1 Curriculum Overview

'For with God nothing shall be impossible.' Luke 1:37

	read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).		
ENGLISH	Autumn	Spring	Summer
EYFS	<p>Early Reading - Narrative Traditional Tales, Nursery Rhymes and Songs. Phonics phase 1 ,2 Early Writing – pencil control and letter formation Encouraging children to read and write, both through listening to others reading, and being encouraged to begin to read and write themselves.</p> <p>Reading: children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p>Writing: children use their phonic knowledge to write words in ways</p>	<p>Early Reading - Non fiction Phonics phase 2,3 Early Writing – simple sentence construction Encouraging children to read and write, both through listening to others reading, and being encouraged to begin to read and write themselves.</p> <p>Reading: children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p>Writing: children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some</p>	<p>Early Reading - Poetry, Narrative Phonics phase 3, 4 Early Writing – writing for a purpose and audience Encouraging children to read and write, both through listening to others reading, and being encouraged to begin to read and write themselves.</p> <p>Reading: children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p> <p>Writing: children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple</p>



Believing, Learning & Sharing Together

Mellor St Mary CE Primary School EYFS and KS1 Curriculum Overview

'For with God nothing shall be impossible.' Luke 1:37

	<p>which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>words are spelt correctly and others are phonetically plausible.</p>	<p>sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>
ENGLISH	Autumn	Spring	Summer
<p>Y1 Y2</p>	<p>We are following the Literacy Tree lessons from their Scheme of work. The books we are using are below. Please see the literacy tree planning for National Curriculum Links.</p> <p>Year 1 Books <u>Cave Baby</u> (J. Donaldson) Genre – Fiction narrative Write labels and captions about the animals featured in this story. Write informal letters from/to characters and re-tell the story.</p> <p><u>Astro Girl</u> (K. Wilson-Max) Genre – Fiction narrative (create non-fiction fact file re life as an astronaut) Write in role as a character.</p>	<p>We are following the Literacy Tree lessons from their Scheme of work. The books we are using are below. Please see the literacy tree planning for National Curriculum Links.</p> <p>Year 1 Books <u>Here We Are: Notes for Living on Planet Earth</u> (O. Jeffers) Genre – Non-fiction (How to care for the world, ourselves physically and emotionally) Whole school English focus. Read and understand the intention in the purpose and meaning of this book. Ask questions and make predictions in response to the text and illustrations. Write non-narrative poems, create posters, leaflets and write letters of advice in response to the ideas in this book about how people should live.</p>	<p>We are following the Literacy Tree lessons from their Scheme of work. The books we are using are below. Please see the literacy tree planning for National Curriculum Links.</p> <p>Year 1 Books <u>Lost and Found</u> (O. Jeffers) Genre – Narrative (Own version 'losing/finding narrative) The children will write character descriptions, retellings, advice, instructions, non-chronological reports.</p> <p><u>How to be a Dog</u> (J. Williamson) Genre – Fiction (From fiction, apply ideas to create a "How to" guide)</p>



Believing, Learning & Sharing Together

Mellor St Mary CE Primary School EYFS and KS1 Curriculum Overview

'For with God nothing shall be impossible.' Luke 1:37

	<p>Non-fiction focus – write commands and “how to “ guides linked with living as an astronaut.</p> <p><u>Send for a Superhero</u> (M. Rosen) Genre – Graphic novel (superhero adventure) Ask and write questions about the story, using correct punctuation. Use adjectives to describe characters in the story, looking at at “bad” and “good” characters in relation to the comic strip theme and style of this book. Plan own superhero story pictorially and write it in sections with a clear beginning, middle and end.</p> <p><u>I want my Hat Back</u> Use role play to explore a character’s feelings and create speech bubbles to record dialogue between characters. Write letters to characters, demarcating sentences with capital letters, full stops, question marks and exclamation marks.</p>	<p><u>Beegu</u> (A. Deacon) Genre – Narrative (Own version narrative) Read and respond to this story about a friendly child alien who is lost and needs help. The children will describe the alien before writing letters of advice. In this unit, Beegu, the little alien, speaks and writes in words which are close to the sound of English words. The children have to work out which words Beegu means in her writing and produce an alien dictionary. We will make sock puppets of our own alien, write reports on these puppets and write our own narratives based on the story themes and structure of <u>Beegu</u>.</p> <p><u>Stanley’s Stick</u> (J. Hegley) Genre – Narrative (imaginative story based on an every-day object) Read and make predictions about what different things a stick could do. Use this text to make predictions about what the character, Stanley, is going to do with his stick. After retelling the key scenes in the story, the children will plan, write and publish their own stories following</p>	<p>The children will write character comparisons, fact sheets, a shared poem, own version narratives.</p> <p><u>Iggly Peck, Architect</u> (A. Beatty) Genre – Fiction (From fiction, apply ideas to create Fact file) Write labels, captions, character comparisons, thought and speech bubbles. <u>Julian is a Mermaid</u> (J. Love) Genre – Narrative (leading to writing a three-verse poem) The children will write instructions, writing in role and advertisements.</p> <p>Year 2 Books <u>The Dragon Machine</u> (H. Ward) Genre – Own Version of Dragon Stories The children will write dragon guides and encyclopaedia’s, letters of advice, explanations, shopping lists, descriptions, and letters. They will finally write their own version of the story. <u>Ocean Meets Sky</u> (E. Fan and T. Fan) Genre – Own Version Fantasy world narrative</p>
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



