



St Michael's C of E Infant School
CURRICULUM OVERVIEW

Cycle A	Cycle B
Take off	Once upon a time
History Geography Science (materials, humans)	History Geography Science (materials, seasonal changes/habitats)
Fire and Ice	Green fingers
History Geography Science (identifying animals, habitats)	Geography Science (identifying animals/investigations, plants)
Dig it up	Making waves
History Geography Science (plants, seasonal changes/investigations)	History Geography Science (humans, seas animals)

Geography

National Curriculum Links to St Michael's Infant School Topic Cycle

National Curriculum descriptors	Cycle A			Cycle B		
	Take off	Fire and Ice	Dig it up	Once upon a time	Green fingers	Making waves
	Enquiry question	Enquiry question	Enquiry question	Enquiry question	Enquiry question	Enquiry question
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 South Poles	★	★	★		★	

National Curriculum descriptors	Cycle A			Cycle B		
	Take off	Fire and Ice	Dig it up	Once upon a time	Green fingers	Making waves
	<u>Enquiry question</u>	<u>Enquiry question</u>	<u>Enquiry question</u>	<u>Enquiry question</u>	<u>Enquiry question</u>	<u>Enquiry question</u>
<p>§ use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather 	★ (all)	★ cliff, coast, mountain, sea, ocean, season, weather	★ soil, vegetation, season, weather	★	★ forest, hill, river, soil, vegetation, season, weather	★ Beach, cliff, coast, sea, ocean
<ul style="list-style-type: none"> - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	★ (all)	★ port, harbour	★ Farm, factory, village	★	★ Village, farm	
<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> ♣ 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 	★	★		★	★	★
<ul style="list-style-type: none"> ♣ 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 			★	★		★
<ul style="list-style-type: none"> ♣ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key 		★	★	★		

National Curriculum descriptors	Cycle A			Cycle B		
	Take off	Fire and Ice	Dig it up	Once upon a time	Green fingers	Making waves
	<u>Enquiry question</u>	<u>Enquiry question</u>	<u>Enquiry question</u>	<u>Enquiry question</u>	<u>Enquiry question</u>	<u>Enquiry question</u>
§ 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.	★				★	★

History

National Curriculum Links to St Michael's Infant School Topic Cycle

National Curriculum descriptors	Cycle A			Cycle B		
	Take off	Fire and Ice	Dig it up	Once upon a time	Green fingers	Making waves
	Enquiry question	Enquiry question	Enquiry question	Enquiry question	Enquiry question	Enquiry question
Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	★					★
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)	★	★		★		★
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 (for example, Elizabeth 1 and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell)	★ ★	★ ★	★	★	★	★ ★
Significant historical events, people and places in their own locality.			★	★		

Science

National Curriculum Links to St Michael's Infant School Topic Cycle

National Curriculum descriptors	Cycle A			Cycle B		
	Take off	Fire and Ice	Dig it up	Once upon a time	Green fingers	Making waves
	<u>Enquiry question</u>	<u>Enquiry question</u>	<u>Enquiry question</u>	<u>Enquiry question</u>	<u>Enquiry question</u>	<u>Enquiry question</u>
Plants – Year 1 <ul style="list-style-type: none"> • Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • Identify and describe the basic structure of a variety of common flowering plants, including trees 			★		★	
Plants - Year 2 <ol style="list-style-type: none"> 1. Observe and describe how seeds and bulbs grown into mature bulbs 2. Find out and describe how plants need water, light and suitable temperature to grown and stay healthy 			★		★	
Animals including humans – Year 1 <ol style="list-style-type: none"> 1. Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals 2. Identify and name a variety of common animals that are carnivores, herbivores, and omnivores 3. Describe and compare the structure of a variety of common animals (fish, 		<ol style="list-style-type: none"> 1. 2. ★ 3. 			<ol style="list-style-type: none"> 1. ★ 2. 3. 	<ol style="list-style-type: none"> 3. ★

<p>amphibians, reptiles, birds and mammals, including pets)</p> <p>4. Identify, name, draw and label the basic parts of a human body and say which part of the body is associated with each sense</p>	<p>4. ★</p>					<p>4. ★</p>
<p>Animals including humans – Year 2</p> <p>1 Notice that animals including humans, have offspring which grow into adults</p> <p>2 Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>3 Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</p>	<p>1. ★ 2. 3.</p>					<p>1. ★ 2. 3.</p>
<p>Living things and their habitats – Year 2</p> <p>1. Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>2. 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</p> <p>3. Identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>4. 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>2. ★</p>	<p>1. ★ 2. 3. 4.</p>		<p>1. ★ 2. 3. 4.</p>		<p>2. ★</p>

<p>Every day materials – Year 1</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 simply physical properties 	★			★		★
<p>Uses of every day materials – Year 2</p> <ul style="list-style-type: none"> • 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>Seasonal changes – Year 1</p> <ul style="list-style-type: none"> • Observe changes across the four seasons • Observe and describe weather associated with the seasons and how day length varies (Pupils might work scientifically by; making tables and charts about the weather and making displays of what happens in the world around them, including day length as the seasons change) 			★	★		

