

Key Stage 1 Programme A

TOPICS	AUTUMN Celebrations	SPRING Space	SUMMER Growing	Running through the year (1 st week back each half term/term) Seasons
Literacy Yr 1 Yr 2	<p>Stories by the same author (narrative) Familiar settings (narrative) Other cultures (narrative)</p> <p>Instructions (non fiction) Recount (non fiction)</p> <p>Information texts (non fiction) Really looking (poetry) Pattern and rhyme (poetry)</p>	<p>Labels lists and captions (non fiction) Information texts (non fiction) Fantasy worlds (narrative) Poetry on a theme</p> <p>Extended stories (narrative) Patterns on the page (poetry) Non-chronological reports (non fiction)</p>	<p>Traditional stories and fairy tales (narrative) Using the senses (poetry) Instructions (non fiction)</p> <p>Explantions (non fiction) Traditional stories (narrative) Familiar settings (narrative) Stories by the same author</p>	<p>Recount Author study</p>

<p>Science</p> <p>Yr1 Objectives</p> <p>Yr2 Objectives</p> <p>On the July 2014 version not on the Spe 2014 version</p>	<p>Uses of everyday materials</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard <input type="checkbox"/> compare how things move on different surfaces. <p>Sound</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> observe and name a variety of sources of sound, noticing that we hear with our ears <input type="checkbox"/> recognise that sounds get fainter as the distance from the sound source increases. 	<p>Light</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • observe and name a variety of sources of light, including electric lights, flames and the Sun • associate shadows with a light source being blocked by something. <p>Animals, including humans</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> notice that animals, including humans, have offspring which grow into adults <input type="checkbox"/> find out about and describe the basic needs of animals, including humans, for survival (water, food and air) <input type="checkbox"/> describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	<p>Plants</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen <input type="checkbox"/> identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers. <p>Plants</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> observe and describe how seeds and bulbs grow into mature plants <input type="checkbox"/> find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 	<p>Seasonal changes</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> observe changes across the four seasons <input type="checkbox"/> observe and describe weather associated with the seasons and how day length varies.
----------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Geography</p>	<p>Location knowledge <input type="checkbox"/> name and locate the world's seven continents and five oceans</p> <p>Human and physical geography use basic geographical vocabulary to refer to: <input type="checkbox"/> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather <input type="checkbox"/> key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Geographical skills and fieldwork <input type="checkbox"/> use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map <input type="checkbox"/> 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</p> <p>Human and physical geography use basic geographical vocabulary to refer to: <input type="checkbox"/> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather <input type="checkbox"/> key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Human and physical geography <input type="checkbox"/> identify location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Place knowledge <input type="checkbox"/> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.</p> <p>Human and physical geography use basic geographical vocabulary to refer to: <input type="checkbox"/> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather <input type="checkbox"/> key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Human and physical geography <input type="checkbox"/> identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Human and physical geography use basic geographical vocabulary to refer to: <input type="checkbox"/> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather <input type="checkbox"/> key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>
-------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>History</p>	<p>Events Pupils should be taught about: <input type="checkbox"/> events beyond living memory that are significant nationally or globally (e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)</p> <p>Changes Pupils should be taught about: <input type="checkbox"/> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p><u>IDEAS</u> <i>How did the Victorians celebrate Christmas? Celebrations & Anniversaries What are we remembering and why? Remembrance Sunday etc.</i></p>	<p>People Pupils should be taught about: <input type="checkbox"/> 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 (e.g. Elizabeth I 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 Edith Cavell)</p> <p>Events Pupils should be taught about: <input type="checkbox"/> events beyond living memory that are significant nationally or globally (e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)</p> <p><u>IDEAS</u> <i>First Powered Flight Neil Armstrong</i></p>	<p>Place Pupils should be taught about: <input type="checkbox"/> significant historical events, people and places in their own locality.</p> <p><u>IDEAS</u> <i>Our School/Street What signs of change can we see? Our Church Who is remembered there?</i></p>	
-----------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

