Hampton Primary School
Working Together, Achieving Together

Curriculum Overview Yearly Plan – Year 1 – 2024/25

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reading						
Writing	**Books**   **Tales**   **Animations**   **Non-fiction** Writing labels Captions and simple sentences	**Non-fiction** Writing simple letters Cards Lists **Poetry** Non-rhyming poems – fireworks	**Non-fiction** Information writing/fact sheet Labels and captions **Narrative** Story maps and simple story retelling	**Poetry** List poems **Non-fiction** Writing an advert/poster	**Narrative** Recount of traditional tales/fairytales **Non-fiction** Instructions	**Non-fiction** Recount from personal experiences/trip **Narrative** Alternative endings to familiar stories

	Narrative Character and setting descriptions					
Maths Following White Rose	Number: Place Value – read, write, count, order Number: addition within 10 Geometry: Shape Consolidation		Number: Place value (within 20) Number: addition and subtraction within 20 Number: Place Value (within 50) Measurement: Length and height Measurement: Weight and Volume		Number: Multiplication and Division Number: Fractions Geometry: Position and direction Number: Place value within 100 Measurement: Money Measurement: Time	
History Following Kapow	**Events in Living Memory** How am I making History? -Order three photographs correctly on a simple timeline. -Use the terms 'before' and 'after' when discussing their timelines. -Talk about three memories and place one of them on a timeline. -Explain why memories are special and name four events that they celebrate throughout the year.		**Events beyond living memory** How have toys changed? -Discuss their favourite toy using language related to the past. -Ask questions about toys in the past. -Make comparisons between toys in the past and present. -Sequence artefacts from different periods of time. -Identify changes between teddy bears today and those from 100 years ago. -Describe how toys have changed over time.		**Lives of significant individuals** -How have explorers changed the world? -Explain what explorers do -Name equipment or transport an explorer would need. -Sequence four photographs from different periods of time. -Name important explorers (e.g. Christopher Columbus, Dame Ellen MacArthur, Matthew Henson and Mary Kingsley). -Identify where they travelled and write a sentence about the achievements of one explorer. -Select the most important events in a historical story. -Sequence events on a timeline and use this to retell the story. -Describe what they can see in a photograph. -Make inferences about what a person in an image could be saying and ask questions to further their understanding. -Recall information about past and presentation exploration. -Understand events in relation to the present day and compare how exploration has changed over time.	

			-Describe how an explorer is significant and how they impacted events or people's ideas. -Present significant people using a coat of arms.
Geography Following Kapow	**What is it like here?** -Locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live. -Make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom. -Recognise four features in the school grounds using a map. -Explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey. -Draw a design to improve three areas of the playground using the results from the survey.	**What is the weather like in the UK?** -Name and locate the four countries on a map of the UK. -Identify the country they live in. -Identify the four seasons. -Describe some seasonal changes. -Identify the four compass directions. -Use the compass directions to describe the location of features. -Observe and describe daily weather patterns. -Begin to locate the four capital cities of the UK. -Explain what the weather is like during each season in the UK. -Suggest appropriate clothing and activities for each season.	**What is it like to live in Shanghai?** -Name and locate the seven continents on a world map. -Locate the North and the South Poles on a world map. -Locate the Equator on a world map. -Describe some similarities and differences between the UK and Kenya. -Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place. -Recognise the features of hot and cold places. -Locate some countries with hot or cold climates on a world map.
Design Technology Following Kapow	**Structures – Constructing a Windmill** -Follow design criteria to meet the needs of a user. -Make a stable structure. -Make functioning sails/blades that attach to the supporting structure. -Improve their windmill. **Structures – Baby Bear's Chair** -Identify man-made and natural structures. -Identify stable and unstable structural shapes. -Contribute to discussions. -Identify features that make a chair stable. -Work independently to make a stable structure, following a demonstration. -Explain how their ideas would be suitable for Baby Bear. -Produce a model that supports a teddy, using the appropriate materials and construction techniques. -Explain how they made their model strong, stiff and stable.	**Mechanics – Wheels and Axles** -Explain that wheels move because they are attached to an axle. -Recognise that wheels and axles are used in everyday life, not just in cars. -Identify and explain vehicle design flaws using the correct vocabulary. -Design a vehicle that includes functioning wheels, axles and axle holders. -Make a moving vehicle with working wheels and axles. -Explain what must be changed if there are any operational issues. **Mechanics – Making a Moving Story Book** -Identify whether a mechanism is a side-to-side slider or an up-and-down slider and determine what movement the mechanism will make. -Clearly label drawings to show which parts of their design will move and in which direction. -Make a picture, which meets the design criteria, with parts that move purposefully as planned.	**Cooking and Nutrition – Smoothies** -Describe fruits and vegetables and explain how to identify fruits. -Name a range of places that fruits and vegetables grow. -Describe basic characteristics of fruit and vegetables. -Prepare fruits and vegetables to make a smoothie.

