

Cycle A 2024 - 2025

Year 1 and Year 2 Curriculum Plan

Autumn

'Heroes and Leaders'

Spring

'Where in the world'

Summer

'Eco Warriors'

Experiences	Trip – Farm Visitor – Councillor - leaders		Trip – Brackenhurst – pond dipping Visitor – Travel Agent		Trip – Sutton Lawn nature walk Visitor – Conservationist/Gardener	
Text Bank	Meesha Makes Friends –Tom Percival 	Troll Swap – Leigh Hodgkinson 	The Owl who was Afraid of the Dark – Jill Tomlinson 	My Name is not Refugee – Kate Milner 	Tidy – Emily Gravett 	Goldilocks and Just The One Bear – Leigh Hodgkinson 
Writing	Oral composition and transcription Diary entry Phrases and sentences Tips Using adjectives Writing about feelings		Oral composition and transcription Information text Description Poetry Recount Signs		Oral composition and transcription Persuasive letter Phrases and sentences Lists Instructions Traditional story Poetry	

	<p>Y1</p> <p>Explore the relationship between numbers and introduce children to the important concept of equivalence; focus on the correct use of comparative language, as well as use of mathematical symbols (<, = and >).</p> <p>Children will be able to confidently count forwards and backwards to and from 10.</p> <p>They will be able to recognise one more and one less than a number up to 10 and will be able to represent this using concrete, pictorial and abstract representations; they will use this understanding to correctly compare and order quantities.</p>	<p>Y2</p> <p>Children will explore multiples of ten, including counting in tens to 100; apply number facts within ten to addition and subtraction for multiples of ten.</p> <p>Build on multiples of ten, by introducing non-zero values in the ones place; apply the partitioning structure to these two-digit numbers, decomposing them into tens and ones.</p> <p>Explore the ten-and-a-bit nature of the numbers 11–19, using the partitioning structure; apply number facts within ten to addition and subtraction of single-digit numbers to/from the numbers 11–19.</p> <p>learn about the addition of three or more single-digit numbers in the context of both aggregation and augmentation</p> <p>understand the importance of the laws of commutativity and associativity in the context of adding three or more numbers</p> <p>practise applying written and mental strategies for the addition of three or more addends, using partitioning, commutativity and associativity.</p> <p>Compare quantities using vocabulary of difference: more, less, fewer, older, younger</p> <p>Develop an understanding of difference as a numerical value used to compare two numbers</p> <p>Use precise language to describe the properties of 2D and 3D shapes, and compare shapes by reasoning about similarities and differences in properties.</p>	<p>Y1</p> <p>Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs</p> <p>Explore structures underlying addition and subtraction facts within ten</p> <p>Build fluency with these facts</p> <p>Make connections between real-life contexts, involving quantities to ten and the expressions and equations which can be used to represent them</p> <p>Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.</p> <p>Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.</p>	<p>Y2</p> <p>Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</p> <p>find different combinations of coins that equal the same amounts of money</p> <p>solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</p>	<p>Y1</p> <p>Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.</p> <p>Describe position, direction and movement, including whole, half, quarter and three-quarter turns.</p> <p>Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]</p> <p>Recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p> <p>Children will learn how to accurately compare and measure and will understand the importance of aligning starting points. Children will draw on their knowledge of number, particularly ordering and comparing numbers. Children will also learn the relationship between number lines and scales on a ruler and use this understanding to calculate differences in length. Children will use key language such as longer, longest, shorter, shortest, taller and tallest when comparing length and height.</p> <p>This unit establishes the use of uniform non-standard units (such as cubes and cups) to measure mass and capacity. This is an important first step towards introducing standard units and provides a simple practical context in which a range of problems involving addition and subtraction can be introduced.</p>	<p>Y2</p> <p>Add and subtract within 100 by applying related one digit addition and subtraction facts: add and subtract any 2 two-digit numbers.</p> <p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity</p> <p>Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</p> <p>Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, and $\frac{3}{4}$ of a length, shape, set of objects or quantity</p> <p>Write simple fractions, for examples $\frac{1}{2}$ of 6 = 3, and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$</p> <p>compare and sequence intervals of time</p> <p>tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times</p> <p>know the number of minutes in an hour and the number of hours in a day.</p> <p>Order and arrange combinations of mathematical objects in patterns and sequences</p> <p>Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).</p>
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						Explore through arrays and within the context of the two, five and ten times table how one multiplication equation can correspond to two different grouping interpretations Extend their understanding of commutativity to situations where two, five or ten are not one of the factors Build on knowledge of commutativity to connect the two times table to doubling/halving strategies and problems
Science	<p>Senses Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. w/s perform simple test</p> <p>Animals – How do animals grow up healthy and strong? Notice that animals including humans have offspring that grow into adults Find out about and describe the basic needs of animals including humans for survival (water, food and air) Describe the importance of humans for exercise eating the right amount of different types of food and hygiene. W/S ask simple questions and recognising that they can be answered in different ways</p>		<p>How are animals the same and different? Identify and name a variety of common animals that care carnivores, herbivores, omnivores Identify and name a variety of common animals including fish, amphibians reptiles and mammals, Describe and compare the structure of a variety of common animals W/S Identify and classify</p> <p>Where do our favourite animals live? 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.</p> <p>And how they depend on each other.</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p>Describe how animals obtain their food from plants. And identify and name different sources of food.</p> <p>W/S observe closely using simple equipment</p>		<p>What grows in our gardens?</p> <p>Identify a name of 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, working scientifically. Observed closely using simple equipment.</p> <p>What makes plants happy?</p> <p>Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthily. Working scientifically perform simple tests.</p>	
Physical Education	<p>Invasion Games</p> <ul style="list-style-type: none">Moving in different directions safelyMoving with a ball	<p>Dance- Starry Skies</p> <ul style="list-style-type: none">Include rhythmic gymnastics movements using hoops,	<p>Gymnastics</p> <ul style="list-style-type: none">Basic shape, body conditions and balances	<p>Dance- Mr Wolf’s Work</p> <ul style="list-style-type: none">Travelling methodsPerforming on different	<p>Athletics</p> <ul style="list-style-type: none">Moving at different speedsMoving in different directionsJumping for height	<p>Multi-skills</p> <ul style="list-style-type: none">Basic movements at different speeds and

