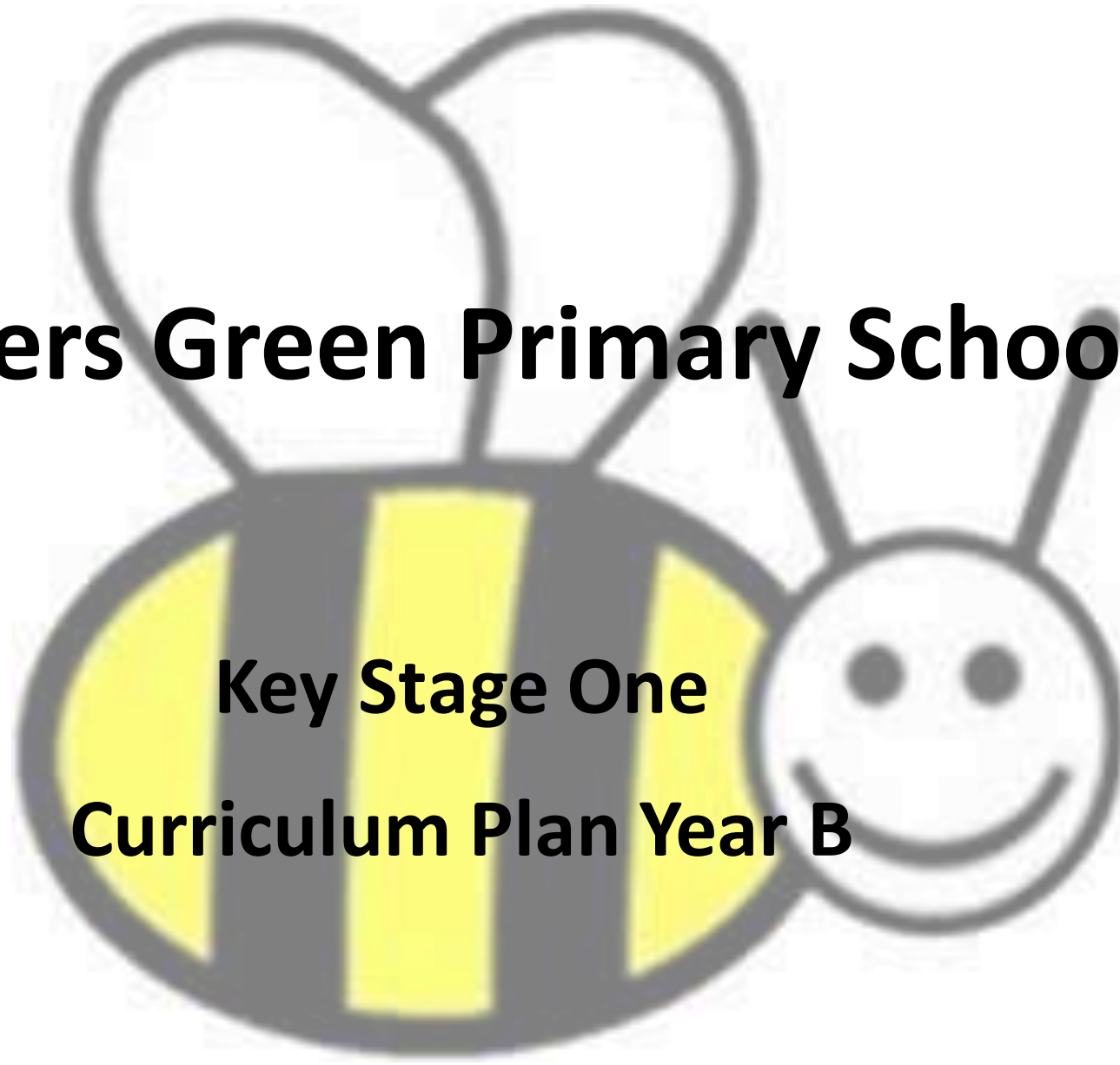


Beckers Green Primary School

Key Stage One
Curriculum Plan Year B



Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Super me!	London’s Burning!	Poles Apart	Come fly with me	Brilliant Botanists	Incredible India
Years 1 & 2						
Text	Superworm Traction Man Veggies Assemble	Toby and the Great Fire of London Great Fire of London anniversary edition	Meerkat Mail Penguin Small	The Way Back home	Jack and the Baked Beanstalk Trust me Jack’s beanstalk stinks	Elephant Dance The Tiger Child
Visitors/trip	Beginning for hook/end for parents – dressing up days	Essex Fire Service Christmas Carol Concert	Zoo 4 You/Colchester Zoo	Outcome afternoon	Visit to local Garden Centre/John Ray walk	DT day with parents
Outcomes	Week 1-2: <i>Assessment, Routines, Connections, Relationships</i>	Week 1-2: Purpose: Writing to recount Genre: sequence/report Theme: report about the Great Fire of London	Week 1-2: Purpose: Writing to recount Genre: recount Theme: recount of Zoo4You visit	Week 1-2: Purpose: Writing to entertain Genre: story Theme: story about an alien	Week 1-2: Purpose: Writing to entertain Genre: story Theme: own story based on Jack and the Beanstalk	Week 1-2: Purpose: Writing to persuade Genre: poster Theme: How to save the forest
	Week 3-4: Purpose: Writing to recount Genre: Recount Theme: Recount of superhero visit	Week 3-4: Purpose: Writing to instruct Genre: recipe Theme: how to make bread	Week 3-4: Purpose: Writing to entertain Genre: story Theme: story about a penguin	Week 3-4: Purpose: Writing to inform Genre: Y1 – poster Y2 - leaflet Theme: The Wright Brothers	Week 3-4: Purpose: Writing to persuade Genre: Y1 – poster Y2 - leaflet Theme: persuade parents to buy a sunflower - poster (Y1), persuade people to visit local garden centre – leaflet (Y2)	Week 3-4: Purpose: Writing to inform Genre: non-chronological report Theme: comparing school in India to school in England
	Week 5-6: Purpose: Writing to inform Genre: non-chronological report Theme: fact-file on own superhero	Week 5-6: Purpose: Writing to entertain Genre: poetry Theme: nonsense poem based on a given structure	Week 5-6: Purpose: Writing to inform Genre: non-chronological report Theme: Top Trump card about African Animal	Week 5-6: Purpose: Writing to entertain Genre: poetry Theme: Riddle linked to animals <i>Acrostic poem</i> Y1 <i>Similes poem</i> Y2	Week 5-6: Purpose: Writing to instruct Genre: instructions Theme: How to plant a seed	Week 5: Purpose: Writing to inform Genre: factfile Theme: All about me – transition document for new teacher
	Week 7-8: Purpose: Writing to entertain Genre: Story Theme: Superhero adventure in Braintree	<i>Using adjectives of colour (Y1)</i> <i>Alliteration, expanded noun phrases (Y2)</i>				Week 6: <i>Transition</i>


Writing	<p>Skills and knowledge:</p> <p>Year 1</p> <p>Can compose a sentence orally before writing it</p> <p>Can re-read what they have written to check it make sense</p> <p>Write a sequence of sentences – know when to use a full stop</p> <p>Can write in first and third person</p> <p>Can use basic verbs</p> <p>Can leave spaces between words</p> <p>Can join words with “and” within sentences</p> <p>Can use full stops and capital letters at start of sentences</p> <p>What are nouns, verbs and adjectives?</p> <p>Year 2</p> <p>Can plan my writing</p> <p>Can write several sentences to develop an idea</p> <p>Can use some adventurous vocabulary – noun phrases</p> <p>Can re-read my writing for sense</p> <p>Can evaluate my own writing</p> <p>Can use adjectives of texture</p> <p>Can use alliteration</p> <p>Can join sentences with “or” or “but”</p> <p>Can use an apostrophe for contracted forms</p> <p>What are noun phrases, adverbs, tenses and suffixes?</p> <p>What is the difference between a statement, question, command and exclamation?