

Year B Years 1 & 2 Curriculum Plan	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Text</b>	Oliver's Fruit Salad	Toby and the Great Fire of London	Meerkat Mail Penguin Small	Cakes in Space	Jack and the Baked Beanstalk Trust me Jack's beanstalk stinks	Elephant Dance The Tiger Child
<b>Visitors/trips</b>	Make fruit kebabs	Essex Fire Service Christmas Carol Concert	Zoo 4 You	Outcome afternoon	Visit to local Garden Centre	BAPS Shri Swaminarayan Mandir (Neasden Temple) trip
<b>Writing</b>	<p><i>*Focus this half-term is on sentence structure*</i></p> <p><b>Narrative – write about personal experiences and real events</b> recount of fruit kebab workshop (Y1 &amp; 2)</p> <p><b>Non-narrative – non-chronological report</b> non-chron of life cycles (Y1) explanation text on life cycles (Y2)</p> <p><b>Narrative – write a story</b> Write own story based on 'On the way home' by Jill Murphy</p>	<p><b>Narrative – write about personal experiences and real events</b> Write a sequence of sentences about TGfOL</p> <p><b>Non-narrative – to instruct</b> Recipe – how to make ship's biscuit (Y1&amp;2)</p> <p><b>Poem – based on a given structure (nonsense poetry)</b> Using adjectives of colour (Y1) Onomatopoeia (Y2)</p>	<p><b>Narrative – write about personal experiences and real events</b> recount of Zoo4You visit</p> <p><b>Narrative – write a story</b> write a story about a penguin</p> <p><b>Non-narrative – to inform</b> non-chron about an African Animal - Top Trump (Y1&amp;2)</p>	<p><b>Narrative – write a story</b> write a story about an alien</p> <p><b>Non-narrative - to inform</b> Poster about Christopher Columbus (Y1) Leaflet about Christopher Columbus (Y2)</p> <p><b>Poem - based on a given structure (poems on a theme)</b> Acrostic poem (Y1) Similes poem (Y2)</p>	<p><b>Narrative – write a story</b> write own story about a giant (Y1) write own story based on J&amp;tB (Y2)</p> <p><b>Non-narrative – to persuade</b> persuade parents to buy a sunflower - poster (Y1) persuade people to visit local garden centre – leaflet (Y2)</p> <p><b>Poem – based on a given structure (based on observation)</b> observation poem – flowers (Y1) riddles based on observation (Y2)</p>	<p><b>Narrative – write about personal experiences and real events</b> recount of trip to Mandir Temple (Y1 &amp; 2)</p> <p><b>Non-narrative – to persuade</b> persuade parents to buy a sunflower - poster (Y1) persuade people to visit local garden centre – leaflet (Y2)</p> <p><b>Poem – based on a given structure (based on observation)</b> observation poem – flowers (Y1) riddles based on observation (Y2)</p>

Year B Years 1 & 2 Curriculum Plan	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Me and My World	London's Burning!	Poles Apart	Into the unknown	Brilliant Botanists	Incredible India
<b>Science</b>	<p>YEAR 1</p> <ul style="list-style-type: none"> <li>I know the name some common trees and plants (wild and garden inc deciduous and evergreens.</li> <li>I know the basic structure of a variety of common trees and plants</li> <li>I know a variety of common animals including fish, amphibians, reptiles, birds and mammals. Describe and compare their structure.</li> <li>I know the name of a variety of common animals that are carnivores, herbivores and omnivores</li> <li>I can name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> <li>I can distinguish between an everyday object and the material from which it is made</li> <li>I know how to identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>I can describe the simple physical properties of a variety of everyday materials .</li> <li>I know how to compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul> <p>YEAR 2</p> <ul style="list-style-type: none"> <li>Observe and describe how seeds and bulbs grow into mature plants</li> <li>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> <li>Notice that animals, including humans, have offspring which grow into adults</li> <li>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> <li><b>EVOLUTION AND INHERITANCE:</b> Recognise that humans resemble their parents</li> <li>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> <li>Explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>Identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> </ul>					
	<p><b>Knowledge</b> <u>Animals, including humans</u> - I can name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. - Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) - Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. - <b>EVOLUTION AND INHERITANCE:</b> Recognise that humans resemble their parents</p>	<p><b>Knowledge</b> <i>*focus this half-term is on developing Scientific Enquiry skills (see above) through a range of experiments and experiences*</i></p>	<p><b>Knowledge</b> <u>Animals</u> - I know a variety of common animals including fish, amphibians, reptiles, birds and mammals. Describe and compare their structure. - I know the name of a variety of common animals that are carnivores, herbivores and omnivores - Notice that animals, including humans, have offspring which grow into adults</p>	<p><b>Knowledge</b> <u>Materials</u> - I can distinguish between an everyday object and the material from which it is made - I know how to identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock - I can describe the simple physical properties of a variety of everyday materials . - I know how to compare and group together a variety of everyday materials on the basis of their simple physical properties. - Identify and compare the suitability of a variety of everyday materials, including</p>	<p><b>Knowledge</b> <u>Plants</u> - I know the name of some common trees and plants (wild and garden inc deciduous and evergreens. - I know the basic structure of a variety of common trees and plants - 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 healthy.</p>	<p><b>Knowledge</b> <u>Living things and their habitats</u> - Explore and compare the differences between things that are living, dead, and things that have never been alive - Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p>

				wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses - Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.		
