

Year 1/2 Cycle A 2022/2023

Autumn Term 1		Autumn Term 2		Spring Term		Summer Term	
Topic 1		Topic 2		Topic 3		Topic 4	
Castles (History)		Journeys (History/Geography)		Great Fire of London (History)		Seaside (History/Geography)	
Creativity. Resourcefulness.		Aspirations. Resilience.		Positivity. Respect.		Teamwork. Curiosity.	
English							
<ol style="list-style-type: none"> Writing to entertain. Form: Narrative (Jack in the bean stalk) Writing to inform: (recount of a trip) Writing to entertain. Form: Descriptive writing (castles) 		<ol style="list-style-type: none"> Writing to entertain. Form: Narrative (lost and found) Writing to inform. Form: Non-chronological report (key historical figure) Writing to inform: Christmas (letter to Santa) Writing to entertain: Christmas stories. 		<ol style="list-style-type: none"> Writing to entertain: Form: Traditional tale (little red hen) Writing to recount: Form: Diary (Samuel Pepys) Writing to entertain: Form: Descriptions Writing to inform: Instructions (bread/bakery) 		<ol style="list-style-type: none"> Writing to entertain: Shape poetry Writing to entertain: Narrative (Lighthouse keepers' lunch) Writing to persuade: Persuasion. Form: Advert Writing to entertain. Form: Narrative – traditional tale (little mermaid) Writing to inform: Writing to instructions linked to Light house keeper's lunch. 	
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 Length and Height	Position and Direction Problem Solving Time Mass, Capacity and Temperature Investigations			
Science							
<u>Food Chains</u>		<u>Seasons</u>		<u>Plants</u>		<u>Working Scientifically</u>	

<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>Observe and describe weather associated with the seasons and how day length varies Observe changes across the four seasons</p>	<p>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. Observe and describe how seeds and bulbs 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. Perform simple comparative test. 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. 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>
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History

<p>Find answers to some simple questions about the past from simple sources of information. Describe some simple similarities and differences between artefacts. Sort artefacts from 'then' and 'now'. 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. Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented – (Bayeux tapestry) Talk, draw or write about aspects of the past.</p>	<p>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. Sort artefacts from 'then' and 'now'. Ask and answer relevant basic questions about the past. Describe significant historical events, people and places in his/her own locality.</p>	<p>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. Find answers to some simple questions about the past from simple sources of information. Describe some simple similarities and differences between artefacts.</p>	<p>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. Sort artefacts from 'then' and 'now'. 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.</p>
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<p>Use a wide vocabulary of everyday historical terms. Record what he/she has learned by drawing and writing. Identify some similarities and differences between ways of life in different periods.</p>	<p>Relate his/her own account of an event and understand that others may give a different version. Talk, draw or write about aspects of the past. Use a wide vocabulary of everyday historical terms. Record what he/she has learned by drawing and writing. Understand key features of events. 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. Christopher Columbus and Neil Armstrong, Mary Seacole and/or Florence Nightingale. – Ibn Battuta.</p>	<p>Sort artefacts from 'then' and 'now'. 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. 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. 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. Speak about how he/she has found out about the past. Record what he/she has learned by drawing and writing. Understand key features of events. Identify some similarities and differences between ways of life in different periods.</p>	<p>Describe changes within living memory and aspects of change in national life. Talk, draw or write about aspects of the past. Use a wide vocabulary of everyday historical terms. Record what he/she has learned by drawing and writing. Identify some similarities and differences between ways of life in different periods.</p>
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Geography

<p>Use aerial photographs and plan perspectives to recognise landmarks</p>	<p>Use world maps, atlases and globes to identify continents studied at this key stage Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;</p>		<p>Use world maps, atlases and globes to identify oceans studied at this key stage. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;</p>
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	<p>devise a simple map; and use and construct basic symbols in a key.</p> <p>Understand how some places are linked to other places e.g. roads, trains.</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Describe seasonal weather changes (through science).</p> <p>Identify seasonal and daily weather patterns in the United Kingdom (through science).</p>		<p>devise a simple map; and use and construct basic symbols in a key.</p> <p>Name and locate the world's five oceans.</p> <p>Name, locate and identify characteristics of the seas surrounding the United Kingdom.</p> <p>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, sea, ocean, river, season and weather.</p>
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Art and Design