</p> <p>When to use an apostrophe for contracted forms</p>	<p>Skills and knowledge:</p> <p>Year 1</p> <p>As in first term</p> <p>Improve writing by using adjectives of size and by using all senses to describe</p> <p>Know when to use a capital letter</p> <p>I know how to form singular and plural nouns</p> <p>Year 2</p> <p>As in first term</p> <p>Can use structure in writing – beginning, middle and end</p> <p>Can write a poem using given structure</p> <p>Write longer pieces to build stamina</p> <p>Can check writing for consistency of tense</p> <p>Can use short sentences for impact</p> <p>Can use imperative verbs in instructions</p> <p>Can write expanded noun phrases</p> <p>Can use when, if, that and because to extend sentences</p> <p>Can use apostrophes for singular possession</p> <p>Can form adjectives using -ful, -er, -est and -less</p> <p>Know what a comma is and when to use it in a list</p>	<p>Skills and knowledge:</p> <p>Year 1</p> <p>As in first two terms</p> <p>Can talk about their writing</p> <p>Can use repetition in writing for effect</p> <p>Can use exclamation marks to grab reader’s attention</p> <p>Can use question marks correctly</p> <p>Can change the meaning of words by adding un-</p> <p>Can form new nouns by compounding them</p> <p>Know what singular and plural mean</p> <p>Know when to use question and exclamation marks</p> <p>Understand how un – changes the meaning of a word</p> <p>Year 2</p> <p>As in first two terms</p> <p>Can make writing lively and interesting for the reader – use adventurous vocabulary</p> <p>Can link ideas to make writing flow – last time, also, after, then, soon.</p> <p>Proof read writing for spelling, punctuation and grammar errors</p> <p>Can create list sentences using commas correctly</p> <p>Can write consistently in past or present tense</p> <p>Can use progressive form of verbs – She is dancing</p> <p>Can form nouns using suffixes such as -ness or -er</p> <p>Identify and use -ly adverbs</p> <p>Can form adverbs by adding -ly to adjectives</p>
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Year B Years 1 & 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Super me!	London’s Burning!	Poles Apart	Come fly with me	Brilliant Botanists	Incredible India
Science	<p>Scientific enquiry – in all topics children will be taught to:</p> <ul style="list-style-type: none">- Ask simple questions about the world and use secondary sources to find answers- Observe closely – using equipment, observe change over time- Perform simple tests- With help, identify and classify, sort and group with help – notice relationships and patterns- Use observations and ideas to suggest answers to questions- Talk about what they have found out- Gather and record data to answer questions – use simple measurements and equipment, ie) hand lens, egg timers.- Compare objects, materials and living things <p>This will be achieved as much as possible through practical activities. Children will be encouraged to ask questions and use simple secondary sources to find answers. They will be supported to use simple scientific equipment and to record measurements and data. We will support children to communicate their findings both verbally and written using simple scientific language.</p>					

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 1 & 2	Super me!	London’s Burning!	Poles Apart	Come fly with me	Brilliant Botanists	Incredible India
Science	Revisit – Quiz for year 2 on seasons	Revisit – quiz for yr 2 on materials	Revisit – Quiz on materials	Revisit – Quiz on animals	Revisit – Quiz for year 2 on plants	Revisit – Quiz on living things and habitats.
	<p>Knowledge: <u>Seasonal change and animals including humans</u></p> <p><u>Seasonal changes</u></p> <p>What are the four seasons? What happens in Autumn/Spring?</p> <p>https://explorify.uk/en/activities/whats-going-on/seasons</p> <p>Vocab: Spring, Summer, Autumn, Winter,</p> <p>Why does it get dark early in the winter?</p> <p>Vocab: solstice, length of day, sunrise, sunset</p> <p>What’s the weather like in...? Vocab: frost, hail, gales, downpour</p> <p>Why is exercise and eating the right food important for humans? Can our diet help to protect the planet? Vocab: heart-rate, balanced diet, carbohydrates, protein, breathing, fibre, vitamins, fat,, vitamins and minerals, climate change, palm oil</p> <p>https://explorify.uk/en/activities/the-big-question/what-is-a-balanced-diet-for-us-and-the-planet</p> <p>https://explorify.uk/en/activities/listen-what-can-you-hear/lets-get-physical</p> <p>How will I change as I grow up? Vocab: newborn, toddler, child, teenager, adult</p> <p>Why is it important that we wash our hands? Vocab – germs, hygiene, infection, prevent</p> <p><i>Yr 2 extensions – can name categories of food in each section of the Eat Well guide. Can classify food into groups. Explore the effect of exercise on the body – collect data of heart rate.