



# **Beckers Green Primary School**

**Key Stage One**  
**Curriculum Plan Year A**

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 1 & 2	<b>Fantastic fossils</b>	<b>A Bear Called Paddington</b> <b>Guy Fawkes mini topic</b>	<b>Play time!</b>	<b>Go Wild!</b>	<b>Marvellous Medicine</b>	<b>A Bug's Life</b>
Text	Stone Girl, Bone Girl The Fossil Girl	Paddington picture books Paddington Pop-up London Mr Fawkes and the Gunpowder Plot	Major Glad, Major Dizzy Lost in the Toy Museum Queen Victoria's Underpants	Where the Wild Things Are	George's Marvellous Medicine	The Big Book of Bugs Diary of a Fly Harry the Poisonous Centipede Eric Carle books
Visitors/trip	Outcomes afternoon:	Christmas carol service	Braintree museum Dressing up as Victorians	Copse adventures Collaborative sewing day with family members	Mad science Day	Local trip to the river, pond and copse Visit from Bugman
Outcomes	<p>Week 1-2: <i>Assessment, Routines, Connections, Relationships</i></p> <p>Week 3-4: <b>Purpose:</b> Writing to describe <b>Genre:</b> Poem <b>Theme:</b> Dinosaurs (written and oral outcome)</p> <p>Week 5-6: <b>Purpose:</b> Writing to recount <b>Genre:</b> Postcard/letter <b>Theme:</b> Mary's Discovery</p>	<p>Week 1: <b>Purpose:</b> Writing to inform <b>Genre:</b> Recipe and Instructions <b>Theme:</b> How to make a marmalade sandwich</p> <p>Week 2-3: <b>Purpose:</b> Writing to persuade <b>Genre:</b> Brochure <b>Theme:</b> Travel guide to Peru</p> <p>Week 4-6: <b>Purpose:</b> Writing to describe <b>Genre:</b> Narrative <b>Theme:</b> A new adventure for Paddington</p>	<p>Week 1-3: <b>Purpose:</b> Writing to inform <b>Genre:</b> Non-chronological report <b>Theme:</b> Toys</p> <p>Week 4-6: <b>Purpose:</b> Writing to describe <b>Genre:</b> Narrative <b>Theme:</b> Toy Story</p>	<p>Week 1-3: <b>Purpose:</b> Writing to recount <b>Genre:</b> Diary <b>Theme:</b> Diary of King of the Wild Things</p> <p>Week 4-6: <b>Purpose:</b> Writing to persuade <b>Genre:</b> Balanced argument/essay <b>Theme:</b> Rainforest and impact of deforestation (written and oral outcome)</p>	<p>Week 1-3: <b>Purpose:</b> Writing to recount <b>Genre:</b> Biography <b>Theme:</b> Florence Nightingale and Mary Seacole</p> <p>Week 4-6: <b>Purpose:</b> Writing to inform <b>Genre:</b> News report <b>Theme:</b> George's Marvellous Medicine</p>	<p><b>Outcomes</b></p> <p>Week 1-2: <b>Purpose:</b> Writing to persuade <b>Genre:</b> Letter <b>Theme:</b> Littering at the River Blackwater</p> <p>Week 3-5: <b>Purpose:</b> Writing to describe <b>Genre:</b> Poem <b>Theme:</b> River poetry (Kenning/Shape – written and oral outcome)</p> <p>Week 6: <i>Transition</i></p>

**Skills and knowledge:****Year 1**

Can compose a sentence orally before writing it  
 Can re-read what they have written to check it make sense  
 Write a sequence of sentences – know when to use a full stop  
 Can write in first and third person  
 Can use basic verbs  
 Can leave spaces between words  
 Can join words with “and” within sentences  
 Can use full stops and capital letters at start of sentences  
 What are nouns, verbs and adjectives?

