

Cycle A 2021/2022

Autumn Term 1		Autumn Term 2		Spring Term		Summer Term	
Topic 1		Topic 2		Topic 3		Topic 4	
Outer Space		Brilliant Britain		Sensational Safari		Superheroes	
English							
1. Recount 2. Narrative 3. Acrostic poem (Y1) shape poem (Y2)		1. Diary (Y1) letter (Y2) 2. Narrative 3. Poem with repetition (Y1) alliteration (Y2)		1. Recount 2. Narrative (Y1) persuasion (Y2) 3. Non-chronological report		1. Narrative 2. Instructions 3. Non-chronological report	
Maths							
Y1	Place Value (within 10) Addition and Subtraction (within 10)	Shape Place Value (within 20)	Addition and Subtraction (within 20) Place Value (within 50) Length and Height Weight and Volume	Multiplication and Division Fractions Position and Direction Place Value (within 100) Money Time			
Y2	Place Value Addition and Subtraction	Money Multiplication and Division	Multiplication and Division Statistics Properties of Shape Fractions	Position and Direction Problem Solving Time Mass, Capacity and Temperature Investigations			
Science							
Y1	Materials Ask simple questions and recognise that they can be answered in different ways including use of scientific language. Use simple equipment to observe closely. Communicate his/her ideas, what he/she does and what he/she finds out.	Plants Ask simple questions and recognise that they can be answered in different ways including use of scientific language. Use simple equipment to observe closely including changes over time. Gather and record data to help in answering questions including from secondary sources of information. Identify, group and classify	Animals and their Habitats Ask simple questions and recognise that they can be answered in different ways including use of scientific language . Use simple equipment to observe closely including changes over time. Communicate his/her ideas, what he/she does and what he/she finds out in a variety of ways Identify, group and classify	Animals Including humans Ask simple questions and recognise that they can be answered in different ways including use of scientific language . Communicate his/her ideas, what he/she does and what he/she finds out in a variety of ways Identify, group and classify			

	<p>Perform simple comparative tests Identify, group and classify Use his/her observations and ideas to suggest similarities and , differences. 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. Identify the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p>	<p>Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns Identify and name a variety of common wild and garden plants. Identify and describe the basic structure of a variety of common flowering plants. Observe and describe how seeds grow into mature plants Describe how plants need water, light and a suitable temperature to grow and stay healthy, and describe the impact of changing these. Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies</p>	<p>Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns Gather and record data to help in answering questions including from secondary sources of information. 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. Identify and name a variety of plants and animals in their habitats, including micro-habitats Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain,</p>	<p>Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns Gather and record data to help in answering questions including from secondary sources of information Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Group animals according to what they eat. Identify and name a variety of common animals that are carnivores and herbivores. Understand that animals, including humans, have offspring which grow into adults. 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</p>
Y2	<p>Ask simple questions and recognise that they can be answered in different ways including use of scientific language. Use simple equipment to observe closely. Communicate his/her ideas, what he/she does and what he/she finds out in a variety of ways. Perform simple comparative tests. Identify, group and classify.</p>	<p>Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum Use simple equipment to observe closely including changes over time Communicate his/her ideas, what he/she does and what he/she finds out in a variety of ways Perform simple comparative tests Identify, group and classify</p>	<p>Ask simple questions and recognise that they can be answered in different ways including use of scientific language . Use simple equipment to observe closely including changes over time. Communicate his/her ideas, what he/she does and what he/she finds out in a variety of ways. Identify, group and classify. Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns</p>	<p>Animals including humans Ask simple questions and recognise that they can be answered in different ways including use of scientific language . Use simple equipment to observe closely including changes over time Communicate his/her ideas, what he/she does and what he/she finds out in a variety of ways Identify, group and classify</p>

	<p>Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns .</p> <p>Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>Describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns</p> <p>Gather and record data to help in answering questions including from secondary sources of information</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>Observe and describe how seeds and bulbs grow into mature plants</p> <p>Describe how plants need water, light and a suitable temperature to grow and stay healthy, and describe the impact of changing these</p>	<p>Gather and record data to help in answering questions including from secondary sources of information</p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p>	<p>Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns</p> <p>Gather and record data to help in answering questions including from secondary sources of information</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Group animals according to what they eat</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Understand that animals, including humans, have offspring which grow into adults</p> <p>Describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>
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PE