</i></p>	<p>Knowledge</p> <p><u>Materials</u></p> <p>To know the difference between the object and the material</p> <p>What’s this made of? Vocab: object, material, wood, plastic, metal, wood, rubber, glass, rock, brick, paper, fabric, elastic, foil, card, wool, clay,</p> <p>How do I know it’s made of...?</p> <p>Is it...(property)? Vocab: flexible, rigid, absorbent, opaque, transparent, hard, soft, stretchy, stiff, floppy, waterproof, smooth, dull</p> <p>https://explorify.uk/en/activities/listen-what-can-you-hear/material-world</p> <p>https://explorify.uk/en/activities/what-if/every-material-was-rigid</p> <p>How is ... different to...? (property) I can sort materials by their properties Vocab: flexible, rigid, absorbent, opaque, transparent,</p>	<p>Knowledge:</p> <p><u>Uses of Materials</u></p> <p>Why are baby toys made of plastic? Why are windows made of glass? Why are knives made of metal?</p> <p>Vocab: suitable, unsuitable, clean, smooth, hygienic, transparent</p> <p>How many types of toy are made of wood? Why is it such a useful material?</p> <p>Vocab: carved, natural,</p> <p>How can I sort these materials into groups? RECAP</p> <p>Vocab: similar,</p> <p>Can I change the shape of a ...?</p> <p>Vocab: squash, bend, twist, melt, stretch</p> <p>What materials keep out the cold?</p> <p>https://explorify.uk/en/activities/problem-solvers/keep-out-the-cold</p>	<p>Knowledge:</p> <p><u>Animals, including humans</u></p> <p>What is this bit of me called? Vocab: elbow, shoulder, ankle</p> <p>What parts of my body help me to see/hear/taste/smell/touch? Vocab: sense, eyes, ears, mouth, touch, sight, smell, taste, hearing</p> <p>How many different types of animals are there? How many can you name? What group do they belong to? Vocab: fish, amphibian, bird, reptile, mammal,</p> <p>https://explorify.uk/en/activities/zoom-in-zoom-out/dry-cats</p> <p>What is the difference between ____ and ____ eg. a bird and a fish?</p> <p>Vocab: scales, skeleton, lungs, fin, gills, hooves, beak, paws, hooves, feathers, wings,</p> <p>What do animals need to survive (including humans)? Vocab: air, nutrition, diet, reproduction</p> <p>https://explorify.uk/en/activities/problem-solvers/at-home-on-mars</p> <p>What is the life cycle of a chicken? Vocab: incubate, hatch, offspring, chick, hen</p> <p><i>Yr 2 Extensions – Learn other life cycles, such as butterflies, cat, tadpoles. Note young don’t always look like their parents.</i></p>	<p>Knowledge:</p> <p><u>Plants</u></p> <p>Why do some trees lose their leaves?</p> <p>Vocab: deciduous, evergreen, needles</p> <p>https://explorify.uk/en/activities/have-you-ever/seen-trees-in-winter-with-lots-of-leaves</p> <p>What plants grow in our school grounds? Vocab: oak, hazel, horse-chestnut, cherry, hawthorn, ash, sycamore, hazel, fir/pine tree, ivy, holly, rose, daffodil, daisy, tulip, buttercup, dandelion</p> <p>What is this part of a tree/flower called? Vocab: blossom, trunk, branch, stem, roots, fruit, bulb, bark, petal, bud, berry, nut, stalk</p> <p>How do seeds and bulbs start to grow into plants?</p> <p>Vocab: seed, bulb, germinate, seedlings, sprout, shoot, mature plant</p> <p>What do plants need to grow well?</p> <p>Vocab: shade, warmth, space</p> <p>https://explorify.uk/en/activities/whats-going-on/shooting-sprouts</p> <p><i>Yr 2 – extensions – Describe key features of trees and plants, sort and group parts of plants using similarities and differences, compare different leaves, can describe plants that live in our copse habitat. Can identify plants that grew well in different conditions, can match seeds/bulbs to full grown plants/trees. Compare plants as they grown, observe and think about why some grow better than others.</i></p> <p>Link to History – knowledge of famous scientists – John Ray and David Attenborough</p>	<p>Knowledge:</p> <p><u>Living things and their habitats</u></p> <p>What are the names of local habitats? What habitats might we find in India?