	<ul style="list-style-type: none">Changing direction with a ball whilst maintaining controlChanging direction quickly with a ballPassing towards a target using chest pass and short passGame play	<p>balls, and ribbons</p> <ul style="list-style-type: none">Perform a range of travel movements, including skipping, hopping, leaping and spinningUse cannon, unison, mirror and match techniquesUse levels and formationsPerform movements to represent fireworks, astronauts, aliens and star constellations	<ul style="list-style-type: none">Travelling methods, including Handstands and cartwheelsJumping from apparatusBridges and support positionsPerforming on equipmentPerformances with ribbonsShort sequencesRollsRoutines	<p>levels</p> <ul style="list-style-type: none">Use freeze, mirror, extension, counts and picture techniquesConsider formation, transitions and movements during performingPerform a sequence of movements	<ul style="list-style-type: none">Jumping for distanceCombination of running and jumpingSequences of jumpsJumping for height and distanceCombination of jumpsThrowing for distancesThrowing for accuracyRunning at speedRunning over obstacles	<p>directions</p> <ul style="list-style-type: none">Throw for heightJumping for distance and heightPerform a safe landing with controlCombine running and jumping fluentlyPerform jumping sequences in coordination with peers
History	How have people stood up for what is right?		What can we learn from Robin Hood?		What caused the Great Fire of London?	
Geography	<p>How do we explore in and over the water?</p> <p>Identify and locate the five oceans on a world map.</p> <p>Learn about the different types of marine life found in each ocean and their adaptations for survival.</p> <p>Learn about Leif Erikson's journey and his route across the Atlantic Ocean.</p> <p>Explore the various physical and environmental challenges faced by ocean explorers.</p> <p>What is shipwreck tourism, and why are shipwrecks important to explore</p>		<p>What is it like in the hottest and coldest places?</p> <p>Location of different continents on a map.</p> <p>Locate hot and cold places on a world map.</p> <p>Locate some of the hottest and coldest places on earth in the relation to the equator and north/ south poles.</p> <p>Begin to explain how climate influences the plants and animals, and human communities</p>			
Art	<p>Key Project – To create a landscape painting in the style of Vincent Van Gogh</p> <p>Significant Creator – Vincent Van Gogh (starry night)</p> <p>Technical Skills - Use the artwork of others to explore how to arrange figures and forms, noticing how the artist has considered size and position. Use a range of paintbrush sizes and brushstrokes, mimicking artwork they have seen and explored. Know that colours can be made lighter or darker using black or white.</p> <p>Formal Elements – shape, pattern, colour, line</p>				<p>Key Project – To create a collage wit recycled materials</p> <p>Significant Creator - Kurt Schwitters, Hannah Hoch</p> <p>To create a collage with mixed media</p>	
Design and Technology	<p>Build – Vehicles</p> <p>Building an inclusive bus</p> <p>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 and mock ups. Make—select from and use a range of tools</p>		<p>Ocean animal puppets</p> <p>Sew – Animal Sock Puppets</p> <p>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 and templates. Make—select from and use a range of tools and equipment to perform practical tasks,</p>		<p>Cook – Dips and Vegetables</p> <p>A healthy snack for a toddler</p> <p>In Key Stage 1 pupils should be taught to: • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from.</p>	