**Year 2**

Can plan my writing  
 Can write several sentences to develop an idea  
 Can use some adventurous vocabulary – noun phrases  
 Can re-read my writing for sense  
 Can evaluate my own writing  
 Can use adjectives of texture  
 Can use alliteration  
 Can join sentences with “or” or “but”  
 Can use an apostrophe for contracted forms  
 What are noun phrases, adverbs, tenses and suffixes?  
 What is the difference between a statement, question, command and exclamation?  
 When to use an apostrophe for contracted forms

**Skills and knowledge:****Year 1**

As in first term  
 Improve writing by using adjectives of size and by using all senses to describe  
 Know when to use a capital letter  
 I know how to form singular and plural nouns

**Year 2**

As in first term  
 Can use structure in writing – beginning, middle and end  
 Can write a poem using given structure  
 Write longer pieces to build stamina  
 Can check writing for consistency of tense  
 Can use short sentences for impact  
 Can use imperative verbs in instructions  
 Can write expanded noun phrases  
 Can use when, if, that and because to extend sentences  
 Can use apostrophes for singular possession  
 Can form adjectives using -ful, -er, -est and -less  
 Know what a comma is and when to use it in a list

**Skills and knowledge:****Year 1**

As in first two terms  
 Can talk about their writing  
 Can use repetition in writing for effect  
 Can use exclamation marks to grab reader’s attention  
 Can use question marks correctly  
 Can change the meaning of words by adding un-  
 Can form new nouns by compounding them  
 Know what singular and plural mean  
 Know when to use question and exclamation marks  
 Understand how un – changes the meaning of a word

**Year 2**

As in first two terms  
 Can make writing lively and interesting for the reader – use adventurous vocabulary  
 Can link ideas to make writing flow – last time, also, after, then ,soon.  
 Proof read writing for spelling, punctuation and grammar errors  
 Can create list sentences using commas correctly  
 Can write consistently in past or present tense  
 Can use progressive form of verbs – She is dancing  
 Can form nouns using suffixes such as -ness or -er  
 Identify and use -ly adverbs  
 Can form adverbs by adding -ly to adjectives

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Years 1 & 2	Fantastic fossils	A Bear Called Paddington Guy Fawkes mini topic	Play time!	Go Wild!	Marvellous Medicine	A Bug's Life
Science	<b>Working scientifically</b> Across the year, children will develop seven skills through scientific investigation: <ul style="list-style-type: none"> <li>• asking questions</li> <li>• making predictions</li> <li>• setting up tests</li> <li>• observing and measuring</li> <li>• recording data</li> <li>• interpreting and communicating results</li> <li>• evaluating</li> </ul>			<b>Key Stage 1 National Curriculum Statements</b> <ul style="list-style-type: none"> <li>• Asking simple questions and recognising that they can be answered in different ways.</li> <li>• Observing closely, using simple equipment.</li> <li>• Performing simple tests.</li> <li>• Identifying and classifying.</li> <li>• Gathering and recording data to help in answering questions.</li> <li>• Using their observations and ideas to suggest answers to questions.</li> </ul>		
	<b>Seasonal change</b> – 6 outdoor lessons to be taught across the year so that children can observe the impact of the changing seasons around them.					
	Outdoor learning: Are all leaves the same? (September)	Outdoor learning: 1. Which animals share our space? (autumn) 2. Do all trees shed their leaves? (early winter)	Outdoor learning: 1. Are all flowers the same? (spring)	Outdoor learning: 1. Which birds visit our bird feeders? (spring)	Outdoor learning: 1. How has our space changed over the year? (early summer)	Outdoor learning: 1. Are all leaves the same? (September)
<b>Seasonal change (Y1/M1)</b> <ol style="list-style-type: none"> <li>1. What are the different types of weather?</li> <li>2. What are the four seasons?</li> <li>3. What happens in autumn?</li> <li>4. What happens in winter?</li> <li>5. What happens in spring?</li> </ol>	<b>Naming and describing materials Y1/M3</b> <ol style="list-style-type: none"> <li>1. What material is this? Part 1.</li> <li>2. What material is this? Part 2</li> <li>3. Is all paper the same?</li> <li>4. Is all fabric the same?</li> </ol>	<b>Changing materials Y2/M5</b> <ol style="list-style-type: none"> <li>1. How can I change the shape of an object?</li> <li>2. What properties allow a material to be changed?</li> <li>3. Which materials is fit for its purpose?</li> </ol>	<b>Human body and senses Y1/M2</b> <ol style="list-style-type: none"> <li>1. Is everybody's body the same?</li> <li>2. How can we explore the world using our sense of touch?</li> <li>3. What can we hear?</li> <li>4. What smells do we like and dislike?</li> <li>5. What difference can our tongues taste?</li> </ol>	<b>Recap: Identifying plants and their parts Y1/M6</b> <ol style="list-style-type: none"> <li>1. What wild and garden plants can we find around our school?</li> <li>2. What parts of a plant grow above the ground?</li> </ol> <b>Growing seeds and bulbs</b> <ol style="list-style-type: none"> <li>1. How do plants grow and change over time?</li> <li>2. How are seeds and bulbs different?</li> <li>3. What do seeds needs to germinate?</li> <li>4. How tall will they grow?</li> <li>5. What have we learnt about how a seed germinates?</li> </ol>	<b>Growing healthy plants (Y2/M6)</b> <ol style="list-style-type: none"> <li>1. How can we care for our plants?</li> <li>2. Do mature plants need light?</li> <li>3. Does temperature affect the growth of mature plants?</li> <li>4. Do mature plants need water?</li> <li>5. What have we learnt about what mature plants need to grow healthily?</li> </ol>	
<b>TAPS assessment</b>	Living and non <i>WSS: interpret and report</i>	Waterproof <i>WSS: ask questions and plan</i>	Rocket mice <i>WSS: set up enquiry</i>	Shades of Colour <i>WSS: observe and measure</i>	Muffling Sound <i>WSS: evaluate</i>	Bridge Material Testers <i>WSS: record</i>