<p>ICT</p>	<p>Communicating with the Digital World:</p> <p>Text Processing and Multimedia</p> <ul style="list-style-type: none"> .Develop familiarity and correct use of the keyboard – spacebar, backspace, return, shift (for capital letters - not caps lock), return etc. .Use sound, images and text in simple presentations. .Format text (size, font, colour etc.). .Add captions to photographs and graphics. .Use templates and other appropriate support to create simple presentations for different purposes. <p>Electronic Communication (e.g. email, Learning Platform, messaging, blogging)</p> <ul style="list-style-type: none"> .Contribute ideas to a class email and/or blog (perhaps a forum or a Learning Platform). .Use simple authoring tools to create their own message or page on a Learning 	<p>Exploring the Digital World:</p> <p>Data handling</p> <ul style="list-style-type: none"> .Develop simple classification skills by carrying out sorting activities (physically as well as using ICT). .Use simple graphing programs to produce pictograms and other simple graphs and use graphing software to manipulate the way a graph displays the data (e.g. pictogram to bar chart). .Interpret graphs, discuss information and answer simple questions. Save and retrieve the data. .Use simple search tools in a prepared database to answer simple questions (e.g. how many children have brown hair). .Sort and classify a group of items by asking simple yes/no questions and use a branching database program to sort and identify items. <p>Data logging</p> <ul style="list-style-type: none"> .Participate in whole class 	<p>Shaping the Digital World:</p> <p>Modelling/Simulations</p> <ul style="list-style-type: none"> .Use a mouse, pen or finger to move and place items accurately on a screen to explore a simulation in other curriculum areas and talk about what happens. .Make choices in an adventure game or simulation. Talk about their use of simulations and be able to compare with reality. 	<p>E-safety:</p> <p>Content</p> <ul style="list-style-type: none"> .Know the school Acceptable Use Policy and the SMART online rules: Safe/Meeting/Accepting/Reliable/Tell. .Know what to do if they view content they think is inappropriate or upsetting (e.g. school policy, know how to minimise a screen if they see something inappropriate on a website and tell a trusted adult). .Save their own content in their own personal folder. .Know that you can be diverted from a website through a link to a new website, advertising or popup. .Know that anyone can create a web site and it is sometimes difficult to know if information is true. <p>Contact</p> <ul style="list-style-type: none"> .Know to keep personal information private when communicating online (This could be discussed when sending a class email). .Know that online communication is not always confidential and that it can be monitored. <p>Conduct</p> <ul style="list-style-type: none"> .Learn to respect the work of others when stored on a shared drive of a network or presented online. .Identify some risks presented by new technologies inside and outside
-------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>Platform. .Author their own homepage on their own Learning Platform or web space adding text and images.</p> <p>Transfer ability of skills .Start to apply skills in different applications and contexts making simple choices. .Save worked documents or images in own folder. Locate the saved file or image and re-use.</p>	<p>discussions of a data logger monitoring live data (e.g. changing sound levels over time).</p>		<p>school (e.g. online games, mobile phone texting and cyberbullying). Identify where to go for help. .Learn the importance of turning power off to save energy when not used.</p>
--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------	--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Art</p>	<p>Improve their mastery of art and design techniques, including drawing, painting and sculptures.</p> <p>Ideas:</p> <ul style="list-style-type: none"> • September :Chinese Autumn moon lanterns. • Explore Mehndi body art. • Diwali festival of light-light and dark pictures. • Harvest festival fruit printing • Use Christmas as a celebration for developing art decorations. 	<p>Improve their mastery of art and design techniques, including drawing, painting and sculptures.</p> <p>Ideas:</p> <ul style="list-style-type: none"> • Solar system model • Printing a rocket picture using finger paint • Printing using crumpets to make moon pictures • Paint rockets/planets/solar system • Make alien/rocket junk models • Alien collages 	<p>Learn about great artists, architects and designers in history.</p> <p>Ideas:</p> <p>Study famous artists that capture images of flowers Van Gogh/ Claude Monet/Georgia O Keefe.</p> <ul style="list-style-type: none"> • Create a representation of a flower using paint, pastels, or collage. 	<p>Create Sketch books to record, observe, review, revisit.</p> <p>Ideas:</p> <ul style="list-style-type: none"> • Create sketches of nature as it changes through the seasons. • Capture still life images through the seasons, to create a 3D collage • Use a range of mediums to tell the story of nature as it changes through art.
<p>Music</p>	<ul style="list-style-type: none"> ▪ Skill: use their voices expressively and creatively by singing songs and speaking chants and rhymes ▪ Learn songs from each of the festivals 	<ul style="list-style-type: none"> ▪ Skill: play tuned and untuned instruments musically ▪ Create alien / space music using both tuned and untuned instruments 	<ul style="list-style-type: none"> ▪ Skill: experiment with, create, select and combine sounds using the inter-related dimensions of music. ▪ Inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. ▪ Music composition for traditional tales 	<ul style="list-style-type: none"> ▪ Skill: listen with concentration and understanding to a range of high-quality live and recorded music ▪ Listen to Vivaldi’s Four Seasons – think about different instruments used, tempo, dynamics etc. How does the music reflect the season?

