

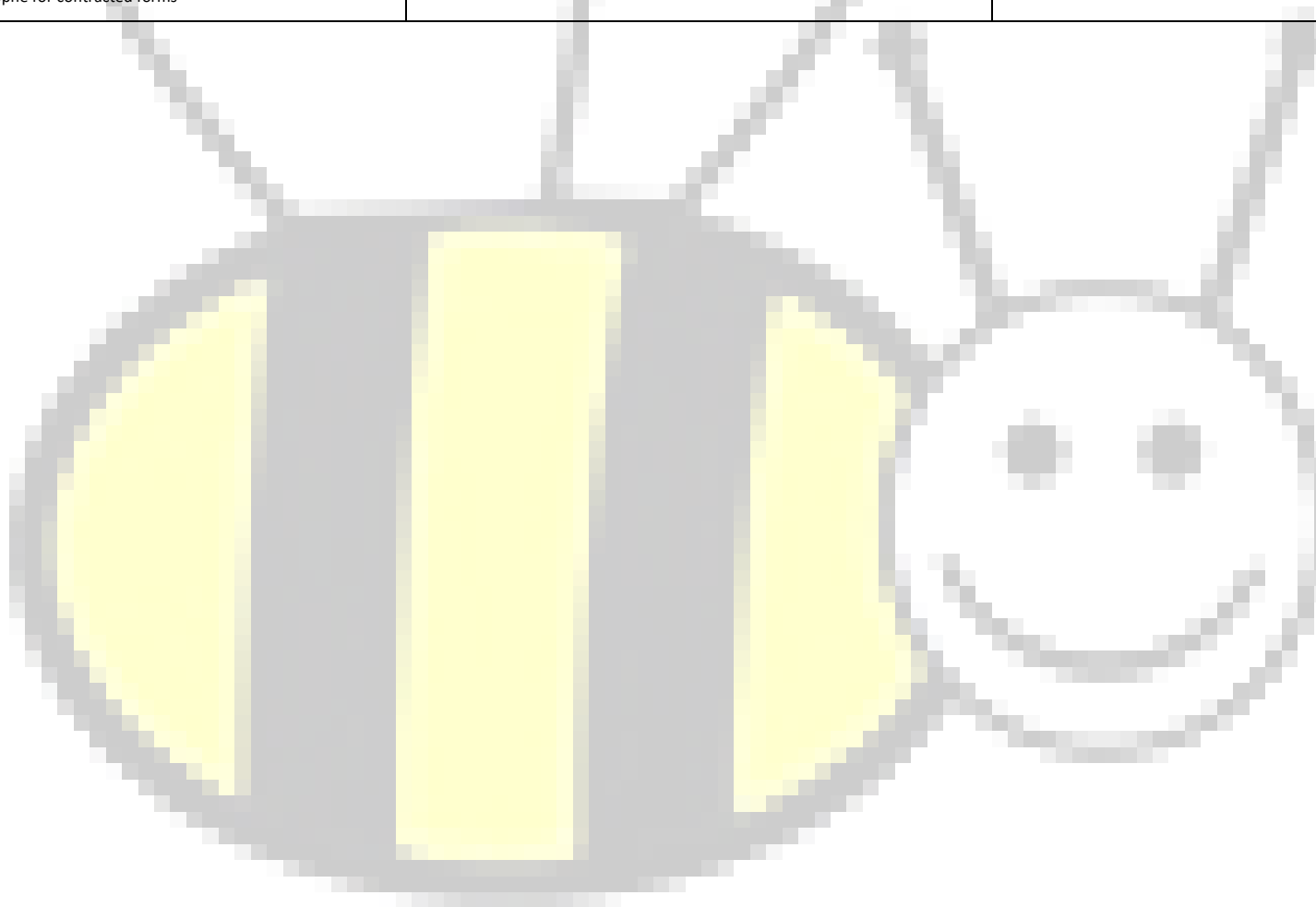


Beckers Green Primary School

Key Stage One Curriculum Plan Year A

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 1 & 2	Fantastic fossils	A Bear Called Paddington Guy Fawkes mini topic	Play time!	Go Wild!	Marvellous Medicine	A Bug's Life
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
Visitor s/ trips	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
Writing	Outcomes Week 1-2: <i>Assessment, Routines, Connections, Relationships</i> Week 3-4: Purpose: Writing to describe Genre: Poem Theme: Dinosaurs (written and oral outcome) Week 5-6: Purpose: Writing to recount Genre: Postcard/letter Theme: Mary's Discovery	Outcomes Week 1: Purpose: Writing to inform Genre: Recipe and Instructions Theme: How to make a marmalade sandwich Week 2-3: Purpose: Writing to persuade Genre: Brochure Theme: Travel guide to Peru Week 4-6: Purpose: Writing to describe Genre: Narrative Theme: A new adventure for Paddington	Outcomes Week 1-3: Purpose: Writing to inform Genre: Non-chronological report Theme: Toys Week 4-6: Purpose: Writing to describe Genre: Narrative Theme: Toy Story	Outcomes Week 1-3: Purpose: Writing to recount Genre: Diary Theme: Diary of King of the Wild Things Week 4-6: Purpose: Writing to persuade Genre: Balanced argument/essay Theme: Rainforest and impact of deforestation (written and oral outcome)	Outcomes Week 1-3: Purpose: Writing to recount Genre: Biography Theme: Florence Nightingale and Mary Seacole Week 4-6: Purpose: Writing to inform Genre: News report Theme: George's Marvellous Medicine	Outcomes Week 1-2: Purpose: Writing to persuade Genre: Letter Theme: Littering at the River Blackwater Week 3-5: Purpose: Writing to describe Genre: Poem Theme: River poetry (Kenning/Shape – written and oral outcome) Week 6: <i>Transition</i>
	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		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		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	

<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>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>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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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>					
	<p>Knowledge: <u>Seasonal changes and Animals including humans recap for Year 2</u> What are the four seasons? What happens in Autumn/Spring? Vocab: Spring, Summer, Autumn, Winter https://explorify.uk/en/activities/whats-going-on/seasons Why is it light later in the summer? Vocab: solstice, sunset, sunrise</p> <p>What's the weather like today? Vocab: frost, hail, gales, downpour, fog</p> <p>How do humans keep healthy? Vocab: exercise, diet, nutrition, heart-rate, balanced diet, carbohydrates, protein, fibre, vitamins, fat, vitamins and minerals</p> <p>What effect does exercise have on our hearts? How will I change as I grow up? Vocab: newborn, toddler, child, teenager, adult</p> <p>Why is it important that we brush our teeth? Vocab: Decay, cavity, plaque</p> <p>Year 2 extensions – Can name categories in each of the Eat well guide. Can classify food into groups. Can explore further the effects of exercise on the body and record data.