


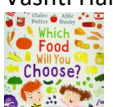
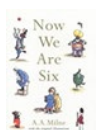







	Text Bank	Writing	Maths	Science	PE	PSHE and RE
<p>Autumn 'Heroes and Leaders'</p> <p><i>Experiences:</i> Trip – Farm Visitor – Councillor - leaders</p>	<p>Fiction</p>  <p>Traction Man – Mini Grey</p>  <p>Supertato – Sue Hendra</p>	<p>Narrative – retell Traction Man (focus on sequencing)</p> <p>Non-Fiction - To write a report about Rosa Parks</p> <p>Poetry - Friendship Poem (PSHE link), using rhyming couplets (based on Now We Are Six.)</p>	<p>Y1 Number- Place Value Formal Written Calculation- + - Geometry- 2D (see Art) and 3D shapes (see D&T)</p> <p>Y2 Number- Place Value Formal Written Calculation- + - x ÷ Measurement- Money</p>	<p>What is Biology? Careers in biology related to the study of humans and animals.</p> <p>Animals Including Humans - About Animals Understand what animals need in order to grow, know where birds live and what they need, explore how animals need to be cared for differently, discover how an animal's offspring is the same as its parent, identify a variety of animals including fish, amphibians, reptiles, birds, and mammals, identify a variety of common animals that are carnivores, herbivores, and omnivores</p> <p>Animals including humans – diet and health Find out about and describe the basic needs of animals, including humans, for survival (water, food and air), learn the importance of nutrition for humans, know how to keep healthy through diet, discuss the importance of exercise, a healthy diet, and hygiene, describe how animals obtain their food from other animals, know how to keep healthy through daily exercise</p>	<p>Invasion Games</p> <ul style="list-style-type: none"> Moving in different directions Moving with a ball Changing direction with a ball Changing direction quickly with a ball Passing towards a target Game play <p>Dance</p> <ul style="list-style-type: none"> Starry Skies 	<p>Relationships What makes a good friend? Friendship; feelings lonely and managing arguments.</p> <p>Living in the wider world What can we do with money? Money; making choices; needs and wants.</p> <p>E safety – Understand that websites can be made by anyone and the information displayed may not always be truthful.</p> <p>Christianity Significant Figure: God, Jesus Celebrations: Harvest / Belonging</p>
	<p>Non Fiction</p>  <p>Little Leaders: Bold Women in Black History - Vashti Harrison</p>  <p>Which Food Will You Choose? – Claire Potter, Ailie Busby</p> <p>Poetry</p>  <p>Now We Are Six – A.A. Milne</p>					
<p>Supporting projects</p>	<p>History</p> <p>Leading by example - People who stood up for what was right</p> <p>Rosa Parks and Ruby Bridges</p> <p>Chronology – find out about significant people from the recent past and also further back in history. Range and depth of historical knowledge in context – know and recount episodes from stories from the past.</p>	<p>Art</p> <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>DT</p> <p>Wheels and Axles – Design and make an 'inclusive bus' (linked to work on Rosa Parks) – how can we ensure that this is a bus which can be used by everyone?</p> <p>Designing – Generate initial ideas and simple design criteria through talking and using own experiences. Develop and communicate ideas through drawings and mock-ups.</p> <p>Making – Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing. Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics.</p> <p>Evaluating – Explore and evaluate a range of products with wheels and axles. Evaluate their ideas throughout and their products against original criteria.</p> <p>Technical Knowledge - Explore and use wheels, axles and axle holders. Distinguish between fixed and freely moving axles. Know and use technical vocabulary relevant to the project.</p>	<p>Computing</p> <p>Communicating – Exploring the computer</p> <ul style="list-style-type: none"> -Text can be entered and corrected - ICT can be used to change the appearance of text to suit a purpose. 	<p>Music</p> <p>Charanga Unit – Y1 – Hey You</p>	







Spring 'Where in the world am I?'