<p><u>3D sculpture – castle</u></p> <p><u>Bayeux tapestry</u></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>Generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</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>	<p><u>Collage</u></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><u>Cooking - bread</u></p> <p>Use simple tools with help to prepare food safely.</p>	<p><u>Mixed media collage</u></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>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><u>Seaside - Van Gogh</u></p>
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<p>Use levers in a product. Create simple designs for a product and make it functional. 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 wider range of cookery techniques to prepare food safely. Understand where food has come from. Ask simple questions about existing products and those that he/she has made. Understand the need for a variety of food in a diet. Understand that all food has to be farmed, grown or caught.</p>	<p>Explain what they like about the work of others. Know the names of tools, techniques and elements they use. Explore mark making using a variety of tools. Know that different artistic works are made by craftspeople from different cultures and times. Give reasons for his/her preferences when looking at art/craft or design work.</p>
<i>ICT</i>			
<p><u>E-safety</u> Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies.</p>	<p><u>E-safety</u> Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies.</p>	<p><u>Computers</u> Recognise common uses of information technology in the home and school environment. Recognise common uses of information technology beyond school.</p> <p><u>Using a computer</u> Use technology purposefully to create digital content. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use technology purposefully to create digital content comparing the benefits of different programs.</p>	<p><u>Coding</u> Predict the behaviour of simple program. Understand what algorithms are and how they are implemented on digital devices. Use logical reasoning to predict the behaviour of simple programs. Create simple programs. Create and debug simple programs. Debug simple programs by using logical reasoning to predict the actions instructed by the code. Understand that programs execute by following and unambiguous instructions.</p>
<i>RE</i>			
<p><u>Autumn 1 - Symbols</u> Recognise some different symbols and actions which express a community's way</p>	<p><u>Autumn 2 – Festivals</u> <u>Festivals</u> Recall and name different beliefs and practices, including festivals, worship,</p>	<p><u>Spring 1 - Places of worship</u> Recall and name different beliefs and practices, including festivals, worship,</p>	<p><u>Summer 1 - Community</u> Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in</p>

<p>of life, appreciating some similarities between communities.</p> <p>Main religion – Sikhism</p> <p>What is religion?</p> <p>Rosh Hashana – 28/09 - Judaism</p>	<p>rituals and ways of life, in order to find out about the meanings behind them.</p> <p>Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>Main religion – Sikhism</p> <p>Main religion – Sikhism</p> <p>Bonfire Night – 05/11</p> <p>Remembrance Sunday – 08/11</p> <p>Diwali – 14/11 – Hinduism/Sikhism</p> <p>Christmas – 25/12 – Christianity</p>	<p>rituals and ways of life, in order to find out about the meanings behind them.</p> <p><u>Spring 2 - Stories</u></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>Main religion – Sikhism</p> <p>New Year’s Day – 01/01</p> <p>Chinese New Year – 12/02</p> <p>Valentine’s Day – 14/02</p> <p>Shrove Tuesday – 16/02 – Christianity</p> <p>Mother’s Day – 14/03</p> <p>Easter – 04/04 – Christianity</p>	<p>response using words, music, art or poetry.</p> <p>Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p> <p>Recognise some different symbols and actions which express a community’s way of life, appreciating some similarities between communities.</p> <p><u>Summer 2 - Right and wrong</u></p> <p>Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p> <p>Main religion – Sikhism</p> <p>Ramadan – Islam</p> <p>Eid – Islam</p> <p>Father’s Day</p>
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Music

