Y 1/2	Autumn	Spring	Summer
Cycle A	**Knights &Castles**	**Amazing Animals**	**The Great Outdoors**
	Science **Everyday materials and their uses** Pupils can 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 simple physical properties. Investigate the basic properties of materials, e.g. rough, smooth. 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 and investigate whether you can bend different materials. **History** **The first castles – The Normans/William the Conqueror and the Battle of Hastings** Pupils know what a timeline is; they can draw timelines, beginning to place areas of study on them. Pupils are beginning to use simple words and phrases mostly accurately to indicate periods of time e.g. a long time ago. Pupils can begin to identify how we know about past events.	**Science** **Animals including Humans** Pupils will identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets). Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene Investigate the senses. **Living Things and their habitats** Pupils will explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including microhabitats.	**Science** **Plants** Pupils observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Investigate whether plants need light to grow. **Electricity (Non-Statutory)** Pupils communicate observations of changes in light, sound or movement that result from actions e.g. switching on a simple electric circuit. Name some components of a simple electric circuit. Name some electrical appliances. Describe the effects of making or breaking one of the contacts in a circuit. Investigate how to make a circuit. **History** **Events beyond living memory – Famous explorers** Pupils can compare areas of study, identifying similarities and differences between them. Pupils can accurately answer some questions verbally related to an area of study. **Geography** **Environmental factors, local area compared to urban areas.** Use basic geographical vocabulary to refer to:

	Pupils can remember most key events about the areas they have studied. **Geography** **Where castles were built and why - compare and contrast castles.** Use maps and aerial photographs to recognise local landmarks and famous castles. Identify characteristics of the 4 countries of the UK and their capital cities and its surrounding seas. Use world maps, atlases and globes to identify the United Kingdom and its countries. **Art** **Sketch Book** • Use and personalise own sketchbook. • Draw a self-portrait using pencil, paint or pastel. **Be an architect: Hundertwasser, Zaha Hadid, Heatherwick Studios** • Discuss what an architect is. Look at examples of famous architecture and make quick observational drawings in sketchbook. • Look at Hundertwasser's architecture, allow children to make visual notes on the images/architecture they can see. • Allow children to make architecture, designing while making using a range of materials to make their own 3D creations. They will use their sketchbook to record their observations. • Reflect and discuss project and the new skills they have developed with materials and joining. **Design Technology** **Design and make a Castle** **PE** Show the ability to sustain their movements over an extended period of time.	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. **History** **People in own locality - Charles Darwin** Pupils can ask simple questions to develop their understanding. **Geography** 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. **Art** **Exploring watercolour: Paul Klee, Emma Burleigh** • Develop their understanding of watercolour and how it can be used. Look at primary and secondary colours and allow children to discover colour mixing. • Discuss the artwork of Paul Klee and Emma Burleigh. Allow children to use their sketchbooks for their own interpretations using watercolour. • Create large scale artwork using watercolour and own imagination. Use other materials such as crayon, pen and pencil to see how these materials work with watercolour. • Reflect on artwork and discuss what they could improve/have enjoyed about project. **Design Technology** **Animal Mask** **PE** Recognise and describe how they feel during and after exercise. Describe how the different activities affect their body. Know why it is important to be active and demonstrate this in PE lessons and around school. **PSHE- Living in the wider world** **Belonging to a community**	• key physical features, including: forest, hill, mountain, river, soil, valley, vegetation, season and weather • key human features, including: city, town, village 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. **Art** **Explore and draw: Andy Goldsworthy, Joseph Cornell, Hassan Hajjaj, Lorna Crane, Alice Fox, Nicole White** • Discover that other artists are inspired by exploring or collecting objects from the environment around them. Use sketchbook to note down places or objects to explore/collect from. • Explore the playground, collecting objects that interest them. Use collected items to create shapes on the ground and classroom. Organise items by shape, colour. Photograph their artwork. • Use collected objects as inspiration for careful, slow observational drawings in sketchbook, using pencil, handwriting pens. • Create a finished artwork based on their previous observations. Use wax resist to add composition. • Reflect on artwork and discuss what they could improve/have enjoyed about project. **Design Technology** **Bird Boxes** **PE** Describe what they and others have done. Say why they think their actions are being performed well and suggest ways they could improve their work. **PSHE- Health and wellbeing** **Physical health and mental wellbeing** • Washing hands: Children will know how germs spread and why we need to wash our hands.