DT	<p>1. Children should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. Work in range of context (e.g. home and school, gardens and playgrounds, local community, industry and the wider environment). They should be taught to Design Make and Evaluate.</p> <p>2. Pupils should be taught how to cook and apply the principles of nutrition and healthy eating.</p> <ul style="list-style-type: none"> • Use the basic principles of a healthy and varied diet to prepare dishes • Understand where food comes from. 			
RE	<p>Why are some times special? Theme: Celebrations How do we celebrate our journey through life? Theme: Celebrations</p>	<p>Why are some stories special? Theme: Believing/Story</p>	<p>Who are we? Theme: Myself</p>	
PSHE	<p><i>SEAL:</i></p> <ul style="list-style-type: none"> • <i>New Beginnings</i> • <i>Say No to Bullying</i> • <i>Getting on and Falling out</i> <p><i>Keeping safe indoors/outdoors</i></p>	<p><i>SEAL:</i></p> <ul style="list-style-type: none"> • <i>Going for Goals</i> • <i>Good to be me</i> <p><i>Medicines and drugs</i> <i>Visiting health professionals</i></p>	<p><i>SEAL:</i></p> <ul style="list-style-type: none"> • <i>Relationships</i> • <i>Changes</i> <p><i>Healthy eating.</i> <i>Exercise</i></p>	
PE	LEAP INTO LIFE Year 1	LEAP INTO LIFE Year 1	LEAP INTO LIFE Year 1	(Mixed age classes will need to try to ensure coverage of all objectives across the 2 year cycle in way most appropriate to ability of children.)

OUTDOOR EDUCATION	<p>Ideas which link: Scavenger hunt (materials). Sound walk. Visit local farm Harvesting own food Harvest celebration Plan and make a healthy picnic for expedition Collect seeds Camp fire cooking</p>	<p>Ideas which link: Collecting/observing minibeasts Make minibeast collecting kit(DT) Make bug hotels Make a treasure trail using compass and clues Shadow clocks</p>	<p>Ideas which link: Gardening (grow veg, plant miniature garden) Observe/draw plants in school grounds/on walk. Learn names of wild flowers. Collect/identify tree leaves. Leaf rubbings Decorate a tree. Weaving with natural materials. Celebrate “special places” in our school/village Make pictures/patterns outdoors with found objects Plant a tree</p>	
------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Key Stage 1 Programme B

TOPICS	<p align="center">AUTUMN</p> <p align="center">My World</p>	<p align="center">SPRING</p> <p align="center">Fire</p>	<p align="center">SUMMER</p> <p align="center">Castles/Homes</p>	<p align="center">Running through the year (1st week back each half term/term)</p> <p align="center">Seasons</p>
Literacy	<p>Recount (non fiction) Other cultures (narrative) Familiar settings (narrative) Pattern and rhyme (poetry)</p> <p>Instructions (non fiction) Stories by the same author (narrative) Information texts (non fiction) Really looking (poetry)</p>	<p>Labels lists and captions (non fiction) Information texts (non fiction) Fantasy worlds (narrative) Poetry on a theme</p> <p>Extended stories (narrative) Patterns on the page (poetry) Non-chronological reports (non fiction)</p>	<p>Traditional stories and fairy tales (narrative) Using the senses (poetry) Instructions (non fiction)</p> <p>Explantions (non fiction) Traditional stories (narrative) Familiar settings (narrative) Stories by the same author</p>	<p>Recount Author study</p>