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History		<p><b>Y1 skills</b></p> <ul style="list-style-type: none"> <li>- To ask questions such as: What happened? What was it like then? Why did that happen?</li> <li>- Sort artefacts/ pictures into now and then</li> <li>- Describe simple differences between artefacts from the past and today</li> <li>- Use simple vocabulary which infers the passing of time i.e. a long time ago, today</li> <li>- Name and talk about people from the past – both locally and nationally – what did they do? Why are they important?</li> </ul> <p><b>Y2 skills</b></p> <ul style="list-style-type: none"> <li>- Talk or write about historical events or people that are significant nationally</li> <li>- Explain how they found out about the past</li> <li>- Understand that different sources of evidence may give us a different understanding of an event or person – that people have different opinions</li> <li>- Use vocabulary which infers the passing of time</li> </ul>		<p><b>Y1 skills</b></p> <ul style="list-style-type: none"> <li>- Talk to an older person about the past</li> <li>- Recount and sequence events in own life</li> </ul> <p><b>Y2 skills</b></p> <ul style="list-style-type: none"> <li>- Talk or write about historical events or people that are significant nationally</li> <li>- Use vocabulary which infers the passing of time i.e. recently, a long time ago, centuries ago</li> <li>- Use dates where appropriate</li> <li>- Place events and artefacts in order on a timeline</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know about Neil Armstrong &amp; Christopher Columbus</li> <li>- Know about the moon landing</li> </ul>	<p><b>Knowledge</b></p> <p>Know about John Ray and his work</p> <p>What did he do?</p> <p>Why is he important?</p> <p><b>Skills</b></p> <p>What evidence can be found in Braintree?</p> <p>What sources can we use to find out about John Ray?</p> <p>What impact did John Ray have? How did he make looking at plants easier?</p> <p>To place John Ray on a timeline</p>	<p><b>Knowledge</b></p> <p>Know about Mahatma Gandhi</p> <p>What did he do?</p> <p>Why is he important?</p> <p>How did he persuade people to listen to him?</p> <p><b>Skills</b></p> <p>Consider changes over time.</p> <p>What sources can we use to find out about Gandhi?</p> <p>Listen to stories of Gandhi's life and ask questions to better understand his achievements</p>

		<p>i.e. recently, a long time ago, centuries ago</p> <ul style="list-style-type: none"> <li>- Use dates where appropriate</li> <li>- Place events and artefacts in order on a timeline</li> <li>- Use a range of sources such as artefacts, pictures and written accounts to find evidence to answer questions about the past</li> </ul> <p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know about the Great Fire of London</li> <li>- Know historical vocabulary for the passing of time : recently, a long time ago, centuries ago</li> <li>- Know years are represented by four digit numbers and be able to order them</li> </ul>				
<p><b>Year B</b></p> <p><b>Years 1 &amp; 2</b></p> <p><b>Curriculum Plan</b></p>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Me and My World</b>	<b>London's Burning!</b>	<b>Poles Apart</b>	<b>Into the unknown</b>	<b>Brilliant Botanists</b>	<b>Incredible India</b>
<b>Geography</b>	<p><b>Y1 skills</b></p> <ul style="list-style-type: none"> <li>- Use different sized blocks to create a 'plan view' of the school and draw round objects to make a plan.</li> <li>- Use a simple picture map to move around the school</li> <li>- With support find location of local and well-known places within own experience on large UK picture map</li> <li>- Use relative vocabulary (e.g. bigger/smaller, longer/shorter)</li> <li>- Use observation to collect simple data about the school environment</li> <li>- Record collected data in simple charts e.g. pictograms, block charts</li> </ul>		<p><b>Y1 skills</b></p> <ul style="list-style-type: none"> <li>- Use picture maps and globes and find land/sea on a globe</li> <li>- Understand that a world map shows all the countries of the world</li> <li>- Follow directions (up, down, left, right, forwards, backwards).</li> <li>- Draw maps of imaginary places and from stories, including using own symbols on maps.</li> <li>- Draw a 'memory map' of a walk i.e. pick up sticks, stones, leaves and use these to create a map representing the journey.</li> <li>- Express own views e.g. places, people, environment</li> <li>- Ask simple geographical questions</li> </ul> <p><b>Y2 skills</b></p>		<p><b>Skills</b></p> <p>Use basic geographical vocabulary to refer to key physical and human features.