<p>Learn and perform chants, rhythms, raps and songs.</p> <p>Sing a song in two parts.</p> <p>Listen to, copy and repeat a simple rhythm or melody.</p> <p>Listen to music with sustained concentration.</p> <p>Find the pulse whilst listening to music and using movement.</p> <p>Understand that pitch describes how high or low sounds are.</p>	<p>Practise, rehearse and present performances to audiences with a growing awareness of the people watching.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Learn to follow the conductor or band leader.</p> <p>Use tuned and untuned classroom percussion to play accompaniments and tunes.</p>	<p>Discuss feelings and emotions linked to different pieces of music.</p> <p>Develop an understanding of melody, the words and their importance in the music being listened to.</p> <p>Use the correct musical language to describe a piece of music.</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.</p>	<p>Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse.</p> <p>Understand that tempo describes how fast or slow the music is.</p> <p>Understand that dynamics describe how loud or quiet the music is.</p> <p>Understand that texture describes the layers within the music.</p> <p>Understand that structure describes how different sections of music are ordered.</p>
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<p>Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture. Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence.</p>	<p>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>Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions.</p>
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PSHE (PSHE Association)

<p>Y1</p>	<p><u>RSE – Be yourself</u> Talk about what makes us special Name some of the different feelings we have and can describe how they feel Talk about things we like that make us feel happy Talk about the things that make us feel unhappy or cross and have ideas about what to do when we have these feelings Discuss how change and loss make us feel Share what we think and feel with confidence</p>	<p><u>RSE – Team</u> Talk about the teams we belong to Be a good listener Explain how to be kind and why it is important Talk about unkind behaviour, teasing and bullying Explain how to be a positive learner Identify good and not-so-good choices</p>	<p><u>RSE – Britain</u> Describe ways that we can help our school community Describe ways that we can be a good neighbour Identify things that help and harm our neighbourhood Describe what it is like to live in Britain Explore how people living in Britain can be different and how they are the same Share our ideas about being British and living in Britain <u>RSE – Money matters</u> Explain where money comes from and why we need it Explain how we can keep money safe and why this is important Explain choices we have about spending money and why it is important to keep track of what we spend Explain the difference between things we want and things we need. Explain how we keep my belongings safe and why this is important Explain what happens when we go shopping</p>	<p><u>RSE – It’s my body</u> Know we can choose what happens to our body Make healthy choices about sleep and exercise Make healthy choices about food and drink Know how to keep my body clean Know what is safe to eat or drink Choose to keep ourselves safe <u>RSE – Aiming high</u> Think of star qualities we already have and those we would like to develop Explain how a positive learning attitude can help us Talk about jobs that people can do and tell our friends what we want to be when we grow up Understand that it is a person’s interests and skills that make them suited to doing a job Think about things we would like to achieve in the future Think about changes which might happen to us and consider how we feel about them</p>
<p>Y2</p>	<p><u>RSE – Thinking positive</u></p>	<p><u>RSE – VIPs</u></p>	<p><u>RSE – Safety First</u></p>	<p><u>RSE – One World</u></p>

	<p>Understand how happy thoughts can make us feel good</p> <p>Make good choices and consider the impact of our decisions</p> <p>Set ourselves goals and consider how to achieve them</p> <p>Discuss our feelings and opinions with others and cope with difficult emotions</p> <p>Discuss things we are thankful for and focus on what we do have, rather than what we don't have</p> <p>Focus on what is happening now and how we are feeling</p>	<p>Talk about the very important people in our life and explain why they are special</p> <p>Describe why families are important</p> <p>Describe what makes someone a good friend</p> <p>Describe ways to help work out arguments and disagreements</p> <p>Cooperate with others to achieve a task</p> <p>Describe how we can show our special people that we care about them and understand why this is important</p>	<p>Know how to stay safe and who can help if we feel unsafe</p> <p>Know how to stay safe at home</p> <p>Know how to stay safe when we are out and about</p> <p>Keep ourselves safe when we use the Internet</p> <p>Know our body belongs to us and how to keep our body safe</p> <p>Know who to go to if we need help</p> <p><u>RSE – Respecting Rights</u></p> <p>Talk about what rights are and identify rights that all people share</p> <p>Explain who helps protect our rights</p> <p>Show respect for the rights of others and understand why this is important</p> <p>Show respect for the differences between people</p> <p>Understand why it is important to be fair</p> <p>Explain why making a positive difference is important</p>	<p>Explore family life in different countries and say how it is the same as ours and how it is different</p> <p>Discuss homes and home life from around the world and say how they are the same as ours and how they are different</p> <p>Explain what it is like to go to school in other countries and say how it is the same as or different from our school</p> <p>Explore places where people live which are different from where we live</p> <p>Think about how people use things from the earth and what problems this can cause</p> <p>Say why it is important to care for the earth and identify how we can help protect it</p> <p><u>RSE – Growing up</u></p> <p>Name the main parts of boys' and girls' bodies</p> <p>Understand how to respect our own and other people's bodies</p> <p>Understand that we are all different and different people like different things</p> <p>Describe how we have changed since we were a baby</p> <p>Describe how we will change as we get older</p> <p>Describe things that might change in a person's life and how it might make them feel</p>
<i>French</i>				
Y1				