<p>Science</p> <p>Yr1 Objectives</p> <p>Yr2 Objectives</p>	<p>All living things and their habitats</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> explore and compare the differences between things that are living, dead, and things that have never been alive <input type="checkbox"/> 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 <input type="checkbox"/> identify and name a variety of plants and animals in their habitats, including micro-habitats <input type="checkbox"/> 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>Animals, including humans</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates <input type="checkbox"/> identify and name a variety of common animals that are carnivores, herbivores and omnivores <input type="checkbox"/> describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, and including pets) <input type="checkbox"/> 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>Everyday materials</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> distinguish between an object and the material from which it is made <input type="checkbox"/> identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock <input type="checkbox"/> describe the simple physical properties of a variety of everyday materials <input type="checkbox"/> compare and group together a variety of everyday materials on the basis of their simple physical properties <input type="checkbox"/> find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<p>Seasonal changes</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <input type="checkbox"/> observe changes across the four seasons <input type="checkbox"/> observe and describe weather associated with the seasons and how day length varies.
---------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Geography</p>	<p>Geographical skills and fieldwork <input type="checkbox"/> 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> <p>Location knowledge <input type="checkbox"/> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Place knowledge <input type="checkbox"/> understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country</p> <p>Human and physical geography use basic geographical vocabulary to refer to: <input type="checkbox"/> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather <input type="checkbox"/> key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Geographical skills and fieldwork <input type="checkbox"/> 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>Human and physical geography use basic geographical vocabulary to refer to: <input type="checkbox"/> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather <input type="checkbox"/> key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Human and physical geography use basic geographical vocabulary to refer to: <input type="checkbox"/> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather <input type="checkbox"/> key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Human and physical geography <input type="checkbox"/> 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>Human and physical geography use basic geographical vocabulary to refer to: <input type="checkbox"/> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather <input type="checkbox"/> key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>
-------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>History</p>	<p>People Pupils should be taught about: <input type="checkbox"/> 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 (e.g. Elizabeth I 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 Edith Cavell)</p> <p><u>IDEAS</u> <i>How have people's jobs changed?</i> <i>Ourselves and our families – How has life changed?</i></p>	<p>Events Pupils should be taught about: <input type="checkbox"/> events beyond living memory that are significant nationally or globally (e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)</p> <p><u>IDEAS</u> <i>Pompeii – destroyed 79AD</i> <i>The Great Fire of London</i></p>	<p>Place Pupils should be taught about: <input type="checkbox"/> significant historical events, people and places in their own locality.</p> <p><u>IDEAS</u> <i>A country House – How did the people live there long ago?</i> <i>Homes – How have they changed?</i> <i>Castles – What was life like in a medieval Castle?</i></p>	
-----------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