</p> <p>Vocab: pond, woodland, copse, rainforests, deserts, grasslands</p> <p>https://explorify.uk/en/activities/listen-what-can-you-hear/night-time-antics</p> <p>What does a habitat provide for animals and plants?</p> <p>Vocab: shelter, food, water</p> <p>What animals live in the woods, pond?</p> <p>Vocab: habitat, micro habitat, shelter, seashore, woodland,</p> <p>https://explorify.uk/en/activities/have-you-ever/watched-a-small-animal-in-its-habitat</p> <p>What does a (omnivore, herbivore, carnivore) ... eat?</p> <p>Vocab: carnivore, herbivore, omnivore</p> <p>What is living and what is dead and what has never been alive? Y2</p> <p>Vocab: living, dead</p> <p>How is a ... suited to its habitat?</p> <p>Vocab: suited, camouflage, shelter</p> <p>Who eats what in a habitat?</p> <p>Vocab: vegetation, prey, predator, food chain</p> <p>Famous scientist to be discussed – Jane Goodall</p> <p><i>Extensions for Year 2 –</i></p> <p><i>Can they name micro-habitats within habitats, can explain how features of plants and animals make them suitable to a habitat – including habitats not studied by whole class, can draw a food chain using arrows in the correct direction,</i></p>

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Years 1 & 2						
History	<p>Chronology</p> <p>Introduce vocabulary of long ago and past.</p> <p>What year is it today?</p> <p>When was I born?</p> <p>When were my siblings born? Can I timeline my family? Parents? Grandparents?</p> <p>Vocabulary:</p> <p>Birth, siblings, timeline, past, future, present</p> <p>Prior learning in EYFS – All about me.</p> <p>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 ^{BY4}</p>	<p>Chronology</p> <p>When was the fire of London?</p> <p>Learning from sources</p> <p>How do we know about the Great Fire of London?</p> <p>How long did it last?</p> <p>Who was Samuel Pepys? Do we believe everything he wrote?</p> <p>Compare and contrast</p> <p>Why did it spread so quickly? Would a fire today spread as quick?</p> <p>Why did some buildings survive?</p> <p>Legacy</p> <p>What did the Fire teach the people of London?</p> <p>How did it help the city?</p> <p>Vocabulary:</p> <p>Bakery, Samuel Pepys, Stuarts, smoke, flammable, diary, monument, spread, destroyed, thatched roof</p>	<p>Chronology</p> <p>When did the first person reach the North and South Pole?</p> <p>Learning from sources</p> <p>How do we know?</p> <p>What evidence is there of the expeditions?</p>	<p>Chronology</p> <p>Plot key events on timeline. When was the Wright’s first flight?</p> <p>When did we land on the moon?</p> <p>Learning from sources</p> <p>What did the first plane look like? How do we know?</p> <p>Who were the Wright brothers?</p> <p>What evidence do we have of the moon landing?</p> <p>Why is there more evidence of the moon landing than the Great Fire of London?</p> <p>Compare and contrast</p> <p>How does the first plane compare to planes today?</p> <p>What did the first rocket look like? Do we still go to space?</p> <p>Legacy</p> <p>How has flight changed our lives?</p> <p>Why do we still travel to space?</p> <p>Vocabulary:</p> <p>Design, invent, airplane, aviation, propeller, engine</p> <p>Lunar module, rocket, launch, touchdown, lift off, moonwalk, Apollo, orbit, crater</p> <p>Prior learning in EYFS – When I grow up</p>	<p>Chronology</p> <p>When did John Ray live?</p> <p>Learning from sources</p> <p>Who was John Ray? Where did he live? How do we know about his life? Is there evidence in Braintree?</p> <p>What sources can we use to find out about David Attenborough?</p> <p>Compare and contrast</p> <p>Why is it easier to find out about David Attenborough?</p> <p>Why do more people know about David Attenborough than John Ray?</p> <p>What can David Attenborough do to make his job easier that John Ray couldn’t? Travel, internet etc.</p> <p>Legacy</p> <p>Why was John Ray’s work important? How has he been remembered?</p> <p>How has David Attenborough helped the world?</p> <p>Vocabulary:</p> <p>Classify, biology, species, broadcaster, climate change, natural history, naturalist</p>	<p>Chronology</p> <p>Order topics for year chronologically</p> <ul style="list-style-type: none">• Fire of London• John Ray• Wright Brothers• Moon landing

