



# Houldsworth Valley Primary School



## The Best For All ~ From Each The Best

Houldsworth Valley aims to instil a sense of pride in everyone who learns here. We aim to provide an excellent education in a safe, supportive learning environment, where people are valued and make positive contributions to the School community, and where pupils go on to become responsible, independent members of society.

### Key Stage 1 – Curriculum Overview

Subject	Cycle A					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme</b>	Amazing Me (Circus)	The Only Way Is Up	Helping Hands	Ahoy There!	Fire, Fire!	Go Wild!
<b>E &amp; E SS / FF</b>	Circus skills in HWV's Got Talent!	Crashed balloon investigation DT Day	Paramedic visit Involvement in community project	Dress Up Day Beach Visit	Fire men visit Dress up day	Lion Learners Go Wild Day!
<b>History</b>	<p><b>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</b></p> <p>Recount changes that have occurred in their own lives Use dates where appropriate</p>		<p><b>Understand 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</b></p> <p>Observe or handle evidence to ask questions and find answers to questions about the past Ask questions, such as 'what was it like for people? What happened? How long ago?' Use artefacts, pictures, stories, online sources and databases to find out about the past Identify some of the different ways the past has been represented</p>		<p>Describe historical events Describe significant people from the past Recognise that there are reasons why people in the past acted as they did</p>	
<b>Geography</b>		<p><b>Locational knowledge:</b> 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><b>Use basic geographical vocabulary to refer to -</b> -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 Identify land use around the school</p>		<p><b>Place Knowledge:</b> <b>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</b> <b>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</b> Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment</p>

Science	<p>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>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Identify how humans resemble their parents in many features</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>Electricity: Identify common appliances that run on electricity Construct a simple series electrical circuit</p>	<p>Seasonal changes: Observe the apparent movement of the Sun during the day</p> <p>Sound: Observe and name a variety of sources of sound, noticing that we hear with our ears</p>	<p>Light: Observe and name a variety of sources of light, including electric lights, flames and the Sun, explaining that we see things because light travels from them to our eyes</p>	<p>Animals, including humans: 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>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Notice that animals, including humans, have offspring that grow into adults</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (e.g. water, food and air)</p>
	<ul style="list-style-type: none"> <li>Asking simple questions and recognising that they can be answered in different ways</li> <li>Observing closely, using simple equipment</li> <li>Performing simple tests</li> <li>Identifying and classifying</li> <li>Using their observations and ideas to suggest answers to questions</li> <li>Gathering and recording data to help in answering questions</li> </ul>					
Computing	<p>Code:</p> <ul style="list-style-type: none"> <li>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions (year 1)</li> <li>Create a debug simple programs (year 1)</li> <li>Use logical reasoning to predict the behaviour of simple programs</li> <li>Control motion by specifying the number of steps to travel, direction and turn (year 2)</li> <li>Add text strings, show and hide objects and change features of an object (year 2)</li> <li>Select sounds and control when they are heard, their duration and volume (year 1)</li> <li>Control when drawings appear and set the pen colour, size and shape (year 1)</li> </ul> <p>Connect:</p> <ul style="list-style-type: none"> <li>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> <li>Participate in class social media accounts (year 2)</li> <li>Understand online risks and the age rules for sites (year 2)</li> </ul> <p>Communicate:</p> <ul style="list-style-type: none"> <li>Recognise common uses of information technology beyond school</li> <li>Use a range of applications and devices in order to communicate ideas, work and messages</li> </ul> <p>Collect:</p> <ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>Use simple databases to record information in areas across the curriculum</li> <li></li> </ul>					
RE	<p><b>RE WEEK</b> Year 1: Hinduism Celebrations Year 2: Christianity Symbols and Artefacts</p>		<p><b>RE WEEK</b> Year 1: Judaism Believing and Belonging Year 2: Judaism Prayer and Worship Leaders and Teachers</p>		<p><b>RE WEEK</b> Year 1: Christianity Stories and Books Year 2: Christianity Leaders and Teachers</p>	
Art	<p>Collage</p> <ul style="list-style-type: none"> <li>Use a combination of materials that are cut, torn and glued</li> <li>Sort and arrange materials</li> <li>Mix materials to create texture</li> </ul> <p>Drawing</p>		<p>Take inspiration from the greats (classic and modern)</p> <ul style="list-style-type: none"> <li>Learn 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</li> <li>Use some of the ideas of artists studied to create pieces</li> </ul>	<p>Drawing:</p> <ul style="list-style-type: none"> <li>Draw lines of different sizes and thickness</li> <li>Colour (own work) neatly following the lines</li> <li>Show pattern and texture by adding dots and lines</li> <li>Show different tones by using coloured pencils</li> <li>Respond to ideas and starting points</li> <li>Explore ideas and collect visual information</li> </ul>	<p>Textiles</p> <ul style="list-style-type: none"> <li>Use weaving to create a pattern</li> <li>Join materials using glue and/ or a stitch</li> <li>Use plaiting</li> <li>Use dip dye techniques</li> </ul>	<p>Print:</p> <ul style="list-style-type: none"> <li>Use repeating or overlapping shapes</li> <li>Mimic print from the environment (e.g. wallpapers)</li> <li>Use objects to create prints (e.g. fruit, vegetables or sponges)</li> <li>Press, roll, rub and stamp to make prints</li> </ul>

