



Olney Infant Academy: Key Stage One Curriculum Overview

Science knowledge and skills

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 Topic	Autumn	Let's Celebrate!	What Am I?	The Way We Were	Once Upon A Time	Let the Magic Begin!
	<p>Seasonal Changes observe changes across the four seasons</p> <p>observe and describe weather associated with the seasons and how day length varies.</p>		<p>Animals, including humans Identify, name draw and label the basic parts of a human body and say which part of the body is related to each sense</p> <p>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>identify and name a variety of common animals that are carnivores, herbivores and omnivores</p>		<p>Everyday Materials distinguish between an object and the material from which it is made</p> <p>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>describe the simple physical properties of a variety of everyday materials</p> <p>compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>Plants identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>identify and describe the basic structure of a variety of common flowering plants, including trees.</p>
Year 2 Topic	Commotion in The Ocean	Pirates	The Great Fire of London	Can You Trust A Storybook Wolf?	Minibeasts	Secret Garden
		Animals including humans		Uses of everyday materials.	Animals including humans	Plants

		<p>notice that animals, including humans, have offspring which grow into adults ☐ find out about and describe the basic needs of animals, including humans, for survival (water, food and air) ☐ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <ul style="list-style-type: none"> • I can ask simple questions • I can perform simple tests • I can identify and classify • I can use my observations and ideas to suggest answers to questions • I can gather and record data 		<p>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> <ul style="list-style-type: none"> • I can ask simple questions and recognise that they can be answered in different ways • I can observe closely, using simple equipment • I can perform simple tests • I can identify and classify • I can use my observations and ideas to suggest answers to questions 	<p>notice that animals, including humans, have offspring which grow into adults</p> <p>Living things and their habitats</p> <p>explore and compare the differences between things that are living, dead, and things that have never been alive ☐ identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other ☐ identify and name a variety of plants and animals in their habitats, including microhabitats ☐ describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>	<p>observe and describe how seeds and bulbs grow into mature plants ☐ 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"> • I can ask simple questions and recognise that they can be answered in different ways • I can observe closely, using simple equipment • I can perform simple tests • I can identify and classify • I can use my observations and ideas to suggest answers to questions • I can gather and record data to help in answering questions
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				<ul style="list-style-type: none">• I can gather and record data to help in answering questions	<ul style="list-style-type: none">• I can observe closely, using simple equipment• I can identify and classify• I can use my observations and ideas to suggest answers to questions• I can gather and record data to help in answering questions	
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Olney Infant Academy: Key Stage One Curriculum Overview

History knowledge and skills

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 Topic	Autumn	Let's Celebrate!	What Am I?	The Way We Were	Once Upon A Time	Let the Magic Begin!
	<p>Beatrix Potter</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p>Historical Interpretations</p> <ul style="list-style-type: none"> I can discuss Beatrix Potter and why she is important. 	<p>Guy Fawkes</p> <p>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries.</p> <p>Historical Interpretations</p> <ul style="list-style-type: none"> I can discuss the Gunpowder and why it was being planned to 		<p>Queen Victoria</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p>Historical Interpretations</p> <ul style="list-style-type: none"> I can discuss Victoria as a child and the events through her life. I can use a timeline showing the important events in her life. I can discuss and describe changes in history from Victorian times and now. I can describe the changes between housing and living 		