Y2			Use basic greetings and introduce themselves Say how they are feeling Count to 10 Say how old they are Use different greetings for different situations Ask and answer simple questions
<i>PE</i>			
Circuits Dance	Gymnastics -Floor work Throwing and catching	<u>Spring 1</u> Bat and ball skills Gymnastics – Aparatus <u>Spring 2</u> Dance Attacking and defending games	<u>Summer 1</u> Athletics -Running and jumping Invasion games <u>Summer 2</u> OAA Sports days skills
<i>Trips and Visits</i>	<i>Trips and Visits</i>	<i>Trips and Visits</i>	<i>Trips and Visits</i>
Forest School Autumn 1. Warwick Castle.	Leicester Botanic Gardens – whole world cake?	Forest School Spring 1.	Forest School Summer 1. Multi-sports.

Year 1/2 Cycle B 2023/2024

Autumn Term 1	Autumn Term 2	Spring Term	Summer Term
Topic 1	Topic 2	Topic 3	Topic 4
Outer space (History)	Safari (Geography)	Britain (History/Geography)	Superheroes (History)
Teamwork Curiosity	Aspirations Resilience	Creativity Resourcefulness	Positivity Respect
English			
1. Writing to recount: (moon landing) 2. Writing to entertain: Narrative	1. Writing to recount: Letter (meerkat mail) 2. Writing to Persuasion (design a safari)	1. Writing to inform: Non-chronological report (on the four countries)	1. Writing to entertain: Narrative (super worm/Supertato) 2. Writing to entertain: Poetry with similes/alliteration

4. Writing to entertain: Acrostic poem		3. Writing to entertain	2. Writing to entertain: Narrative - traditional tale (LRRH) 3. Writing to instruct: Instructions (LRRH?)	3. Writing to recount: Diary
Maths				
Y1	Place Value (within 10) Addition and Subtraction (within 10)	Shape Place Value (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				
<u>Materials</u> -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. - Compare and group together a variety of everyday materials on the basis of their simple physical properties. -identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. -Describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.		<u>Animals</u> -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) -Understand that animals have offspring which grow into adults -Describe the basic needs of animals, including humans, for survival (water, food and air) -Identify, group and classify		<u>Habitats</u> -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 micro-habitats
<u>Healthy Humans</u> -Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene -Understand that animals, including humans, have offspring which grow into adults (Humans only). -Describe the basic needs of animals, including humans, for survival (water, food and air)				
History				