				<ul style="list-style-type: none"> <li>Explore different methods and materials as ideas develop</li> </ul>		
	<ul style="list-style-type: none"> <li>Use a range of materials creatively to design and make products</li> <li>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>					
MFL	The children will begin to learn some of the basic elements of French, such as greetings, numbers and colours, using video clips, songs, books and Rigolo.					
	Multiskills	Dance	Gym	Multiskills	Games	Athletics
PE	<ul style="list-style-type: none"> <li>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</li> <li>participate in team games, developing simple tactics for attacking and defending</li> <li>perform dances using simple movement patterns.</li> </ul>					
Music	Ourselfs Our Bodies	Our Land Travel Storytime	Storytime Our School Toys Machines	Water Seasons	Weather Pattern Number	Animals Number Pattern
	<ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>play tuned and untuned instruments musically</li> <li>listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>					
DT	Textiles: - Shape textiles using templates - Join textiles using running stitch - Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing)			Electricals and electronics - Diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage)		
	Computing: <ul style="list-style-type: none"> <li>Model designs using software</li> </ul> <b>Design:</b> <ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul> <b>Make:</b> <ul style="list-style-type: none"> <li>Select from and use a range of tools and equipment to perform practical tasks</li> <li>Select from and use a wide range of materials and components, including constructions materials, textiles and ingredients, according to their characteristics</li> </ul> <b>Evaluate:</b> <ul style="list-style-type: none"> <li>Explore and evaluate a range of existing products</li> <li>Evaluate their ideas and products against design criteria</li> </ul> Materials: <ul style="list-style-type: none"> <li>Cut materials safely using tools provided</li> <li>Measure and mark out to the nearest centimetre</li> <li>Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling)</li> <li>Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen)</li> </ul>					
PSHE Citizenship British Values BTBYCB	The school community Friendships	How have I changed? How do I feel? Diet	People who help us Learning about money	Television and me	Illness and accidents	Body parts

Subjects	Cycle B					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme</b>	Dungeons and Dragons	Polar Explorers	Superheroes	Fairytales and Giants	Near and Far	World Kitchen
<b>E &amp; E SS / FF</b>	Dragon egg hidden in school grounds Mountfitchet castle visit	Polar expert from Cambridge 'Ice Day'	Police officer visit Dress up day	Bewilderwood Own art gallery	Walk around Newmarket Culture day	Cooking and café role play Visit a restaurant
<b>History</b>	Show an understanding of the concept of nation and a nation's history Show an understanding of concepts such as civilizations, monarchy, parliament, democracy, war and peace		Understand chronology: Place events and artefacts in order on a time line Label time lines with words or phrases, such as past, present, older, newer		<b>Significant historical events, people and places in their own locality</b>	
	Use words and phrases such as: a long time ago, recently, when my parents/ carers were children, years, decades and centuries to describe the passing of time					
<b>Geography</b>		<b>Geographical Skills and Fieldwork:</b> 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 <b>Human and Physical Geography:</b> 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			<b>Use aerial photographs and the plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</b> <b>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 the map</b> Use simple grid references (e.g. A1, B2)	Use World maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied
<b>Science</b>	<b>Living things and their habitats:</b> 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 micro-habitats	<b>Observe changes across the four seasons</b> <b>Observe and describe weather associated with the seasons and how day length varies</b> <b>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</b>	Movement, forces and magnets: Notice and describe how things move, using simple comparisons such as faster or slower Compare how different things move Observe the apparent movement of the Sun during the day Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies	<b>Compare and group together a variety of everyday materials on the basis of their simple physical properties</b> <b>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</b> <b>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular use</b>	<b>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</b>	<b>Plants:</b> <b>Identify and name a variety of common and wild and garden plants, including deciduous and evergreen trees</b> <b>Identify and describe the basic structure of a variety of common flowering plants, including trees, roots, stem/ trunk, leaves and flowers</b> <b>Observe and describe how seeds and bulbs grow into mature plants</b>
	<ul style="list-style-type: none"> <li>Asking simple questions and recognising that they can be answered in different ways</li> <li>Observing closely, using simple equipment</li> <li>Performing simple tests</li> <li>Identifying and classifying</li> <li>Using their observations and ideas to suggest answers to questions</li> <li>Gathering and recording data to help in answering questions</li> </ul>					
<b>Computing</b>	Code: <ul style="list-style-type: none"> <li>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions (year 1)</li> <li>Create a debug simple programs (year 1)</li> <li>Use logical reasoning to predict the behaviour of simple programs</li> <li>Control motion by specifying the number of steps to travel, direction and turn (year 2)</li> <li>Add text strings, show and hide objects and change features of an object (year 2)</li> <li>Select sounds and control when they are heard, their duration and volume (year 1)</li> <li>Control when drawings appear and set the pen colour, size and shape (year 1)</li> </ul> Connect:					

