

**Mount Pleasant Primary School**  
**Year N | Curriculum Overview**

**N**

Autumn		Spring		Summer	
1	2	1	2	1	2
Marvellous Me	Light and Dark/ Christmas	Poles Apart/ Into The Woods	Jaws, Paws and Claws/ Animals	Growing/ Mini Beasts	Pirates/ Travel Agents

<b>English</b>	<p>Throughout the year, children will learn across all strands of the English Curriculum: Spoken Language, Reading – Word Reading, Reading – Comprehension, Writing – Transcription (including spelling and handwriting), Writing – Composition and Writing – Vocabulary, Grammar and punctuation.</p>				
	<b>Writing:</b>	<b>Writing:</b>	<b>Writing:</b>		
<b>Maths</b> <i>(Key Topics)</i>	<p><b>Number:</b> within 10 Counting &amp; Verbal Sequencing to 50 <b>Number:</b> making Numbers <b>Number:</b> addition (within 10) <b>Number:</b> subtraction <b>Number:</b> addition and subtraction <b>Geometry:</b> shape 2D and 3D</p>	<p><b>Number:</b> addition and subtraction <b>Number:</b> within 50, counting &amp; verbal sequencing to 50, Counting in 1,2,10 and 5's <b>Measurement:</b> length and height <b>Measurement:</b> weight and volume <b>Number:</b> counting &amp; verbal sequencing to 100 counting in 1,2,10 and 5's</p>	<p><b>Number:</b> multiplication and division <b>Number:</b> fractions <b>Geometry:</b> position and direction <b>Number:</b> Counting &amp; Verbal Sequencing to 100, Counting in 1,2,10 and 5's <b>Number:</b> within 100 <b>Measurement:</b> money <b>Measurement:</b> Time <b>Number:</b> Counting &amp; Verbal Sequencing to 100, Counting in 1,2,10 and 5's</p>		
<b>Science</b> <i>(UW 3-4)</i>	<p>I use all my senses in hands-on exploration of natural materials. I explore and talk about different forces I can feel. I explore collections of materials with similar and/or different properties. I can talk about what I see, using a wide range of vocabulary.</p> <p><b>Seasonal changes and daily weather</b></p>	<p>I am beginning to understand the need to respect and care for the natural environment and living things. I talk about the differences between materials and changes I notice. I plant seeds and care for growing plants.</p> <p>I can talk about what I see, using a wide range of vocabulary.</p> <p><b>Seasonal changes and daily weather</b></p>	<p>I explore and talk about different forces I can feel. I am beginning to understand the need to respect and care for the natural environment and living things. I understand the key features of the life cycle of a plant and an animal.</p> <p>I can talk about what I see, using a wide range of vocabulary.</p> <p><b>Seasonal changes and daily weather</b></p>		
<b>History</b> <i>(UW 3-4)</i>	I am beginning to make sense of my own life-story and my family's history.	I explore how things work.	I explore how things work.		
<b>Geography</b> <i>(UW 3-4)</i>	<p>I show an interest in different occupations. I continue to develop positive attitudes about the differences between people. I make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. (EAD 3-4)</p>	<p>I know that there are different countries in the world and talk about the differences I have experienced or seen in photos. I show an interest in different occupations. I continue to develop positive attitudes about the differences between people.</p>	<p>I know that there are different countries in the world and talk about the differences I have experienced or seen in photos. I show an interest in different occupations. I continue to develop positive attitudes about the differences between people. I make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. (EAD 3-4)</p>		
<b>Art and Design</b> <i>(EAD 3-4)</i>	<p>I take part in simple pretend play, using an object to represent something else even though they are not similar. I explore colour and colour mixing. I show different emotions in my drawings and paintings like happiness, sadness, fear etc.</p>	<p>I am beginning to develop complex stories using small world equipment like animal sets, dolls and doll's houses etc. I explore colour and colour mixing.</p>	<p>I create my own songs, or improvise a song around one I know. I explore colour and colour mixing.</p>		

<b>Design Technology (EAD 3-4)</b>	<b>Freestanding Structures:</b> Making a toy box		<b>Preparing Fruit and Vegetables:</b> Making a sandwich		<b>Sliders and Levers:</b> Moving pictures	
<b>PE</b>	<b>Locomotion:</b> Jumping	<b>Ball skills:</b> Feet	<b>Gymnastics:</b> Body parts	<b>Dance:</b> The zoo	<b>Ball skills:</b> Hands 1	<b>Games for understanding</b>
<b>Music</b>	I remember and sing entire songs. Christmas Play		I remember and sing entire songs. I listen with increased attention to sounds.		I remember and sing entire songs. I sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. I play instruments with increasing control to express my feelings and ideas.	
<b>Computing</b>	Computing Systems and networks – Technology around us Creating media – Digital painting		Programming A – Moving a robot Data and Information – Grouping data		Creating media – Digital painting Programming B – Introduction to animation	
<b>RE</b>	<b>What can we learn about Christianity from visiting a church?</b>	<b>What does it mean to belong in Christianity? Why are gifts given at Christmas?</b>	<b>Why is Jesus special to Christians?</b>	<b>Why are symbols important at Easter?</b>	<b>What do Hindus believe about God?</b>	<b>How do Hindus show belonging?</b>
<b>PSHE</b>	Life cycles Living in our world Feelings and attitudes	Relationships Mental well-being	People who help me Mental well-being Feeling and Attitudes	My body and my health Living in our world Keeping safe and looking after myself	Relationships	My body and my health Life Cycles Keeping safe and looking after myself