			-Evaluate the main strengths and weaknesses of their design and suggest alterations.			
Art Following Access Art	**Drawing – spirals** Pathway for Years 1 & 2 **Disciplines:** Drawing, Collage, Sketchbooks **Key Concepts:** -That drawing is a physical and emotional activity. -That when we draw, we can move our whole body. -That we can control the lines we make by being aware of how we hold a drawing tool, how much pressure we apply, and how fast or slow we move. -That we can draw from observation or imagination. -That we can use colour to help our drawings engage others. **Themes:** Pattern, Structure, Movement, Growth, The Human Body, Sound. **Medium:** Graphite stick or soft B pencil, Handwriting Pen, Pastels & Chalk, Paper, (Sketchbook Making Task: Paper, string, elastic bands, glue). **Artists:** Molly Haslund		**Painting – exploring watercolour** Pathway for Years 1 & 2 **Disciplines:** Painting (Watercolour) **Key Concepts:** -That watercolour paint has special characteristics. -That we can use the elements of surprise and accident to help us create art. -That we can develop our painting by reflecting upon what we see and adding new lines and shapes to help develop imagery. **Themes:** Exploration, Discovery. **Medium:** Watercolour. **Artists:** Paul Klee, Emma Burleigh.		**Making – playful making** Pathway for Years 1 & 2 **Disciplines:** Sculpture, Drawing **Key Concepts:** -That when we make art in 3 dimensions it is often called Sculpture. -That we can generate ideas through playful exploration. -That we can build understanding of the properties of materials through manipulation. -That making sculpture is a partnership between materials, ideas, hands and tools. -That we can reflect upon our intention when we see our ideas made physical. **Theme:** Transformation & Invention. **Medium:** Construction Materials (card, paper, wood, wire, string, fabric including recycled and found objects). **Artists:** Christo & Jeanne-Claude, Faith Bebbington, Caitlind r.c. Brown & Wayne Garrett.	
Music Following Charanga	Hey You! Appraising and listening skills Pitch and Tempo Performing vocally	Rhythm in the way we walk! Identifying different instruments Beat and Pulse Performing a rap	In the Groove! Comparing how a song can be played in different styles of music Improvisation with percussion	Round and Round Using our voices Listening to each other Introduced simple tuned instruments	Your imagination Improvisation Simple notation Performing with voice and instruments	Reflect, Rewind and Replay Revisit everything they have learnt over this year
Science **Kapow**	**Everyday materials** **Children will be able to:** -Name objects and identify the materials they are made from. -Recognise that objects are made from materials that suit their purpose.	**Forces and Space: Seasonal Changes** **Children will be able to:** -Name the four seasons in order and describe the typical weather in each. -Name some activities and events in the four seasons.	**Animals: Senses and Body Parts** **Children will be able to:** -Draw and label human body parts. -Identify the body parts associated with each sense. **Working scientifically:**	**Animals Including Humans - Comparing Animals** **Children will be able to:** -Name and describe the physical features of a range of animals. -Sort animals into groups based on their	**Plants – Introduction to Plants** **Children will be able to:** -Identify plants and their features. -Recall some of the roles that flowering plant parts have. -Name some trees and their parts.	**Making Connections: Science through traditional stories/tales** **Children will be able to:** -Identify the typical weather associated with each season. -Describe animal features.