</p> <p>Use simple compass directions and directional language to describe routes on a map</p> <p>Use simple fieldwork and observational skills to study the geography of surrounding environment</p>	<p><b>Y1 skills</b></p> <ul style="list-style-type: none"> <li>- Use picture maps and globes and find land/sea on a globe</li> <li>- Understand that a world map shows all the countries of the world</li> <li>- Follow directions (up, down, left, right, forwards, backwards).</li> <li>- Draw maps of imaginary places and from stories, including using own symbols on maps.</li> </ul> <p><b>Y2 skills</b></p> <ul style="list-style-type: none"> <li>- Use teacher-drawn maps, infant atlases, computer mapping and globes</li> <li>- Follow a route on a map with agreed symbols</li> <li>- Begin to spatially match places (e.g. recognise the UK on a small scale and on a larger scale map)</li> <li>- Use world maps, atlases and globes to identify the UK and locate places</li> </ul>

	<ul style="list-style-type: none"> <li>- Draw simple features they observed in familiar environments</li> <li>- Use simple field sketches</li> <li>- Add colour and textures to prepared sketches</li> <li>- Use a camera/ipad to take photos of the school/local environment and use them to describe a place</li> <li>- Recognise a video/recording as a record of what they have seen/heard in a location.</li> <li>- Use maps of local area</li> </ul> <p><b>Y2 skills</b></p> <ul style="list-style-type: none"> <li>- Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features</li> <li>- Use observation to collect data about the environment close to the school or the weather</li> <li>- Record collected data in simple charts e.g. pictograms, tally, bar chart, pictogram</li> <li>- Draw outlines of simple geographical features observed in the local environment</li> <li>- Join labels to correct features</li> <li>- Use simple field sketches and diagrams</li> <li>- Add colour, textures and detail to prepared field sketches</li> <li>- Use a camera/ipad to take photos of the school/local environment and label the key geographical features</li> <li>- Recognise the features/activities/sounds on a recording from a location</li> </ul> <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>- Name and locate own settlement, county, region and country within the UK.</li> </ul>		<ul style="list-style-type: none"> <li>- Use teacher-drawn maps, infant atlases, computer mapping and globes.</li> <li>- Use 4 compass points (N, E, S, W) to follow/give directions</li> <li>- Draw a simple map of a real place</li> <li>- Look down on objects to make a simple plan view map.</li> <li>- Begin to understand the need for a key.</li> <li>- Use class agreed symbols to make a simple key on a map (e.g. colours or symbols to identify main physical and human features)</li> <li>- Follow a route on a map with agreed symbols</li> <li>- Give reasons to support likes, dislikes and preferences</li> </ul> <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>- Name the 7 continents and 5 oceans</li> </ul> <p><b>Human &amp; Physical Geography</b></p> <ul style="list-style-type: none"> <li>- Understand and use basic geographical vocabulary, naming physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather) and human features (city, town, village, factory, farm, house, flat, office, port, harbour, road, street, carpark and shop) to describe places and label photos/diagrams.</li> <li>- Identify seasonal and daily weather patterns in hot and cold areas of the world (relating to the equator and North and South poles, northern and southern hemispheres)</li> <li>- Know that the climate of a country is influenced by its position in relation to the equator and North or South Pole</li> </ul>			<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>- Name the 7 continents and 5 oceans</li> </ul> <p><b>Human &amp; Physical Geography</b></p> <ul style="list-style-type: none"> <li>- Understand and use basic geographical vocabulary, naming physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather) and human features (city, town, village, factory, farm, house, flat, office, port, harbour, road, street, carpark and shop) to describe places and label photos/diagrams</li> <li>- Know that the climate of a country is influenced by its position in relation to the equator and North or South Pole</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>- Say whether a place is a city, town, village, coastal, rural etc based on the buildings that are there.</li> <li>- Make comparisons between places (e.g.....is a quiet place but .....is a noisy place)</li> <li>- Identify similar places (e.g. seaside towns)</li> <li>- Identify differences between places (e.g. town and village)</li> </ul>