	and equipment to perform practical tasks, for example, cutting, shaping, joining and finishing; select from and use a wide range of materials and components, including construction materials, according to their characteristics. Evaluate – explore and evaluate a range of existing products, evaluate their ideas and products against design criteria. Technical knowledge—build structures exploring how they can be made stronger, stiffer and more stable, explore and use mechanisms, (for example wheels and axles) in their products	for example, cutting, shaping, joining and finishing; select from and use a wide range of materials and components, including textiles, according to their characteristics. Evaluate– explore and evaluate a range of existing products, evaluate their ideas and products against design criteria.	
Computing	Computing systems and networks – Technology around us Identify technology, name and use the main parts of a computer – including mouse, trackpad and keyboard. Text can be entered correctly, and work can be saved/opened.	Finding Out Using the internet to search for images and information What is a search engine? How do we use it? What are search terms?	Creating Media – Digital writing Enter text into a computer. Use backspace to remove text and space keys accordingly. identify the toolbar and use bold, italic, and underline and type capital letters. Programming B – Programming animations Use a Start block in a program and join further blocks to extend it. Create an algorithm and add programming blocks based on an Algorithm Test programs
Music	Pulse/Beat – marching, music to move to, different speeds. (Rhythm, difference between rhythm and beat.) Pulse/Beat – finding the beat / pulse. Rhythm – pattern, imitation, call and response, layered over a pulse, using percussion instruments to create rhythms.	Pitch – high / low, instruments which create high / low sounds. (Representations and symbols, music can represent things, symbols can represent sounds, instrumentation – strings, wind and tuned percussion.) Pulse/Beat – finding the beat / pulse. Rhythm - Rhythmic ostinato (a musical motif that is repeated throughout composition)	Different ways of making sound – varied instruments and recordings of sounds for soundscapes. Representation using sound – Music can represent different things; we can imitate sounds we can hear. Representation using sound / Structure and Form – creating feelings and characters using speed and articulation. (articulation = smooth and detached notes.)
PSHE	Being Me in My World I know how to use my Jigsaw journal. I understand the right and responsibilities as a member of my class. I understand the right and responsibilities for being a member of my class. I know my views are valued and can contribute to the Learning Charter. I can recognise the choices I make and understand the consequences. I understand my right and responsibilities within out Learning Charter. Celebrating Differences I can identify similarities between people in my class. I can identify differences between people in my class. I can tell you what bullying is. I know some people who I could talk to if I was feeling unhappy or being bullied. I know how to make new friends. I can tell you some ways I am different from my friends.	Dream and Goals I can set simple goals. I can set a goal and work out how to achieve it. I understand how to work well with a partner. I can tackle a new challenge and understand this might stretch my learning. I can identify obstacles, which make it more difficult to achieve my new challenge and can work out how to overcome them. I can tell you how I felt when I succeeded in a new challenge and how I celebrated it. Healthy Me I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy. I know how to make healthy lifestyle choices. I know how to keep myself clean and healthy and understand how germs cause disease/illness. I know that all household products including medicines can be harmful if not used properly. I understand that medicines can help me if I feel poorly and I know how to use them safely. I know how to keep safe when crossing the road and about people who can help me to stay safe.	Relationships I can identify the members of my family and understand that there are lots of different types of families. I can identify what being a good friend means to me. I know appropriate ways of physical contact to greet my friends and know which ways I prefer. I know who can help me in my school community. I can recognise my qualities as a person and a friend. I can tell you why I appreciate someone who is special to me. Changing me I am starting to understand the life cycles of animals and humans. I can tell you some things about me that have changed and some things about me that have stayed the same. I can tell you how my body has changed since I was a baby. I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus. I understand that every time I learn something new I change a little bit. I can tell you about changes that have happened in my life.