	Compete against personal best score, the success criteria, a time limit or others – know how to behave when successful and when you don't win. **PSHE-Relationships** **Families and Friendships** • Friendship: Children will understand how to be a good friend. • Bullying: Children will be able to understand bullying behaviours and know how to cope with bullying behaviours. • Growing in our world: Children will develop understanding of their family structure and recognise what they can do for themselves now they are older. **Safe Relationships** • Jealousy: Children will be able to recognise and name emotions and their physical effects. **Respecting ourselves and others** • Practise makes perfect: Children will understand the importance of trying hard and not giving up. They will learn ways to set goals and work to reach them. • Worry: Children will be able to recognise and name emotions and their physical effects and learn skills for coping with unpleasant emotions. • Anger: Children will be able to recognise and name emotions and their physical effects and learn skills for coping with unpleasant emotions. **Computing** • Mouse and keyboard skills. • Developing understanding of logging on, saving, folders etc. **RE** **Christianity** What do Christians believe God is like? • Know what a Christian is, and that the Bible gives us information about God.	• Growing in our world: Children will develop understanding of their family structure and recognise what they can do for themselves now they are older. **Media literacy and digital resilience** • Online Bullying: Children will understand how online activity can affect others and identify the positives and negatives of using technology. • Image sharing: Children will know the risks of sharing images without permission and understand the types of images appropriate/inappropriate for sharing online. • Computer safety: Children will understand how your online activity can affect others and be able to list rules for keeping safe online. **Computing** • Introducing programming. • E-safety. **RE** **Christianity** Who do Christians say made the world? • Retell the creation story. • Understand what this story tells Christians about God. • Explore other non-religious beliefs about the beginning of the world. **Hinduism** What do Hindu's believe God is like? What is it like to be a Hindu in Britain today? • Know the key beliefs of Hinduism. • Identify some Hindu deities and how they help Hindus describe God. • Recognise how Hindus worship God. • Understand 'Atman' and how this does and could impact the way people treat each other. • Explore Hindu practice and Hinduism as a way of life in Britain. **Music** **Ian Bennett**	**Growing and changing** • Growing older, naming body parts (not genitalia) and moving class or year group. **Keeping safe** • Road safety: Children will understand why it is important to stay safe when crossing the road. • Hazard Watch Module: Is it safe to eat or drink? Is it safe to play with? Children will be able to name potential dangers in different environments and name potential dangers that could affect others, for example, younger siblings. **Computing** • Comic creation. • Music creation. **RE** **All about us and the world around us** How should we care for others and the world and why does it matter? • Know that we are all unique and valuable. • Recognise how people show that they care for others. • Explore how people look after the natural world and why. • Make connections with how Christians and Jews care for our world because of their beliefs in God. **Music** **Ian Bennett**

	• Know that Christians show their belief in God through worship, e.g. praying. • Visit a church and explore some of its features. Why does Christmas matter to Christians? • Know the story of the birth of Jesus. • Make connections with this story and how Christians celebrate Christmas, e.g. making preparations, giving, receiving, thankfulness. • Understand that celebrating Christmas is about goodwill towards others. **R.E Days: Nativity- celebrating Christmas, Diwali- Festival of Light.** **Music** **Ian Bennett**		
Cycle B	**Heroes and Heroines**	**Journey Round the World**	**The Seaside**
	Science **Forces (Non-Statutory)** Pupils communicate observations of changes in movement that result from actions e.g. pushing and pulling objects. Demonstrate push and pull actions they can carry out. Know that there is a limit to their ability to move objects Investigate how far a car can travel when pushed. **Sound (Non-Statutory)** Pupils communicate observations of changes in sound that result from actions. Recognise that sound comes from a variety of sources and name some of these. Know how to make sounds. **History**	**Science** **Plants** Pupils 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. Growing from seeds. Investigate how fast different plants grow. **History** **Events beyond living memory – chronology and significance of transportation and discoveries (Wright Brothers, Amelia Earhart, Christopher Columbus).** Pupils can order some events they have learnt about from furthest away to most recent with increasing accuracy. Pupils can remember and use a range of names and words specific to areas of study.	**Science** **Light (Non-Statutory)** Pupils recognise that light comes from a variety of sources and name some of these. Know that some lights can be turned on and off. Investigate which lights can be turned on and off. **Seasonal Changes** Pupils observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. **History** **Changes within living memory – Victorians and the invention of the steam train.** **The birth of the seaside holiday and a comparison of the seaside then (when grandparents were young) and now.**