</p>	<p>Knowledge <u>Everyday Materials - recap for Year 2</u> What's this made of? Materials hunt around school. 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...? Is it...(property)? Vocab: flexible, rigid, absorbent, opaque, transparent, hard, soft, stretchy, stiff, floppy, waterproof, smooth, dull</p> <p>How is ... different to ...? (property). What material is best to protect from the rain? Who was Charles Macintosh? https://explorify.uk/en/activities/who-is/charles-macintosh https://explorify.uk/en/activities/my-very-bag/dressed-for-the-weather What makes a material melt? – experiment with toys frozen in ice. What makes a material freeze? Vocab: freeze, temperature, melt, liquid, solid, state</p> <p>Year 2 extensions – I can sort materials by their properties and choose how to record. Which materials are natural and which are manmade?</p>	<p>Knowledge: <u>Uses of Materials</u> Why are toys made of xxx? Why is Lego made of plastic? What materials should we stuff teddys with? Vocab: suitable, unsuitable</p> <p>How many types of toy are made of wood? Why is it such a useful material? Vocab: carve, smooth, natural,</p> <p>How can I sort these materials into groups? Vocab: similar, properties https://explorify.uk/en/activities/have-you-ever/sorted-your-toys-in-different-ways</p> <p>What materials can I squash, bend, twist, melt or stretch? Vocab: squash, bend, twist, melt, stretch</p> <p>What type of paper makes the strongest bridge? Which will hold the most toy cars? Predict and test.</p> <p>Year 2 extension – What happens if material is folded into a concertina shape?</p>	<p>Knowledge: <u>Animals, including humans – recap for Year 2- Quiz</u> What is this bit of me called? Can I label a human body with key features? Vocab: elbow, shoulder, ankle</p> <p>What do the main parts of the body do? Heart, joints, skin? Can we name common animals from each of the categories? Consider bird watching – using identification chart and recording birds seen Vocab: fish, amphibian, bird, reptile, mammal</p> <p>What is the difference between _____ and _____ e.g. a mammal and an amphibian? Vocab: scales, skeleton, lungs, fin, gills, hooves, feathers, wings, beak, paws, nocturnal</p> <p>What do animals need to survive (including humans)? Vocab: air, nutrition, diet, reproduction</p> <p>Recap for Year 2: What is the life cycle of a butterfly? Vocab: pupa, caterpillar, butterfly</p> <p>Year 2 extensions – Learn other life cycles, such as tadpoles, recap lifecycle of chicken. Note young don't always look like parents.