	-Recall that a property is how a material can be described. **Working scientifically:** -Sort objects based on the materials they are made from. -Group objects based on their properties. -Suggest ways to test materials for their properties. -Make predictions and recognise whether they were accurate. -Use their observations to answer questions. -Begin to recognise if a test is fair.	-Describe the appearance of a tree's leaves in each season. -Complete a pictogram and use it to answer simple questions. -Recall that summer has the most daylight hours and winter has the least daylight hours. -Recording data about the temperature across the four seasons. -Label a map of the UK with capital cities and seasonal weather symbols.	-Compare and group body parts. -Begin to recognise patterns in data and use these to answer questions. -Record data in a table. Measure using non-standard units.	similarities and differences. -Identify characteristics specific to mammals, birds, reptiles, amphibians, and fish. -Recall the diets of carnivores, herbivores, and omnivores. **Working scientifically:** -Use a non-fiction text to find out about specific animals' diets. -Recognise that there are different ways to gather data. -Record data in a block graph and use this to answer questions. -Recognise what the scientist Jane Goodall was known for. -Recall some of Jane Goodall's key findings. Note: At the end of this unit, observe seasonal changes in spring. Allow the pupils to complete the Activity: Observing seasons over time (see Science, Year 1, Seasonal changes, Lesson 5: Observing over time.)	-Identify similarities and differences between deciduous and evergreen leaves. -Recall that seeds and bulbs come from plants. -Recognise that seeds need water for growth. **Working scientifically:** -Raise questions about plants and respond to suggestions on how to set up an investigation to answer a question. -Use a magnifying glass to observe the different parts of flowering plants. -Draw and label a diagram of a flowering plant. -Use an identification chart to name flowering plants. -Sort plants into groups based on specific criteria. -Use non-standard units to measure leaf length. -Recognise similarities and differences in seeds and bulbs. -Recognise that predictions do not always match observations. -Identify which plant parts can be eaten. -Recognise that scientific research into plants leads to important discoveries.	-Recognise similarities and differences between animals in the same animal group. -Build an animal home with natural materials. -Explain the difference between carnivores, herbivores and omnivores. **Working scientifically:** -Carry out online research to find answers to questions. -Measure length in centimetres. -Suggest how to carry out a waterproof test. -Begin to recognise if a test is fair. -Use data to answer questions. -Recognise patterns in data. -Group birds according to their diet.

					Note: At the end of this unit, observe seasonal changes in summer. Allow the pupils to complete the Activity: Observing seasons over time (see Science, Year 1, Seasonal changes, Lesson 5: Observing over time.)	
Computing Following MrPict **E-Safety** -recognise common uses of information technology beyond school. -use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online	**Animation** **Creating a Cartoon.** **Using Puppetpals.** Children will: -know how to create a simple animation to tell a story. -know how to create an animation to tell a story with more than one scene. -know how to add their own pictures to their stories. **Animation** **Animated Character.** **Using Chatterpix Kids.** Children will: -know how to animate a simple image. -know how to add filters and stickers to enhance an animation of a character.	**Video Creation** **Video** **Using Shadow Puppets Edu** Children will: -know how to select images and record a voiceover. -know how to highlight and zoom into images as they record. **Video Creation** **Retell Story** **Using Keynote** Children will: -know how to order images to create a simple storyboard. -know how to record my own voice and add different effects. **Data Handling** **Pictograms** **Using Pic Collage** Children will: -know how to sort images or text into two or more categories on a digital device.	**Photo and Digital Art** **Emoji Avatars** **Using Keynote and PowerPoint.** Children will: -know how to select and use shapes. -resize, rotate and change the colour of shapes. - group more than one shape. -know how to edit a photo with simple tools. -know how to use a paint/drawing app to create a digital image. **Presentations** **Storyboard** **Using Pic Collage or Seesaw** Children will: -be able to order images to create a simple storyboard. -be able to sequence a series of pictures to explain their understanding of a topic.	**Sound** **Podcasting** **Using Keezy** Children will: -write and record a script using a teleprompter tool. - record their voice and add different effects. -know how to explore short and long sounds. -know how to create a sequence of sounds (instruments, apps/software.	**Artificial Intelligence** **AI Around Us** **Using Keynote and Puppetpals** Children will: -know how to use to simple AI technology and can talk about what it does. -know how to use voice assist. -know how to create a simple animation to tell a story. -know how to create an animation to tell a story with more than one scene. -know how to add their own pictures to their stories. **Programming** **Robot Maze Game** **Using Scratch Junior** Children will: -understand the sequence of algorithms is important. -know how to debug simple algorithms.	**Programming** **Animation** **Using Scratch Junior** Children will: -understand the sequence of algorithms is important. -know how to debug simple algorithms. -know how to debug a simple program on a digital device e.g. Bee Bot or tablet. -know how to use sequence in programs. -know how to locate and fix bugs in their program. **Programming** **Simple Algorithms** **Using Daisy the Dinosaur** Children will: -understand the sequence of algorithms is important. -know how to debug simple algorithms. -know how to debug a simple program on a