	Events beyond living memory and changes within living memory – Real life heroes Pupils are beginning to use simple words and phrases mostly accurately to indicate periods of time e.g. a long time ago. Pupils can ask simple questions to develop their understanding. Pupils can accurately answer some questions verbally related to an area of study. **Geography** **Mapping routes** 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. Use simple compass directions (North, South, East and West) and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. **Art** **Sketch Book** • Use and personalise own sketchbook. • Draw a self-portrait using pencil, paint or pastel. **Stick Transformation Project** • Use dexterity to manipulate materials into a seed and root sculpture (Photograph for sketchbook). • Use skills to make a stick hero or heroine, using materials to twist, bend around stick. • Reflect on sculpture and discuss what they could improve/have enjoyed about project. **Design Technology** **Design and make a hand puppet (Textiles)** **PE** Show the ability to sustain their movements over an extended period of time.	Pupils can compare areas of study, identifying similarities and differences between them. Pupils can accurately answer some questions verbally related to an area of study. **Geography** Name and locate the world's seven continents and five oceans. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. 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 using ideas like Barnaby Bear, class bear etc. **Art** **Exploring the world through monoprint: Xgaoc'o X'are** • Use sketchbook and different pencils/handwriting pens to make close observational drawings of the natural world from film or image. • Use skills to make a range of varied sketches of small objects. Reflect and discuss sketches with class. • Investigate mono printing and using carbon paper to make mono prints. Discover the work of Xgaoc'o X'are. • Use carbon paper to make their own monoprints of natural objects, using pastel to add detail. • Reflect on project and create own portfolio of work. **Design Technology** **Design and make a vehicle** **PE** **Links to PSHE** Recognise and describe how they feel during and after exercise. Describe how the different activities affect their body. Know why it is important to be active and demonstrate this in PE lessons and around school. **PSHE- Living in the wider world**	Pupils can accurately order events they have learnt about from furthest away to most recent. Pupils can begin to identify different representations of history e.g. books, visual clips, letters. Pupils are able to accurately answer simple questions related to an area of study confidently. They can justify their answers beginning to use sources or stories. **Geography** **Use basic geographical vocabulary to talk about and compare physical and human features of a seaside resort.** Identify seasonal and daily weather patterns in the United Kingdom. Use basic geographical vocabulary to refer to: • key physical features, including: beach, cliff, coast, sea, ocean, river, soil, season and weather • key human features, including: city, town, village, port, harbour and shop 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 concentrating on islands and sea sides. **Art** **Music and Art: Kandinsky** • Making drawings using sound (metronome) to do slow drawings. Using graphite pencils • Introduce Wassily Kandinsky and discuss how he used music to inspire his artwork. Allow the children to mark make whilst listening to sounds, using rhythm to make abstract observational drawings. • Look at the work of Tomoko Kawao and her use of mark making on large scale drawings. Use a range of different orchestral music samples to make 'careful looking' sketches in sketchbook, looking at shape, colour and composition.

	Compete against personal best score, the success criteria, a time limit or others – know how to behave when successful and when you don't win. **PSHE-Relationships** **Families and Friendships** • Friendship: Children will understand how to be a good friend. • Body Language: Children will be able to recognise and name a range of feelings and that feelings can be shown without words. **Respecting ourselves and others** • Practise makes perfect: Children will understand the importance of trying hard and not giving up. They will learn ways to set goals and work to reach them. • Helping someone in need: Children will know how you can help other people yet understand the risks of talking to people you don't know very well in the community. **Computing** **https://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/** • Recognise uses of IT. • E-Safety. **RE** **Christianity** What is the 'good news' Christians say Jesus brings? • Recognise the positivity in stories about Jesus by looking at stories where Jesus forgave people and gave them hope, e.g. Zacchaeus, Matthew the tax collector. • Know what forgiveness is. • Know that Christians believe that Jesus is their teacher of how to live. **Multifaith Christianity and Islam** What makes some places sacred to believers? • Explore 'special' places and places of worship.	**Belonging to a community** • Living in our world: Children will know we should look after living things and recognise why it is important to take care of our communities and countryside. **Money and Work** • Working in our world: Children will develop an understanding of how and why we can receive money and how to keep it safe. They will consider the skills needed for future careers and understand the difference between wants and needs. **Computing** • Introduction to animation. • Learning to type. • Learning how to save and use files/folders. **RE** **Islam** Who are Muslims and how do they show their beliefs? • Explore the Shahadah and how it impacts life as a Muslim. • Recognise how Muslims put their beliefs into action. **Christianity** Why does Easter matter to Christians? • Know that Easter is about new life and explore the hope brought to Christians through the resurrection story. • Give examples of how Christians celebrate Easter. • Explore Holy week and symbolism of Easter eggs and hot cross buns. **R.E Days: Ramadan- reflection and growth.** **Music** **Ian Bennett**	• Make own musical instrument using a range of recycled material. • Reflect on project and exhibit creations in classroom. **Design Technology** **Shoebox underwater scene** **PE** Describe what they and others have done. Say why they think their actions are being performed well and suggest ways they could improve their work. **PSHE- Health and wellbeing** **Physical health and mental wellbeing** • Healthy Eating: Children will understand that food is needed for our bodies to be healthy and grow and that some foods are better for good health than others. • Brushing teeth: Children will know why they need to brush their teeth and be able to practise brushing their teeth effectively. **Growing and changing** • Growing older, naming body parts (not genitalia) and moving class or year group. **Keeping safe** • Road safety: Children will understand why it is important to stay safe when crossing the road. • Tying shoelaces: Children will understand the reasons to make sure your laces are tied and how to tie up laces properly. • Water Spillage: Children will know how you can help from people around you and understand the importance of preventing accidents. • Special module looking at the work of the fire service in the community- being responsible. **Computing** • Programming using Scratch Jr.

	• Recognise signs, symbols, songs and art that help believers worship. • Explore signs, symbols, songs and art are meaningful to non-religious people. **Music** **Ian Bennett**		• Digital art, creating art using IT, digital camera etc. **RE** **Multifaith** What does it mean to belong to a faith community? • Understand what a community is. • Make connections with Christian and Muslim communities and why both Christians and Muslims want to be part of their faith community. • Know the importance of belonging. • Understand that everyone is different and valuable. **R.E Days: Eid al Adha- Celebrating Prophet Ibrahim.** **Music** **Ian Bennett**