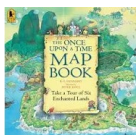

Experiences:
Trip – Brackenhurst – pond dipping
Visitor – Travel Agent




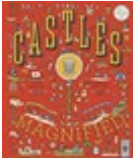
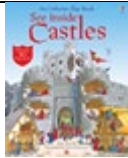

<p>Fiction</p>  <p>The snail and the whale – Julia Donaldson</p>  <p>Rhythm of the Rain - Grahame Baker-Smith</p> <p>Non Fiction</p>  <p>The Drop Goes Plop – Sam Godwin</p>  <p>Wilderness – Hannah Pang</p> <p>Poetry</p>  <p>Animal Journeys – Patricia Heggity</p>	<p>Narrative – Setting description based on The Snail and the Whale</p> <p>Non-Fiction – Write instructions on how to make a puppet (link to DT)</p> <p>Poetry – Verbs to describe habitats (Using 'watery habitat' as model from Rhythm of the Rain.)</p>	<p>Y1</p> <p>Formal Written Calculation- + - Number - Place Value Measurement- Length & Height / Weight and Volume (see D&T)</p>	<p>Y2</p> <p>Formal Written Calculation- x ÷ Statistics (see science) Measurement- Length & Height (see D&T) Geometry- Properties of Shape Fractions</p>	<p>What is Biology? Careers in biology related to the environment and conservation.</p> <p>Living things and their habitats Explore the differences between things that are living, dead and things that have never been alive, identify and name a variety of plants and animals in a microhabitat, describe how animals obtain their food from plants, know about different sources of food grown by farmers, understand the journey food makes from the farm to the supermarket, learn about the food chain.</p> <p>Living things and their habitats around the world Know that living things live in environments to which they are suited, appreciate that environments are constantly changing, describe life in the ocean, appreciate the dangers to ocean life, explore the Arctic and Antarctic habitat, understand desert, underground and ocean habitats.</p>	<p>Gymnastics</p> <ul style="list-style-type: none"> Basic shapes and balances Basic shapes and body conditions Travelling methods Handstands and cartwheels Jumping from apparatus Bridges and support positions Performing on equipment Performances with ribbons Short sequences Rolls Routines <p>Dance</p> <ul style="list-style-type: none"> Circus 	<p>Relationships Who is special to us? Ourselves and others; people who care for us; groups we belong to and families.</p> <p>Health and wellbeing What helps us to stay safe? Keeping safe; recognising risks and rules.</p> <p>E-Safety</p> <p>Hinduism- Significant Figure: Durga and Lakshmi Celebrations: Navrati - Harvest festival</p>
<p>Supporting projects</p> <p>Geography</p> <p>Oceans Geographical Enquiry – To ask questions and find out information using a range of sources. To name and compare the Oceans. Style of Map – Find land/sea on a globe. Using Maps – Locate places on large scale maps.</p>	<p>History</p> <p>Shipwrecks (SS Yongala and Titanic) Significant Individual - James Cook, explorer Chronology – find out about significant people from the recent past and also further back in history. Range and depth of historical knowledge in context – recognise why people did things, why events happened and what happened as a result, recognise the difference between past and present in their own and others' lives.</p>	<p>DT</p> <p>Textiles – Design and make themed puppets for children using templates linked to a traditional tale from another culture. Designing – Design a functional and appealing product for a chosen user and purpose based on simple design criteria. Generate, develop, model and communicate their ideas as appropriate through talking, drawing, templates, mock-ups and information and communication technology. Making – Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing. Select from and use textiles according to their characteristics. Evaluating – Explore and evaluate a range of existing textile products relevant to the project being undertaken. Evaluate their ideas throughout and their final products against original design criteria. Technical Knowledge - Understand how simple 3-D textile products are made, using a template to create two identical shapes. Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling. Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons. Know and use technical vocabulary relevant to the project.</p>	<p>Computing</p> <p>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?</p>	<p>Music</p> <p>Charanga Unit – Y2 – I Wanna Play in a Band</p>		



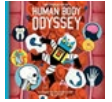

Summer 'Eco Warrior!'