<p><u>Space dance</u></p> <p>Perform dances using simple movement patterns</p>	<p><u>Bat and ball skills</u></p>	<p><u>Gymnastics – body management</u></p>	<p><u>Athletics</u></p>
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<p><u>Train like an astronaut</u> Develop balance, agility and co-ordination and begin to use them in a range of activities Master basic movements such as running, jumping and skipping</p>	<p>Develop balance, agility and co-ordination and begin to use them in a range of activities Participate in team games Develop simple tactics for attacking and defending in team games</p> <p><u>Tri Golf</u> Develop balance, agility and co-ordination and begin to use them in a range of activities</p>	<p>Develop balance, agility and co-ordination and begin to use them in a range of activities</p> <p><u>Gymnastics – apparatus</u> Develop balance, agility and co-ordination and begin to use them in a range of activities</p>	<p>Develop balance, agility and co-ordination and begin to use them in a range of activities</p> <p><u>Sports day skills</u> Develop balance, agility and co-ordination and begin to use them in a range of activities Master basic movements such as running, jumping and skipping</p>
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History

<p>Neil Armstrong. Place known events and objects in chronological order. Sequence events and recount changes within living memory. Use common words and phrases relating to the passing of time. Show an awareness of the past, using common words and phrases relating to the passing of time. Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods. Speak about how he/she has found out about the past. Describe significant historical events, people and places in his/her own locality. Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use</p>	<p>Great Fire of London and London now. Find answers to some simple questions about the past from simple sources of information. Describe some simple similarities and differences between artefacts. Ask and answer relevant basic questions about the past. Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. Describe 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. Use a wide vocabulary of everyday historical terms. Record what he/she has learned by drawing and writing. Understand key features of events.</p>		<p>Florence Nightingale and Mary Seacole. Sort artefacts from 'then' and 'now'. Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented. Describe changes within living memory and aspects of change in national life. Identify some similarities and differences between ways of life in different periods. Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods e.g. Mary Seacole and Florence Nightingale.</p>
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some to compare aspects of life in different periods e.g. Neil Armstrong.			
Geography			
	<p>Local area vs London. Ask simple geographical questions e.g. What is it like to live in this place? Use simple observational skills to study the geography of the school and its grounds. Use simple maps of the local area e.g. large scale, pictorial etc. Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes. Make simple maps and plans e.g. pictorial place in a story. 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. 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 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. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.</p>	<p>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. Name and locate the world's seven continents and five oceans. Describe seasonal weather changes. 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. 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.</p>	<p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Link their homes with other places in their local community.</p>

	<p>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Know about some present changes that are happening in the local environment e.g. at school.</p> <p>Suggest ideas for improving the school environment.</p>		
<i>Art and D/T</i>			
<p>3D Spaceship</p> <p>Use artwork to record ideas, observations and experiences.</p> <p>Try out different activities and make choices about what to do next.</p> <p>Experiment with different materials and make products.</p> <p>Make structures by joining simple objects together as well as experimenting with basic tools.</p> <p>Use different tools and equipment to create and combine safely.</p> <p>Use pictures and words to describe what he/she wants to do.</p> <p>Safely measure, mark out, cut and shape materials and components using a range of tools.</p> <p>Evaluate and assess existing products and those that he/she have made using a design criteria.</p> <p>Build structures exploring how they can be improved and made stable.</p> <p>Use wheels and axles (Y1) and levers (Y2) in a product.</p>	<p>Sunflowers – Van Gogh</p> <p>Explain what they like about the work of others.</p> <p>Know the names of tools, techniques and elements they use.</p> <p>Explore mark making using a variety of tools.</p> <p>Know that different artistic works are made by craftspeople from different cultures and times.</p> <p>Use simple tools with help to prepare food safely.</p> <p>Use a wider range of cookery techniques to prepare food safely.</p> <p>Ask simple questions about existing products and those that he/she has made.</p> <p>Generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Give reasons for his/her preferences when looking at art/craft or design work.</p>	<p>Collage</p> <p>Cut, glue and trim material to make textured collages.</p> <p>Make marks in print using found objects and create repeating patterns.</p> <p>Use techniques such as print and rubbings.</p> <p>Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing.</p> <p>Select particular techniques to create a chosen product and develop some care and control over materials and their use.</p> <p>Sort, cut and shape fabrics and experiment with ways of joining them.</p> <p>He/she is able to make textured collages from a variety of media and by folding, crumpling and tearing materials.</p>	<p>Superhero mask.</p> <p>Experiment with ways of joining fabrics. And apply decorations.</p> <p>Use pictures to describe what they want to do and develop ideas through discussion and drawing.</p> <p>Talk about what he/she eats at home and begin to discuss what.</p> <p>Say where some food comes from and give examples of food that is grown.</p> <p>Understand the need for a variety of food in a diet.</p> <p>Understand that all food has to be farmed, grown or caught.</p> <p>Choose appropriate tools, equipment, techniques and materials from a wide range.</p> <p>Represent things observed, remembered or imagined using colour/tools in two and three dimensions.</p> <p>Develop techniques to join fabrics and apply decorations such as a running or over stitch.</p>

