Class 1 Year group Year 1 & 2	Term 1	Term2	Term3	Term 4	Term 5	Term 6
	Our Wonderful World		Magnificent Megastructures		Food, Glorious Food	

==*There will be a large emphasis on maths and English in any foundation subjects taught so cross curricular subjects will consist of any opportunity to write, integrated tasks and science will use opportunity to further emphasise maths. This will be a focus of our curriculum in the autumn term as we work through our post COVID Recovery Curriculum. Details of RC are signposted on the curriculum coverage document in each class 2020-21*==

Geography		Location knowledge Name and locate the world's seven continents and five oceans. Geographical skills and fieldwork use world maps, atlases and globes to identify the United Kingdom and its		Geographical skills and fieldwork Local study and fieldwork: 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.		Location Knowledge Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Human and Physical Features. key physical features, including:

		countries, as well as the countries, continents and oceans studied at this key stage		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 <u>Human and Physical Features.</u> key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop		beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
History	Methods of transport a long time ago –steam train/boats - Navy Changes within living memory Significant historical events, people and places - Queen Elizabeth		Tim Berners-Lee – Engineer and computer scientist. Lives of significant individuals in the past Compare aspects of life in different periods – link to buildings and structures.		Significant historical events, people and places - Vasco da Gama- Portuguese explorer and Christopher Columbus. Events beyond living memory	
Art & Design	Sketching and painting multicultural artworks		Design and sculpt your own religious		Sketching still life – Claude Monet	

	in the style of **Kelly Simpson Hagen (She uses rainbow colours and symbolises people together around the world)** Use a range of materials creatively to design and make products Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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		building in the style of **Michelangelo e.g. St Peter's Basilica - link to RE.** To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.		To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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.	

| Design Technology | | **Design**
Design purposeful, functional, appealing products for themselves and other users based on design criteria
Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make
Select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing

Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate | | Technical knowledge

Build structures, exploring how they can be made stronger, stiffer and more stable

Explore and use mechanisms, such as levers, sliders, wheels and axles, in their products. | | Cooking and Nutrition

Use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from |

		Explore and evaluate a range of existing products ☐☐evaluate their ideas and products against design criteria				
Music	Charanga – Year 1 – Rhythm in the way we walk and Banana Rap. Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically.	Charanga – Year 2 – Hands, feet, heart. Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically.	Charanga – Year 1 – Round and Round Listen with concentration and understanding to a range of high quality live and recorded music. Use their voices expressively and creatively by singing songs and speaking chants and rhymes	Charanga – Year 2 – I wanna play in a band. Listen with concentration and understanding to a range of high quality live and recorded music. Play tuned and untuned instruments musically.	Charanga – Year 1 – Reflect, rewind and replay. Experiment with, create, select and combine sounds using the inter related dimensions of music. Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	Charanga – Year 2 – Friendship Song. Experiment with, create, select and combine sounds using the inter related dimensions of music. Play tuned and untuned instruments musically.
Science	All living things and their habitats (Yr 2) describing habitats, plants and animals habitats, micro habitats	All living things and their habitats (yr 2) Living, dead and never alive, food chain and sources of food.	Animals including humans. Animal classification and structure. (Yr 1) Animals and offspring and basic needs of animals (Yr 2)	Animals including humans. Human body labelling plus senses. Exercise, hygiene and diet (yr2)	Plants (yr1 and yr 2) Seasonal change and weather (yr1)	Everyday materials (Yr 1) Use of everyday materials (Yr2)

| Computing | Unit 1.1 We are Treasure Hunters

Unit 2.1
We are astronauts

Programming | Unit 2.2 We are TV chefs

Unit 2.2 We are game testers

Computational thinking | Unit 1.3 We are painters

Unit 2.3 We are photographers

Creativity | Unit 1.4 We are collectors

Unit 2.4
We are researchers

Computer networks | Unit 1.5 We are story tellers

Unit 2.5 We are detectives

Communication and collaboration | Unit 1.6 We are celebrating

Unit 2.6 we are zoologists

Productivity |
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| | *Ongoing*:
• 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) | | *Ongoing*:
• 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) | | *Ongoing*:
• use technology purposefully to create, organise, store, manipulate and retrieve digital content.
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| Digital Literacy | Internet Safety
Staying Safe Online