<p>ICT</p>	<p>Communicating with the Digital World:</p> <p>Graphics packages .Use a paint package to create a picture to communicate their ideas using shape, line and colour. .Develop a variety of skills using a range of tools and techniques to communicate a specific idea or artistic style/effect.</p> <p>Digital photographs and video .Use a digital camera or camcorder to take a picture or record their work with developed control. .Begin to edit digital photographs.</p> <p>Animation .Create a sequence of images which together form a short animation.</p> <p>Sound and Music .Use various sound recorders (at and away from the computer) to record and playback sounds (e.g. voices, instruments, microphones, sounds around them). .Explore a range of electronic music and sound devices including keyboards, software and different peripherals. .Use software to explore sound and musical phrases for a purpose.</p> <p>Transferability of skills .Start to apply skills in different applications and contexts making simple choices.</p>	<p>Exploring the Digital World:</p> <p>Research .Use appropriate buttons, menus and hyperlinks to navigate web sites, Learning Platform or other areas of stored information (e.g. Espresso). .Access different information using a range of equipment (microscope, website, DVD etc.). .Begin to evaluate web sites by giving opinions about preferred sites. .Enter text into a search engine and URL's in the address bar to find specific given web sites. .Enter text (or simple key question) into a safe search engines to find information on a given topic. Start to evaluate whether or not the information is useful.</p> <p>Transferability of skills .Start to apply research skills using different search engines and websites.</p>	<p>Shaping the Digital World:</p> <p>Control/Programming .Create/follow instructions (algorithms) to navigate programmable toys (and other children) around a course. .Program a simple floor robot (e.g. Bee Bot) to carry out a short sequence of steps. .Input algorithms into a program to create a simple shape on screen or to control a device. .Make predictions when programming devices (actual or on screen), estimating distances and turns. .Have experiences of controlling other devices such as MP3 players, sound recorders, CD players, video recording equipment and digital cameras.</p>	<p>E-safety:</p> <p>Children should be taught to recognise what they like and dislike, what is fair and unfair, and what is right and wrong. .Children should be taught to recognise, name and deal with their feelings in a positive way. .Pupils should be taught to agree and follow rules for their group and classroom, and understand how rules help them. .Pupils should be taught to recognise how their behaviour affects other people. .Pupils should be taught that there are different types of teasing and bullying, that bullying is wrong, and how to get help to deal with bullying. .Children should consider social and moral dilemmas that they come across in everyday life. .Children can ask for help (e.g. from family and friends, midday supervisors, older pupils, the police).</p>
-------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>Art</p>	<p>Learn about great artists, architects and designers in history. Ideas: Study famous artists who focus on portraits. Frida Kahlo, Pablo Picasso, Vincent Van Gogh and Andy Warhol.</p> <ul style="list-style-type: none"> • Self-portraits, use a variety of mediums to create portraits. • Archimboldo Fruit faces 	<p>Improve their mastery of art and design techniques, including drawing, painting and sculptures. Ideas:</p> <ul style="list-style-type: none"> • Design and create a 3D volcanic sculpture. • Create fire work pictures using a range of mediums on black sugar paper. 	<p>Improve their mastery of art and design techniques, including drawing, painting and sculptures. Ideas:</p> <ul style="list-style-type: none"> • Design, create and build a medieval castle model. 	<p>Create Sketch books to record, observe, review, revisit. Ideas:</p> <ul style="list-style-type: none"> • Use a range of mediums to tell the story of nature as it changes through art. • Create sketches of nature as it changes through the seasons. • Capture still life images through the seasons, to create a 3D collage
<p>Music</p>	<ul style="list-style-type: none"> ▪ Skill: use their voices expressively and creatively by singing songs and speaking chants and rhymes ▪ Learn songs from each of the festivals 	<ul style="list-style-type: none"> ▪ Skill: play tuned and untuned instruments musically ▪ Create alien / space music using both tuned and untuned instruments 	<ul style="list-style-type: none"> ▪ Skill: experiment with, create, select and combine sounds using the inter-related dimensions of music. ▪ Inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. ▪ Music composition for traditional tales 	<ul style="list-style-type: none"> ▪ Skill: listen with concentration and understanding to a range of high-quality live and recorded music ▪ Listen to Vivaldi's Four Seasons – think about different instruments used, tempo, dynamics etc. How does the music reflect the season?

DT	<p>1. Children should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. Work in range of context (e.g. home and school, gardens and playgrounds, local community, industry and the wider environment). They should be taught to Design Make and Evaluate.</p> <p>2. Pupils should be taught how to cook and apply the principles of nutrition and healthy eating.</p> <ul style="list-style-type: none"> • Use the basic principles of a healthy and varied diet to prepare dishes • Understand where food comes from. 			
RE	Where do we belong? Theme: Belonging	How should we live our lives: Theme: Leaders and Teachers	Why are some symbols and places special? Theme: Symbols	
PSHE	<p>SEAL:</p> <ul style="list-style-type: none"> • New Beginnings • Say No to Bullying • Getting on and Falling out <p>Child protection: keeping myself safe.</p>	<p>SEAL:</p> <ul style="list-style-type: none"> • Going for Goals • Good to be me <p>Looking after myself: handwashing, cleaning teeth, sleep etc.</p>	<p>SEAL:</p> <ul style="list-style-type: none"> • Relationships • Changes <p>Sex education: growing and changing</p>	
PE	LEAP INTO LIFE Year 2	LEAP INTO LIFE Year 2	LEAP INTO LIFE Year 2	(Mixed age classes will need to try to ensure coverage of all objectives across the 2 year cycle in way most appropriate to ability of children.)
OUTDOOR EDUCATION	<p>Ideas which link:</p> <p>Minibeast hunt Food webs with wool Make and follow simple map Make faces (art) with leaves and found objects.</p>	<p>Ideas which link:</p> <p>Camp fire songs and stories Camp fire cooking Make charcoal Art using soils and charcoal Explore school grounds/habitats RSPB Birdwatch survey Make bird feeding station (DT)</p>	<p>Ideas which link:</p> <p>Make mini shelters for small play characters. Scavenger hunt. Experiment with seeing if materials buried will rot. Make clay pots from clay dug out of the ground.</p>	