</p>	<p>Knowledge: <u>Plants – recap for Year 2</u> Why do some trees lose their leaves? What evergreen trees can we name? Vocab: deciduous, evergreen, needles</p> <p>What plants grow locally? What plants would we not see in Braintree? Vocab: oak, hazel, horse-chestnut, cherry, hawthorn, ash, sycamore, hazel, fir/pine tree, ivy, holly, rose, daffodil, daisy, tulip, buttercup, dandelion</p> <p>What do the different parts of a plant do? What is purpose? Vocab: blossom, trunk, stem, roots, fruit, bulb, bark, petal, bud, berry, nut</p> <p>How do seeds and bulbs start to grow into plants? recap Vocab: seed, bulb, germinate, seedlings, sprout, shoot, mature plant</p> <p>What do plants need to grow well? Focus on prediction skills. Vocab: shade, warmth, space</p> <p>INVESTIGATION LINKED TO MARVELLOUS MEDICINE TOPIC – PREDICTIONS AND CLOSE OBSERVATIONS Famous scientist to discuss Alexander Fleming Year 2 Extensions – sorting plants and trees using similarities and differences, compare different leaves. Identify plants that grow well in local area and explain why? Can match seeds, bulbs to full grown plants and trees.</p>	<p>Knowledge: <u>RECAP Animals from Spring 2</u> <u>Living things and their habitats</u> What animals live in the sea, woods, pond? Vocab: habitat, micro habitat, shelter, seashore, woodland,</p> <p>What is a microhabitat? What does a (omnivore, herbivore, carnivore) ... eat? Vocab: carnivore, herbivore, omnivore</p> <p>What is living and what is dead and what has never been alive? Y2 focus Vocab: alive, dead</p> <p>How is a ... suited to its habitat? Vocab: suited, shelter, camouflage</p> <p>Who eats what? Vocab: vegetation, prey, predator, predator</p> <p>Who eats plants? Vocab: food-chain</p> <p>Do all plants in a habitat get eaten? Vocab: camouflage</p> <p>Year 2 Extensions – Can they name microhabitats within habitats? Can explain how features of plants and animals make them suitable for a specific habitat. Can draw a food chain using arrows in the correct direction.</p>

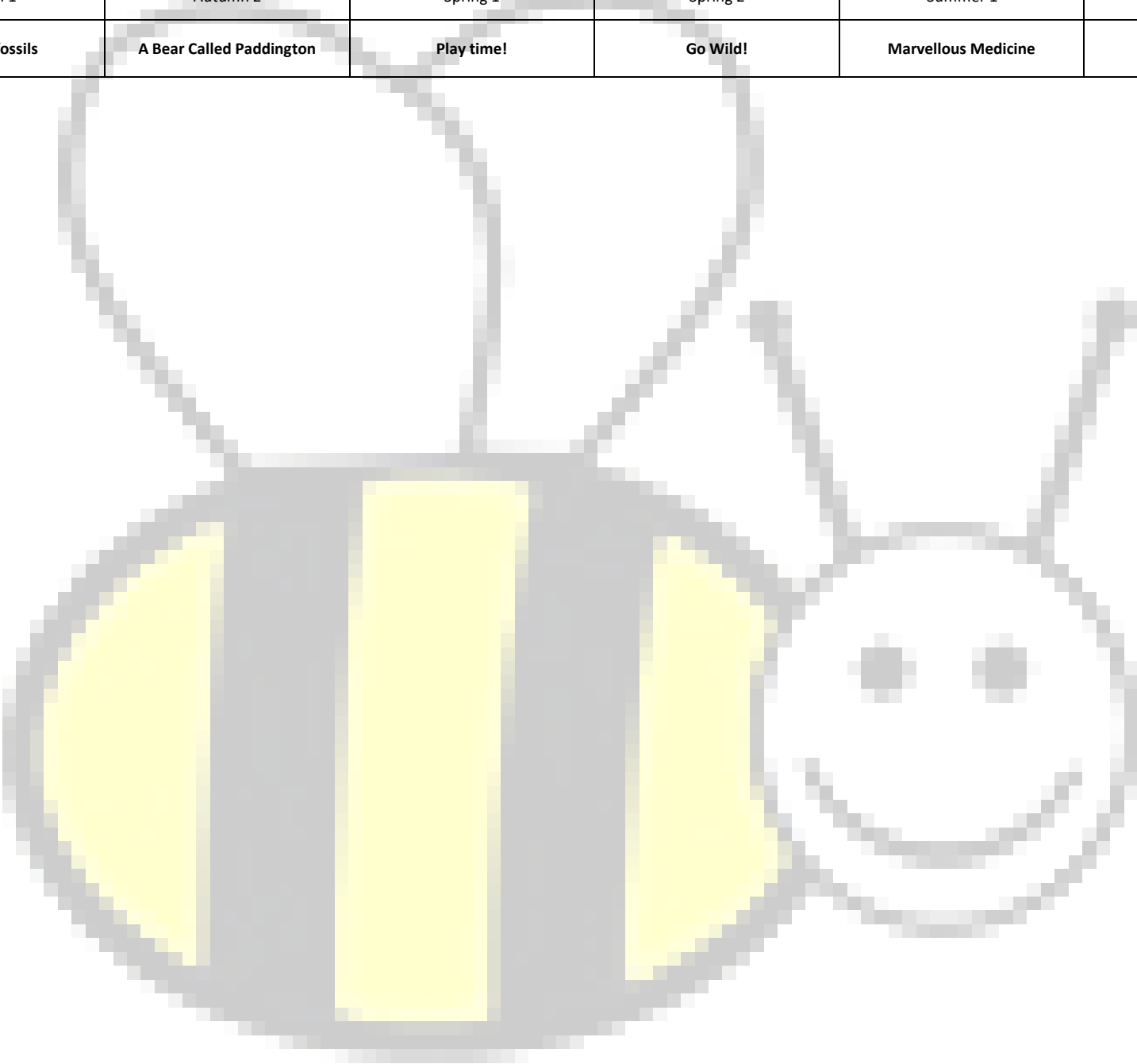
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	Fantastic fossils	A Bear Called Paddington Gunpowder plot – mini topic	Play time!	Go Wild!	Marvellous Medicine	A Bug's Life
History	<p>Chronology When did Mary Anning live?</p> <p>Can we sequence events in Mary's life?</p> <p>Learning from sources 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>Compare and contrast Why did Mary find it difficult to be a fossil hunter? Would it have been easier if she was a man?</p> <p>Understanding Legacy What did Mary do that was so special? Why do we remember her today?</p> <p>Vocabulary - Fossil, evidence, source, dinosaur, discovery, skeleton, pterodactyl</p> <p>Prior learning = EYFS – All creatures great and small</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</p>	<p>Chronology When was the Gunpowder plot?