	<ul style="list-style-type: none"> I can discuss how her she wrote her books and how they are so popular. I can discuss her life and what important things happened to her. I can discuss how she had to look after her parents when they were ill and how she bought her first house in the lake district. <p>Historical Investigations</p> <ul style="list-style-type: none"> I can choose and select evidence and say how it can be used to find out about 	<p>blow up the houses of Parliament and to kill King James I.</p> <ul style="list-style-type: none"> I can explain why it didn't happen. I can discuss and describe what happened to Guy Fawkes and why/how we celebrate bonfire night. <p>Historical Investigations</p> <ul style="list-style-type: none"> I can observe evidence to ask simple questions about the Gunpowder plot I can choose and select evidence and say how it can be used to find out 		<p>conditions in Victorian time and now.</p> <ul style="list-style-type: none"> I can discuss and describe the differences in schools between the two Eras. I can discuss and describe the similarities and differences in toys between the two eras. Differences in materials, differences in who played with what toys, differences between how they work and move. <p>Historical Investigations</p> <ul style="list-style-type: none"> I can observe or handle evidence to ask simple questions about the past; I can observe and handle evidence to find answers to simple questions about the Victorian times on the basis of simple observations; I can choose and select evidence and say how it can be used to find out about Victorian times; living conditions, education, monarchy. 		
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	<p>Beatrix Potter.</p> <p>Chronological Understanding</p> <ul style="list-style-type: none"> I can sequence events in Beatrix Potters life. I can order dates from the her, from the earliest to latest on simple timelines <p>Knowledge and Understanding of Events, People and Changes in the past</p> <ul style="list-style-type: none"> I can recount the life of Beatrix Potter 	<p>about the Gunpowder Plot and Guy Fawkes</p> <p>Chronological Understanding</p> <ul style="list-style-type: none"> I can order dates from the planning of the Gunpowder Plot to the capture of Guy Fawkes and his men. I can sequence pictures the planning of the Gunpowder Plot to the capture of Guy Fawkes and his men. I can retell stories from events leading up to the Gunpowder Plot. I understand that there 		<p>Chronological Understanding</p> <ul style="list-style-type: none"> I can sequence artefacts (toys) and events (Queen Victoria’s Life) that are close together in time; I can order dates from the monarchy, from the earliest to latest on simple timelines; I can sequence pictures from Victorian and modern-day periods; I can describe memories and changes that have happen to the royal family in their own lives; I can use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time. <p>Knowledge and Understanding of Events, People and Changes in the past.</p> <ul style="list-style-type: none"> I can recognise some similarities and differences between the Victorians and the present; I can identify similarities and differences between 		
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		<p>are reasons why Guy Fawkes and his friends acted as they did;</p> <ul style="list-style-type: none"> I can describe Guy Fawkes. 		<p>ways of life in different periods;</p> <ul style="list-style-type: none"> I can recount the birth and coronation of Queen Victoria; I understand that there are reasons why Queen Victoria acted as she did; I understand that there are reasons why the Victorians acted as they did. I can describe Queen Victoria 		
Year 2 Topic	Commotion in The Ocean	Pirates	The Great Fire of London	Can You Trust A Storybook Wolf?	Minibeasts	Secret Garden
		<p>To know about the lives of significant individuals- Blackbeard Ann Bonny</p>	<p>Samuel Pepys</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Order events- GFL, understand how we find out about the past.</p> <p>Develop understanding of the past, use range of historical terms, events beyond living memory that are significant</p>	<p>Pancake Race in Olney</p> <p>Significant historical events, people and places in their own locality.</p>		

			<p>nationally or globally the Great Fire of London.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements. Samuel Pepys</p>			
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Olney Infant Academy: Key Stage One Curriculum Overview

Geography knowledge and skills

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 Topic	Autumn	Let's Celebrate!	What Am I?	The Way We Were	Once Upon A Time	Let the Magic Begin!
	<p>Human and physical Geography identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Locational Knowledge</p> <ul style="list-style-type: none"> I can find, name and describe the four countries and capital cities of the United Kingdom and the seas around them. <p>Human and Physical Geography</p>	<p>African Week Locational knowledge name and locate the world's seven continents and five oceans ☐ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place knowledge ☐ 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 Human and physical geography identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and</p>	<p>Human and physical geography 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</p> <p>Human and Physical Geography</p> <ul style="list-style-type: none"> I can describe beaches, cliffs, coasts, forests, hills mountains, seas and weather when planning and writing a dinosaur story. ☐ 		<p>Human and physical geography 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</p> <p>Human and Physical Geography</p> <ul style="list-style-type: none"> I can describe beaches, cliffs, coasts, forests, hills mountains, seas and weather when planning and writing a Fairy Tale. 	<p>Geographical Skills and fieldwork use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage ☐ 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 Geographical skills and fieldwork use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic</p>