Experiences:
Trip – Sutton Lawn
nature walk
Visitor –
Conservationist/Gardener

<p>Fiction</p>  <p>Tidy – Emily Gravet</p>  <p>Dear Greenpeace - Simon James</p>  <p>A Song of Gladness: A story of hope for us and our planet – Michael Morpurgo</p> <p>Non-Fiction</p>  <p>What a Waste - Jess French</p>  <p>A climate in chaos – Neal Layton</p> <p>Poetry</p>  <p>Like the Ocean We Rise – Sarah Wilkins and Nicola Edwards</p>	<p>Narrative – (based on Tidy) Innovate new setting and suitable characters (using previous habitat work.)</p> <p>Non-Fiction – Create a non-chronological report on a chosen place (geography link)</p> <p>Persuasive – Letter based on Dear Greenpeace</p> <p>Poetry - A poem about the saving the planet</p>	<p>Y1</p> <p>Formal Written Calculation- $x \div$ Fractions - Halves and quarters (see D&T) Measurement-Time / Money</p>	<p>Y2</p> <p>Geometry- Position and Direction Formal Written Calculation- $+$ - Measurement-Time / Weight, Volume and Temperature (see D&T)</p>	<p>What is Biology? Careers in biology related to the study and use of plants</p> <p>Intro to Plants Understand what a plant needs in order to grow well, know the basic parts of a plant, identify and describe the basic structure of a variety of common flowering plants and trees, understand the difference between an evergreen and deciduous plant, know about different sources of food grown by farmers, know how plants change over time</p> <p>Plants – Growth and Care Understand what plants need in order to thrive, understand that plants need water, light, and a suitable temperature in order to grow well, understand the difference between a bulb and a seed, understand that plants make their own food, know how plants grow from a seed to a plant, recognise the importance of flowers and seeds.</p>	<p>Athletics</p> <ul style="list-style-type: none"> Moving at different speeds Moving in different directions Jumping for height Jumping for distance Combination of running and jumping <ul style="list-style-type: none"> Sequences of jumps Jumping for height and distance <ul style="list-style-type: none"> Combination of jumps Throwing for distances Throwing for accuracy Running at speed Running over obstacles <ul style="list-style-type: none"> Multiskills Basic movements and spatial awareness Moving with a ball Rolling a ball Catching and controlling Aiming Striking Basic movements and spatial awareness Moving with a ball Rolling a ball Throwing and catching Kicking a ball Control and maintaining possession of a hockey ball 	<p>Health and wellbeing What helps us stay healthy? Being healthy; hygiene; medicines and people who help us with health.</p> <p>Health and wellbeing What helps us grow and stay healthy? Being healthy; eating drinking; playing and sleeping.</p> <p>E safety – To know to respect the things on the shared drive which belongs to others.</p> <p>Islam - Significant Figure: Allah, Prophet Mohammad Celebrations: Birth of Prophet Mohammad - Milad Un Nable</p>
<p>Supporting projects</p> <p>Hot and cold places (Continents) Geographical Enquiry – To ask questions and find out information using a range of sources. To name and compare the Continents. To make simple comparisons between a European and non – European place (Sherwood Forest and Yellowstone National Park). Style of Map – Find land/sea on a globe. Using Maps – Locate places on large scale maps.</p>	<p>Art Key Project - Creating collages with recycled materials Significant Creators - Kurt Schwitters, Hannah Hoch, Maria Sibylla (observational drawing in Science) Technical Skills - Know the properties and effects of a range of different creating materials. Select, with support, appropriate materials for their artwork. Use the artwork of others to explore how to arrange figures and forms, noticing how the artist has considered size and position. Begin to mimic this in own artwork. Formal Elements – colour, line, texture, shape</p>	<p>DT Food and Nutrition – Design and make a healthy fruit snack that encourages healthy eating for toddlers. Designing - Design appealing products for a particular user based on simple design criteria. Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. Communicate these ideas through talk and drawings. Making - Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product. Evaluating - Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences. Evaluate ideas and finished products against design criteria, including intended user and purpose. Technical knowledge - Understand where a range of fruit and vegetables come from. Understand and use basic principles of a healthy and varied diet.</p>	<p>Computing Key Project: Select and utilise a variety of tools in a painting programme (picture for non-chronological report) Computing – Software and apps can be used to create and edit images. Digital devices aid the drawing of more complex shapes and designs. Digital photos can be altered using simple painting tools.</p>	<p>Music Charanga Unit – Y1 – Your imagination</p>		