</p> <p>Learning from sources What is a source? How do we know about the Gunpowder plot? Who was Guy Fawkes? Why did he want to kill the king?</p> <p>Understanding Legacy How do we remember the Gunpowder plot today? Why do we celebrate with fireworks?</p> <p>Vocabulary – treason, gunpowder, plot</p>	<p>Chronology When did Queen Victoria become Queen? How long did the Victorian era last for? Place toys on a timeline.</p> <p>Learning from sources 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>Compare and contrast How have toys changed today? Compare a toy car with a remote-controlled car with a video driving game? Why would an Xbox or remote-controlled car not be possible in Victorian times? What materials were Victorian toys made of? Was there a difference between toys for rich and poor children?</p> <p>Understanding Legacy What toys did the Victorian's invent that we still use today?</p> <p>Vocab: battery, kaleidoscope, powered, mechanical</p>		<p>Chronology When was Florence Nightingale born? Can we sequence events in Florence's life? When was Mary Seacole born?</p> <p>Learning from sources How do we know about these nurses? What evidence is there?</p> <p>Compare and contrast What do nurses do today? Was the job different then? How are hospitals different today from in Victorian times?</p> <p>Whose life was the most difficult?</p> <p>Understanding Legacy How did the nurses change hospitals and looking after sick people? Why do we remember these nurses? Who is famous today? Do they know any famous people? Why are they famous?</p> <p>Vocabulary – Crimea, statue, slave, hygiene, typhoid, conditions</p>	

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Geography	<p>Using geographical skills 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>Fieldwork – observations on school trips. Record observations through sketches.</p> <p>Knowing places in the world Where in England did Mary Anning live? What seas surround the UK? What are the Four countries of UK</p> <p>Understanding human and physical features What is a coastline? How do coastlines look different? What are the features? How are beaches formed?</p> <p>Link to science curriculum 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>Vocab: 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>Using geographical skills 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>Knowing places in the world Where is London? Where is Lima? What are the capital cities of 4 UK countries? What are the 7 continents?</p> <p>Understanding physical and human features 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>Vocab: 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>Year 2 prior knowledge – Poles Apart topic</p>		<p>Using geographical skills 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>Knowing places in the world Where are the rainforests of the World? Where is the Amazon rainforest? What are the 7 continents?