	<ul style="list-style-type: none"> I can describe weather and seasons in the UK and explain where hot and cold countries are. I can use maps, atlases and globes to find the United Kingdom and its countries as well as some other countries, continents and oceans. 	<p>South Poles Geographical Skills and fieldwork use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage ☑ 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>African Week</p> <p>Locational knowledge ♣ name and locate the world's seven continents and five oceans ♣ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Place knowledge ♣ understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of</p>				<p>symbols in a key ☑ use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Geographical Skills and fieldwork</p> <ul style="list-style-type: none"> I can use compass directions and direction words when looking for places on a map. I use photographs when looking at Olney to recognise local landmarks and make a simple map with a simple key. I can observe and describe the geography of my school and the area around it, when drawing a map
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		<p>a small area in a contrasting non-European country</p> <p>Human and physical geography</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Geographical Skills and fieldwork</p> <p>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage ♣ 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>Locational knowledge</p> <ul style="list-style-type: none"> • I can find, name and describe the 				<p>of the playground.</p> <ul style="list-style-type: none"> • I can use aerial pictures to locate recognisable features of my school.
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		<p>four countries and capital cities of the United Kingdom and the seas around them.</p> <p>Place knowledge</p> <ul style="list-style-type: none">• I can describe what is similar and what is different between Olney and Sierra Leone. <p>Human and physical geography</p> <ul style="list-style-type: none">• I can describe the weather and compare it with the weather of Sierra Leone.• I can describe cities(London), towns(Olney), villages(Emberton) and shops whilst studying Sierra Leone. <p>Geographical Skills and fieldwork</p>				
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		<ul style="list-style-type: none"> • I can use a maps, atlases and globes to locate the four capital cities of the United Kingdom and Sierra Leone. • I can use compass directions and direction words when looking for places in the UK and Sierra Leone. 				
Year 2 Topic	Commotion in The Ocean	Pirates	The Great Fire of London	Can You Trust A Storybook Wolf?	Minibeasts	Secret Garden
	<p>Locational knowledge name and locate the world's seven continents and five oceans</p>	<p>Place knowledge 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.</p> <p>Locate and compare Africa to Olney. name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Human and physical geography</p>				<p>Geographical skills and fieldwork 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. (To study the school grounds)</p>

		<p>use basic geographical vocabulary to refer to: 7 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>Geographical skills and fieldwork</p> <p>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p>				
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Olney Infant Academy: Key Stage One Curriculum Overview

Art and Design knowledge and skills

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 Topic	Autumn	Let's Celebrate!	What Am I?	The Way We Were	Once Upon A Time	Let the Magic Begin!
	<p>Andy Goldsworthy Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout KS1.</p> <ol style="list-style-type: none"> I can describe the work of famous Andy Goldsworthy I can express an opinion on his work use inspiration from famous, notable artists to create my own piece of work. 	<p>To use a range of materials creatively to design and make products</p> <ul style="list-style-type: none"> I can use manufactured materials for sculpting, e.g. clay, for making a Diva for Diwali. I can use a variety of techniques, e.g. rolling, cutting, pinching and use a variety of shapes, including lines and texture; I can use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, 	<p>To begin to explore different techniques involved in drawing such as shading, thick and thin lines, patterns and shapes as well as using different surfaces to draw on. Children are also exposed to using different materials to draw with such as pencils, felt tips, charcoal, crayons, chalk and pastels. To become proficient in drawing techniques. To use drawing to develop and share their ideas, experiences and imagination.</p> <ol style="list-style-type: none"> I can draw lines of varying thickness to get the outline and details of my self portrait. I can use key vocabulary to demonstrate knowledge and understanding in this strand: portrait, self- 	<p>To use a range of materials creatively to design and make products</p>	<p>To use a range of materials creatively to design and make products Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work. To become proficient in other art, craft and design techniques – collage. To develop a wide range of art and design techniques in using texture, line, shape, form and space. Children can:</p> <ul style="list-style-type: none"> I can use a combination of materials that have been cut, torn and glued to make my own 	<p>To use a range of materials creatively to design and make products about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>