<p>Create simple designs for a product (Y1) and make it functional (Y2). Design purposeful, functional, appealing products for himself/herself and other users based on design criteria. Investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable.</p>	<p>Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines.</p>		
<i>ICT</i>			
<p>ICT safety</p>	<p>Recognise common uses of IT in home, school and beyond. Use technology purposefully to create, store and retrieve content. Compare the benefits of different programs.</p>	<p>Understand where to go for help if they have concerns about content. Use technology safely.</p>	<p>Predict the behaviour of simple programs. Create simple programs. Debug simple programs. Understand how programs work by following precise actions. Understand what algorithms are.</p>
<i>RE</i>			
<p>Ask and respond to questions about what individuals and communities do and why so that pupils can identify what difference belonging to communities might make</p> <p>Find out about and respond with ideas to examples of cooperation between people who are different</p> <p>Recall and name different beliefs and practices including festivals, worship, rituals and ways of life in order to find out about the meanings behind them</p> <p>Main religion – Islam</p> <p>What is religion?</p>	<p>Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdoms and recognising the traditions from which they came</p> <p>Recall and name different beliefs and practices including festivals, worship, rituals and ways of life in order to find out about the meanings behind them</p> <p>Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p> <p>Main religion –Christianity.</p>	<p>Recall and name different beliefs and practices including festivals, worship, rituals and ways of life in order to find out about the meanings behind them</p> <p>Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p> <p>Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p> <p>Recognise some different symbols and actions which express a community's</p>	<p>Recall and name different beliefs and practices including festivals, worship, rituals and ways of life in order to find out about the meanings behind them</p> <p>Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p> <p>Notice and respond sensitively to some similarities between different religions and worldviews.</p> <p>Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p>

Rosh Hashana – 28/09 - Judaism	Bonfire Night – 05/11 Remembrance Sunday – 08/11 Diwali – 14/11 – Hinduism/Sikhism Christmas – 25/12 – Christianity	way of life, appreciating some similarities between communities. Main religion – Christianity. New Year’s Day – 01/01 Chinese New Year – 12/02 Valentine’s Day – 14/02 Shrove Tuesday – 16/02 – Christianity Mother’s Day – 14/03 Easter – 04/04 – Christianity	Main religion – Islam Ramadan – Islam Eid – Islam Father’s Day
<i>PSHE</i>			
A new school year. Curiosity. Aspirations.	Resourcefulness. Resilience.	A new year (RE link). Positivity. Creativity.	Respect. Teamwork. Moving on.
Y1 RSE – Be yourself	RSE – Team	RSE – Britain RSE – Money matters	RSE – It’s my body RSE – Aiming high
Y2 RSE – Thinking positive	RSE – VIPs	RSE – Safety First RSE – Respecting Rights	RSE – One World RSE – Growing up
<i>Music</i>			
Learn and perform chants, rhythms, raps and songs. Sing a song in two parts. Listen to, copy and repeat a simple rhythm or melody. Listen to music with sustained concentration. Find the pulse whilst listening to music and using movement. Understand that pitch describes how high or low sounds are. Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture. (year 2) Use his/her voice expressively and creatively by singing songs and speaking	Practise, rehearse and present performances to audiences with a growing awareness of the people watching. Experiment with, create, select and combine sounds using the inter-related dimensions of music. Learn to follow the conductor or band leader. Use tuned and untuned classroom percussion to play accompaniments and tunes. Use tuned and untuned classroom percussion to compose and improvise. Play instruments using the correct techniques with respect.	Discuss feelings and emotions linked to different pieces of music. Develop an understanding of melody, the words and their importance in the music being listened to. Use the correct musical language to describe a piece of music. Develop knowledge of important moments in the evolution of music and of key musicians, including composers and performers, in a range of genres and styles. (year 2)	Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse. Understand that tempo describes how fast or slow the music is. Understand that dynamics describe how loud or quiet the music is. Understand that texture describes the layers within the music. Understand that structure describes how different sections of music are ordered. Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions.