</p> <p>Understanding physical and human features 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>Vocab: Key, symbol, canopy, tropical, humid, climate, continent, drip tips, layers, rainfall</p>	<p>Knowing places in the world Where is Turkey?</p>	<p>Using geographical skills and fieldwork How can I measure rainfall in the copse and on the playground? How can I measure the temperature? How can I record this data? Can you make a map of the river blackwater? What does a river look like on a map?</p> <p>Knowing places in the world Do you know any rivers in United kingdom?</p> <p>Understanding physical and human features 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>Year 2 prior knowledge – Brilliant Botanists topic</p>

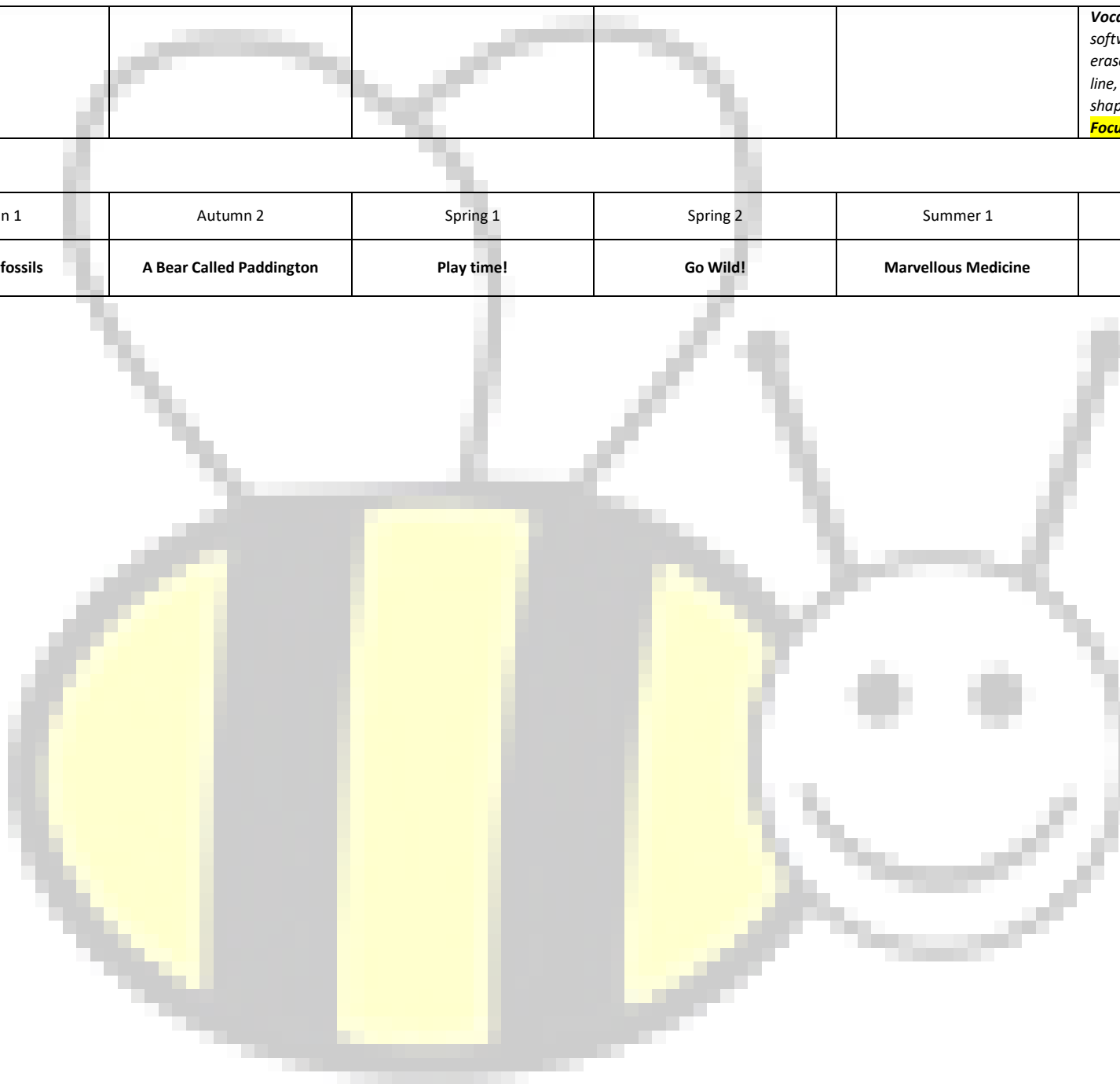
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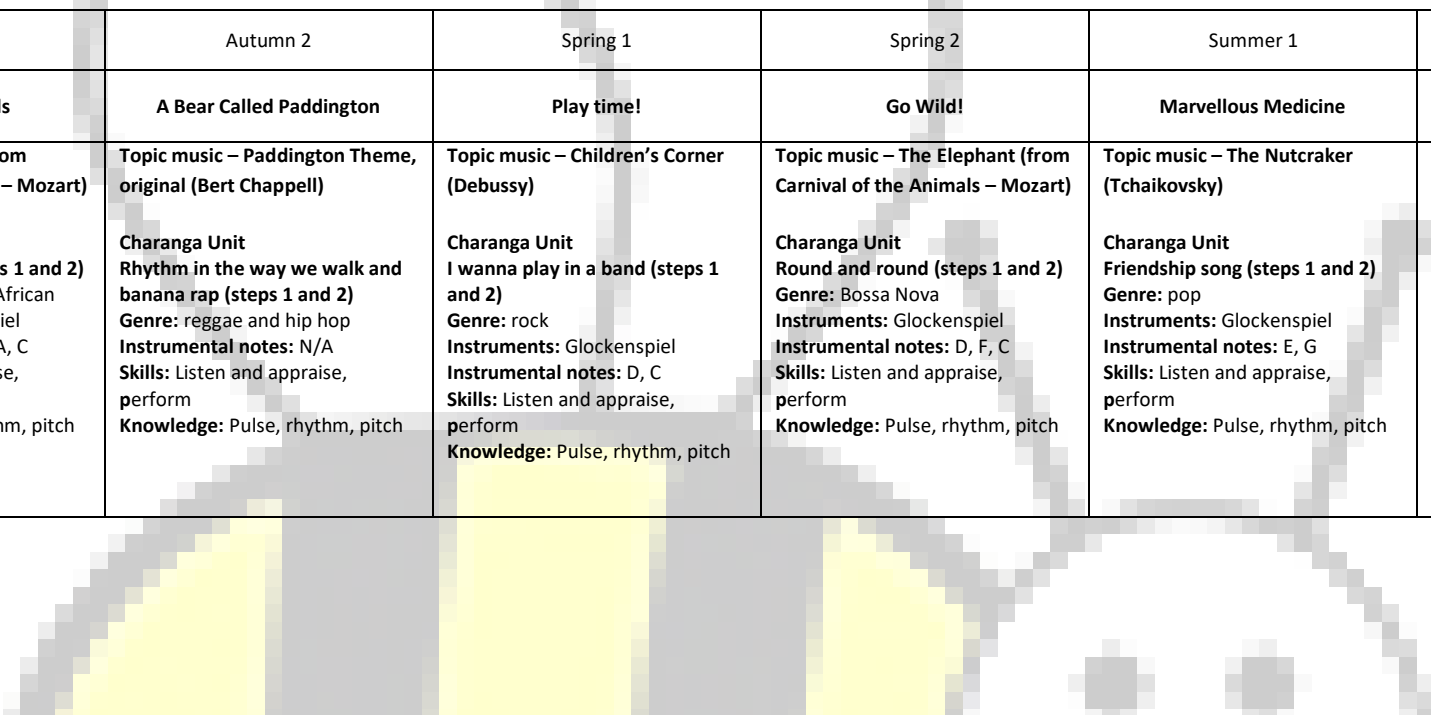
Art	<p>Outcome: a fossil (making an impression in clay)</p> <p>Skills - Printing Evaluating, exploring and developing ideas Y1 - Use hard and soft materials to print Y2 - Create prints by pressing, rolling, rubbing and stamping</p> <p>Knowledge What is a fossil? What is an impression? Where does clay come from?</p> <p>Vocabulary: <i>impression, texture, firm, imprint, fossil, explore, evaluate, clay, roll, rub and stamp</i></p>	<p>Outcome: a skyline of London</p> <p>Skills – Collage 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 &/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>Knowledge 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?</p> <p>Vocabulary: <i>collage, layer, textiles, fabric, skyline, fold, crumple, overlay, landmarks, silhouette</i></p> <p>Focus Artist: Kurt Schwitter</p>	<p>Outcome: a portrait of Queen Victoria</p> <p>Skills - Painting 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>Knowledge What is a portrait? Who painted Queen Victoria? Who was Sir George Hayter?</p> <p>Vocabulary: <i>portrait, natural, manmade, scale, observation, watercolours</i></p> <p>Focus Artist: Sir George Hayter</p>	<p>Outcome: a natural art piece in the style of Andy Goldsworthy, then drawn using pencils</p> <p>Skills – Drawing 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>Knowledge Who is Andy Goldsworthy? How can plants and natural objects be used to create artwork? How can pencils be used differently for effect?