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<b>History</b>	<p><b>Chronology</b> When did Mary Anning live?</p> <p>Can we sequence events in Mary's life?</p> <p><b>Learning from sources</b></p> <p>Who was Mary Anning? How do we know about Mary's life?</p> <p>Why are fossils so important? What do they tell us about dinosaurs?</p> <p><b>Compare and contrast</b> Why did Mary find it difficult to be a fossil hunter? Would it have been easier if she was a man?</p> <p><b>Understanding Legacy</b> What did Mary do that was so special? Why do we remember her today?</p> <p><b>Vocabulary</b> - Fossil, evidence, source, dinosaur, discovery, skeleton, pterodactyl</p> <p>Prior learning = EYFS – All creatures great and small</p> <p><b>Black History week – mini topic planned – linked to life of Black Historical figure such as Martin Luther King, Mary Seacole, Rosa Parks, Harriet Tubman, Muhammed Ali, Maya Angelou</b></p> <p>BV4</p>	<p><b>Chronology</b> When was the Gunpowder plot?</p> <p><b>Learning from sources</b></p> <p>What is a source?</p> <p>How do we know about the Gunpowder plot?</p> <p>Who was Guy Fawkes?</p> <p>Why did he want to kill the king?</p> <p>BV1,2</p> <p><b>Understanding Legacy</b></p> <p>How do we remember the Gunpowder plot today?</p> <p>Why do we celebrate with fireworks?</p> <p><b>Vocabulary</b> – treason, gunpowder, plot</p>	<p><b>Chronology</b> When did Queen Victoria become Queen? How long did the Victorian era last for?</p> <p>Place toys on a timeline.</p> <p><b>Learning from sources</b></p> <p>How do we know what Victorian children played with? What evidence is there? Are there any primary sources left?</p> <p>How can we find out what our parents and grandparents played with?</p> <p><b>Compare and contrast</b></p> <p>How have toys changed today?</p> <p>Compare a toy car with a remote-controlled car with a video driving game?</p> <p>Why would an Xbox or remote-controlled car not be possible in Victorian times?</p> <p>What materials were Victorian toys made of?</p> <p>Was there a difference between toys for rich and poor children?</p> <p><b>Understanding Legacy</b></p> <p>What toys did the Victorian's invent that we still use today?</p> <p><b>Vocabulary:</b> battery, kaleidoscope, powered, mechanical</p>		<p><b>Chronology</b> When was Florence Nightingale born?</p> <p>Can we sequence events in Florence's life?</p> <p>When was Mary Seacole born?</p> <p><b>Learning from sources</b></p> <p>How do we know about these nurses? What evidence is there?</p> <p><b>Compare and contrast</b></p> <p>What do nurses do today? Was the job different then?</p> <p>How are hospitals different today from in Victorian times?</p> <p>Whose life was the most difficult?</p> <p><b>Understanding Legacy</b></p> <p>How did the nurses change hospitals and looking after sick people?</p> <p>Why do we remember these nurses?</p> <p>Who is famous today? Do they know any famous people? Why are they famous?</p> <p><b>Vocabulary</b> – Crimea, statue, slave, hygiene, typhoid, conditions</p>	