	Text Bank	Writing	Maths Cross Curricular		Science	PE	PSHE and RE
<p>Autumn ‘Let me tell you a story...’</p> <p>Key Experiences: Trip – Pantomime Visitor – Local Author</p>	<p>Fiction</p>  <p>Hansel and Gretel – Rachel Isadora</p>  <p>Into the Forest (Anthony Browne) – opportunity to look at a range of traditional tales that appear in the text – building on EYFS work.)</p>  <p>The Jolly Christmas Postman – Alan Ahlberg (Referring back to traditional tales and nursery rhymes.)</p>  <p>Rapunzel – Bethan Woollvin</p>	<p>Narrative – Into the Forest (linking traditional tales) – talk for writing – write own alternative fairy-tale</p> <p>Letters – Writing a letter to a traditional tale character and Santa.</p> <p>Non-fiction – Weather Report for each season - based on seasonal work in science (prepare a spoken report.)</p>	<p>Y1 Number- Place Value Formal Written Calculation- + - Geometry- 2D (see Art) and 3D shapes</p>	<p>Y2 Number- Place Value Formal Written Calculation- + - x ÷ Measurement- Money</p>	<p>What is Physics? Explore jobs which use physics – meteorologist, climate physicist.</p> <p>Uses of everyday materials (Y1 unit) Recognise a variety of widely used materials Understand why materials are chosen for specific tasks Know everyday uses of magnets Understand that magnets only attract certain metals Understand that magnets have a north and south pole Know how to test materials for their strength; understand that some materials are natural, and some are man-made</p> <p>Seasonal Changes - unit observations to continue into Spring Term Recognise different types of weather Learn about clouds and rainfall Recognise the different types of cold weather Explain how to keep safe during thunderstorms Look at different types of weather and how it affects places on Earth Identify the four seasons</p>	<p>Invasion Games</p> <ul style="list-style-type: none"> Moving in different directions Moving with a ball Changing direction with a ball Changing direction quickly with a ball Passing towards a target Game play <p>Dance</p> <ul style="list-style-type: none"> Mr Wolf’s week 	<p>Living in the wider world: What jobs do people do? People, jobs, money and the internet.</p> <p>Health and Wellbeing Who helps to keep us safe? Keeping safe and people who help us.</p> <p>Christianity and The Nativity</p>
	<p>Non Fiction</p>  <p>Seasons</p>  <p>DK Weather and the Seasons</p> <p>Poetry</p>  <p>National Trust : I Am the Seed That Grew The Tree</p>	<p>Poetry – Autumn Poems using the senses</p>					
<p>Supporting projects</p>	<p>History</p> <p>The story of us and our locality Chronology – Know that people have lived before them – create our Family tree Find out about local area changes in living memory – discover the local History of school / Sutton / Grandparents Historical enquiry – Ask and answer simple questions about the past from sources of information - Grandparents and parents memories of school / Sutton in ashfield. Range and depth of historical knowledge -? recognise the difference between past and present in their own and others lives,</p> <p>Tell the story of our school (speaking and listening outcome), using the language of past and present (e.g. many years ago, now, in the past, in the present etc.)</p>	<p>Geography</p> <p>Geographical enquiry – Make observations about where familiar places are in the local area using maps (including Google Earth.) 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. 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>The once upon a time map book – BJ Hennessy</p>	<p>Computing</p> <p>E-Safety – Know how to keep personal information private, understand that communication online is not always confidential</p>	<p>Art</p> <p>Painting and Collage Artwork for seasonal poems (English) inspired by Eric Carle</p> <p>Significant creators – Lois Ehlert (illustrator), Eric Carle (Illustrator) 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. Formal elements – Shape, Texture and Colour</p>  <p>Leaf Man – Lois Ehlert</p>	<p>DT</p> <p>Mechanisms Sliders and Levers - Designing and making a celebration card for our family that uses a slider or lever to make one part move. Designing - Generate ideas based on exploration of existing products. Making - Select and use tools, explaining their choices, to cut, shape and join paper and card. Evaluating - Explore a range of existing books and everyday products that use simple sliders and levers. Technical Skills - Explore and use sliders and levers. Understand that different mechanisms produce different types of movement. Know and use technical vocabulary relevant to the project.</p>	<p>Music</p> <p>Charanga Unit – Hands Feet and Heart</p>	

