

Class 1 Year group Year 1 & 2	Term 1	Term2	Term3	Term 4	Term 5	Term 6
	Around the World Explorers		Fire Fire!		Seaside Rescue	
Geography	<p>Own locality,</p> <p>Contrasting countries Kenya plus others that follow children's interests</p> <p>Physical and human features</p> <p><i>Place knowledge</i> -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><i>Geographical skills</i></p>		<p>Name and locate 4 countries</p> <p>Geographical vocabulary</p> <p>Key features</p> <p><i>Location knowledge</i> -name and locate the world's seven continents and five oceans -name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p><i>Geographical skills and fieldwork</i></p>		<p>Coastal landscapes</p> <p>Geographical vocabulary</p> <p>Maps and Oceans</p> <p><i>Human and physical geography</i> -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 -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</p>	

	<p>and fieldwork</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</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</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>		<p>weather</p> <p>-key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Geographical skills and fieldwork</p> <p>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>□□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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History		<p>Christopher Columbus</p> <p>Florence Nightingale</p> <p>-The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and Edith Cavell)</p>		<p>Great Fire of London</p> <p>-Events beyond living memory that are significant nationally or globally (e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)</p>		<p>Seasides in the past</p> <p>Grace Darling</p> <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>- Significant historical events, people and places in their own locality.</p>
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<p>Art & Design</p>		<p>Sketching and painting an African landscape inspired by the artist Henri Matisse</p> <p>Use a range of materials creatively to design and make products</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>		<p>Sketching and painting Great fire of London Montage inspired by the artist Pablo Picasso</p> <p>Use a range of materials creatively to design and make products</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Sketching and painting Seaside pictures inspired by the artist Leonardo Da Vinci</p> <p>Use a range of materials creatively to design and make products</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	
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<p>Design Technology</p>	<p>Design a djembe drum</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make</p> <p>Select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate</p> <p>Explore and evaluate a range of existing</p>		<p>Design your own healthy Menu</p> <p>Cooking and Nutrition</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>understand where food comes from</p>			<p>Design your own rescue vehicle(Link to Leonardo Da Vinci)</p> <p>Technical knowledge</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Explore and use mechanisms, such as levers, sliders, wheels and axles, in their products.</p>
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	<p>products</p> <p>-Evaluate their ideas and products against design criteria</p>					
<p>Music</p>	<p>Rain rain, go away - Exploring timbre, tempo and dynamics (Yr1)</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically.</p>	<p>Taking off - Exploring pitch - (Yr2)</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Listen with concentration and understanding to a range of high quality live and recorded music.</p>	<p>What's' the score? Exploring instruments and symbols (Yr1)</p> <p>Play tuned and untuned instruments musically.</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p>Feel the Pulse - Exploring pulse and rhythm (Yr2)</p> <p>Listen with concentration and understanding to a range of high quality live and recorded music.</p> <p>Play tuned and untuned instruments musically.</p>	<p>The long and the short of it - Exploring duration (Yr 2)</p> <p>Experiment with, create, select and combine sounds using the inter related dimensions of music.</p> <p>Play tuned and untuned instruments musically.</p>	<p>Sounds interesting Exploring sounds (Yr2)</p> <p>Experiment with, create, select and combine sounds using the inter related dimensions of music.</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p>