	<ul style="list-style-type: none"> I can use key vocabulary to demonstrate knowledge and understanding in this strand: Andy Goldsworthy, LS Lowry, Paul Klee, Monet, Joan Miró, Jackson Pollock, Robert Delaunay, Wassily Kandinsky, Piet Mondrian, van Gogh, Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison, Eva Rothschild. <p>Beatrix Potter To use a range of materials creatively to design and make products.</p> <ul style="list-style-type: none"> I can use manufactured materials for sculpting, e.g. clay, for making a Hedgehog for Beatrix Potter and Peter Rabbit. I can use a variety of techniques, e.g. rolling, cutting, pinching and use a variety of 	<p>carving, sculpture, shapes, materials.</p>	<p>portrait, line drawing, detail, drawings, line, bold, size, space.</p> <p>Children have the opportunity to learn from the works of famous artists, studying their techniques and processes. They will be exposed to a range of different artists through history throughout KS1.</p> <ul style="list-style-type: none"> I can describe the work of famous, notable artists such as Picasso and Van Gogh. I can express an opinion on the work of famous, notable artists; I use inspiration from these famous notable artists to create their own self portrait and compare. <p>Hotch Potch and Dinosaurs Children will have the opportunity to explore creating a variety of images on different backgrounds with a variety of media, e.g. paper, magazines, etc. Children experiment with sorting and arranging materials and refining their work.</p>		<p>Fairy Tale collage.</p> <ul style="list-style-type: none"> I sort and arrange materials to make my final piece and add texture by mixing materials; I can use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange. 	
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	<p>shapes, including lines and texture;</p> <ul style="list-style-type: none"> I can use key vocabulary to demonstrate knowledge and understanding in this strand: sculpture, statue, model, work, work of art, 3D, land art, sculptor, carving, sculpture, shapes, materials. 		<p>To become proficient in other art, craft and design techniques – collage.</p> <p>To develop a wide range of art and design techniques in using texture, line, shape, form and space.</p> <p>Children can:</p> <ul style="list-style-type: none"> I can use a combination of materials that have been cut, torn and glued to make my own Hotch Potch and Dinosaur. I sort and arrange materials to make my final piece and add texture by mixing materials; I can use key vocabulary to demonstrate knowledge and understanding in this strand: collage, squares, gaps, mosaic, features, cut, place, arrange. 			
Year 2 Topic	Commotion in The Ocean	Pirates	The Great Fire of London	Can You Trust A Storybook Wolf?	Minibeasts	Secret Garden
	<p>Fabricate Use a range of materials and learn about work of range of artists.</p>	<p>Portraits Use a range of materials and learn about work of range of artists. portraits, collage, line drawing and pop-art.</p>	<p>Landscapes and Cityscapes To use drawing, painting to develop and share their ideas, experiences and imagination</p>		<p>Minibeast Art To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>	<p>ICT Art To know about the work of a range of artists.</p>

	<p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Weaving, Batik, creatively to design and make products</p>				<p>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	
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Olney Infant Academy: Key Stage One Curriculum Overview

Design Technology knowledge and skills

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 Topic	Autumn	Let's Celebrate!	What Am I?	The Way We Were	Once Upon A Time	Let the Magic Begin!
	<p>Clay Hedgehogs</p> <p>Design design purposeful, functional, appealing products for themselves and other users based on design criteria ☐ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Make select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>	<p>Diva</p> <p>Design design purposeful, functional, appealing products for themselves and other users based on design criteria ☐ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Make select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>	<p>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</p>	<p>Victorian Toys</p> <p>Design design purposeful, functional, appealing products for themselves and other users based on design criteria ☐ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Make select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate explore and evaluate a range of existing products ☐ evaluate</p>	<p>Design design purposeful, functional, appealing products for themselves and other users based on design criteria ☐ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Make select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>	<p>Design design purposeful, functional, appealing products for themselves and other users based on design criteria ☐ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Make select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>

				their ideas and products against design criteria		
Year 2 Topic	Commotion in The Ocean	Pirates	The Great Fire of London	Can You Trust A Storybook Wolf?	Minibeasts	Secret Garden
		<p>Evaluate Explore and evaluate a range of existing products</p> <p>Make Select and use a range of materials and build structures.</p>		<p>Evaluate Explore and evaluate a range of existing products</p> <p>Technical knowledge Explore use mechanisms [for example, levers, sliders, wheels and axles], in their products. Design, make and evaluate a product.</p>		<p>Cooking and nutrition Use the basic principles of a healthy and varied diet to prepare dishes ☑ understand where food comes from. Make salad.</p>



Olney Infant Academy: Key Stage One Curriculum Overview

Music knowledge and skills

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 Topic	Autumn	Let's Celebrate!	What Am I?	The Way We Were	Once Upon A Time	Let the Magic Begin!
	<p>Pulse and Rythmn use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>play tuned and untuned instruments musically</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>I can identify a pulse or a steady beat.</p>	<p>Christmas Music use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>play tuned and untuned instruments musically</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>I can learn new songs by listening to others sing</p>	<p>Pitch use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>play tuned and untuned instruments musically</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>I can identify the difference between my speaking voice and my singing voice</p>	<p>Instrumental use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>play tuned and untuned instruments musically</p> <p>with concentration and understanding to a range of high-quality live and recorded music</p> <p>experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>I can say how different instruments can be played I can play an untuned instrument carefully</p>	<p>Singing Games use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>play tuned and untuned instruments musically</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>I can use my voice expressively and creatively by singing songs with others</p>	<p>MK Music Service use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>play tuned and untuned instruments musically</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>