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	<ul style="list-style-type: none"> <li>- Name, locate and identify characteristics of the 4 countries and capital cities of the UK plus the surrounding seas.</li> <li>- Name and locate places and journeys within own experience (e.g. mark on pictorial map location of school, homes of children in class etc)</li> </ul> <p><b>Human &amp; Physical Geography</b></p> <ul style="list-style-type: none"> <li>- Name the seasons</li> <li>- Identify seasonal and daily weather patterns in the UK (e.g. keep a daily class weather chart and discuss changes)</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>- Describe what a familiar place is like (e.g. noisy, quiet, busy, streets, roads, woods etc) and the types of buildings that are there (e.g. houses, shops, flats, factory, offices etc).</li> <li>- Know how people travel and some of the reasons why people travel between places (e.g. work, school, holidays, leisure)</li> <li>- Describe how and why places have changed and become as they are</li> </ul>		<p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>- Say where a place is with regards to the place name, country and continent.</li> <li>- Make comparisons between places (e.g.....is a quiet place but .....is a noisy place)</li> <li>- Describe how places are linked e.g. paths, roads, rail, air and sea.</li> </ul>			
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<b>Art</b>	<p><b>Y1 skills</b></p> <ul style="list-style-type: none"> <li>-Can respond to ideas and starting points (stories, rhymes, objects, the natural world).</li> <li>-Can describe what is thought about own and others' work.</li> </ul> <p><b>Y2 skills</b></p>	<p><b>Y1 skills</b></p> <ul style="list-style-type: none"> <li>-Can respond to ideas and starting points (stories, rhymes, objects, the natural world).</li> <li>-Can describe what is thought about own and others' work.</li> </ul> <p><b>Y2 skills</b></p>	<p><b>Y1 skills</b></p> <ul style="list-style-type: none"> <li>-Can respond to ideas and starting points (stories, rhymes, objects, the natural world).</li> <li>-Can describe what is thought about own and others' work.</li> </ul> <p><b>Y2 skills</b></p>	<p><b>Y1 skills</b></p> <ul style="list-style-type: none"> <li>-Can respond to ideas and starting points (stories, rhymes, objects, the natural world).</li> <li>-Can describe what is thought about own and others' work.</li> </ul> <p><b>Y2 skills</b></p> <ul style="list-style-type: none"> <li>-Can explore ideas from imagination or from real starting</li> </ul>	<p><b>Y1 skills</b></p> <ul style="list-style-type: none"> <li>-Can respond to ideas and starting points (stories, rhymes, objects, the natural world).</li> <li>-Can describe what is thought about own and others' work.</li> </ul> <p><b>Y2 skills</b></p> <ul style="list-style-type: none"> <li>-Can explore ideas from imagination or from real starting</li> </ul>	<p><b>Y1 skills</b></p> <ul style="list-style-type: none"> <li>-Can respond to ideas and starting points (stories, rhymes, objects, the natural world).</li> <li>-Can describe what is thought about own and others' work.</li> </ul> <p><b>Y2 skills</b></p> <ul style="list-style-type: none"> <li>-Can explore ideas from imagination or from real starting</li> </ul>

	<p>-Can explore ideas from imagination or from real starting points (ie first- hand observations).</p> <p>-Can describe work using these key words: line, tone, colour, texture, shape.</p> <p>-Can comment on differences in others' work and suggest ways of improving own work.</p>	<p>-Can explore ideas from imagination or from real starting points (ie first- hand observations).</p> <p>-Can describe work using these key words: line, tone, colour, texture, shape.</p> <p>-Can comment on differences in others' work and suggest ways of improving own work.</p>	<p>-Can explore ideas from imagination or from real starting points (ie first- hand observations).</p> <p>-Can describe work using these key words: line, tone, colour, texture, shape.</p> <p>-Can comment on differences in others' work and suggest ways of improving own work.</p> <p><b>Knowledge</b> The painting of Mondrian and Kandinsky</p>	<p>-Can explore ideas from imagination or from real starting points (ie first- hand observations).</p> <p>-Can describe work using these key words: line, tone, colour, texture, shape.</p> <p>-Can comment on differences in others' work and suggest ways of improving own work.</p> <p><b>Knowledge</b> The sculpture of Andy Goldsworthy</p>	<p>points (ie first- hand observations).</p> <p>-Can describe work using these key words: line, tone, colour, texture, shape.</p> <p>-Can comment on differences in others' work and suggest ways of improving own work.</p>	<p>points (ie first- hand observations).</p> <p>-Can describe work using these key words: line, tone, colour, texture, shape.</p> <p>-Can comment on differences in others' work and suggest ways of improving own work.</p>