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<b>Geography</b>	<p><b>Using geographical skills</b></p> <p>Can I follow a map through the dinosaur park? Can I use compass directions to guide a friend? Can I create a map with a simple key?</p> <p><b>Fieldwork</b> – observations on school trips. Record observations through sketches.</p> <p><b>Knowing places in the world</b> Where in England did Mary Anning live? What seas surround the UK? What are the Four countries of UK</p> <p><b>Understanding human and physical features</b></p> <p>What is a coastline? How do coastlines look different? What are the features? How are beaches formed?</p> <p><b>Link to science curriculum</b></p> <p>What is the weather like in UK in Summer and Winter? Is the weather always the same in the whole of the UK?</p> <p><b>Vocab:</b> N/E/S/W/ left, right, near, far, North Sea, English Channel, Atlantic Ocean, Irish Sea, Celtic Sea, compass, coast, cliffs, tides, mudflats, sand dunes, erosion, pebbles, sand</p>	<p><b>Using geographical skills</b></p> <p>Can you find Lima and London on a map? Can you identify geographical features from a map? Can you observe geographical features from photos and videos?</p> <p><b>Knowing places in the world</b></p> <p>Where is London? Where is Lima? What are the capital cities of 4 UK countries? What are the 7 continents?</p> <p><b>Understanding physical and human features</b></p> <p>Is Lima very different to London? How are they the same and how are they different? What is the weather like in Lima? What is the weather like in London? Why is the weather different? What are the houses like in Lima? How are they different or the same to houses in London? Where would you rather live and why? What geographical features are in Peru? Amazon rainforest, Andes mountains, desert.</p> <p><b>Vocab:</b> Equator, South America, capital city, region, beach, cliff, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, season, town, village, factory, farm, house, rainforest, desert</p> <p><b>Year 2 prior knowledge – Poles Apart topic</b></p>		<p><b>Using geographical skills</b></p> <p>What is my route to school? How do I use a key on a map? How can I use aerial photographs to describe a rainforest?</p> <p><b>Knowing places in the world</b></p> <p>Where are the rainforests of the World? Where is the Amazon rainforest? What are the 7 continents?</p> <p><b>Understanding physical and human features</b></p> <p>What is a rainforest? Are all the rainforests near the equator? What is the weather like in a rainforest? How is a rainforest different to the copse? What is the same? What grows in a rainforest? What else might I find in a rainforest? Are rainforests in danger of being destroyed?</p> <p><b>Vocab:</b> Key, symbol, canopy, tropical, humid, climate, continent, drip tips, layers, rainfall</p>	<p><b>Knowing places in the world</b></p> <p>Where is Turkey?</p>	<p><b>Using geographical skills and fieldwork</b></p> <p>Can you make a map of the River Blackwater? What does a river look like on a map?</p> <p><b>Knowing places in the world</b></p> <p>Do you know any rivers in United Kingdom?</p> <p><b>Understanding physical and human features</b></p> <p>What is a river? How does a river flow? Why are rivers important? What human features can you spot at the river? Why do you think there is litter along the river? Vocab: litter, pollution, impact, footpath, flow, weir, source, mouth, downstream, habitat,</p> <p><b>Year 2 prior knowledge – Brilliant Botanists topic</b></p>