	<p>I can use body percussion to keep a steady beat</p> <p>I can keep a steady pulse when I play clapping games</p> <p>I can keep a pulse at varying tempos</p> <p>I can follow simple rhythm symbols (Ta and Te-te)</p> <p>I can read 4 beat rhythm patterns</p> <p>I can use instruments to keep a steady beat and play simple rhythms</p>	<p>I can pitch my voice correctly when singing new songs</p> <p>I can sing songs to live music and backing tracks</p> <p>I can use my voice expressively and creatively by singing songs with others</p> <p>I can perform songs to an audience</p>	<p>I can understand how sounds can change from high to low</p> <p>I can pitch match my voice to one note</p> <p>I can pitch match and sing on notes E and G</p> <p>I can respond with gestures to high/low notes</p> <p>I can sing songs with notes E and G with increasing accuracy</p> <p>I can identify with increasing confidence if a note is high or low</p>	<p>I can follow symbols to play an untuned instrument</p> <p>I can count internalise and play on a given number</p> <p>I can follow a conductor.</p> <p>I can chant and play instruments in two parts</p>	<p>I can keep a steady beat when playing clapping games</p> <p>I can move my body in response to music</p>	
Year 2 Topic	Commotion in The Ocean	Pirates	The Great Fire of London	Can You Trust A Storybook Wolf?	Minibeasts	Secret Garden
	<p>Rythmn and Pulse</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p>Christmas Music</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p>Great Fire of London music lessons</p> <p>Play tuned and untuned instruments musically</p> <p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p>Listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p>Listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p>Milton Keynes Music Service Session</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>listen with concentration and understanding to a range of high-quality</p>

			listen with concentration and understanding to a range of high-quality live and recorded music			live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music
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Olney Infant Academy: Key Stage One Curriculum Overview

Computing knowledge and skills

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 Topic	Autumn	Let's Celebrate!	What Am I?	The Way We Were	Once Upon A Time	Let the Magic Begin!