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D&T	<p><b><u>Design and make own fruit kebab</u></b>  <b>Y1 skills</b>  Food knowledge and preparation:  Use simple tools with help to prepare food safely e.g. knives</p> <p><b>Y2 skills</b>  Food knowledge and preparation:  Use some tools and cookery techniques independently to prepare food safely e.g. chopping and heating  Describe ingredients</p> <p><b>Knowledge</b>  Know what healthy foods are  Understand the need for a healthy diet  Say where food comes from and give examples e.g. beef from cows  Understand that food needs to be farmed, grown or caught</p>	<p><b><u>Make ships biscuit following recipe</u></b>  <b>Y1 skills</b>  Food knowledge and preparation:  Use simple tools with help to prepare food safely e.g. knives</p> <p><b>Y2 skills</b>  Food knowledge and preparation:  Use some tools and cookery techniques independently to prepare food safely e.g. chopping and heating  Describe ingredients</p> <p><b>Knowledge</b>  Know what healthy foods are  Understand the need for a healthy diet  Say where food comes from and give examples e.g. beef from cows  Understand that food needs to be farmed, grown or caught</p>		<p><b><u>Design and make a space buggy</u></b>  <b>Y1 skills</b>  Design:  Create simple plans for a product e.g. a simple drawing or verbal description, using own ideas  Use wheels and axles in a product  Evaluate:  Ask simple questions about existing products and those that have been made</p> <p><b>Y2 skills</b>  Design:  Design products that are functional and for a purpose, based on criteria  Generate, develop and model ideas e.g. through drawing  Explore and use mechanisms e.g. levers, sliders, wheels and axles in products, considering how products have been created.  Evaluate:  Explain what works with existing products and those that have been made, using a design criteria</p> <p><b>Knowledge</b>  Understand that designs can be made in different forms  Know the name of different tools and techniques used to cut, join and finish.  Know why and how tools might be selected to be used to perform a practical task</p>	<p><b><u>Design and make a space buggy</u></b>  <b>Y1 skills</b>  Design:  Create simple plans for a product e.g. a simple drawing or verbal description, using own ideas  Use wheels and axles in a product  Evaluate:  Ask simple questions about existing products and those that have been made</p> <p><b>Y2 skills</b>  Design:  Design products that are functional and for a purpose, based on criteria  Generate, develop and model ideas e.g. through drawing  Explore and use mechanisms e.g. levers, sliders, wheels and axles in products, considering how products have been created.  Evaluate:  Explain what works with existing products and those that have been made, using a design criteria</p> <p><b>Knowledge</b>  Understand that designs can be made in different forms  Know the name of different tools and techniques used to cut, join and finish.  Know why and how tools might be selected to be used to perform a practical task</p>	<p><b><u>Design and make own structure that would be similar to a beanstalk</u></b>  <b>Y1 skills</b>  Design:  Create simple plans for a product e.g. a simple drawing or verbal description, using own ideas  Make:  Use a range of tools to perform practical tasks e.g. cutting, shaping, joining or finishing  Evaluate:  Ask simple questions about existing products and those that have been made</p> <p><b>Y2 skills</b>  Design:  Design products that are functional and for a purpose, based on criteria  Generate, develop and model ideas e.g. through drawing  Make:  Safely measure, mark out, cut and shape materials using a range of tools  Investigate stiffening techniques  Evaluate:  Ask simple questions about existing products and those that have been made</p> <p><b>Knowledge</b>  Understand that designs can be made in different forms  Know the name of different tools and techniques used to cut, join and finish.  Know why and how tools might be selected to be used to perform a practical task</p>	<p><b><u>Junk model own temple</u></b>  <b>Y1 skills</b>  Design:  Create simple plans for a product e.g. a simple drawing or verbal description, using own ideas  Make:  Use a range of tools to perform practical tasks e.g. cutting, shaping, joining or finishing</p> <p>Evaluate:  Ask simple questions about existing products and those that have been made</p> <p><b>Y2 skills</b>  Design:  Design products that are functional and for a purpose, based on criteria  Generate, develop and model ideas e.g. through drawing  Make:  Safely measure, mark out, cut and shape materials using a range of tools  Investigate stiffening techniques</p> <p>Evaluate:  Explain what works with existing products and those that have been made, using a design criteria</p> <p><b>Knowledge</b>  Understand that designs can be made in different forms  Know the name of different tools and techniques used to cut, join and finish.  Know why and how tools might be selected to be used to perform a practical task</p>