technologies . (See separate document for e-safety skills)		-know how to collect data on a topic. -know how to create a tally chart and pictogram. -know how to record themselves explaining what they have done and what it shows them.	**Presentation Podcasting Using Keezy** -be able to create a simple spider diagram.		-know how to debug a simple program on a digital device e.g. Bee Bot or tablet. -know how to use sequence in programs. -know how to locate and fix bugs in their program.	digital device e.g. Bee Bot or tablet. -know how to use sequence in programs. -know how to locate and fix bugs in their program.
PSHE, SMSC, SRE, Wellbeing Following Jigsaw	**Being Me in my World** **Children will:** - understand the rights and responsibilities as a member of their class. - understand the rights and responsibilities for being a member of their class. - recognise the choices they make and understand the consequences. - understand their rights and responsibilities within the Learning Charter.	**Dreams and Goals** **Children will:** - set simple goals. - set a goal and work out how to achieve it. - understand how to work well with a partner. - tackle a new challenge and understand this might stretch their learning. - tell you about obstacles which make it more difficult to achieve their new challenge and have ideas to overcome them. - tell you how they felt when they succeeded in a new challenge and how they celebrated it.	**Healthy Me** **Children will:** - understand the difference between being healthy and unhealthy and know some ways to keep themselves healthy. - know how to make healthy lifestyle choices. - know how to keep themselves clean and healthy and understand how germs cause disease/illness. - know that all household products including medicines can be harmful if not used properly. - understand that medicines can help them if they feel poorly, and they know how to use them safely. - know how to keep safe when crossing the road, and about people who can help them to stay safe. - tell you why they think their body is amazing and can identify some	**Celebrating Differences** **Children will:** - identify similarities between people in their class. - identify differences between people in their class. - tell you what bullying is. - know some people who they could talk to if they were feeling unhappy or being bullied. - know how to make new friends. - tell you some ways they are different from their friends.	**Relationships** **Children will:** - identify the members of their family and understand that there are lots of different types of families. - identify what being a good friend means to them. - know appropriate ways of physical contact to greet their friends and know which ways they prefer. - know who can help them in their school community. - recognise my qualities as a person and a friend. - tell you why they appreciate someone who is special to them. -	**Changing Me** **Children will:** - start to understand the life cycles of animals and humans. - tell you some things about them that have changed and some things about them that have stayed the same. - tell you how their body has changed since they were a baby. - identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus. - understand that every time they learn something new, they change a little bit. - tell you about changes that have happened in their life.