<p>-Place known events and objects in chronological order and sequence events and recount changes within living memory.</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 differences between ways of life in different periods.</p> <p>Ask and answer relevant basic questions about the past.</p> <p>Describe changes within living memory and aspects of change in national life.</p> <p>Describe events beyond living memory that are significant nationally or globally.</p> <p>Describe significant historical events, people.</p> <p>Talk, draw or write about aspects of the past.</p> <p>Use a wide vocabulary of everyday historical terms.</p> <p>Speak about how he/she has found out about the past.</p> <p>Record what he/she has learned by drawing and writing.</p> <p>Understand key features of events.</p> <p>Identify some similarities and differences between ways of life in different periods.</p> <p>Discuss the lives of significant individuals in the past who have contributed to national and international achievements</p>	<p>-Place known events and objects in chronological order and sequence events and recount changes within living memory.</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 differences between ways of life in different periods.</p> <p>Ask and answer relevant basic questions about the past.</p> <p>Describe changes within living memory and aspects of change in national life.</p> <p>Describe events beyond living memory that are significant nationally or globally.</p> <p>Describe significant historical events, people.</p> <p>Talk, draw or write about aspects of the past.</p> <p>Use a wide vocabulary of everyday historical terms.</p> <p>Speak about how he/she has found out about the past.</p> <p>Record what he/she has learned by drawing and writing.</p> <p>Understand key features of events.</p> <p>Identify some similarities and differences between ways of life in different periods.</p> <p>Discuss the lives of significant individuals in the past who have contributed to national and international achievements</p>	<p>-Place known events and objects in chronological order and sequence events and recount changes within living memory.</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 differences between ways of life in different periods.</p> <p>Ask and answer relevant basic questions about the past.</p> <p>Describe changes within living memory and aspects of change in national life.</p> <p>Describe events beyond living memory that are significant nationally or globally.</p> <p>Describe significant historical events, people.</p> <p>Talk, draw or write about aspects of the past.</p> <p>Use a wide vocabulary of everyday historical terms.</p> <p>Speak about how he/she has found out about the past.</p> <p>Record what he/she has learned by drawing and writing.</p> <p>Understand key features of events.</p> <p>Identify some similarities and differences between ways of life in different periods.</p> <p>Discuss the lives of significant individuals in the past who have contributed to national and international achievements</p>	<p>-Place known events and objects in chronological order and sequence events and recount changes within living memory.</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 differences between ways of life in different periods.</p> <p>Ask and answer relevant basic questions about the past.</p> <p>Describe changes within living memory and aspects of change in national life.</p> <p>Describe events beyond living memory that are significant nationally or globally.</p> <p>Describe significant historical events, people.</p> <p>Talk, draw or write about aspects of the past.</p> <p>Use a wide vocabulary of everyday historical terms.</p> <p>Speak about how he/she has found out about the past.</p> <p>Record what he/she has learned by drawing and writing.</p> <p>Understand key features of events.</p> <p>Identify some similarities and differences between ways of life in different periods.</p>
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<p>and use some to compare aspects of life in different periods e.g. Christopher Columbus and Neil Armstrong, Mary Seacole and/or Florence Nightingale.</p>	<p>and use some to compare aspects of life in different periods e.g. Christopher Columbus and Neil Armstrong, Mary Seacole and/or Florence Nightingale.</p>	<p>and use some to compare aspects of life in different periods e.g. Christopher Columbus and Neil Armstrong, Mary Seacole and/or Florence Nightingale.</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 and Neil Armstrong, Mary Seacole and/or Florence Nightingale.</p>
<p>Geography</p>			
	<ul style="list-style-type: none"> -Ask simple geographical questions e.g. What is it like to live in this place? -Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage -Name and locate the world's seven continents -Name, describe and compare familiar places - 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 -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. 	<ul style="list-style-type: none"> -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 world maps, atlases and globes to identify the United Kingdom and its countries -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 -Use basic geographical vocabulary to refer to key physical features, including: forest, hill, mountain, river, soil, valley, vegetation, season and weather 	

		<ul style="list-style-type: none"> -Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop - Name, describe and compare familiar places - Link their homes with other places in their local community - Know about some present changes that are happening in the local environment e.g. at school - Suggest ideas for improving the school environment 	
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Art and Design

<p><u>3D moon buggy</u></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><u>Henri Rousseau - Tiger</u></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>He/she is able to make textured collages from a variety of media and by folding, crumpling and tearing materials.</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>	<p><u>British artist study</u></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>Give reasons for his/her preferences when looking at art/craft or design work.</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>Understand where food has come from.</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><u>Superhero mask.</u></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>Choose appropriate tools, equipment, techniques and materials from a wide range.</p> <p>Sort, cut and shape fabrics and experiment with ways of joining them</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>
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<p>Use wheels and axles and levers in a product. Create simple designs for a product and make it functional. 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. Generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p>		<p>Ask simple questions about existing products and those that he/she has made.</p>	
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ICT