Believing, Learning &
Sharing Together

Mellor St Mary CE Primary School EYFS and KS1 Curriculum Overview

'For with God nothing shall be impossible.' Luke 1:37

	<p>Plan and write a sequel to this story, applying phonic knowledge to spell words independently.</p> <p>Year 2 Books <u>Goldilocks and the Three Bears</u> (L. Child), <u>You and Me</u> (A. Browne) and <u>Goldilocks and Just the One Bear</u> (L. Hodgkinson) Genre: Narrative – Sequel Stories. The children will create Wanted Posters, Letters, Retellings from another point of View, lists of rules and character descriptions. They will end by writing a sequel story.</p> <p><u>Jim and the Beanstalk</u> (R. Briggs) Genre: Narrative - Sequel Stories including dialogue. The Children will create Narrative retellings that include dialogue, they will write thought bubbles and write informal letters.</p> <p><u>The Journey Home</u> (F. Preston-Gannon) Genre Persuasion – Persuasive letters</p>	<p>the sequence of <u>Stanley’s Stick</u>, using their own object (e.g. Jack’s Sock).</p> <p><u>The Odd Egg</u> (E. Gravett) Genre – Non-fiction information (Report - Classifying and labelling eggs) This book is linked to the themes of new life and identifying similarities and differences. Children will identify different types of eggs and predict who they might belong to. The final outcome is for the children to make a non-fiction “Egg Spotter’s Guide” after researching different types of eggs from the book.</p> <p>Year 2 Books <u>The Bear Under the Stairs</u> (H. Cooper) Genre: Information Text The children will write Letters, Retell the story, and write their own version of a narrative. The final piece will be an Information Text.</p> <p><u>The Minpins</u> (R. Dahl) Genre Adventure Narrative The children will create danger posters, write setting descriptions, character</p>	<p>The children will write setting and character descriptions, labels, diaries, postcards, captain’s logs, instructions and dialogue. Their final piece will be a fantasy narrative in their own world. <u>Rosie Revere, Engineer</u> (A. Beatty) Genre Non Fiction – Leaflet The children will write short explanations, write in role, reports and adverts. They will finally write a leaflet as their finished piece.</p> <p><u>A Walk in London</u> (S. Rubbino) Genre Non Fiction – Guide book The children will write a recount of a trip in the local area. They will write statements of information. For their final piece they will create a guide book.</p>
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



Believing, Learning &
Sharing Together

Mellor St Mary CE Primary School EYFS and KS1 Curriculum Overview

'For with God nothing shall be impossible.' Luke 1:37

	<p>The children will create Posters, lists, postcards, wanted posters, information reports and short stories. They will then finish with a persuasive letter.</p> <p><u>House Held up By Trees</u> (T. Kooser) Genre Report – News Report The children will write a non-fiction description and life cycle instructions for a pack of seeds. They will then Write a news report.</p>	<p>descriptions, information reports and write postcards. They will then write their own version of an adventure narrative as their final piece.</p> <p><u>The Owl and Pussy Cat</u> (E. Lear) Genre - Rhyming Poems The children will write Letters, Interviews, lists and instructions. Their final piece will be a Rhyming Poem.</p> <p><u>Tadpole's Promise</u> (J. Willis) Genre – Narrative The children will write simple explanations, speech and thought bubbles, setting descriptions and extended explanations. They will finally write their own version of a narrative.</p>	
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--