</p> <p>Vocabulary: <i>thick, thin, light, dark, shade, tone, pattern, texture, surface, pastels, charcoal, natural objects, explore, evaluate</i></p> <p>Focus Artist: Andy Goldsworthy</p> <p>Opportunity for working outside</p>	<p>Outcome: a clay pinch pot</p> <p>Skills - Sculpture 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>Knowledge Where does clay from? How can I change the shape of the clay? Evaluating, exploring and developing ideas</p> <p>Vocabulary: <i>mould, manipulate, texture, carve, design, evaluate, explore, develop, models, tools, carving</i></p>	<p>Outcome: a picture in the style of Matisse</p> <p>Skills - Painting 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>Knowledge What colours will work well in my picture? What shapes and colours will I use to create a collage of...?</p> <p>Vocabulary: <i>primary, secondary, shade, tone, light, dark, complementary, colour wheel, colour mixing, spiral, collage</i></p> <p>Opportunity for working outside</p> <p>Digital (link to Matisse) 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>Knowledge How does Matisse use rectangles to create a spiral?</p>
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						Vocabulary: digital art, software, apps, mouse, erase/delete, edit, copy, paste, line, tone, colour, texture, shape, evaluate Focus Artist: Matisse
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D&T		<p>Product: biscuits Purpose: to sell Audience: parents 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 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. beef from cows Understand that food needs to be farmed, grown or caught How to prepare food following hygiene guidelines</p>		<p>Product: hand puppet – Wild Thing Purpose: create a puppet show Audience: classmates DT area: textiles</p> <p>Design: Design a functional and appealing product for a chosen user based on a simple design criteria</p> <p>Communicate ideas to others through drawing</p> <p>Make: Select from and use a range of tools to perform practical tasks such as marking out, cutting, joining and fastening</p> <p>Select and use textiles according to their characteristics</p> <p>Evaluate: Explore a range of textile options before selecting</p> <p>Evaluate final product against design criteria – could children use them to tell a story?</p> <p>Vocab: glove puppet, sock puppet, finger puppet, template, pattern pieces</p> <p>Knowledge: How can I cut out neatly using a template? How can I join fabric together?</p>	<p>Product: healthy plate for Sports Day Purpose: to stay healthy Audience: self DT area: food and nutrition</p> <p>Design: Design an appealing product based on a design criteria – food plate to give energy.</p> <p>Communicate ideas through drawing</p> <p>Make: Use simple utensils o peel, cut and slice</p> <p>Show awareness of food safety rules</p> <p>Evaluate: Evaluate finished product – did it fulfil design brief?