	<p>Internet Safety and Exploring Purple Mash</p> <p>Children begin to consider their activity on the internet and learn about ways to keep themselves safe and why it is important to do so. They also compare appropriate and inappropriate activity on the internet and decide what to do next.</p> <p>Children can use technology safely and respectfully, keeping personal information private; they identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p>Children use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Online Safety</p>	<p>Grouping and pictograms</p> <p>To understand that data can be represented in picture format.</p> <p>To contribute to a class pictogram.</p> <p>To use a pictogram to record the results of an experiment.</p> <ul style="list-style-type: none"> I can talk about the different ways data can be organised through pictograms. I can sort and organise information to use in other ways, I can turn tally charts into pictogram I can save, retrieve and organise work my work on purple mash. 	<p>Maze Explorers</p> <p>Children begin to understand their influence on technology by developing their programming skills to determine output. They begin to understand that an algorithm is a series of steps for solving problems and a code is a series of steps that machines can execute. They begin to explore debugging, predicting when codes may not work and changing them. Children understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. They create, debug and use logical reasoning to predict the behaviour of simple programs.</p> <ul style="list-style-type: none"> I can give commands one 	<p>Animated Story Books</p> <p>Children begin to understand the particular purposes technology can be used for and that by adding text and images you can communicate with technology. Children develop their skills in typing, selecting tools and organising information.</p> <p>Children use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Children begin to develop their creativity using technology through recording sound. Children will also begin to develop their editing skills and control of the tools.</p> <p>Children use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Multimedia, text and images</p> <ul style="list-style-type: none"> I can use various tools, such as brushes, pens, eraser, stamps and shapes, and set the size, colour and shape to draw pictures 	<p>Animated Story Books</p> <p>Children begin to understand the particular purposes technology can be used for and that by adding text and images you can communicate with technology. Children develop their skills in typing, selecting tools and organising information.</p> <p>Children use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Children begin to develop their creativity using technology through recording sound. Children will also begin to develop their editing skills and control of the tools.</p> <p>Children use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Multimedia, text and images</p> <ul style="list-style-type: none"> I can use various tools, such as brushes, pens, eraser, stamps and shapes, and set the size, colour and shape to draw pictures 	<p>Coding and Programming</p> <p>Children begin to understand their influence on technology by developing their programming skills to determine output. They begin to understand that an algorithm is a series of steps for solving problems and a code is a series of steps that machines can execute. They begin to explore debugging, predicting when codes may not work and changing them. Children understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. They create, debug and use logical reasoning to predict the behaviour of simple programs.</p> <p>Coding and Programming</p>
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	<ul style="list-style-type: none"> • I can identify what things count as personal information; such as usernames and passwords. Anything that isn't sent to ourselves. • I can identify what is appropriate and inappropriate behaviour on the internet; such as sending unfriendly messages and posting pictures without permission. • I agree and follow sensible online safety rules, e.g. taking pictures, sharing information, 		<p>at a time to control direction and movement, including straight, forwards, backwards, turn; completing challenges on Maze Explorers with commands increasing on each level.</p> <ul style="list-style-type: none"> • I can control the nature of events: repeat, loops, single events and add and delete features; • I can give a set of instructions to follow and predict what will happen; first by directing a friend around to see what will happen and then moving onto the challenges on purple mash. • I can improve/change the sequence of commands by debugging; • I can use key vocabulary to demonstrate knowledge and 	<p>for my story book.</p> <ul style="list-style-type: none"> • I can use purple mash applications and devices in order to communicate ideas, work, messages and demonstrate control; • I can save, retrieve and organise work so that I can continue my story book over several lessons. • I can use key vocabulary to demonstrate knowledge and understanding in this strand: paint, colour, brush, tools, settings, undo, redo, text, image, size, poster, launch, application, software, window, minimise, restore, size, move, screen, close, click, drag, log on, log off, keyboards, keys, mouse, click, button, double 	<p>for my story book.</p> <ul style="list-style-type: none"> • I can use purple mash applications and devices in order to communicate ideas, work, messages and demonstrate control; • I can save, retrieve and organise work so that I can continue my story book over several lessons. • I can use key vocabulary to demonstrate knowledge and understanding in this strand: paint, colour, brush, tools, settings, undo, redo, text, image, size, poster, launch, application, software, window, minimise, restore, size, move, screen, close, click, drag, log on, log off, keyboards, keys, mouse, click, button, double 	<ul style="list-style-type: none"> • I can give commands one at a time to control direction and movement, including straight, forwards, backwards, turn using 2code and building on what was learnt in Exploring Mazes. • I can control the nature of events: repeat, loops, single events and add and delete features when designing a program. • I can give a set of instructions to follow and predict what will happen when making a character move • I can improve/change their sequence
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	<p>storing passwords;</p> <ul style="list-style-type: none"> • I know to seek help from an adult when I see something that is unexpected or worrying; such as someone asking to be my friend when I don't know them. • I can demonstrate how to safely open and close applications and log on and log off from websites using my personal username and password. • I can use key vocabulary to demonstrate knowledge and understanding in this strand: safe, meet, accept, 		<p>understanding in this strand: algorithm, instruction, order, debug, program, turn, left, right, clockwise, anticlockwise, blocks, sequence,</p>	<p>click, drag, present.</p> <p>Multimedia sound and motion</p> <ul style="list-style-type: none"> • I can change sounds pre-recorded to add to my story. • I can use key vocabulary to demonstrate knowledge and understanding in this strand: commands, add sound. 	<p>click, drag, present.</p> <p>Multimedia sound and motion</p> <ul style="list-style-type: none"> • I can change sounds pre-recorded to add to my story. • I can use key vocabulary to demonstrate knowledge and understanding in this strand: commands, add sound. 	<p>of commands by debugging the program and characters I have created.</p> <ul style="list-style-type: none"> • I can use key vocabulary to demonstrate knowledge and understanding in this strand: algorithm, instruction, order, debug, program, turn, left, right, clockwise, anticlockwise, blocks, sequence, project, repeat, repeat forever, invisible, grow, shrink.
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	<p>reliable, tell, online, trusted, adult, information, safety, personal, key, question, tell, safe, share, stranger, danger, internet.</p> <ul style="list-style-type: none">• I can save, retrieve and organise work my work on purple mash. (autumn pictures)					
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	<ul style="list-style-type: none">• I can use various tools, such as brushes, pens, eraser, stamps and shapes, and set the size, colour and shape to make an Autumn picture following our Autumn walk.• I can save, retrieve and organise work <p>Multimedia text and images</p> <ul style="list-style-type: none">• use key vocabulary to demonstrate knowledge and understanding in this strand: paint, colour, brush, tools, settings, undo, redo, text, image, size, application, software, window,					
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	<p>minimise, restore, size, move, screen, close, click, drag, log on, log off, keyboards, keys, mouse, click, button, double click, drag, present.</p>					
Year 2 Topic	Commotion in The Ocean	Pirates	The Great Fire of London	Can You Trust A Storybook Wolf?	Minibeasts	Secret Garden
	<p><u>Online Safety</u> To refine searches, send emails and know how to keep data secure</p> <p><u>Effective searching</u> To understand searching and help someone to search.</p>	<p><u>Spreadsheets</u> To copy and paste and use and create spreadsheets</p>	<p><u>Coding</u> To understand what an algorithm is and create and debug simple programmes</p>	<p><u>Questioning</u> To use pictograms and yes/ no questions to sort info. Construct binary tree and use 2question. Use database.</p> <p><u>Making Music</u> To use 2sequence to edit and combine sounds. To add sounds to a tune and record own sounds to create own tune,</p>	<p><u>Presenting Ideas</u> To explore how work can be presented and make a presentation.</p>	<p><u>Creating Pictures</u> To look at the work of impressionist artists and recreate it using 2simple</p>