			ways to keep it safe and healthy.			
RE **Following Kapow RE**	**How did the world begin?** Children will be able to: -Say whether or not there is proof that a statement is true. -Explain why they believe something to be true. -Listen attentively to their partner. -Explain how they feel about something they have created. -Talk about what is meant by creation. -Retell the key parts of the Christian and Jewish creation story. -Understand that Christian and Jewish people generally believe the creation story in Genesis explains how the world was created. -Talk about what the Hindu creation story might tell some people about God. -Make links between the Hindu, Jewish and Christian creation stories studied. -Describe what people might think about God. -Use art to express their ideas about how the world was created.	**What do some people believe God looked like?** Children will be able to: -Recognise that different people have different beliefs about God's form and appearance. -Explain how art can be used to express feelings towards God. -Recognise that some Hindu people believe God has many forms. -Understand and explain that the story shows some people believe Jesus is the son of God and God on Earth. -Recognise and explain how Christian, Muslim and Hindu people refer to God. -Identify and describe one representation of God from these religions. -Show respect for differences and similarities in how different religions represent God. -Explain why people use different names for God and show respect for the different names for God across religions.	**What is God's job?** Children will be able to: -Share their interpretations of what different names for God tell people about what God does. -Discuss opinions about belief about what God does while respecting others' views. -Recognise that for many Jewish people, God is believed to have a special relationship with them and explore stories to understand this relationship. -Identify which of the 99 names are similar to how God's job is described in the quotes. -Discuss why stories about miracles performed by Jesus are important to people who follow the Christian worldview. -Recognise that for some Hindus, God has many forms that help people understand what God does and explore stories to learn about these forms. -Compare Zoroastrian beliefs to other religious or worldview concepts of good and bad. -Make thoughtful observations about how this belief influences	**Why should we care for the world?** Children will be able to: -Explain different beliefs about who owns the world. -Recognise the belief that humans were created last for a reason. -Recognise why only humans can care for the world. -Identify the belief that God created humans as stewards over nature through scripture. -Recognise what some stories about Muhammad tell us about looking after the world. -Express why stewardship is important to some Muslim people. -Identify why people who believe in ahimsa may think it is important to look after all living creatures. -Identify reasons why it is important to care for the world.	**How do we know that new babies are special?** -Suggest reasons why people might celebrate a new baby. -Identify reasons why some Muslim people welcome a new baby with Adhan. -Recognise the key parts of Aqiqah and why these are important to some Muslim people. -Identify the important parts of Jatakarma and why these are important to some Hindu people. -Explore similarities between Jatakarma, Adhan and Aqiqah. Identify what a promise means in a Christian baptism. -Explain ways in which some people choose a name for a new baby. -Describe what happens at religious and Humanist baby naming ceremonies.	**Why should we care for others?** -Describe some reasons why people choose to care for people other than it being their job. -Identify why Muslim people might believe Zakat is important guidance for caring for others. -Identify that Tzedakah is a way of caring for others. -Recognise ways of caring that take more effort and receive less thanks. -Identify ways of caring for others in Bible stories. -Recognise some reasons why Humanist people might believe it is important to care for others. -Look for similarities between people's beliefs about caring for others. -Explain how people use their skills to care for others while being inspired by their beliefs.

	-Explain their ideas verbally or in writing.		moral choices in daily life.			
PE **Following Greenacre PE**	**EYFS focused depending on cohorts targets.** **Dance** 1 Pupils have an introduction to learning basic actions and pupils learn how to copy simple movement patterns. 2 Pupils learn how to respond to a variety of stimuli e.g. words, pictures, sounds, videos, and objects. They explore different ways to use movement to reflect the stimulus. 3 Pupils learn different directions used in dances. They attempt to use these directions in the basic movement patterns they have created. 4 Pupils learn how to express moods and feelings in dance to tell a story or to convey an idea. 5 Pupils learn how to create a clear, middle and end to their routines by using stillness. Pupils work in pairs to communicate ideas. 6 Competition week: Pupils learn basic	**Tag Rugby** 1 Pupils learn how to dodge and weave an object using speed and direction. 2 Pupils learn how to become familiar with a rugby ball. How to hold it and how to catch it with two hands. 3 Pupils learn how to use the correct technique to throw the rugby ball in a straight line. They focus on aiming at a target. 4 Pupils learn how to mark/shadow another person and why we do this. They also have an introduction to tagging. 5 Pupils learn how to pass and move towards a goal area. Combining passing and running skills. 6 Pupils learn how to score in rugby by placing the ball down in target areas. They learn how to work as a team communicating ideas and rules. **Swimming**	**Football** 1 Familiarisation of the Ball: Pupils begin to use their feet to move around an area and learn the basic rules of football. 2 Dribbling: Pupils learn the correct technique of how to dribble a ball. 3 Short Passing: Pupils learn how to pass a ball over a short distance using the inside of their foot. 4 Long Passing: Pupils learn how much power is needed to pass a ball over a long distance and why a long pass is used. 5 Shooting: Pupils will learn how to strike a ball and also the difference between passing and shooting. 6 Game Situations: Pupils link all of the skills learnt over the past 5 weeks and put them into a game situation. **Gymnastics** 1 To learn how to create a variety of different shapes using parts of the body. 2 Begin to put shapes together and be able to perform a small sequence.	**Cricket** 1 Fundamental ball/beanbag skills, focused on throwing. 2 Basic underarm bowling/throwing with tactics and aspects of fielding. 3 Catching and fielding. 4 Fielding a ball and returning it to the wicket. 5 Learning the basic concept of playing a Kwik cricket game. 6 Developing the basic concept of playing a Kwik cricket game. **Tri golf** 1 To learn the fundamental skills of rolling a ball underarm and the areas of a golf course. 2 Learning how to play golf without equipment. 3 Learn how to use a putter. 4 Progressing skills with a putter. 5 To learn the fundamental skills to chip a golf ball. 6 To be able to put all skills together to play a whole round of golf.	**Infant Agility** 1 Learn and understand how to perform the correct running technique in a range of fun games. 2 Learn the correct technique to perform the Chest push. 3 Students take part in a number of activities encouraging them to balance and hold a balance. 4 Students learn how to jump effectively moving their arms and bending their legs to land. 5 Students will recap on all the skills learnt when running, throwing, balancing and jumping. 6 Students will be tested on their ability to run, throw, balance and jump. **Tennis** 1 Practice rolling and throwing the ball underarm gradually linking that technique to the forehand shot. 2 Continue to develop the forehand shot in tennis linking similarities between throwing a ball and playing the forehand shot. 3 Understand what a volley shot is and when	**Infant Agility** 1 Learn and understand how to perform the correct running technique in a range of fun games. 2 Learn the correct technique to perform the Chest push. 3 Students take part in a number of activities encouraging them to balance and hold a balance. 4 Students learn how to jump effectively moving their arms and bending their legs to land. 5 Students will recap on all the skills learnt when running, throwing, balancing and jumping. 6 Students will be tested on their ability to run, throw, balance and jump. **Rounders** 1 Pupils learn how to perform a two handed catch with the correct technique for striking and fielding games. 2 Pupils learn to link both throwing and catching as an introduction to a bowling technique. 3 Pupils learn to make a striking action and to make contact with a