</p> <p>Vocab: flesh, balanced diet, nutrition</p>	<p>Product: a bug with moving parts Purpose: to enhance story-telling Audience: young children DT area: mechanisms – sliders & levers https://www.accessart.org.uk/get-connected-cardboard-robots-with-movable-joints/</p> <p>Design: Generate ideas based on simple design criteria</p> <p>Develop, draw and communicate their ideas</p> <p>Make: Select and use tools, explaining their choices, to cut,shape and join paper and card</p> <p>Use sliders and levers as part of the design</p> <p>Evaluate: Explore books that use sliders and levers</p> <p>Evaluate product by testing and discussing how well it works in relation to the purpose and the user</p> <p>Vocab: slider, lever, pivot, slot, bridge/guide, join,</p> <p>Knowledge: What is the difference between a slider and a lever? How can I make the arms and legs move?</p>
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Music	Topic music – Fossils (from Carnival of the Animals – Mozart) Charanga Unit Hands, feet, heart (steps 1 and 2) Genre: Afropop, South African Instruments: Glockenspiel Instrumental notes: G, A, C Skills: Listen and appraise, perform Knowledge: Pulse, rhythm, pitch	Topic music – Paddington Theme, original (Bert Chappell) Charanga Unit Rhythm in the way we walk and banana rap (steps 1 and 2) Genre: reggae and hip hop Instrumental notes: N/A Skills: Listen and appraise, perform Knowledge: Pulse, rhythm, pitch	Topic music – Children's Corner (Debussy) Charanga Unit I wanna play in a band (steps 1 and 2) Genre: rock Instruments: Glockenspiel Instrumental notes: D, C Skills: Listen and appraise, perform Knowledge: Pulse, rhythm, pitch	Topic music – The Elephant (from Carnival of the Animals – Mozart) Charanga Unit Round and round (steps 1 and 2) Genre: Bossa Nova Instruments: Glockenspiel Instrumental notes: D, F, C Skills: Listen and appraise, perform Knowledge: Pulse, rhythm, pitch	Topic music – The Nutcracker (Tchaikovsky) Charanga Unit Friendship song (steps 1 and 2) Genre: pop Instruments: Glockenspiel Instrumental notes: E, G Skills: Listen and appraise, perform Knowledge: Pulse, rhythm, pitch	Topic music – El Grillo (The Cricket) (Des Prez) Charanga Unit Reflect, rewind, reply (steps 1 and 2) Genre: revision Instruments: Glockenspiel Instrumental notes: revise Skills: Listen and appraise, perform Knowledge: Pulse, rhythm, pitch

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 1 & 2	Fantastic fossils	A Bear Called Paddington	Play time!	Go Wild!	Marvellous Medicine	A Bug's Life
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 friends 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