<p><u>E-safety</u> Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies.</p>	<p><u>E-safety</u> Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies.</p>	<p><u>Computers</u> Recognise common uses of information technology in the home and school environment. Recognise common uses of information technology beyond school.</p> <p><u>Using a computer</u> Use technology purposefully to create digital content. Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use technology purposefully to create digital content comparing the benefits of different programs.</p>	<p><u>Coding</u> Predict the behaviour of simple program. Understand what algorithms are and how they are implemented on digital devices. Use logical reasoning to predict the behaviour of simple programs. Create simple programs. Create and debug simple programs. Debug simple programs by using logical reasoning to predict the actions instructed by the code. Understand that programs execute by following and unambiguous instructions.</p>
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RE

<p><u>Autumn 1 - Festivals</u> 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>Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>Main religion – Christianity</p> <p>What is religion?</p> <p>Rosh Hashana – 28/09 - Judaism</p>	<p><u>Autumn 2 - Places of worship</u> 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 –Christianity. Bonfire Night – 05/11 Remembrance Sunday – 08/11 Diwali – 14/11 – Hinduism/Sikhism Christmas – 25/12 – Christianity</p>	<p><u>Spring 1 - Symbols</u> Recognise some different symbols and actions which express a community’s way of life, appreciating some similarities between communities.</p> <p><u>Spring 2 - Stories</u> 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>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</p>	<p><u>Summer 1 - Community</u> 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>Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. Recognise some different symbols and actions which express a community’s way of life, appreciating some similarities between communities.</p> <p><u>Summer 2 - Right and wrong</u> Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p> <p>Main religion – Christianity</p> <p>Ramadan – Islam Eid – Islam Father’s Day</p>
Music			
<p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Improvise simple vocal chants, using question and answer phrases Create musical sound effects and short sequences of sounds in response to</p>	<p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in.</p>	<p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p>	<p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Explore percussion sounds to enhance story telling. Respond to the pulse in recorded/live music through movement and dance.</p>

<p>stimuli. Combine sounds to make a story, choosing and playing instruments or sound-makers.</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.</p> <p>Recognise how graphic notation can represent created sounds. Explore and invent own symbols.</p> <p>Use music technology, if available, to capture, change and combine sounds.</p>	<p>Sing songs with a small pitch range, pitching accurately.</p> <p>Sing a wide range of call and response songs, control vocal pitch and match pitch with accuracy.</p> <p>Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause).</p>	<p>Understand that the speed of the beat can change, creating a faster or slower pace (tempo).</p> <p>Use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat.</p> <p>Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.</p> <p>Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.</p>	<p>Perform word pattern chants, create, retain and perform their own rhythm patterns.</p> <p>Listen to sound in the local school environment, comparing high and low sounds.</p> <p>Sing familiar songs in both low and high voices and talk about the difference in sound.</p> <p>Read and respond to chanted rhythm patterns and represent them with stick notation including crotchets, quavers and crotchet rests.</p>
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PSHE (PSHE Association)