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Music	<p><b>Rhythm in the way we walk – Banana rap. Charanga Unit.</b></p> <p><b>Y1 skills</b>  <b>Using their voices:</b>  Speak, chant and sing songs showing increasing vocal control (in tune, breathing deeply, singing words clearly) in different styles conveying different moods (happy, sad, angry) and with sense of enjoyment  Co-ordinate actions to go with a song, an action or a sound (clapping, stamping) on the steady beat whilst singing  <b>Listening:</b>  Listen to a piece of music and move in time to its steady beat.  Recognise the sounds of the percussion instruments used in the classroom and identify and name them  <b>Appraising:</b>  Begin to use musical terms (louder/quieter, faster/slower, higher/lower) and articulate how changes in speed, pitch and dynamics effect the mood</p> <p><b>Y2 skills</b>  <b>Using their voices:</b>  Sing a variety of songs, including songs in two parts, (accuracy of pitch, singing words clearly and breathing at the end of phrases with a sense of control of dynamics and tempo)  Follow a leader (teacher)starting and stopping together  <b>Listening and appraising</b>  Listen with increased concentration  Recognise the sounds of the percussion instruments used, their names, how they are played and which ones can make high and low sounds  Recognise how sounds are made – tapping, rattling, scraping, blowing  Identify different qualities of sound such as smooth, scratchy, clicking, ringing (<b>timbre</b>)  Recognise and respond to different changes of speed (<b>tempo</b>)/volume (<b>dynamics</b>) and <b>pitch</b>  Respond through movement/dance to different musical characteristics and moods (angrily, sadly, cheerfully, daintily)  Recognise and respond to the mood of a piece of music.  Begin to use music terminology when describing how the mood is created (i.e. the mood is sad because the music is played very slowly and quietly)</p>	<p><b>Hands,Feet Heart - Charanga Unit</b></p> <p><b>Y1 skills</b>  <b>Using Classroom Instruments:</b>  Play instruments by imitating a rhythm by shaking, scraping, rattling, tapping in time to a steady beat, using instruments or body sounds  Play a repeated rhythmic pattern (<b>rhythmic ostinato</b>) to accompany a song, could use a pattern of a sentence to help, e.g hungry caterpillar  Play a single pitched note to accompany a song (<b>drone</b>)  Follow simple hand signals indicating:  loud/quiet and start/stop  <b>Exploring:</b>  Different sounds made by the voice and hands (<b>timbre</b>)  High and low sounds (<b>pitch</b>)  Long and short sounds (<b>duration</b>)  Loud and quiet sounds (<b>dynamics</b>)  Fast and slow sounds (<b>tempo</b>)  Pitch shapes (moving up and down) and rhythmic patterns  <b>Composing:</b>  Choose musical sound effects to follow a story line or match a picture using graphics and symbols to make a simple structure (<b>score</b>)  <b>Y2 skills</b>  <b>Using Instruments:</b>  Play with control:  a) maintaining steady beat  b) getting faster or slower  c) getting louder or quieter  Perform a repeated two note melodic ostinato to accompany a song using a graphic score in small groups  Demonstrate some confidence in performing as a group and as an individual  <b>Explore:</b>  Ways in which sounds are made (<i>tapped, blown, scraped, shaken</i>), and can be changed  Long and short sounds (<b>rhythm – duration</b>)  The rhythm patterns of words and sentences  Changes in <b>pitch</b> (higher and lower)  Sequences of sound (<b>structure</b>)  Sounds in response to a stimulus (<b>visual or aural</b>)  How sounds can be manipulated to convey different effects and moods  <b>Compose:</b>  Short melodic phrases  Short repeated rhythmic patterns (<b>ostinati</b>)</p>	<p><b>Your Imagination Charanga Unit</b></p> <p><b>Y1 skills</b>  <b>Using their voices:</b>  Speak, chant and sing songs showing increasing vocal control (in tune, breathing deeply, singing words clearly) in different styles conveying different moods (happy, sad, angry) and with sense of enjoyment  Co-ordinate actions to go with a song, an action or a sound (clapping, stamping) on the steady beat whilst singing  <b>Listening:</b>  Listen to a piece of music and move in time to its steady beat.  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		<p>A piece of music that has a beginning, middle and end (<b>structure</b>)  Music that has long and short sounds, and/or changes in tempo, timbre and dynamics, in small groups  Music that conveys different moods</p>	