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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): Computing systems & networks Year 1 Equipment: Chromebooks or laptops (keyboards and trackpads) Apps/software/sites: paintz.app	Teach Computing (NCCE): Digital Painting Year 1 Equipment: Chromebooks or laptops (keyboards and trackpads) Apps/software/sites: paintz.app	Teach Computing (NCCE): Digital Photography Year 2 Equipment: iPads (cameras) Apps/software/sites: https://pixlr.com/x/	Teach Computing (NCCE): Grouping Data Year 1 Equipment: Chromebooks or laptops Apps/software/sites: MS Office suite or Google Drive, Docs etc.	Teach Computing (NCCE): Moving a Robot Year 1 Equipment: iPads, Beebots Apps/software/sites: Beebot app (iPads)	Teach Computing (NCCE): Robot Algorithms Year 2 Equipment: iPads, Beebots Apps/software/sites: Beebot app (iPads)

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Years 1 & 2	Fantastic fossils	A Bear Called Paddington	Play time!	Go Wild!	Marvellous Medicine	A Bug's Life
MFL (French)	Skills: 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 Knowledge: 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 Celebration we can focus on: birthdays – bon anniversaire Mon anniversaire c'est...	Skills: 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 Knowledge: 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 Celebration we can focus on: Christmas: joyeux Noel	Skills: 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 Y2: use simple dictionaries to find meaning of words Knowledge: 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 Celebration we can focus on: April Fool's Day: Poisson d'avril	Skills: Counting 1-31 Read and understand: Words and simple phrases – days of the week, colours, farm animals, numbers Y2: use simple dictionaries to find meaning of words Knowledge: 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 Celebration we can focus on: May day: 1er Mai / Fete du Travail or victory in Europe Day – Armistice du 8 mai 1945	Skills: Practising greetings and simple commands Counting 1-31 Days of the week Read and understand: Single words and simple phrases – days of the week, colours, farm animals, numbers Label pictures To copy or write simple word or phrase Y2: Choose the correct word to finish a sentence Y2: use simple dictionaries to find meaning of words Knowledge: 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	Skills: Revision of all skills learned: Greetings Counting 1-31 Labelling a picture Days of the week Colours Simple commands Y2: Choose the correct word to finish a sentence Y2: use simple dictionaries to find meaning of words Knowledge: 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 Celebration we can focus on – Bastille Day (14 th July)

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Religious Education		What do my senses tell me about the world of religion and belief? Christian, Hindu, Jewish <i>Philosophy</i>	How does a celebration bring a community together? Muslim, Christian <i>Human/Social Sciences</i>	What do Jewish people remember on Shabbat? Jewish <i>Theology</i>	What does the cross mean to Christians? Christian <i>Theology</i>	How did the universe come to be? Hindu, Christian <i>Philosophy</i>