	performance skills, and use these in their final dance, to gain points from the judge. Prizes/House Points can be awarded.		3 To learn how to move around an area when bodies are at high and low levels. 4 To explore different ways of using hands and feet to travel around an area. 5 To learn how to perform a variety of different balances. 6 To use apparatus safely and to create a small routine with all skills learnt in previous weeks.		this shot can be used in tennis. 4 Understand how to perform the volley shot. Students start to move their feet, ensure their bodies are in the correct position and make contact with the ball before it bounces to perform a volley. 5 Understand how to start a game using a underarm serve. Students learn how to start a rally in tennis and the correct techniques required to perform an underarm serve. 6 Students are asked to demonstrate all the skills they have learnt over the previous weeks to enable the teacher to assess.	stationary and/or moving object. 4 Pupils learn running skills and experiment with the speed in which they run using fun modified games. 5 Pupils learn to chase the ball and how to pick the ball up whilst on the move. Combining skills together to gain good fielding knowledge. 6 Pupils learn basic rules and positions and play enjoyable modified games with a competitive element to encourage the use of their skills in a game situation.
School Values	Week 1/2: Aspiration Week 3/4: Kindness Week 5/6: Reflection	Week 1/2: Resilience Week 3/4: Kindness Week 5/6: Reflection	Week 1/2: Aspiration Week 3/4: Kindness Week 5/6: Reflection	Week 1/2: Kindness Week 3/4: Reflection Week 5/6: Resilience	Week 1/2: Aspiration Week 3/4: Kindness Week 5/6: Reflection	Week 1/2: Kindness Week 3/4: Reflection Week 5/6: Aspiration
Visitors/ Trips						
Whole School	Black History Month Mental Health Awareness Day PTA School Disco	National Stress Awareness Day Firework Extravaganza Road Safety Awareness Children in Need day Christmas Jumper Day Winter Wonderland	Make Your Dreams Come True Day Safer Internet Day Random Act of Kindness Day PTA School Disco Mother's Day gifts	Mental Health Week World Book Day Comic Relief PTA Sponsored Bounce Open Afternoon MADD Day	World Autism Awareness Day Father's Day gifts.	National Sports Week PTA Non-uniform day Happy, Healthy, Hampton Day Summer Fair Transition Day Meet your new teacher PTA School Disco

Although we aim to follow this curriculum overview throughout the year, this may well be subject to change as we adapt planning and teaching based on the needs of the children. Therefore, this curriculum overview will be refreshed at points during the year. Disciplinary and substantive knowledge will remain the same for progression