chants and rhymes with growing confidence. (year 2)	Learn to follow the conductor or band leader.		
<i>French</i>			
			Use basic greetings and introduce themselves Say if they are feeling good/ad etc Count to 10 Say how old they are Use different greetings for different situations Ask and answer simple questions
<i>Trips and Visits</i>			
Space Centre trip	Walk around school/Gaddesby. Forest School Autumn 2.	Forest School Spring 1. Twycross Zoo.	Forest School Summer 1. Multisports. Visit from a 'real life' superhero (doctor, nurse, athlete etc.)

Cycle B 2020/2021

Autumn Term 1		Autumn Term 2		Spring Term		Summer Term	
Topic 1		Topic 2		Topic 3		Topic 4	
Dungeons and Dragons		Journeys		All Around the World		Beside the Sea	
<i>English</i>							
1. Narrative 2. Recount 3. Instructions		1. Narrative 2. Diary 3. Letter		1. Non-chronological report 2. Acrostic poem (Y1) shape poem (Y2) 3. Narrative		1. Narrative (Y1) persuasion (Y2) 2. Poem with repetition (Y1) alliteration (Y2) 3. Diary (Y1) letter (Y2)	
<i>Maths</i>							
Y1	Place Value (within 10) Addition and Subtraction (within 10)	Shape Place Value (within 20)		Addition and Subtraction (within 20) Place Value (within 50) Length and Height Weight and Volume		Multiplication and Division Fractions Position and Direction Place Value (within 100) Money Time	

Y2	Place Value Addition and Subtraction	Money Multiplication and Division	Multiplication and Division Statistics Properties of Shape Fractions Length and Height	Position and Direction Problem Solving Time Mass, Capacity and Temperature Investigations
Science				
Yr 1	<p>Materials</p> <p>Ask simple questions and recognise that they can be answered in different ways including use of scientific language. Use simple equipment to observe closely. Communicate his/her ideas, what he/she does and what he/she finds out. Perform simple comparative tests Identify, group and classify Use his/her observations and ideas to suggest similarities and , differences.</p> <p>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.</p>	<p>Plants</p> <p>Ask simple questions and recognise that they can be answered in different ways including use of scientific language. Use simple equipment to observe closely including changes over time. Gather and record data to help in answering questions including from secondary sources of information. Identify, group and classify Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns Identify and name a variety of common wild and garden plants. Identify and describe the basic structure of a variety of common flowering plants. Observe and describe how seeds grow into mature plants Describe how plants need water, light and a suitable temperature to grow and stay healthy, and describe the impact of changing these. Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies</p>	<p>Animals and their Habitats</p> <p>Ask simple questions and recognise that they can be answered in different ways including use of scientific language . Use simple equipment to observe closely including changes over time. Communicate his/her ideas, what he/she does and what he/she finds out in a variety of ways Identify, group and classify Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns Gather and record data to help in answering questions including from secondary sources of information.</p> <p>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. Identify and name a variety of plants and animals in their habitats, including micro-habitats</p>	<p>Animals Including humans</p> <p>Ask simple questions and recognise that they can be answered in different ways including use of scientific language . Communicate his/her ideas, what he/she does and what he/she finds out in a variety of ways Identify, group and classify Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns Gather and record data to help in answering questions including from secondary sources of information</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Group animals according to what they eat. Identify and name a variety of common animals that are carnivores and herbivores. Understand that animals, including humans, have offspring which grow into adults. Describe the basic needs of animals, including humans, for survival (water, food and air)</p>