		I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy.	
Religious Education	Christianity: Kindness Christianity: Christmas	Humanism: Natural wonder Judaism: Passover	Islam: Prayer at home Islam: Hajj

Cycle B Year 1 and Year 2 Curriculum Plan

Autumn

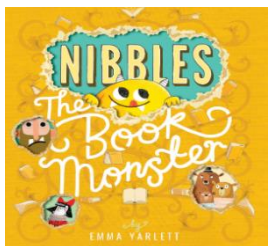

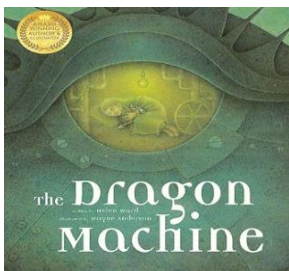
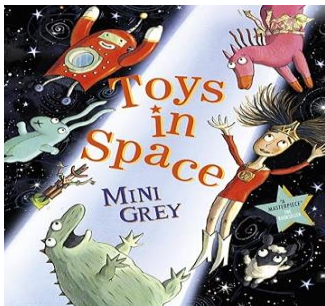
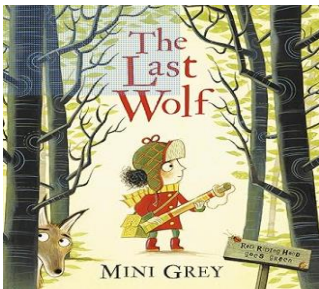

‘Let me tell you a story’

Spring

Kings, Queen’s, Knights and Dragons

Summer

‘How can I be a Healthy human?’

Experiences	<i>Trip – Pantomime</i> <i>Visitor – Local Author</i>		<i>Trip – Bolsover Castle</i> <i>Visitor – Rolls Royce</i>		<i>Trip – Thackeray’s Museum of Medicine</i> <i>Visitor- Nurse, doctor, dentist. Ambulance.</i>	
Text Bank	 <p>Nibbles - The book Monster by Emma Yarlett</p>	 <p>Lost and Found - Oliver Jeffer</p>	 <p>The Dragon Machine - Helen Ward</p>	 <p>Toys in Space- Mini Grey</p>	 <p>The Last Wolf - Mini Grey</p>	 <p>Grandad’s Secret Giant - David Litchfield</p>
Writing	Oral rehearsal and transcription Diary entry Labels Fact file Oral and written story retelling Adventure story		Oral rehearsal and transcription Story Poster Character description Speech bubbles Phrases and sentences		Oral rehearsal and transcription Persuasive language Letter writing Speech Instructions Moral tale Leaflet	
Maths	Y1 Explore the relationship between numbers and	Y2 Explore multiples of ten, including counting in tens to 100; apply	Y1 Identify and represent numbers using objects and pictorial representations	Y2 Recognise and use symbols for pounds (£) and pence (p);	Y1 Count forwards and backwards in multiples of 2, 5 and 10, up	Y2 Add and subtract within 100