	<p><b>Knowledge</b>  <u>Key words</u>  Ostinato: repeated rhythmic pattern or melodic shape  Drone: pitched note played continuously  Steady beat: regular pulse (in time)  Score: a written form of musical composition  Phrase: short section of a melody  Sequence: one after another  Rhythm pattern: a group of long and short sounds</p>	<p><b>Inter-related dimensions:</b>  Duration: steady beat, short and long, long and short sounds, beat, rhythm  Pitch: high and low, getting higher, getting lower  Tempo: fast and slow  Dynamics: loud and quiet, getting louder, getting quieter  Timbre: the tone of the quality of the sound – rough, smooth, scratch, heavy, light, cold, warm, dull  Structure: phrases of a song, overall plan of a piece</p> <p><b>Use symbols to represent sounds. Make connections between notations and musical sounds.  Begin to understand musical notation.  Understand how to warm up the voice and use good posture.</b></p>	

Year B Years 1 & 2 Curriculum Plan	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Me and My World	London's Burning!	Poles Apart	Into the unknown	Brilliant Botanists	Incredible India
PSHE	<p><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</p>	<p><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 friend</p>	<p><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</p>	<p><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</p>	<p><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</p>	<p><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</p>

Year B Years 1 & 2 Curriculum Plan	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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<b>MFL (French)</b>	<p><b>Skills:</b> Join in with songs and rhymes: frere jacques Answer with a single word for greetings Respond to a simple command: stand up/sit down Days of the week Counting: 1-10</p> <p><b>Knowledge:</b> Identify similarities and differences from cultures, respect and understand cultural diversity, understand how symbols, objects and pictures can represent a country, talk about celebrations in other cultures and know about how they differ to my own</p> <p><b>Celebration we can focus on:</b> birthdays – bon anniversaire  Mon anniversaire c'est...</p>	<p><b>Skills:</b> Join in with songs and rhymes: head shoulders, knees and toes (tete, epaule, genoux, pied) Respond with a short phrase – how are you? To ask appropriate questions: what is your name Count 10-20</p> <p><b>Knowledge:</b> Identify similarities and differences from cultures, respect and understand cultural diversity, understand how symbols, objects and pictures can represent a country, talk about celebrations in other cultures and know about how they differ to my own</p> <p><b>Celebration we can focus on:</b> Christmas: joyeux Noel</p>	<p><b>Skills:</b> Join in with songs and rhymes: frere Jacque and head, shoulders, knees and toes Naming objects Read and understand single words (days of the week and colours) Counting 1-20</p> <p><b>Y2: use simple dictionaries to find meaning of words</b></p> <p><b>Knowledge:</b> Identify similarities and differences from cultures, respect and understand cultural diversity, understand how symbols, objects and pictures can represent a country, talk about celebrations in other cultures and know about how they differ to my own</p> <p><b>Celebration we can focus on:</b> April Fool's Day: Poisson d'avril</p>	<p><b>Skills:</b> Counting 1-31</p> <p><b>Read and understand:</b> Words and simple phrases – days of the week, colours, farm animals, numbers</p> <p><b>Y2: use simple dictionaries to find meaning of words</b></p> <p><b>Knowledge:</b> Identify similarities and differences from cultures, respect and understand cultural diversity, understand how symbols, objects and pictures can represent a country, talk about celebrations in other cultures and know about how they differ to my own</p> <p><b>Celebration we can focus on:</b> May day: 1er Mai / Fete du Travail or victory in Europe Day – Armistice du 8 mai 1945</p>	<p><b>Skills:</b> Practising greetings and simple commands Counting 1-31 Days of the week</p> <p><b>Read and understand:</b> Single words and simple phrases – days of the week, colours, farm animals, numbers Label pictures To copy or write simple word or phrase</p> <p><b>Y2: Choose the correct word to finish a sentence</b> <b>Y2: use simple dictionaries to find meaning of words</b></p> <p><b>Knowledge:</b> Identify similarities and differences from cultures, respect and understand cultural diversity, understand how symbols, objects and pictures can represent a country, talk about celebrations in other cultures and know about how they differ to my own</p>	<p><b>Skills:</b> <b>Revision of all skills learned:</b> Greetings Counting 1-31 Labelling a picture Days of the week Colours Simple commands <b>Y2: Choose the correct word to finish a sentence</b> <b>Y2: use simple dictionaries to find meaning of words</b></p> <p><b>Knowledge:</b> Identify similarities and differences from cultures, respect and understand cultural diversity, understand how symbols, objects and pictures can represent a country, talk about celebrations in other cultures and know about how they differ to my own</p> <p><b>Celebration we can focus on –</b> Bastille Day (14<sup>th</sup> July)</p>