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Years 1 & 2	Fantastic fossils	A Bear Called Paddington Guy Fawkes mini topic	Play time!	Go Wild!	Marvellous Medicine	A Bug's Life
Art	<p><b>Outcome: a fossil (making an impression in clay)</b>  <b>Skills - Printing</b>  Evaluating, exploring and developing ideas  Y1 - Use hard and soft materials to print  Y2 - Create prints by pressing, rolling, rubbing and stamping</p> <p><b>Knowledge</b>  What is a fossil?  What is an impression?  Where does clay come from?  <b>Vocabulary:</b> <i>impression, texture, firm, imprint, fossil, explore, evaluate, clay, roll, rub and stamp</i>  <b>Focus Artist: Rachel Dein</b></p>	<p><b>Outcome: a skyline of London</b>  <b>Skills – Collage</b>  Evaluating, exploring and developing ideas  Y1 - Explore and experiment with lots of collage materials.  Y1 - Cut and tear paper, textiles and card for collages.  Y1 - Sort (into colours &amp;/or textures) and arrange collage materials for a purpose.  Y1 - Use paste, glue and other adhesives.  Y2 - Create collages sometimes in a group and sometimes individually.  Y2 - Mix paper and other materials with different textures and appearances.  Y2 - Fold, crumple and overlay materials/paper</p> <p><b>Knowledge</b>  What are the landmarks of London?  How do I draw the shapes of the landmarks?  What materials can I use to create a collage of the landmarks and Paddington?  <b>Vocabulary:</b> <i>collage, layer, textiles, fabric, skyline, fold, crumple, overlay, landmarks, silhouette</i>  <b>Focus Artist: Kurt Schwitter</b></p>	<p><b>Outcome: a portrait of Queen Victoria</b>  <b>Skills - Painting</b>  Evaluating, exploring and developing ideas  Y1 - Use thick and thin brushes.  Y1 - Work on different scales.  Y1 - Paint pictures of what is seen.  Y2 - Work on different scales.  Y2 - Link colours to natural and manmade objects.</p> <p><b>Knowledge</b>  What is a portrait?  Who painted Queen Victoria?  Who was Sir George Hayter?  <b>Vocabulary:</b> <i>portrait, natural, manmade, scale, observation, watercolours</i>  <b>Focus Artist: Sir George Hayter</b></p>	<p><b>Outcome: a natural art piece in the style of Andy Goldsworthy, then drawn using pencils</b>  <b>Skills – Drawing</b>  Evaluating, exploring and developing ideas  Y1 - Draw lines of different shapes and thicknesses.  Y1 - Draw with crayons and pencils.  Y1 - Describe the shapes and patterns seen.  Y1 - Draw on different surfaces.  Y1 - Colour in neatly, following the lines very carefully  Y2 - Use pencils, pastels and charcoal in drawings.  Y2 - Show patterns and textures in drawings by adding dots and lines.  Y2 - Show different tones using coloured pencils.  Y2 - Make a variety of lines of different sizes, thickness and shape</p> <p><b>Knowledge</b>  Who is Andy Goldsworthy?  How can plants and natural objects be used to create artwork?  How can pencils be used differently for effect?  <b>Vocabulary:</b> <i>thick, thin, light, dark, shade, tone, pattern, texture, surface, pastels, charcoal, natural objects, explore, evaluate</i></p> <p><b>Focus Artist: Andy Goldsworthy</b>  Opportunity for working outside</p>	<p><b>Outcome: a clay pinch pot</b>  <b>Skills - Sculpture</b>  Y1 - Use clay, dough or plasticine  Y1 - Add texture to models using tools.  Y1 - Make shapes from rolled up paper, straws, paper and card.  Y1 - Cut materials.  Y1 - Make a clay tile.  Y2 - Make a pinch pot.  Y2 - Make a carving using dry clay.  Y2 - Add lines and shapes to clay work.  Y2 - Add texture to clay work by adding clay or using tools.</p> <p><b>Knowledge</b>  Where does clay from?  How can I change the shape of the clay?  Evaluating, exploring and developing ideas  <b>Vocabulary:</b> <i>mould, manipulate, texture, carve, design, evaluate, explore, develop, models, tools, carving</i>  <b>Focus Artist: Maria Martinez</b></p>	<p><b>Outcome: a picture in the style of Matisse</b>  <b>Skills - Painting</b>  Evaluating, exploring and developing ideas  Y1 - Name the primary and secondary colours.  Y1 - Say how an artist has used colour.  Y2 - Mix primary colours to make secondary colours.  Y2 - Add white to colours to make tints.  Y2 - Add black to colours to make tones.  Y2 - Know the positions of primary and secondary colours in relation to each other on the colour wheel.</p> <p><b>Knowledge</b>  What colours will work well in my picture?  What shapes and colours will I use to create a collage of...?  <b>Vocabulary:</b> <i>primary, secondary, shade, tone, light, dark, complementary, colour wheel, colour mixing, spiral, collage</i>  Opportunity for working outside  <b>Digital (link to Matisse)</b>  Y1 - Use software and apps to draw pictures with lines and shapes.  Y1 - Change the pen colour and rub out to change work.  Y1 - Draw ideas and tell others what they are  Y2 - Use a paint program to draw pictures.  Y2 - Edit work using cut, copy, paste and erase.  Y2 - Describe work using these key words: Line, Tone, Colour, Texture, Shape</p> <p><b>Knowledge</b>  How does Matisse use rectangles to create a spiral?  <b>Vocabulary:</b> <i>digital art, software, apps, mouse, erase/delete, edit, copy, paste, line, tone, colour, texture, shape, evaluate</i>  <b>Focus Artist: Matisse</b></p>