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Years 1 & 2	Super me	London’s Burning!	Poles Apart	Come fly with me	Brilliant Botanists	Incredible India
Geography	<p>Knowing places in the world</p> <p>What and where are the 4 countries and capital cities in United Kingdom?</p> <p>Where is Braintree in the United Kingdom?</p> <p>Physical and human geography</p> <p>Is Braintree a town, city or village?</p> <p>What’s the countryside like around Braintree?</p> <p>What are the human and physical features found in Braintree?</p> <p>How is the weather different in Scotland from England?</p> <p>Using geographical skills</p> <p>How can I find my way to school by map?</p> <p>Using a map and atlas</p> <p>Collecting data on weather</p> <p>Field work</p> <p>Vocab: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather.</p> <p>City, town, village, factory, farm, house, office, port, harbour, shop</p>	<p>Knowing places in the world REVISIT – Where is London in United Kingdom?</p> <p>Physical and human geography What key geographical feature in London helped fight the Great fire?</p> <p>Why is the River Thames so important in the city of London?</p> <p>How big is London now compared to how big it was at the time of the fire?</p>	<p>Knowing places in the world</p> <p>What are the seven continents called? Where are they on a map and globe? What are the names of the oceans?</p> <p>Where is the North and South Pole on a globe? Where is the continent of Africa on a globe and map?</p> <p>Physical and human geography</p> <p>What is the weather like at the South pole? What is the weather like in the Kalahari desert?</p> <p>Why is it cold at the South pole, and why is it hot at the Kalahari desert?</p> <p>What grows in the South Pole? What grows in the Kalahari desert?</p> <p>Who lives in the desert and Who lives in the south pole?</p> <p>Using geographical skills</p> <p>Using a globe and an atlas.</p> <p>How can we help a visitor find their way around the school?</p> <p>Vocab:</p> <p>Near, far, left, right. N/S/E/W. Equator, Arctic, polar, Antarctica, region, temperature, desert</p>	<p>REVISIT</p> <p>Knowing places in the world</p> <p>Locating England and Scotland and capital cities</p> <p>Physical and human geography</p> <p>Using geographical skills</p> <p>What do aerial photos of Braintree show us that maps do not?</p> <p>What do aerial photos of Edinburgh show us that maps do not?</p> <p>What key physical geographical features can we identify?</p> <p>Vocab: City, town, village, factory, farm, house, office, port, harbour, shop</p>	<p>Using geographical skills Can you plot the way from school to Braintree Freeport station using a map and symbols in a key?</p> <p>Can you describe the route you take?</p> <p>Fieldwork – observations on John Ray walk – what flowers can we see?</p> <p>Vocab: N/S/E/W, near, far, left and right. Symbol, key.</p>	<p>Knowing places in the World</p> <p>Where is Chembakolli?</p> <p>Where is India?</p> <p>Physical and human geography</p> <p>What is it like in Chembakolli? Both human and physical features.</p> <p>How is Braintree different to Chembakolli? (Aerial photos)</p> <p>How is school different in Chembakolli?</p> <p>Do we have the same animals in Braintree as they have in Chembakolli?</p> <p>Do people do the same jobs in Chembakolli as we do in Braintree?</p> <p>Are our houses the same as they are in Chembakolli?</p> <p>How important is the forest to the Adivasi people?</p> <p>Why is the forest at risk?</p> <p>BV4</p> <p>Geographical skills (fieldwork)</p> <p>Can use aerial photographs to make observations of Chembakolli and Braintree.</p> <p>Can use Google Earth, globes and atlases</p> <p>Vocabulary:</p> <p>Plantation, honey, Adivasi, banana leaf, firewood, cattle, forest, tribal, millet</p>

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	Super Me	London’s Burning!	Poles Apart	Come Fly with me	Brilliant Botanists	Incredible India
Years 1 & 2						