Science

<p>Science</p>	<p>Animals including humans.</p> <p>Animals, including humans (yr1) -Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates</p> <p>-Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Animals, including humans (yr2) -Notice that animals, including humans, have offspring which grow into adults</p> <p>- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p>	<p>Animals including humans.</p> <p>Animals, including humans (yr1) -Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, and including pets)</p> <p>-Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Animals, including humans (yr2) -Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>Everyday materials (Yr 1) Use of everyday materials (Yr2)</p> <p>Everyday materials (yr1) -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>Uses of everyday materials (yr2) -Identify and compare the suitability of a variety of everyday</p>	<p>Materials Cont. (yr1) All living things and their habitats (Yr 2)</p> <p>Everyday materials (yr1) (link to habitats for yr 2 too) -Describe the simple physical properties of a variety of everyday materials</p> <p>Living things and their habitats (yr2) -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>Seasonal change and weather (yr1) All living things and their habitats (yr 2)</p> <p>Seasonal changes (yr1) -Observe changes across the four seasons -Observe and describe weather associated with the seasons and how day length varies.</p> <p>Living things and their habitats (yr2) -Explore and compare the differences between things that are living, dead, and things that have never been alive</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>Plants (yr1 and yr 2)</p> <p>Plants (yr1) -Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen</p> <p>-Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Plants (yr2) -Observe and describe how seeds and bulbs grow into mature plants</p> <p>-Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>
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			<p>materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>-Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>			
Computing	<p>Unit 1.1 We are Treasure Hunters</p> <p>Unit 2.1 We are astronauts</p> <p>Programming</p> <p>-Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>-Use technology safely and respectfully, keeping personal information private; know where to go for</p>	<p>Unit 2.2 We are TV chefs</p> <p>Unit 2.2 We are game testers</p> <p>Computational thinking</p> <p>-Use logical reasoning to predict the behaviour of simple programs</p> <p>-Create and debug simple programs</p> <p>-Use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns</p>	<p>Unit 1.3 We are painters</p> <p>Unit 2.3 We are photographers</p> <p>Creativity</p> <p>- Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>-Recognise common uses of information technology beyond school.</p> <p>-Use technology safely and respectfully, keeping personal</p>	<p>Unit 1.4 We are collectors</p> <p>Unit 2.4 We are researchers</p> <p>Computer networks</p> <p>-Use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about material on the internet</p> <p>-Recognise common uses of information technology beyond school.</p> <p>-Use technology safely</p>	<p>Unit 1.5 We are story tellers</p> <p>Unit 2.5 We are detectives</p> <p>Communication and collaboration</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>-Recognise common uses of information technology beyond school.</p> <p>-Use technology safely and respectfully, keeping personal information private; know where to go for</p>	<p>Unit 1.6 We are celebrating</p> <p>Unit 2.6 we are zoologists</p> <p>Productivity</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>-Recognise common uses of information technology beyond school.</p> <p>-Use technology safely and respectfully, keeping personal information private;</p>

	help and support when they have concerns about material on the internet	about material on the internet	information private; know where to go for help and support when they have concerns about material on the internet	and respectfully, keeping personal information private; know where to go for help and support when they have concerns about material on the internet	help and support when they have concerns about material on the internet	know where to go for help and support when they have concerns about material on the internet
	<p>Ongoing: Cross Curricular</p> <ul style="list-style-type: none">• use technology purposefully to create, organise, store, manipulate and retrieve digital content.• use technology safely and respectfully, keeping personal information private. (Link to PHSE) identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies (Link to PHSE)		<p>Ongoing: Cross Curricular</p> <ul style="list-style-type: none">• use technology purposefully to create, organise, store, manipulate and retrieve digital content.• use technology safely and respectfully, keeping personal information private. (Link to PHSE) identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies (Link to PHSE)		<p>Ongoing: Cross Curricular</p> <ul style="list-style-type: none">• use technology purposefully to create, organise, store, manipulate and retrieve digital content.• use technology safely and respectfully, keeping personal information private. (Link to PHSE) identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies (Link to PHSE)	
PE	<p>Games and Dance</p> <p>Perform dances using simple movements.</p> <p>Master basic movements including, running, jumping, throwing and catching, as well as developing balance, agility, and cooperation, and begin to apply these in a range of situations</p>		<p>Games and Gym</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p> <p>Master basic movements including, running, jumping, throwing and catching, as well as developing balance, agility, and cooperation, and begin to apply these in a range of situations</p>		<p>Athletics and Tennis</p> <p>Master basic movements including, running, jumping, throwing and catching, as well as developing balance, agility, and cooperation, and begin to apply these in a range of situations</p>	
	<p>Ongoing:</p> <p>Develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p>					