	Text Bank	Writing	Maths Cross Curricular		Science	PE	PSHE and RE
<p>Spring 'Kings, Queens, Knights and Dragons'</p> <p><i>Key Experiences:</i> Trip – Bolsover Castle Visitor – Rolls Royce</p>	<p>Fiction</p>  <p>Zog – Julia Donaldson</p>  <p>There is No Dragon in this story – Lou Carter</p>  <p>The Queen's Hat – Steve Antony</p>	<p>Narrative - Zog – retell (innovate new dragon lesson)</p> <p>Narrative – Create your own story for the dragon from 'There is No dragon in this Story'</p> <p>Instructions – How to Trap a Dragon (Pie Corbett)</p> <p>Poetry – write own poem based on 'Anyone seen my...' – Adjectives</p>	<p>Y1 Formal Written Calculation- + - Number - Place Value Measurement- Length & Height / Weight and Volume (see D&T)</p>	<p>Y2 Formal Written Calculation- x ÷ Statistics Measurement- Length & Height (see D&T) Geometry- Properties of Shape Fractions</p>	<p>What is Chemistry? Explore jobs which use chemistry – chemical engineer, materials chemist, forensic investigator</p> <p>Exploring everyday materials (Y1 Unit) Identify the material objects are made from Describe some simple physical properties of materials Group together materials by their physical properties Explore everyday materials which are opaque or transparent Know the story of Wilbur and Orville Wright Explore everyday materials which are absorbent or non-absorbent</p> <p>Everyday Materials (Y2 Unit) Significant figures - Rolls Royce (local link) Compare the uses of everyday materials Explain why we use certain materials Investigate squashing, bending, twisting, and stretching Explore the work of Charles Macintosh; understand how the properties of materials can be changed Know about John McAdam's invention, recognise that new materials are constantly being invented Explore the work of John Dunlop; identify and compare the usefulness of materials when forces are applied</p>	<p>Gymnastics</p> <ul style="list-style-type: none"> Basic shapes and balances Basic shapes and body conditions Travelling methods Handstands and cartwheels Jumping from apparatus Bridges and support positions Performing on equipment Performances with ribbons Short sequences Rolls Routines <p>Dance</p> <ul style="list-style-type: none"> Country dancing/ Tudor dances 	<p>Relationships: What is the same and different about us? Ourselves and others; similarities and differences; individuality; our bodies.</p> <p>How do we recognise our feelings? Feelings; mood; times of change; loss and bereavement; growing up</p> <p>E safety – I know what to do if I come across something inappropriate, I can identify some of the risks I may face when using technology both inside school and outside (e.g. at home.)</p> <p>Judaism - Purim</p>
	<p>Non Fiction</p>  <p>Castles Magnified – David Long</p>  <p>See Inside Castles – Katie Daynes</p>						
<p>Poetry</p>  <p>Anyone Seen My Dragon – Roger Stephens</p>							
<p>Supporting projects</p>	<p>History</p> <p>Platinum Jubilee – 2022 The Royal Family – who are they? Significant figures – British Kings and Queens – Henry VIII, Elizabeth I, Queen Victoria, Elizabeth II Historical enquiry – Ask and answer simple questions about the past from sources of information. What is a King/Queen? What was life like at the time they were on the throne? Why are some more famous than others? What is special about the reigns of the Kings and Queens we've learnt about? Range and depth of historical knowledge in context – recognise why events happened and what happened as a result – How did the Queen become a queen? Chronology – create a timeline of British Kings and Queens (Linked with computing.)</p>	<p>Art</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 Technical Skills – Explore different ways of mark making, experiment with different line thicknesses and begin to shade to create 3D forms. Formal Elements - line, shape and texture</p>	<p>DT</p> <p>Free standing structures – design and build a structure to catch a dragon, as a team, working to a brief and problem solving. 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>Technical skills - Know how to make freestanding structures stronger, stiffer and more stable. Know and use technical vocabulary relevant to the project.</p>	<p>Computing</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>Music</p> <p>Charanga Unit – Y1 – In the Groove</p>		