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 1 & 2	Fantastic fossils	A Bear Called Paddington Guy Fawkes mini topic	Play time!	Go Wild!	Marvellous Medicine	A Bug's Life
D&T		<p><b>Product:</b> biscuits <b>Purpose:</b> to sell <b>Audience:</b> parents <b>DT area:</b> food and nutrition</p> <p><b>Design:</b> Prepare a recipe with knowledge of food hygiene</p> <p><b>Make:</b> Follow food hygiene and safety rules Use simple tools with help to prepare food safely e.g. knives</p> <p><b>Evaluate:</b> Taste and evaluate final product. Could it be improved?</p> <p><b>Knowledge</b> Say where food comes from and give examples e.g. beef from cows Understand that food needs to be farmed, grown or caught How to prepare food following hygiene guidelines</p>		<p><b>Product:</b> hand puppet – Wild Thing <b>Purpose:</b> create a puppet show <b>Audience:</b> classmates <b>DT area:</b> textiles</p> <p><b>Design:</b> Design a functional and appealing product for a chosen user based on a simple design criteria Communicate ideas to others through drawing</p> <p><b>Make:</b> Select from and use a range of tools to perform practical tasks such as marking out, cutting, joining and fastening Select and use textiles according to their characteristics</p> <p><b>Evaluate:</b> Explore a range of textile options before selecting Evaluate final product against design criteria – could children use them to tell a story? Vocab: glove puppet, sock puppet, finger puppet, template, pattern pieces</p> <p><b>Knowledge:</b> How can I cut out neatly using a template? How can I join fabric together?</p>	<p><b>Product:</b> healthy plate for Sports Day <b>Purpose:</b> to stay healthy <b>Audience:</b> self <b>DT area:</b> food and nutrition</p> <p><b>Design:</b> Design an appealing product based on a design criteria – food plate to give energy. Communicate ideas through drawing</p> <p><b>Make:</b> Use simple utensils o peel, cut and slice Show awareness of food safety rules</p> <p><b>Evaluate:</b> Evaluate finished product – did it fulfil design brief?</p> <p><b>Vocab:</b> flesh, balanced diet, nutrition</p>	<p><b>Product:</b> a bug with moving parts <b>Purpose:</b> to enhance story-telling <b>Audience:</b> young children <b>DT area:</b> mechanisms – sliders &amp; levers <a href="https://www.accessart.org.uk/get-connected-cardboard-robots-with-movable-joints/">https://www.accessart.org.uk/get-connected-cardboard-robots-with-movable-joints/</a></p> <p><b>Design:</b> Generate ideas based on simple design criteria Develop, draw and communicate their ideas</p> <p><b>Make:</b> Select and use tools, explaining their choices, to cut, shape and join paper and card Use sliders and levers as part of the design</p> <p><b>Evaluate:</b> Explore books that use sliders and levers Evaluate product by testing and discussing how well it works in relation to the purpose and the user</p> <p><b>Vocab:</b> slider, lever, pivot, slot, bridge/guide, join,</p> <p><b>Knowledge:</b> What is the difference between a slider and a lever? How can I make the arms and legs move?</p>