RE	Celebrations including Harvest	Celebrations and Christmas	Who made the world? Creation story	Easter	What can I do for others?	What does it mean to belong?
PSHE & Citizenship	<p>1E Rules and Rights</p> <p>1F Understanding and Practising Democracy</p> <p>During the key stage, pupils should be taught the Knowledge, skills and understanding through opportunities to:</p> <ul style="list-style-type: none"> -Take and share responsibility [for example, for their own behaviour; by helping to make classroom rules and following them; by looking after pets well] -Meet and talk with people [for example, with outside visitors such as religious leaders, police officers, the school nurse] 	<p>2A Emotional Well-being</p> <p>During the key stage, pupils should be taught the Knowledge, skills and understanding through opportunities to:</p> <ul style="list-style-type: none"> -Feel positive about themselves [for example, by having their achievements recognised and by being given positive feedback about themselves] 	<p>1C My Relationships</p> <p>1D Valuing Difference</p> <p>During the key stage, pupils should be taught the Knowledge, skills and understanding through opportunities to:</p> <ul style="list-style-type: none"> -Develop relationships through work and play [for example, by sharing equipment with other pupils or their friends in a group task] -Meet and talk with people [for example, with outside visitors such as religious leaders, police officers, the school nurse. 	<p>2E Keeping Healthy</p> <p>2F Identifying and Reducing Risk</p> <p>During the key stage, pupils should be taught the Knowledge, skills and understanding through opportunities to:</p> <ul style="list-style-type: none"> -Take part in discussions [for example, talking about topics of school, local, national, European, Commonwealth and global concern, such as 'where our food and raw materials for industry come from'] 	<p>1I How my Body Works and Changes</p> <p>1J Maintaining Personal Hygiene</p> <p>During the key stage, pupils should be taught the Knowledge, skills and understanding through opportunities to:</p> <ul style="list-style-type: none"> -Make real choices [for example, between healthy options in school meals, what to watch on television, what games to play, how to spend and save money sensibly] -Meet and talk with people [for example, with outside visitors such as religious leaders, police officers, the school nurse] 	<p>2I Dealing with Bullying</p> <p>2J Helping and Getting Help</p> <p>During the key stage, pupils should be taught the Knowledge, skills and understanding through opportunities to:</p> <ul style="list-style-type: none"> -Consider social and moral dilemmas that they come across in everyday life [for example, aggressive behaviour, questions of fairness, right and wrong, simple political issues, use of money, simple environmental issues] -Ask for help [for example, from family and friends, midday supervisors, older pupils, the police]

<p>MFL</p>	<p>We aim to expose children to MfL vocabulary, such as Numbers: 0 - 15 Greetings: Hello, Goodbye, Hi, Good Night Colours: Red, White, Blue, Green, Yellow, Pink, Orange Fruit: Apple, Orange, Banana, Melon, Strawberry , Pear, Grapes Instructions: Look, listen, silence, stand up, sit down Pets: Dog, Cat, Rabbit, Fish</p>	<p>We aim to expose children to MfL vocabulary, such as Numbers: 0 - 15 Greetings: Hello, Goodbye, Hi, Good Night Colours: Red, White, Blue, Green, Yellow, Pink, Orange Fruit: Apple, Orange, Banana, Melon, Strawberry , Pear, Grapes Instructions: Look, listen, silence, stand up, sit down Pets: Dog, Cat, Rabbit, Fish</p>	<p>We aim to expose children to MfL vocabulary, such as Numbers: 0 - 15 Greetings: Hello, Goodbye, Hi, Good Night Colours: Red, White, Blue, Green, Yellow, Pink, Orange Fruit: Apple, Orange, Banana, Melon, Strawberry , Pear, Grapes Instructions: Look, listen, silence, stand up, sit down Pets: Dog, Cat, Rabbit, Fish</p>	<p>We aim to expose children to MfL vocabulary, such as Numbers: 0 - 15 Greetings: Hello, Goodbye, Hi, Good Night Colours: Red, White, Blue, Green, Yellow, Pink, Orange Fruit: Apple, Orange, Banana, Melon, Strawberry , Pear, Grapes Instructions: Look, listen, silence, stand up, sit down Pets: Dog, Cat, Rabbit, Fish</p>	<p>We aim to expose children to MfL vocabulary, such as Numbers: 0 - 15 Greetings: Hello, Goodbye, Hi, Good Night Colours: Red, White, Blue, Green, Yellow, Pink, Orange Fruit: Apple, Orange, Banana, Melon, Strawberry , Pear, Grapes Instructions: Look, listen, silence, stand up, sit down Pets: Dog, Cat, Rabbit, Fish</p>	<p>We aim to expose children to MfL vocabulary, such as Numbers: 0 - 15 Greetings: Hello, Goodbye, Hi, Good Night Colours: Red, White, Blue, Green, Yellow, Pink, Orange Fruit: Apple, Orange, Banana, Melon, Strawberry , Pear, Grapes Instructions: Look, listen, silence, stand up, sit down Pets: Dog, Cat, Rabbit, Fish</p>
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