	<p>introduce children to the important concept of equivalence; focus on the correct use of comparative language, as well as use of mathematical symbols (<, = and >).</p> <p>Children will be able to confidently count forwards and backwards to and from 10.</p> <p>They will be able to recognise one more and one less than a number up to 10 and will be able to represent this using concrete, pictorial and abstract representations; they will use this understanding to correctly compare and order quantities.</p>	<p>number facts within ten to addition and subtraction for multiples of ten.</p> <p>Build on multiples of ten, by introducing non-zero values in the ones place; apply the partitioning structure to these two-digit numbers, decomposing them into tens and ones.</p> <p>Explore the ten-and-a-bit nature of the numbers 11–19, using the partitioning structure; apply number facts within ten to addition and subtraction of single-digit numbers to/from the numbers 11–19.</p> <p>learn about the addition of three or more single-digit numbers in the context of both aggregation and augmentation</p> <p>understand the importance of the laws of commutativity and associativity in the context of adding three or more numbers</p> <p>practise applying written and mental strategies for the addition of three or more addends, using partitioning, commutativity and associativity.</p> <p>Compare quantities using vocabulary of difference: more, less, fewer, older, younger</p> <p>Develop an understanding of difference as a numerical value used to compare two numbers</p> <p>Use precise language to describe the properties of 2D and 3D shapes, and compare shapes by reasoning about similarities and differences in properties.</p>	<p>including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs</p> <p>Explore structures underlying addition and subtraction facts within ten</p> <p>Build fluency with these facts</p> <p>Make connections between real-life contexts, involving quantities to ten and the expressions and equations which can be used to represent them</p> <p>Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.</p> <p>Compose 2D and 3D shapes from smaller shapes to match an example, including manipulating shapes to place them in particular orientations.</p>	<p>combine amounts to make a particular value</p> <p>find different combinations of coins that equal the same amounts of money</p> <p>solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</p>	<p>to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.</p> <p>Describe position, direction and movement, including whole, half, quarter and three-quarter turns.</p> <p>Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] Recognise and use language relating to dates, including days of the week, weeks, months and years Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p> <p>Children will learn how to accurately compare and measure and will understand the importance of aligning starting points. Children will draw on their knowledge of number, particularly ordering and comparing numbers. Children will also learn the relationship between number lines and scales on a ruler and use this understanding to calculate differences in length. Children will use key language such as longer, longest, shorter, shortest, taller and tallest when comparing length and height. This unit establishes the use of uniform non-standard units (such as cubes and cups) to measure mass and capacity. This is an important first step towards introducing standard units and provides a simple practical context in which a range of problems involving addition and subtraction can be introduced.</p>	<p>by applying related one digit addition and subtraction facts: add and subtract any 2 two-digit numbers.</p> <p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, and $\frac{3}{4}$ of a length, shape, set of objects or quantity Write simple fractions, for examples $\frac{1}{2}$ of 6 = 3, and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$</p> <p>compare and sequence intervals of time tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times know the number of minutes in an hour and the number of hours in a day.</p> <p>Order and arrange combinations of mathematical objects in patterns and sequences Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).</p> <p>Explore through arrays and within the context of the two, five and ten times table how</p>