Year B Years 1 & 2 Curriculum Plan	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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<b>Computing</b>	<b>Year 1</b> Bee-Bots (coding) Touch typing skills Basic word-processing skills (digital literacy)		<b>Year 1</b> How a Library works (ICT) Pic Collage (digital literacy) Basic word-processing skills (coding)		<b>Year 1</b> DB Primary Pathways (coding) e-safety	
	<b>Year 2</b> DB Primary Pathways (coding) How a Bank works (ICT) Basic word-processing skills (digital literacy)		<b>Year 2</b> Emailing (digital literacy) How a Supermarket works (ICT) DB Primary Pathways (coding)		<b>Year 2</b> Super slideshows (digital literacy) DB Primary Pathways (coding) e-safety	

Year B Years 1 & 2 Curriculum Plan	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Me and My World	London's Burning!	Poles Apart	Into the unknown	Brilliant Botanists	Incredible India
Religious Education	<p><u>Skills</u></p> <ul style="list-style-type: none"> <li>Recognise and name features of religions (including Christianity, Buddhism, Hinduism, Islam, Judaism &amp; Sikhism).</li> <li>Identify similarities in religion.</li> <li>Identify the importance of religion to some people.</li> <li>Demonstrate understanding of religion through the creative arts.</li> <li>Identify different forms of expression that religion uses.</li> <li>Recognise that some questions cause people to wonder and are difficult to answer.</li> </ul> <p><u>Knowledge:</u> Special Places:</p> <ul style="list-style-type: none"> <li><b>Personal Experience</b> — Our homes, Our school, Our town/village, Places we have visited,</li> <li><b>Christianity</b> -- Features of churches Harvest festival, Advent</li> <li><b>Islam</b> - The first mosque, Features of mosques</li> <li><b>Juaim</b> -- Sukkot: the shelters and the associated festival, The Western Wall, Celebrating the miracle of the oil and the temple lights at the festival of Hannukah</li> </ul>	<p><u>Skills</u></p> <ul style="list-style-type: none"> <li>Recognise and name features of religions (including Christianity, Buddhism, Hinduism, Islam, Judaism &amp; Sikhism).</li> <li>Identify similarities in religion.</li> <li>Identify the importance of religion to some people.</li> <li>Demonstrate understanding of religion through the creative arts.</li> <li>Identify different forms of expression that religion uses.</li> <li>Recognise that some questions cause people to wonder and are difficult to answer.</li> </ul> <p>Knowledge Special Places:</p> <ul style="list-style-type: none"> <li><b>Personal Experience</b> — Our homes, Our school, Our town/village, Places we have visited,</li> <li><b>Christianity</b> -- Features of churches Harvest festival, Advent</li> <li><b>Islam</b> - The first mosque, Features of mosques</li> <li><b>Juaim</b> -- Sukkot: the shelters and the associated festival, The Western Wall, Celebrating the miracle of the oil and the temple lights at the festival of Hannukah</li> </ul>	<p><u>Skills</u></p> <ul style="list-style-type: none"> <li>Recognise and name features of religions (including Christianity, Buddhism, Hinduism, Islam, Judaism &amp; Sikhism).</li> <li>Identify similarities in religion.</li> <li>Identify the importance of religion to some people.</li> <li>Demonstrate understanding of religion through the creative arts.</li> <li>Identify different forms of expression that religion uses.</li> <li>Recognise that some questions cause people to wonder and are difficult to answer.</li> </ul> <p>Knowledge Special ways of living:</p> <ul style="list-style-type: none"> <li><b>Personal Experience</b> –Special times in my day/week/Year, Caring for others, Making the world a better place</li> <li><b>Christianity</b> – - The message of the story of the Good Samaritan, What happens in church on Sunday, The life of a vicar.</li> <li><b>Buddhism</b> -- - The Buddha, The Buddhist way of life, Life as a child monk in Thailand</li> </ul> <p><b>Islam</b> - - Daily prayers in Islam, Ramadan: the month of fasting, Celebrating the end of Ramadan at the festival of Id ul-Fitr</p>			