Art	<p>Outcome: clay self portrait</p> <p>Skills - Sculpture</p> <p>- Can respond to ideas and starting points such as stories, objects or nature</p> <p>- Can describe what is thought about own and others’ work.</p> <p>(Y2 – suggest improvements to own work)</p> <p>- Can make a clay self portrait can add texture to clay work by adding clay or using tools</p> <p>Knowledge</p> <p>Who is Pablo Picasso?</p> <p>Who is Michaelangelo?</p> <p>Vocabulary: manipulate, pinch, form, represent, features, multi-media</p> 	<p>Outcome: scene from the Great Fire of London</p> <p>Skills - Collage</p> <p>- Can respond to ideas and starting points such as stories, objects or nature</p> <p>- Can describe what is thought about own and others’ work.</p> <p>(Y2 – suggest improvements to own work)</p> <p>- Can describe work using keywords such as line, tone, colour, texture and shape (Y1 colour, shape and pattern).</p> <p>Y1 – Can explore and experiment with materials. Can cut and tear materials. Can sort and arrange collage materials.</p> <p>Y2 – Can mix materials with different textures and appearances. Can fold, crumple and overlay materials. Can use shapes, colours, pattern and textures in collage.</p> <p>Knowledge</p> <p>Who is Christopher Wren?</p> <p>What is collage?</p> <p>Vocabulary: fold, crumple, overlay, depth, layers, tone, mood</p>	<p>Outcome: artwork in the style of Mondrian</p> <p>Skills - Painting</p> <p>- Can respond to ideas and starting points such as stories, objects or nature</p> <p>- Can describe what is thought about own and others’ work.</p> <p>(Y2 – suggest improvements to own work)</p> <p>- Can describe work using key words such as line, tone, colour, texture and shape (Y1 colour, shape and pattern).</p> <p>Y1 Can name the primary colours. Can use thick and thin brushes</p> <p>Y2 Can mix primary colours to make secondary colours</p> <p>Knowledge</p> <p>Who is Mondrian?</p> <p>What are primary colours?</p> <p>Y2 – How can I make secondary colours?</p> <p>Vocabulary: abstract, linear, primary, composition, shapes square, rectangular, Dutch</p>	<p>Outcome: create an alien using ‘Paint’ program (linked to story writing)</p> <p>Skills – Digital Art</p> <p>- Can respond to ideas and starting points such as stories, objects or nature</p> <p>-Can describe what is thought about own and others’ work.</p> <p>(Y2 – suggest improvements to own work)</p> <p>-Can describe work using key words such as line, tone, colour, texture and shape (Y1 colour, shape and pattern).</p> <p>Y1 Can use software and apps to draw pictures with lines and shapes. Can change pen colour and rub out</p> <p>Y2 Can use a paint program to draw pictures. Can edit work using cut, copy and paste.</p> <p>Knowledge</p> <p>What software programmes can I use to draw and create images?</p> <p>Vocabulary: cut, copy, paste, digital, multi-media, edit, Ctrl+X, Ctrl+V, Ctrl+C</p>	<p>Outcome: pencil drawings in the style of Elizabeth Blackwell</p> <p>Skills - Drawing</p> <p>Y1 - Can draw lines of different shapes and thicknesses with crayons and pencils. Can colour in neatly.</p> <p>Y2 - can use pencils and pastels. Can show patterns and textures in drawings by adding dots and lines. Can show different tones using coloured pencils.</p> <p>Knowledge</p> <p>Who is Elizabeth Blackwell?</p> <p>Vocabulary: thickness, hardness, tone, shade, texture, hatching</p>	<p>Outcome: a poster linked to climate change, rainforest destruction using printing techniques</p> <p>Skills - Printing</p> <p>- Can respond to ideas and starting points such as stories, objects or nature</p> <p>-Can describe what is thought about own and others’ work.</p> <p>(Y2 – suggest improvements to own work)</p> <p>-Can describe work using key words such as line, tone, colour, texture and shape (Y1 colour, shape and pattern).</p> <p>Y1 - Can use printing tools such as food and sponges. Can use fingers and textured cloth to create texture. Can explore repeating, overlaying and rotating pattern.</p> <p>Y2 – Can create prints by pressing, rolling, rubbing and stamping Can create a print in response to the work of an artist or designer.</p> <p>Knowledge</p> <p>Who is Favianna Rodriguez?</p> <p>Vocabulary: reproduce, respond, texture, overlay, rotate, tone</p>

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	Super Me	London's Burning!	Poles Apart	Come Fly With me	Brilliant Botanists	Incredible India