Olney Infant Academy: Key Stage One Curriculum Overview

Physical Education knowledge and skills

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 Topic	Autumn	Let's Celebrate!	What Am I?	The Way We Were	Once Upon A Time	Let the Magic Begin!
	<p>Ball Skills and Dance 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 ☐ participate in team games, developing simple tactics for attacking and defending ☐ perform dances using simple movement patterns.</p> <ul style="list-style-type: none"> I can describe how my body feels before, during and after exercise. 	<p>Ball Skills 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 ☐ participate in team games, developing simple tactics for attacking and defending</p> <ul style="list-style-type: none"> I can describe how my body feels before, during and after exercise. I can carry and place equipment safely 	<p>Circuits and Yoga Running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities ☐ participate in team games, developing simple tactics for attacking and defending ☐ perform dances using simple movement patterns.</p> <p>Circuits</p> <ul style="list-style-type: none"> I can use different size balls to go around different equipment and spaces. I can use different 	<p>Gymnastics and Country Dancing 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 ☐ participate in team games, developing simple tactics for attacking and defending ☐ perform dances using simple movement patterns.</p> <ul style="list-style-type: none"> I can create and perform a movement sequence. I can copy actions and movement 	<p>Multi Skills 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 ☐ participate in team games, developing simple tactics for attacking and defending ☐ perform dances using simple movement patterns.</p> <ul style="list-style-type: none"> I can describe how my body feels before, during and after exercise. 	<p>Athletics 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 ☐ participate in team games, developing simple tactics for attacking and defending ☐ perform dances using simple movement patterns.</p> <ul style="list-style-type: none"> I can vary the pace and speed when running. I can run with a basic technique