Pupils and students understand that they should stay safe online by choosing websites that are good for them to visit, and avoid sites that are not appropriate for them. | Privacy and Security
Digital Footprint and Reputation
Follow the Digital Trail

Pupils and students learn that the information they put online leaves a digital footprint or "trail." This trail can be big or small, helpful or hurtful, depending on how they manage it. | Relationships and Communication
 Cyberbullying
Screen Out the Mean

Pupils and students learn that children sometimes can act like bullies when they are online. They explore what cyberbullying means and what they can do when they encounter it. | Information Literacy
Using Keywords

Pupils and students understand that keyword searching is an effective way to locate information on the Internet. They learn how to select keywords to produce the best search results. | Relationships and Communication
Sending Email

Pupils and students explore how they can use email to communicate with real people within their schools, families, and communities. | Information Literacy
Sites I Like

Pupils and students discuss criteria for rating informational websites and apply them to an assigned site. Pupils and students learn that all websites are not equally good sources of information. |

PE	Games and Dance		Games and Gym		Athletics and Tennis	
	Perform dances using simple movements. 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		Participate in team games, developing simple tactics for attacking and defending. 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		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	
	Ongoing: 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.					
RE	Creation 1.2 Who made the world? Harvest	What does it mean to belong to a faith community?	1.1 God: What do Christians believe God is like?	Who is Jewish and how do they live? (Part 1)	Who is Jewish and how do they live? (Part 2)	How should we care for the world and others and why does it matter?
PSHE & Citizenship	HEALTH AND WELL BEING: Developing Risk Management: Keeping safe – People who help us : Road safety, personal safety, stranger danger, Sun Smart, recognise that our feelings can effect the	LIVING IN THE WIDER WORLD How media, commerce and social issues shape our understanding of the world – Internet Safety Internet safety/online games, email/chat. Games, applications, TV	HEALTH AND WELL BEING: Understanding personal change and responsibility – All about me – All about me. The changes that have taken place since being a baby.	RELATIONSHIPS Understanding the dynamics of healthy relationships – friends and family Different relationships The responsibilities that parents have for babies and children	RELATIONSHIPS Understanding the dynamics of healthy relationships – kindness and anti bullying Different kinds of unkind behaviour The difference between isolated incidents of unkind behaviour and	LIVING IN THE WIDER WORLD How media, commerce and social issues shape our understanding of the world – Media influence, Financial capability, Social Issues. Reacting to events on

	way we behave, identify where we can go when we need to feel safe, identify who we can speak to about our feelings, drugs and their uses. **RSE: Yr 1Being Unique** **Yr 2 Changes – physical** *Citizenship: (See Key Questions)* *Group and class rules and understand how these rules help them.*	streaming. Passwords/access codes/PINS. Appropriate websites. **RSE: Yr 2 Changes – Becoming Independent** *Citizenship: (See Key Questions)* *Right and Responsibilities*	Some of the changes that will take place as a baby grows into an adult. That humans produce babies that grow into children that grow into adults. The main external parts of the bodies of humans including agreed names for sexual parts. What makes each of us unique Hygiene (Science) Resilience Personal responsibility Diet and exercise (Science) **RSE: (Yr1) Life Cycles and The Human Life cycle and Person Hygiene (links to science)**	The underwear rule (PANTS) Making and keeping friends Protective behaviours Understanding what makes you and others feel happy or sad Positive touch activities. **RSE: Continue with similarities and differences and where do babies come from.** *Citizenship: (See Key Questions)* *Belonging to various groups and communities such as family and school*	bullying Identifying acts of kindness Exploring how kindness benefits all involved. *Citizenship: (See Key Questions)* *Contributing to the life of the classroom and the school*	TV e.g. terrorism Advertising e.g. influence. Monetary value and notion of saving up for a purchase (Enterprise) *Citizenship: (See Key Questions)* *What improves and harms their local, natural and environments and about some of the ways people look after them.*

			(Yr2) Similarities and differences – body parts and Where do babies come from? (links to science) *Citizenship: (See Key Questions) Continue with rights and responsibilities.*			