Years 1 & 2						
D&T	<p>Product: fruit salad</p> <p>Purpose: to keep them strong and healthy</p> <p>Audience: chosen superhero</p> <p>DT area: food and nutrition</p> <p>Design: Design an appealing product for a particular use based on a simple criteria</p> <p>Generate initial idea based on knowledge of a range of fruit and vegetables</p> <p>Make: Use simple tools and equipment to peel, cut, slice, squeeze and chop safely</p> <p>Follow food hygiene guidelines</p> <p>Evaluate: Taste and evaluate a range of fruit to determine preference. What changes could be made to improve?</p> <p>Knowledge: What are the different food groups? Can you sort the foods in to their groups? Can you name healthy foods? Why is it important to be healthy? What fruit will make the fruit salad sweet? Thick? Sour? Knowledge of food hygiene and safe preparation</p> <p>Vocabulary: sour, crunchy, vegetable and fruit names, slice, flesh, peel, core</p>	<p>Product: bread products</p> <p>Purpose: to sell</p> <p>Audience: parents</p> <p>DT area: food and nutrition</p> <p>Design: Prepare a recipe with knowledge of food hygiene</p> <p>Make: Follow food hygiene and safety rules</p> <p>Use simple tools with help to prepare food safely e.g. knives</p> <p>Evaluate: Taste and evaluate final product. Could it be improved?</p> <p>Knowledge Say where food comes from and give examples e.g. bread from wheat</p> <p>Understand that food needs to be farmed, grown or caught</p> <p>How to prepare food following hygiene guidelines</p> <p>Understand what healthy ingredients are.</p> <p>Investigate existing products</p> <p>Make innovative design decisions.</p> <p>How to measure using scales.</p> <p>Food hygiene rules when making products for other people</p>		<p>Product: space buggy</p> <p>Purpose: to move across an unstable terrain</p> <p>Audience: headteacher</p> <p>DT area: mechanisms – wheels and axles</p> <p>Design: Create simple plans for a product e.g. a simple drawing or verbal description, using own ideas – follow the design criteria – make it functional</p> <p>Explore wheels and axles to understand functionality</p> <p>Make: Select and use a range of equipment to perform practical tasks such as cutting and joining to allow movement.</p> <p>Select materials according to their characteristics</p> <p>Evaluate: Ask simple questions about existing products and those that have been made</p> <p>Evaluate: Explain what works with existing products and those that have been made, using a design criteria</p> <p>Knowledge Understand that designs can be made in different forms</p> <p>Understand how wheels and axles work</p>	<p>Product: free-standing structure - beanstalk</p> <p>Purpose: to support the weight of Jack (Duplo)</p> <p>Audience: classmates</p> <p>DT area: free-standing structures</p> <p>Design: Generate ideas based on a simple design criteria.</p> <p>Develop and communicate their ideas through talking and drawings</p> <p>Make: Select materials for mock up and product.</p> <p>Select and use skills and techniques and explain choices.</p> <p>Use simple finishing techniques and a range of tools to perform practical tasks e.g. cutting, shaping, joining or finishing</p> <p>Evaluate: Explore a range of existing free standing structures</p> <p>Evaluate their product by discussing how well it works in relation to the purpose and criteria.</p> <p>Vocabulary: Free standing, structure, frame, stability, fold, join, framework, base</p>	

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Years 1 & 2	Super me	London’s Burning!	Poles Apart	Come Fly with me	Brilliant Botanists