						one multiplication equation can correspond to two different grouping interpretations Extend their understanding of commutativity to situations where two, five or ten are not one of the factors Build on knowledge of commutativity to connect the two times table to doubling/halving strategies and problems
Science	What are our seasons like? Observe changes across The Four Seasons, observe and describe weather associated with the seasons and how day length varies. Working scientifically use their observations and ideas to suggest answers to questions.		What material is best for the job? Identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular users. Find out how the shapes of a solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Working scientifically, use their observations and ideas to suggest answers to questions.		What is it made of? Distinguish between an object and the material from which it is made. Identify a 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. Working scientifically, perform simple tests.	
Physical Education	Invasion Games <ul style="list-style-type: none">• Dribble and pass a football with control• Move a ball using different methods• Find space and understand its importance• Change direction and dodge• Throw underarm and overarm• Use the cup catch technique• Mark opponents• Protect a target• Use attacking and defensive skills	Dance- Gunpowder Plot <ul style="list-style-type: none">• Perform on different physical levels• Transition into different movements• Use canon and unison• Execute fluent movements that are smooth and appear effortless• Create a motif within a performance• Consider rhythm and music choices• Perform a sequence of movements• Compose own routines	Gymnastics <ul style="list-style-type: none">• Show tension and extension in basic shapes and body conditions• Travel using different methods• Perform cartwheels and handstands with control• Jumpy safely from apparatus• Bridges and support positions• Forward and backwards rolls with control and fluency• Pike, tuck and straddle jump• Link travelling and balances• Perform a floor sequence	Dance- Circus <ul style="list-style-type: none">• Identify movements in given performances• Use different group formations• Perform like a clown, strongman, tight rope walker, trapeze artist and ring master• Use the number of beats in music to plan a performance• Use rhythmic gymnastics, including ribbons and hoops, in performances• Use count, transition, balance and freeze techniques• Create a sequence of movements	Athletics <ul style="list-style-type: none">• Moving at different speeds and directions• Jumping for height and distance• Combination of running and jumping• Sequences of jumps• Throwing for distances and accuracy• Running over obstacles	Multi-skills <ul style="list-style-type: none">• Basic movements and spatial awareness• Moving with a ball• Rolling a ball to reach a target with control and accuracy• Regulate speed of rolls• Balance objects on a racket• Bounce a ball whilst moving• Catching, throwing and controlling• Shooting into targets• Cooperate with teammates• Intercept opponents to gain possession of an object
History	How have homes changed over time?		How did kings and queens live and rule?		How have seaside holidays changed over time?	

Geography	<p>Geographical enquiry – Make observations about where familiar places are in the local area using maps (including Google Earth.)</p> <p>Drawing Maps Make maps of school and of the local area using symbols and keys. Make maps of fantasy places from stories – link to the once upon a time fairy-tale map book.</p> <p>Map Knowledge – locate and name major features on a variety of maps (Sutton In Ashfield, our school)</p> <p>Programme a BeeBot to follow a map route (computing.)</p>		<p>Comparison of features of different areas Sutton in Ashfield with Kings Mill Hospital and Shetland Isles with two small hospitals</p> <p>Map Knowledge – locate and name major features on a UK map (Shetland isles and consolidate Sutton in Ashfield)</p> <p>Geographical enquiry - Make simple comparisons between features of different places</p>
Art	<p>Painting and Collage Artwork for seasonal poems (English) inspired by Eric Carle</p> <p>Significant creators – Lois Ehlert (illustrator), Eric Carle (Illustrator)</p> <p>Technical Skills – Create a 2D collage and use a range of paintbrush sizes and brush strokes mimicking art work they have seen and explored. To know that all colours can be made from the primary colours. To use the primary colours to make secondary colours and recognise these.</p> <p>Formal elements – Shape, Texture and Colour Leaf Man – Lois Ehlert</p>	<p>Drawing Use new drawing techniques to create an observational drawing of Buckingham Palace.</p> <p>Painting and printing To create a painting inspired by Paul Klee’s Castle and Sun (compare observational and abstract art)</p> <p>Significant Creators – JMW Turner, Kandinsky, Paul Klee</p> <p>Technical Skills – Explore different ways of mark making, experiment with different line thicknesses and begin to shade to create 3D forms.</p> <p>Formal Elements - line, shape and texture</p>	<p>Mixed media Key Project - Create a Half and half body picture – outside and skeleton inside</p> <p>Significant Creators – Van Gogh, Njideka Akunyili Crosby, Bisa Butler</p> <p>Technical skills – create a print using a crafted 3D shape (art straws skeleton), know the properties and effects of a range of different creating materials, select with support the appropriate materials for their artwork.</p> <p>Formal Elements – pattern, line, shape, colour, texture <i>Link to science</i></p>
Design and Technology	<p>Nativity Retell Build – Moving Pictures 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 and mock ups. Make—select from and use a range of tools and equipment to perform practical tasks, for example, cutting, shaping, joining and finishing; select from and use a wide range of materials and components, including construction materials, according to their characteristics. Evaluate– explore and evaluate a range of existing products, evaluate their ideas and products against design criteria.</p>	<p>A shelter for a dragon N/A Free Standing Structures Designing - Develop, model and communicate their ideas through talking, mock-ups and drawings. Making - Select new and reclaimed materials and construction kits to build their structures. Evaluating - Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings.</p>	<p>Healthy Pizza Cook Pizza In Key Stage 1 pupils should be taught to: use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from</p>
Computing	<p>Computing E-Safety – Know how to keep personal information private, understand that communication online is not always confidential</p>	<p>Communicating - Exploring the computer -Text can be entered and corrected - ICT can be used to change the appearance of text to suit a purpose – create a PPT timeline of Kings and Queens (linked to History project)</p>	<p>Finding out – Use a search engine to find out information about Florence Nightingale (linked with science and writing.) Use simple navigational tools including hyperlinks, menus, back buttons etc. to explore pre-selected digital information.</p>
Music	<p>Pulse/Beat – marching, music to move to, different speeds. (Rhythm, difference between rhythm and beat.)</p> <p>Pulse/Beat – finding the beat / pulse.</p> <p>Rhythm – pattern, imitation, call and response, layered over a pulse, using percussion instruments to create rhythms.</p>	<p>Pitch – high / low, instruments which create high / low sounds. (Representations and symbols, music can represent things, symbols can represent sounds, instrumentation – strings, wind and tuned percussion.)</p> <p>Pulse/Beat – finding the beat / pulse.</p> <p>Rhythm - Rhythmic ostinato (a musical motif that is repeated throughout composition)</p>	<p>Different ways of making sound – varied instruments and recordings of sounds for soundscapes.</p> <p>Representation using sound – Music can represent different things; we can imitate sounds we can hear.</p> <p>Representation using sound / Structure and Form – creating feelings and characters using speed and articulation. (articulation = smooth and detached notes.)</p>