	Identify the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.		Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain,	Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene
Yr 2	<p>Ask simple questions and recognise that they can be answered in different ways including use of scientific language.</p> <p>Use simple equipment to observe closely.</p> <p>Communicate his/her ideas, what he/she does and what he/she finds out in a variety of ways.</p> <p>Perform simple comparative tests.</p> <p>Identify, group and classify.</p> <p>Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns .</p> <p>Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p>Identify and compare the suitability of a variety of everyday materials, including wood, metal,</p>	<p>Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum</p> <p>Use simple equipment to observe closely including changes over time</p> <p>Communicate his/her ideas, what he/she does and what he/she finds out in a variety of ways</p> <p>Perform simple comparative tests</p> <p>Identify, group and classify</p> <p>Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns</p> <p>Gather and record data to help in answering questions including from secondary sources of information</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>Observe and describe how seeds and bulbs grow into mature plants</p> <p>Describe how plants need water, light and a suitable temperature to grow and stay healthy, and describe the impact of changing these</p>	<p>Ask simple questions and recognise that they can be answered in different ways including use of scientific language .</p> <p>Use simple equipment to observe closely including changes over time.</p> <p>Communicate his/her ideas, what he/she does and what he/she finds out in a variety of ways.</p> <p>Identify, group and classify.</p> <p>Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns</p> <p>Gather and record data to help in answering questions including from secondary sources of information</p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p>	<p>Animals including humans</p> <p>Ask simple questions and recognise that they can be answered in different ways including use of scientific language .</p> <p>Use simple equipment to observe closely including changes over time</p> <p>Communicate his/her ideas, what he/she does and what he/she finds out in a variety of ways</p> <p>Identify, group and classify</p> <p>Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns</p> <p>Gather and record data to help in answering questions including from secondary sources of information</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Group animals according to what they eat</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Describe and compare the structure of a variety of common animals (fish,</p>

	<p>plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>Describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>			<p>amphibians, reptiles, birds and mammals, including pets)</p> <p>Understand that animals, including humans, have offspring which grow into adults</p> <p>Describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>
<i>PE</i>				
<p><u>Castle dance</u> Perform dances using simple movement patterns</p> <p><u>Train like an dragon slayer</u> Develop balance, agility and co-ordination and begin to use them in a range of activities</p> <p>Master basic movements such as running, jumping and skipping</p>	<p><u>Bat and ball skills</u> Develop balance, agility and co-ordination and begin to use them in a range of activities</p> <p>Participate in team games</p> <p>Develop simple tactics for attacking and defending in team games</p> <p><u>Tri Golf</u> Develop balance, agility and co-ordination and begin to use them in a range of activities</p>	<p><u>Gymnastics – body management</u> Develop balance, agility and co-ordination and begin to use them in a range of activities</p> <p><u>Gymnastics – apparatus</u> Develop balance, agility and co-ordination and begin to use them in a range of activities</p>	<p><u>Athletics</u> Develop balance, agility and co-ordination and begin to use them in a range of activities</p> <p><u>Sports day skills</u> Develop balance, agility and co-ordination and begin to use them in a range of activities</p> <p>Master basic movements such as running, jumping and skipping</p>	
<i>History</i>				
<p>Features of castles.</p> <p>Use common words and phrases relating to the passing of time.</p> <p>Show an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Describe where the people and events studied fit within a chronological framework and identify similarities and</p>	<p>Christopher Columbus and others.</p> <p>Ask and answer questions about the past.</p> <p>Understand key features of events.</p> <p>Use a wide vocabulary of everyday historical terms.</p> <p>Sort artefacts from 'then' and 'now'.</p> <p>Describe changes within living memory and aspects of change in national life.</p>	<p>Describe some simple similarities and differences between artefacts.</p> <p>Describe some simple similarities and differences between artefacts.</p> <p>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p>Significant historical events in national history.</p> <p>Identify some similarities and differences between ways of life in different periods.</p> <p>Sequence events and recount changes within living memory.</p> <p>Ask and answer questions, choosing and using parts of stories and other</p>	