Super scientists Overview- Year 2				★		★	
Gravity, light, sound, senses, transferring germs, electrical circuits.							
OVERVIEW OF EACH TERM & SCIENCE INVESTIGATIONS							
Take off	Fire and Ice	Dig it up	Once upon a time	Green fingers	Making waves		
Year 1 Autumn 1 Materials Autumn 2 Humans	Year 1 Spring 1 Animals (sea) Spring 2 Identifying Animals	Year 1 Summer 1 Plants Summer 2 Seasonal Changes	Year 1 Autumn 1 Materials Autumn 2 Seasonal changes	Year 1 Spring 1 Identifying Animals Spring 2 Plants	Year 1 Summer 1 Humans Summer 2 Animals (sea) Materials (Seaside Objects)		
Year 2 Autumn 1 Materials Autumn 2 Humans- Growth and Survival	Year 2 Spring 1 Animals (sea) Spring 2 Living Things and their Habitats	Year 2 Summer 1 Plants Summer 2 Super scientists	Year 2 Autumn 1 Materials Autumn 2 Living Things and their Habitats	Year 2 Spring 1 Super Scientists Spring 2 Plants	Year 2 Summer 1 Humans Growth and Survival Summer 2 Animals (sea) Materials (Seaside Objects)		
Seasonal changes (1) Habitats (2)	Ice cubes (all)	Growing plants (all) Gravity, light, sound and circuits (2),	Waterproof materials (all)	Growing plants (all) Gravity, light, sound and circuits (2),	Senses (1)		

Art & Design









National Curriculum Links to St Michael's Infant School Topic Cycle

National Curriculum descriptors	Cycle A			Cycle B		
	Take off	Fire and Ice	Dig it up	Once upon a time	Green fingers	Making waves
	<u>Enquiry question</u>	<u>Enquiry question</u>	<u>Enquiry question</u>	<u>Enquiry question</u>	<u>Enquiry question</u>	<u>Enquiry question</u>
Use a range of materials creatively to design and make products	★	★		★		★
Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	★ Painting/Drawing/ Sculpture	★ Sculpture	★ Drawing	★ Painting/Drawing	★ Painting	★ Painting/Sculpture
Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	★		★	★	★	★
Be taught 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	★	★		★	★	★

DT

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	Take off	Fire and Ice	Dig it up	Once upon a time	Green fingers	Making waves
	Enquiry question	Enquiry question	Enquiry question	Enquiry question	Enquiry question	Enquiry question
<p>Design</p> <p>* Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>*Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p>	★	★	★	★	Rotations should include this for Spr/Sum →	
<p>Make</p> <p>*Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>*Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>	★	★	★	★	★	★
<p>Evaluate</p> <p>*Explore and evaluate a range of existing products</p> <p>*Evaluate their ideas and products against design criteria</p>	★	★		★	★	★

National Curriculum descriptors	Cycle A			Cycle B		
	Take off	Fire and Ice	Dig it up	Once upon a time	Green fingers	Making waves
	Enquiry question	Enquiry question	Enquiry question	Enquiry question	Enquiry question	Enquiry question
Technical knowledge *Build structures, exploring how they can be made stronger, stiffer and more stable *Explore and use mechanisms (for example, levers, sliders, wheels and axles) in their products	  Wheels & Axles Sliders	  Levers	  Levers	  Sliders Levers	Rotations should include this for Spr/Sum (see above) →	

Cycle A – Sketchbooks for practising drawing skills – doing observational drawings		
	Art	DT
Autumn 1	PAINTING Van Gogh – Starry night (Take One Picture)	MECHANISMS/STRUCTURES (AXLES & WHEELS) Moon buggies
Autumn 2	DRAWING, PAINTING SCULPTURE African Art	FOOD Pizzas (one day) MECHANISMS (SLIDERS) Christmas cards
Spring 1	SCULPTURE Various artists	
Spring 2		STRUCTURES Homes – Fire of London
Summer 1	DRAWING/SKETCHING Observational drawing	FOOD fruit and veg x 2 lessons

Summer 2		MECHANISMS (LEVERS) Moving minibeasts
Cycle B – Sketchbooks for practising drawing skills - doing observational drawings		
	Art	DT
Autumn 1	PAINTING ??	MECHANISMS/STRUCTURES (LEVERS) Making a castle (drawbridge)
Autumn 2	DRAWING/SKETCHING Various skills SCULPTURE Clay candle holders - Christmas	MECHANISMS (SLIDERS)
Spring 1	PAINTING Colour Creations	FOOD Vegetable soup (one day)
Spring 2	PAINTING Giuseppe Arcimboldo	
Summer 1	SCULPTURE Earth Art	
Summer 2	PAINTING Sea life and oceans	FOOD Ice lollies (one day)

FAMOUS ARTISTS					
CYCLE A					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Vincent Van Gogh	Twins seven-seven Picasso (S)	Antony Gormley Henry Moore Barbara Hepworth Alexander Calder Dale Chihuly			
CYCLE B					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Kandinsky	Giuseppe Arcimboldo	Goldsworthy	

				Anni Albers Picasso	

**DRAWING
EARLY MORNING WORK**

CYCLE A & B

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Exploring Drawing Shape Line Colour Pattern Form	Exploring Media Pastels Chalk Pencils Charcoal Watercolour Texture Collage	Exploring Media Shading with different media	Exploring printing Use lego, vegetables, sponges etc to print patterns and make pictures	Exploring form Use different media and shading techniques to look at detail (i.e. drawing an eye, a hand, a piece of fruit)	Observational drawing Choose what to observe and draw – based on own interests