PSHE	<p>Being Me in My World</p> <p>I can identify some of my hopes and fears for this year.</p> <p>I know how to use my Jigsaw journal.</p> <p>I understand the rights and responsibilities for being a member of my class and school.</p> <p>I understand the right and responsibilities for being a member of my class.</p> <p>I can listen to other people and contribute my own ideas about rewards and consequences.</p> <p>I understand how following the Learning Charter will help me and others learn.</p> <p>I can recognise the choices I make and understand the consequences.</p>	<p>Dreams and Goals</p> <p>I can choose a realistic goal and think about how to achieve it.</p> <p>I carry on trying (persevering) even when I find things difficult.</p> <p>I can recognise who I work well with and who it is more difficult for me to work with.</p> <p>I can work well in a group.</p> <p>I can tell you some ways I worked well with my group.</p> <p>I know how to share success with other people.</p>	<p>Relationships</p> <p>I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate.</p> <p>I understand that there are lots of forms of physical contact within a family and that come of this is acceptable and some is not.</p> <p>I can identify some of the things that cause conflict with my friends.</p> <p>I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.</p> <p>I recognise and appreciate people who can help me in my family, my school and my community.</p> <p>I can express my appreciation for the people in my special relationships.</p>
	<p>Celebrating Differences</p> <p>I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes).</p> <p>I understand that bullying is sometimes about difference.</p> <p>I can recognise what is right and wrong and know how to look after myself.</p> <p>I understand that it is ok to be different from other people and to be friends with them.</p> <p>I can tell you some ways I am different from my friends</p>	<p>Healthy Me</p> <p>I know what I need to keep my body healthy.</p> <p>I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed.</p> <p>I understand how medicines work in my body and how important it is to use them safely.</p> <p>I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy.</p> <p>I can make some healthy snacks and explain why they are good for my body.</p> <p>I can decide which foods to eat to give my body energy.</p>	<p>Changing Me</p> <p>I can recognise cycles of life in nature.</p> <p>I can tell you about the natural process of growing from young to old and understand that this is not in my control.</p> <p>I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old.</p> <p>I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private.</p> <p>I understand there are different types of touch and can tell you which ones I like and don't like.</p> <p>I can identify what I am looking forward to when I move to my next class.</p>
Religious Education	<p>Christianity: Creation story</p> <p>Humanism: The good and the bad in people</p>	<p>Christianity: Jesus and Friendship</p> <p>Judaism: Shabbat</p>	<p>Judaism: Rosh Hashanah and Yom Kippur</p> <p>Humanism: Looking after the world</p>