	<ul style="list-style-type: none"> I can carry and place equipment safely I can use hitting skills in a game. I practise basic striking, sending and receiving. throw underarm and overarm. I can catch and bounce a ball and use rolling skills in a game. I practise accurate throwing and consistent catching I can travel with a ball in different ways and in different directions (side to side, forwards and backwards) with control and fluency. 	<ul style="list-style-type: none"> I can use hitting skills in a game. I practise basic striking, sending and receiving. throw underarm and overarm. I can catch and bounce a ball and use rolling skills in a game. I practise accurate throwing and consistent catching I can travel with a ball in different ways and in different directions (side to side, forwards and backwards) with control and fluency. I can pass the ball to another player in a game using 	<p>equipment to move around</p> <ul style="list-style-type: none"> I can step up and down different equipment to keep my heart rate. <p>Yoga</p> <ul style="list-style-type: none"> I can create and perform a movement sequence. I can copy actions and movement sequences with a beginning, middle and end. I can link two actions to make a sequence. I can recognise and copy contrasting actions (small/tall, narrow/wide). I can travel in different ways, changing direction and speed. I can hold still shapes and simple balances. Carry out simple stretches. I can carry out a range of simple jumps, landing safely. I can move around, under, over, and through different 	<p>sequences with a beginning, middle and end.</p> <ul style="list-style-type: none"> I can link two actions to make a sequence. I can recognise and copy contrasting actions (small/tall, narrow/wide). I can travel in different ways, changing direction and speed. I can hold still shapes and simple balances. Carry out simple stretches. I can carry out a range of simple jumps, landing safely. I can move around, under, over, and through different 	<ul style="list-style-type: none"> I can carry and place equipment safely I can use hitting skills in a game. I practise basic striking, sending and receiving. throw underarm and overarm. I can catch and bounce a ball and use rolling skills in a game. I practise accurate throwing and consistent catching I can travel with a ball in different ways and in different directions (side to side, forwards and backwards) with control and fluency. 	<p>over different distances.</p> <ul style="list-style-type: none"> I can show good posture and balance. I can Jog in a straight line. I can change direction when jogging. I can sprint in a straight line. I can change direction when sprinting. I can maintain control as I change direction when jogging or sprinting. I can perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. I can perform a short jumping
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	<ul style="list-style-type: none"> • I can pass the ball to another player in a game using kicking skills in a game. • I can use different ways of travelling in different directions or pathways. • I can run at different speeds and begin to use space in a game. • I can perform a range of actions and body parts with some coordination. • I am beginning to perform learnt skills with some control. • I can engage in competitive 	<p>kicking skills in a game.</p> <ul style="list-style-type: none"> • I can use different ways of travelling in different directions or pathways. • I can run at different speeds and begin to use space in a game. • I can perform a range of actions and body parts with some coordination. • I am beginning to perform learnt skills with some control. • I can engage in competitive activities and team games. 	<p>direction and speed.</p> <ul style="list-style-type: none"> • I can hold still shapes and simple balances. • Carry out simple stretches. • I can throw a ball towards a target with increasing accuracy and improve the distance I can throw by using more power. • I am beginning to perform learnt skills with some control. 	<p>objects and equipment.</p> <ul style="list-style-type: none"> • I am beginning to move with control and care. • I can perform a log roll (controlled) Curled side roll (egg roll) Teddy bear roll (controlled) • I can perform a straight jump, Tuck jump, Jumping jack Half turn jump, Bunny hop, Front support wheelbarrow with partner • I can perform Tiptoe, step, jump and hop Hopscotch Skipping Galloping • Standing balances Kneeling balances Pike, tuck, star, 	<ul style="list-style-type: none"> • I can pass the ball to another player in a game using kicking skills in a game. • I can use different ways of travelling in different directions or pathways. • I can run at different speeds and begin to use space in a game. • I can perform a range of actions and body parts with some coordination. • I am beginning to perform learnt skills with some control. • I can engage in competitive 	<p>sequence. I can jump as high as possible, as far as possible and land safely and with control. I can work with a partner to develop the control of their jumps.</p> <ul style="list-style-type: none"> • I can throw underarm and overarm. • I can throw a ball towards a target with increasing accuracy and improve the distance I can throw by using more power. • I am beginning to perform learnt skills with some control. • I can engage in competitive activities and team games • I can watch and describe
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	<p>activities and team games.</p> <p>Dance weather and seasons</p> <ul style="list-style-type: none"> • I can copy and repeat actions. • I can put a sequence of actions together. • I can vary the speed of their actions. • I can use simple choreographic devices such as unison, canon and mirroring. • I am beginning to improvise independently to create a simple dance. • I can perform using a range of actions and body parts with some coordination. • I am beginning to perform learnt skills with some control. 			<p>straight, straddle shapes</p> <ul style="list-style-type: none"> • Perform using a range of actions and body parts with some coordination. Begin to perform learnt skills with some control. <p>Country Dancing</p> <ul style="list-style-type: none"> • I can copy and repeat actions. • I can put a sequence of actions together. • I can vary the speed of their actions. • I can use simple choreographic devices such as unison, canon and mirroring. • I can perform using a range of actions with coordination. • I am beginning to perform 	<p>activities and team games.</p>	<p>performances and begin to say how they could improve</p>
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	<ul style="list-style-type: none"> I can watch and describe performances and begin to say how they could improve. 			<p>learnt skills with some control.</p> <ul style="list-style-type: none"> I can watch and describe performances and begin to say how they could improve. 		
Year 2 Topic	Commotion in The Ocean	Pirates	The Great Fire of London	Can You Trust A Storybook Wolf?	Minibeasts	Secret Garden
	<p>Gymnastics developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>Ball skills Master basic movements including running, jumping, throwing and catching,</p>	<p>Gymnastics using developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>Ball skills</p> <p>Participate in team games, developing simple tactics for attacking and defending</p>	<p>Dance Perform dances using simple movement pattern</p> <p>Running Master basic movements including running, jumping, throwing and catching,</p>	<p>Yoga developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>Skipping Master basic movements including running, jumping, throwing and catching,</p>	<p>Dance Perform dances using simple movement patterns Country dancing-</p> <p>Cricket Participate in team games, developing simple tactics for attacking and defending</p>	<p>Dance Perform dances using simple movement patterns Country dancing – performing at Cherry and School fair.</p> <p>Athletics developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>



Olney Infant Academy: Key Stage One Curriculum Overview

Religious Education knowledge and skills

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 Topic	Autumn	Let's Celebrate!	What Am I?	The Way We Were	Once Upon A Time	Let the Magic Begin!
	Belonging and why we are special, people who are special to us.	Diwali Christmas Story		Easter Story	Bible Stories	
Year 2 Topic	Commotion in The Ocean	Pirates	The Great Fire of London	Can You Trust A Storybook Wolf?	Minibeasts	Secret Garden