<p>differences between ways of life in different periods. Place known events and objects in chronological order. Find answers to some simple questions about the past from simple sources of information. Describe significant historical events, people and places in his/her own locality. – Warwick Castle Use a wide vocabulary of everyday historical terms.</p>	<p>Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods e.g. Christopher Columbus. Relate his/her own account of an event and understand that others may give a different version.</p>	<p>Describe events beyond living memory that are significant nationally or globally e.g. the first aeroplane flight.</p>	<p>sources to show that he/she knows and understands key features of events. Talk, draw or write about aspects of the past. Record what he/she has learned by drawing and writing.</p>
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Geography

<p>Use simple observational skills to study the geography of the school and its grounds. Use simple maps of the local area e.g. large scale, pictorial etc. Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes. Make simple maps and plans e.g. pictorial place in a story. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p>	<p>Understand how some places are linked to other places e.g. roads, trains. 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.</p>	<p>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. Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the seas surrounding the United Kingdom. Describe seasonal weather changes. 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>Ask simple geographical questions e.g. What is it like to live in this place? Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Link their homes with other places in their local community. 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 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>
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<p>Know about some present changes that are happening in the local environment e.g. at school.</p> <p>Suggest ideas for improving the school environment.</p> <p>Name, describe and compare familiar places.</p> <p>Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes.</p> <p>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.</p>			
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Art and D/T

<p>3D castle and Bayeux Tapestry if time.</p> <p>Use artwork to record ideas, observations and experiences.</p> <p>Try out different activities and make choices about what to do next.</p> <p>Experiment with different materials and make products.</p> <p>Make structures by joining simple objects together as well as experimenting with basic tools.</p> <p>Use different tools and equipment to create and combine safely.</p> <p>Use pictures and words to describe what he/she wants to do.</p> <p>Safely measure, mark out, cut and shape materials and components using a range of tools.</p>	<p>Flowers – Georgia o’Keefe</p> <p>Explain what they like about the work of others.</p> <p>Know the names of tools, techniques and elements they use.</p> <p>Explore mark making using a variety of tools.</p> <p>Know that different artistic works are made by craftspeople from different cultures and times.</p> <p>Use simple tools with help to prepare food safely.</p> <p>Use a wider range of cookery techniques to prepare food safely.</p> <p>Ask simple questions about existing products and those that he/she has made.</p>	<p>Food printing</p> <p>Make marks in print using found objects and create repeating patterns.</p> <p>Use techniques such as print and rubbings.</p> <p>Talk about what he/she eats at home and begin to discuss what.</p> <p>Say where some food comes from and give examples of food that is grown.</p> <p>Understand the need for a variety of food in a diet.</p> <p>Understand that all food has to be farmed, grown or caught.</p>	<p>Collage</p> <p>Cut, glue and trim material to make textured collages.</p> <p>Make marks in print using found objects and create repeating patterns.</p> <p>Use techniques such as print and rubbings.</p> <p>Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing.</p> <p>Select particular techniques to create a chosen product and develop some care and control over materials and their use.</p> <p>Sort, cut and shape fabrics and experiment with ways of joining them.</p>
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<p>Evaluate and assess existing products and those that he/she have made using a design criteria. Build structures exploring how they can be improved and made stable. Use wheels and axles (Y1) and levers (Y2) in a product. Create simple designs for a product (Y1) and make it functional (Y2). Design purposeful, functional, appealing products for himself/herself and other users based on design criteria. Investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable.</p>	<p>Generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Give reasons for his/her preferences when looking at art/craft or design work. Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines.</p>		<p>He/she is able to make textured collages from a variety of media and by folding, crumpling and tearing materials.</p>
<i>ICT</i>			
<p>E-safety</p>	<p>Recognise common uses of IT in home, school and beyond. Recap E-safety Use technology purposefully to create, store and retrieve content. Compare the benefits of different programs.</p>	<p>E-safety Understand where to go for help if they have concerns about content. Use technology safely.</p>	<p>Recap E-safety Predict the behaviour of simple programs. Create simple programs. Debug simple programs. Understand how programs work by following precise actions. Understand what algorithms are.</p>
<i>RE</i>			
<p>Ask and respond to questions about what individuals and communities do and why so that pupils can identify what difference belonging to communities might make</p> <p>Find out about and respond with ideas to examples of cooperation between people who are different</p>	<p>Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdoms and recognising the traditions from which they came</p> <p>Recall and name different beliefs and practices including festivals, worship, rituals and ways of life in order to find out about the meanings behind them</p>	<p>Recall and name different beliefs and practices including festivals, worship, rituals and ways of life in order to find out about the meanings behind them</p> <p>Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p>	<p>Recall and name different beliefs and practices including festivals, worship, rituals and ways of life in order to find out about the meanings behind them</p> <p>Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p>