	<ul style="list-style-type: none"> <li>• <b>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</b></li> <li>• Participate in class social media accounts (year 2)</li> <li>• Understand online risks and the age rules for sites (year 2)</li> </ul> <p>Communicate:</p> <ul style="list-style-type: none"> <li>• <b>Recognise common uses of information technology beyond school</b></li> <li>• Use a range of applications and devices in order to communicate ideas, work and messages</li> </ul> <p>Collect:</p> <ul style="list-style-type: none"> <li>• <b>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</b></li> <li>• Use simple databases to record information in areas across the curriculum</li> </ul>					
Art			Use a wide range of tools to create different textures, lines, tones, colours and shapes	Painting: Use thick and thin brushes Mix primary colours to make secondary Add white to colours to make tints and black to colours to make tones Create colour wheels	Sculpture: Use a combination of shapes Include lines and texture Use rolled up paper, straws, card and clay as materials Use techniques such as rolling, cutting, moulding and carving	
	<ul style="list-style-type: none"> <li>• <b>Use a range of materials creatively to design and make products</b></li> <li>• <b>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</b></li> <li>• <b>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</b></li> </ul>					
RE	<b>RE WEEK</b> <b>Year 1: Christianity</b> Stories and books <b>Year 2: Christianity</b> Celebrations		<b>RE WEEK</b> <b>Year 1: Christianity</b> Believing and Belonging <b>Year 2: Christianity</b> Prayer and Worship		<b>RE WEEK</b> <b>Year 1: Buddhism</b> Stories and Books <b>Year 2: Islam</b> Symbols and Artefacts	
MFL	The children will begin to learn some of the basic elements of French, such as greetings, numbers and colours, using video clips, songs, books and Rigolo.					
PE	Multiskills	Dance	Gym	Multiskills	Games	Athletics
	<ul style="list-style-type: none"> <li>• 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</li> <li>• participate in team games, developing simple tactics for attacking and defending</li> <li>• perform dances using simple movement patterns.</li> </ul>					
Music	Number Machines Toys	Animals Seasons	Ourselves Our Bodies	Pattern Storytime	Our School Water Travel	Travel Our Land Weather
	<ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and untuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music</li> </ul>					
DT	Explore objects and designs to identify likes and dislikes of the design Suggest improvements to existing designs Explore how products have been created		<b>Build structures, exploring how they can be made stronger, stiffer and more stable</b> <b>Explore and use mechanisms (for example, levers, sliders, wheels and axis) in their products</b> Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products		<b>Cooking and nutrition:</b> <b>Use the basic principles of a healthy and varied diet to prepare dishes</b> <b>Understand where food comes from</b> Cut, peel or grate ingredients safely and hygienically Measure or weigh using measuring cups or electronic scales Assemble or cook ingredients	

	<p>Computing:</p> <ul style="list-style-type: none"> <li>• Model designs using software</li> </ul> <p><b>Design:</b></p> <ul style="list-style-type: none"> <li>• <b>Design purposeful, functional, appealing products for themselves and other users based on design criteria</b></li> <li>• <b>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</b></li> </ul> <p><b>Make:</b></p> <ul style="list-style-type: none"> <li>• <b>Select from and use a range of tools and equipment to perform practical tasks</b></li> <li>• <b>Select from and use a wide range of materials and components, including constructions materials, textiles and ingredients, according to their characteristics</b></li> </ul> <p><b>Evaluate:</b></p> <ul style="list-style-type: none"> <li>• <b>Explore and evaluate a range of existing products</b></li> <li>• <b>Evaluate their ideas and products against design criteria</b></li> </ul> <p>Materials:</p> <ul style="list-style-type: none"> <li>• Cut materials safely using tools provided</li> <li>• Measure and mark out to the nearest centimetre</li> <li>• Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling)</li> <li>• Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen)</li> </ul>					
<p>PSHE Citizenship British Values BTBYCB</p>	<p>The school community Friendships</p>	<p>How have I changed? How do I feel? Diet</p>	<p>People who help us Learning about money</p>	<p>Television and me</p>	<p>Illness and accidents</p>	<p>Body parts</p>