Music	<p>Charanga Unit</p> <p>Hey You! (steps 1 and 2)</p> <p>Genre: Hip hop</p> <p>Instruments: Glockenspiel</p> <p>Instrumental notes: C, D,</p> <p>Skills: Listen and appraise, perform</p> <p>Knowledge: Pulse, rhythm, pitch</p>	<p>Topic music – London’s Burning (sing in round)</p> <p>Charanga Unit</p> <p>Ho, Ho, Ho (steps 1 and 2)</p> <p>Genre: Seasonal, rap</p> <p>Instruments: Glockenspiel</p> <p>Instrumental notes: G, A, B</p> <p>Skills: Listen and appraise, perform</p> <p>Knowledge: Pulse, rhythm, pitch</p>	<p>Topic music – Shackleton’s Cross (Howard Goodall) – inspired by Antarctica</p> <p>Charanga Unit</p> <p>In The Groove (steps 1 and 2)</p> <p>Genre: Mixture – blues, Baroque, Latin, Bhangra, folk and funk</p> <p>Instruments: Glockenspiel</p> <p>Instrumental notes: C, D</p> <p>Skills: Listen and appraise, perform</p> <p>Knowledge: Pulse, rhythm, pitch</p>	<p>Topic music –Flight of the Bumblebee (Rimsky-Kosakov)</p> <p>Charanga Unit</p> <p>Zootime (steps 1 and 2)</p> <p>Genre: reggae</p> <p>Instruments: Glockenspiel</p> <p>Instrumental notes: C, D</p> <p>Skills: Listen and appraise, perform</p> <p>Knowledge: Pulse, rhythm, pitch</p>	<p>Topic music –English Country Garden (Jimmie Rodgers)</p> <p>Charanga Unit</p> <p>Your Imagination (steps 1 and 2)</p> <p>Genre: pop</p> <p>Instruments: Glockenspiel</p> <p>Instrumental notes: C, G</p> <p>Skills: Listen and appraise, perform</p> <p>Knowledge: Pulse, rhythm, pitch</p>	<p>Topic music –Flight of the Bumblebee (Rimsky-Kosakov)</p> <p>Charanga Unit</p> <p>Reflect, rewind, replay (steps 1 and 2)</p> <p>Genre: classical</p> <p>Instruments: Glockenspiel</p> <p>Instrumental notes: revision</p> <p>Skills: Listen and appraise, perform</p> <p>Knowledge: Pulse, rhythm, pitch</p>
	<p>Over the year, the children will be taught to:</p> <p>Complete vocal warm-ups with a copy back</p> <p>Use body percussion, instruments and voices</p> <p>Use the key centres of: C major, G major and A minor</p> <p>Find and keep a steady beat together (Y2: Find and keep a steady beat)</p> <p>Copy back simple rhythmic patterns using long and short</p> <p>Copy back simple melodic patterns using high and low</p> <p>Y2: Sing short phrases independently</p>					

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Years 1 & 2 Super me	London's Burning!	Poles Apart	Come Fly with me	Brilliant Botanists	Incredible India
PSHE	Being Me in My World <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	Celebrating Difference <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 BV3,4	Dreams and Goals <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	Healthy Me <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	Relationships <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	Changing Me <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 B Years 1 & 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Computing	Project Evolve: Self-image and Identity, Online Relationships, Online Reputation BV2,4		Project Evolve: Online Bullying, Managing Online Information BV2,4		Project Evolve: Health, Well-being and Lifestyle, Privacy and Security, Copyright and Ownership BV2,4	
	Teach Computing (NCCE): IT Around Us Year 2 Equipment: Chromebooks or laptops (keyboards and trackpads) Apps/software/sites:	Teach Computing (NCCE): Digital Writing Year 1 Equipment: Chromebooks or laptops Apps/software/sites: MS Office Suite or Google Drive/Docs etc.	Teach Computing (NCCE): Making Music Year 2 Equipment: Chromebooks Apps/software/sites: musiclab.chromeexperiments.com/Song-Maker	Teach Computing (NCCE): Pictograms Year 2 Equipment: Chromebooks Apps/software/sites: https://www.j2e.com/jit5#pictogram	Teach Computing (NCCE): Introduction to Animation Year 1 Equipment: Chromebooks Apps/software/sites: ScratchJr	Teach Computing (NCCE): An Introduction to Quizzes Year 2 Equipment: Chromebooks Apps/software/sites: ScratchJr

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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MFL (French)	Greetings (Starting Off)	Transport (Starting Off)	In the Jungle (Starting Off)	Under the Sea (Starting Off)	In My Town (Moving On)	Teddy Bear Picnic (Moving On)

Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Religious Education		<p>Why is light an important symbol for Christians Jews and Hindus?</p> <p>Christian, Jewish, Hindu</p> <p><i>Theology</i></p>	<p>What does the nativity story teach Christians about Jesus?</p> <p>Christian</p> <p><i>Theology</i></p>	<p>How do Christians belong to their faith family?</p> <p>Christian</p> <p><i>Human/Social Sciences</i></p>	<p>How do Jewish people celebrate Passover (Pesach)?</p> <p>Jewish</p> <p><i>Human/Social Sciences</i></p>	<p>Why do people have different views about the idea of God?</p> <p>Multi/Humanist</p> <p><i>Philosophy</i></p>