<p>Recall and name different beliefs and practices including festivals, worship, rituals and ways of life in order to find out about the meanings behind them</p> <p>Main religion – Islam What is religion? Rosh Hashana – 28/09 - Judaism</p>	<p>Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p> <p>Main religion – Christianity.</p> <ul style="list-style-type: none"> • Bonfire Night – 05/11 • Remembrance Sunday – 08/11 • Diwali – 14/11 – Hinduism/Sikhism • Christmas – 25/12 – Christianity 	<p>Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p> <p>Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p> <p>Main religion – Christianity.</p> <ul style="list-style-type: none"> • New Year's Day – 01/01 • Chinese New Year – 12/02 • Valentine's Day – 14/02 • Shrove Tuesday – 16/02 – Christianity • Mother's Day – 14/03 • Easter – 04/04 – Christianity 	<p>Notice and respond sensitively to some similarities between different religions and worldviews.</p> <p>Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>Main religion – Islam</p> <ul style="list-style-type: none"> • Ramadan – Islam • Eid – Islam • Father's Day
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PSHE

<p>A new school year. Teamwork. Curiosity.</p>	<p>Aspirations. Resilience.</p>	<p>A new year (RE link). Creativity. Resourcefulness.</p>	<p>Positivity. Respect. Moving on.</p>
<p>Y1 RSE – Be yourself</p>	<p>RSE – Team</p>	<p>RSE – Britain RSE – Money matters</p>	<p>RSE – It's my body RSE – Aiming high</p>
<p>Y2 RSE – Thinking positive</p>	<p>RSE – VIPs</p>	<p>RSE – Safety First RSE – Respecting Rights</p>	<p>RSE – One World RSE – Growing up</p>

Music

<p>Learn and perform chants, rhythms, raps and songs. Sing a song in two parts. Listen to, copy and repeat a simple rhythm or melody. Listen to music with sustained concentration.</p>	<p>Practise, rehearse and present performances to audiences with a growing awareness of the people watching. Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Discuss feelings and emotions linked to different pieces of music. Develop an understanding of melody, the words and their importance in the music being listened to. Use the correct musical language to describe a piece of music.</p>	<p>Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse. Understand that tempo describes how fast or slow the music is. Understand that dynamics describe how loud or quiet the music is.</p>
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<p>Find the pulse whilst listening to music and using movement. Understand that pitch describes how high or low sounds are.</p> <p>Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture. (year 2) Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence. (year 2)</p>	<p>Learn to follow the conductor or band leader. Use tuned and untuned classroom percussion to play accompaniments and tunes. Use tuned and untuned classroom percussion to compose and improvise. Play instruments using the correct techniques with respect. Learn to follow the conductor or band leader.</p>	<p>Develop knowledge of important moments in the evolution of music and of key musicians, including composers and performers, in a range of genres and styles. (year 2)</p>	<p>Understand that texture describes the layers within the music. Understand that structure describes how different sections of music are ordered. Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions.</p>
<i>French</i>			
Y2			<p>Use basic greetings and introduce themselves Say if they are feeling good/ad etc count to 10 Say how old they are Use different greetings for different situations Ask and answer simple questions</p>
<i>Trips and Visits</i>			
Forest School Autumn 1. Warwick Castle.		Forest School Spring 1. Botanic Gardens	Forest School Summer 1. Multisports.