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Years 1 & 2	Fantastic fossils	A Bear Called Paddington Guy Fawkes mini topic	Play time!	Go Wild!	Marvellous Medicine	A Bug's Life
<b>Music</b>	<b>Unit 1: Rhythm and pulse</b> <b>NC key skill: Music notation</b> <b>Knowledge:</b> Crotchet, paired quavers, crotchet rest, semiquavers Walk to Pulse, counting beats	<b>Unit 2: Festive fun</b> <b>NC key skill: Play and perform</b> <b>Knowledge:</b> Graphic score Unison singing Pitch matching	<b>Unit 3: Rhythm grids</b> <b>NC key skill: Create and compose</b> <b>Knowledge:</b> Rhythm grids Rhythm compositions	<b>Unit 4: Call and response</b> <b>NC key skill: Aural skills</b> <b>Knowledge:</b> Call & Response/Q & A Echo Lead/follow Samba band	<b>Unit 5: Music technology 1</b> <b>NC key skill: Music History</b> <b>Knowledge:</b> Timeline > 21st century Acoustic > electric > digital > virtual instruments	<b>Unit 6: Boomwhackers and bells</b> <b>NC key skill: Varied listening</b> <b>Knowledge:</b> Boomwhackers Nursery rhymes
<b>PSHE</b>	<b>Being Me in My World</b> <u>Y1 themes</u> Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter <u>Y2 themes</u> Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings BV2,3,4	<b>Celebrating Difference</b> <u>Y1 themes</u> Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends <u>Y2 themes</u> Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends BV3,4	<b>Dreams and Goals</b> <u>Y1 themes</u> Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success <u>Y2 themes</u> Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success BV3	<b>Healthy Me</b> <u>Year 1 themes</u> Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness <u>Year 2 themes</u> Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	<b>Relationships</b> <u>Year 1 themes</u> Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships <u>Year 2 themes</u> Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships BV3,4	<b>Changing Me</b> <u>Year 1 themes</u> Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition <u>Year 2 themes</u> Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 1 & 2	Fantastic fossils	A Bear Called Paddington Guy Fawkes mini topic	Play time!	Go Wild!	Marvellous Medicine	A Bug's Life
Computing	<b>Project Evolve: Self-image and Identity, Online Relationships, Online Reputation</b> BV2,4		<b>Project Evolve: Online Bullying, Managing Online Information</b> BV2,4		<b>Project Evolve: Health, Well-being and Lifestyle, Privacy and Security, Copyright and Ownership</b> BV2,4	
	<b>Teach Computing (NCCE): Computing systems &amp; networks Year 1</b>  <b>Equipment:</b> Chromebooks or laptops (keyboards and trackpads) <b>Apps/software/sites:</b> paintz.app	<b>Teach Computing (NCCE): Digital Painting Year 1</b>  <b>Equipment:</b> Chromebooks or laptops (keyboards and trackpads) <b>Apps/software/sites:</b> paintz.app	<b>Teach Computing (NCCE): Digital Photography Year 2</b>  <b>Equipment:</b> iPads (cameras) <b>Apps/software/sites:</b> <a href="https://pixlr.com/x/">https://pixlr.com/x/</a>	<b>Teach Computing (NCCE): Grouping Data Year 1</b>  <b>Equipment:</b> Chromebooks or laptops <b>Apps/software/sites:</b> MS Office suite or Google Drive, Docs etc.	<b>Teach Computing (NCCE): Moving a Robot Year 1</b>  <b>Equipment:</b> iPads, Beebots <b>Apps/software/sites:</b> Beebot app (iPads)	<b>Teach Computing (NCCE): Robot Algorithms Year 2</b>  <b>Equipment:</b> iPads, Beebots <b>Apps/software/sites:</b> Beebot app (iPads)
MFL (French)	Colours and Numbers (SO)	The Circus (SO)	Seasons (MU)	Superheroes (MU)	Minibeasts (MU)	
Religious Education		What do my senses tell me about the world of religion and belief?  <b>Christian, Hindu, Jewish</b>  <i>Philosophy</i>	How does a celebration bring a community together?  <b>Muslim, Christian</b>  <i>Human/Social Sciences</i>	What do Jewish people remember on Shabbat?  <b>Jewish</b>  <i>Theology</i>	What does the cross mean to Christians?  <b>Christian</b>  <i>Theology</i>	How did the universe come to be?  <b>Hindu, Christian</b>  <i>Philosophy</i>
Physical Education	Core skills (Real PE)  Gymnastics	Core skills (Real PE)  Dance	Cross Country  Gymnastics	Core skills (Real PE)  Tag Rugby	Athletics  Tennis	Three Tees Cricket  Fitness