<p>Y1</p>	<p><u>RSE – Be yourself</u></p> <p>Talk about what makes us special</p> <p>Name some of the different feelings we have and can describe how they feel</p> <p>Talk about things we like that make us feel happy</p> <p>Talk about the things that make us feel unhappy or cross and have ideas about what to do when we have these feelings</p> <p>Discuss how change and loss make us feel</p> <p>Share what we think and feel with confidence</p>	<p><u>RSE – Team</u></p> <p>Talk about the teams we belong to</p> <p>Be a good listener</p> <p>Explain how to be kind and why it is important</p> <p>Talk about unkind behaviour, teasing and bullying</p> <p>Explain how to be a positive learner</p> <p>Identify good and not-so-good choices</p>	<p><u>RSE – Britain</u></p> <p>Describe ways that we can help our school community</p> <p>Describe ways that we can be a good neighbour</p> <p>Identify things that help and harm our neighbourhood</p> <p>Describe what it is like to live in Britain</p> <p>Explore how people living in Britain can be different and how they are the same</p> <p>Share our ideas about being British and living in Britain</p> <p><u>RSE – Money matters</u></p> <p>Explain where money comes from and why we need it</p> <p>Explain how we can keep money safe and why this is important</p>	<p><u>RSE – It's my body</u></p> <p>Know we can choose what happens to our body</p> <p>Make healthy choices about sleep and exercise</p> <p>Make healthy choices about food and drink</p> <p>Know how to keep my body clean</p> <p>Know what is safe to eat or drink</p> <p>Choose to keep ourselves safe</p> <p><u>RSE – Aiming high</u></p> <p>Think of star qualities we already have and those we would like to develop</p> <p>Explain how a positive learning attitude can help us</p> <p>Talk about jobs that people can do and tell our friends what we want to be when we grow up</p>
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Y2	<p><u>RSE – Thinking positive</u></p> <p>Understand how happy thoughts can make us feel good</p> <p>Make good choices and consider the impact of our decisions</p> <p>Set ourselves goals and consider how to achieve them</p> <p>Discuss our feelings and opinions with others and cope with difficult emotions</p> <p>Discuss things we are thankful for and focus on what we do have, rather than what we don't have</p> <p>Focus on what is happening now and how we are feeling</p>	<p><u>RSE – VIPs</u></p> <p>Talk about the very important people in our life and explain why they are special</p> <p>Describe why families are important</p> <p>Describe what makes someone a good friend</p> <p>Describe ways to help work out arguments and disagreements</p> <p>Cooperate with others to achieve a task</p> <p>Describe how we can show our special people that we care about them and understand why this is important</p>	<p><u>RSE – Safety First</u></p> <p>Know how to stay safe and who can help if we feel unsafe</p> <p>Know how to stay safe at home</p> <p>Know how to stay safe when we are out and about</p> <p>Keep ourselves safe when we use the Internet</p> <p>Know our body belongs to us and how to keep our body safe</p> <p>Know who to go to if we need help</p> <p><u>RSE – Respecting Rights</u></p> <p>Talk about what rights are and identify rights that all people share</p> <p>Explain who helps protect our rights</p> <p>Show respect for the rights of others and understand why this is important</p> <p>Show respect for the differences between people</p> <p>Understand why it is important to be fair</p> <p>Explain why making a positive difference is important</p>	<p><u>RSE – One World</u></p> <p>Explore family life in different countries and say how it is the same as ours and how it is different</p> <p>Discuss homes and home life from around the world and say how they are the same as ours and how they are different</p> <p>Explain what it is like to go to school in other countries and say how it is the same as or different from our school</p> <p>Explore places where people live which are different from where we live</p> <p>Think about how people use things from the earth and what problems this can cause</p> <p>Say why it is important to care for the earth and identify how we can help protect it</p> <p><u>RSE – Growing up</u></p> <p>Name the main parts of boys' and girls' bodies</p> <p>Understand how to respect our own and other people's bodies</p> <p>Understand that we are all different and different people like different things</p>

				Describe how we have changed since we were a baby Describe how we will change as we get older Describe things that might change in a person's life and how it might make them feel
<i>French</i>				
Y1				
Y2				Listen and respond to a question. Listen attentively to spoken language and show understanding by joining in. Appreciate stories, songs, poems and rhymes in the language. Ask and answer simple questions. Use basic greetings and introduce themselves. Choose appropriate phrases for the situation. Discuss how they are feelings. Discuss how old they are. Count to 10. Engage in conversations. Apply knowledge to make sentences.
<i>PE</i>				
Circuits Dance	Gymnastics -Floor work Throwing and catching skills	<u>Spring 1</u> Bat and ball skills Gymnastics – Apparatus <u>Spring 2</u> Dance Attacking and defending games	<u>Summer 1</u> Athletics -Running and jumping Invasion games <u>Summer 2</u> OAA Sports days skills	
<i>Trips and Visits</i>				
Space centre Forest School	Twycross Zoo Place of worship.	Walk around school/Gaddesby Forest School Spring 1	Forest School Summer 1. Multisports.	

			Visit from a 'real life' superhero (doctor, nurse, athlete etc.) Multi skills sports trip Florence Nightingale Visit.
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