	Text Bank	Writing	Maths	Science	PE	PSHE and RE
<p>Summer <i>'How can I be a healthy human?'</i></p> <p>Key Experiences: <i>Trip – Thackeray's Museum of Medicine</i> <i>Visitor – Nurse, doctor, dentist. Ambulance.</i></p>	<p>Fiction</p>  <p>What Makes me A Me? – Ben Faulkes</p>  <p>Funny Bones – Janet and Allen Ahlberg</p>	<p>Narrative – Doctor ME! – story where they are a doctor, based on Dr Judy Moody – innovation of new problem</p> <p>Non Fiction – Non chronological report on Florence Nightingale (linked to science.)</p> <p>Non Fiction – How to look after a human (Dr Xargle's Book of Earthlets)</p> <p>Poetry – Poem based on 'Our Amazing Bodies!'</p>	<p>Cross Curricular</p> <p>Y1 Formal Written Calculation- $x \div$ Fractions - Halves and quarters (see D&T) Measurement- Time / Money</p> <p>Y2 Geometry- Position and Direction Formal Written Calculation- + - Measurement- Time / Weight, Volume and Temperature (see D&T)</p>	<p>What is Biology? Explore jobs which use biology – healthcare (doctor, nurse, veterinarian, dentist), virologist</p> <p>Animals Including humans – About Me Learn about the senses: sight, taste, and touch Learn about the senses of hearing and smell Identify, name, draw, and label the basic parts of the human body Learn about changes in your body since you were a baby Understand the importance of taking care of your body Show how humans mimic nature</p> <p>Significant Figure – History Link Florence Nightingale. Link with the idea of cleanliness and health from the 'About Me' unit. How did she make sure people lived longer and caught fewer diseases?</p> <p>Animals including humans - Growth Learn the life cycle of birth, growth, reproduction, and death Learn about reproduction and growth in animals Learn how humans grow by looking at how babies grow into adults Describe the stages of life from adulthood to old age Compare generations of families to help understand how characteristics are inherited Know the life cycle of a frog Describe the life cycle of a butterfly</p>	<p>Athletics</p> <ul style="list-style-type: none"> Moving at different speeds Moving in different directions Jumping for height Jumping for distance Combination of running and jumping Sequences of jumps Jumping for height and distance Combination of jumps Throwing for distances Throwing for accuracy Running at speed Running over obstacles <p>Multiskills</p> <ul style="list-style-type: none"> Basic movements and spatial awareness Moving with a ball Rolling a ball Catching and controlling Aiming Striking Basic movements and spatial awareness 	<p>Living in the wider world: How can we look after each other and the world? Ourselves and others; the world around us; caring for others; growing and changing.</p> <p>What is bullying? Behaviour; bullying; words and actions; respect for others</p> <p>E-Safety – Know how to keep personal information private, understand that communication online is not always confidential</p> <p>Sikhism – Anand Karaj</p>
	<p>Non Fiction</p>  <p>Professor Astro Cat's Human Body Odyssey</p>					
<p>Supporting projects</p>	<p>DT</p> <p>Cooking and Nutrition Research, design and make a healthy balanced meal for a... Children to decide who they are going to make their meal for.</p> <p>Designing - Generate initial ideas and design criteria through investigating a variety of fruit and vegetables.</p> <p>Making - Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product.</p> <p>Evaluating - Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences.</p> <p>Technical knowledge - Understand where a range of fruit and vegetables come from. Understand and use basic principles of a healthy and varied diet. <i>Link to science</i></p>	<p>Art</p> <p>Mixed Media – printing Key Project - Create a Half and half body picture – outside and skeleton inside Significant Creators – Van Gogh, Njideka Akunyili Crosby, Bisa Butler 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. Formal Elements – pattern, line, shape, colour, texture <i>Link to science</i></p>	<p>Geography</p> <p>Comparison of features of different areas Sutton in Ashfield with Kings Mill Hospital and Shetland Isles with two small hospitals Map Knowledge – locate and name major features on a UK map (Shetland isles and consolidate Sutton in Ashfield) Geographical enquiry - Make simple comparisons between features of different places</p>  <p>Katie Morag (linked with Shetland Isles)</p>	<p>Computing</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>	<p>Music</p> <p>Charanga Unit – Y2 – Friendship Song (linked with PSHE)</p>	