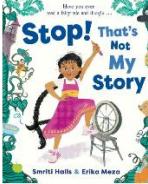
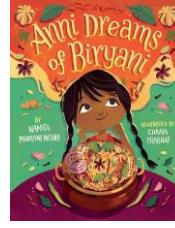


Cycle A

	<u>Identity and Diversity</u>		<u>Peace and Conflict</u>		<u>Social Justice</u>		<u>Environment</u>		<u>Our Heritage World and Beyond</u>			
Time	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer			
Book Link	Stop! That's not my story.		Anni Dreams of Biryani		Mae Jemison Little People, Big Dreams		Somebody swallowed Stanley		Kings and Queens			
Writing Type												
	<u>Fiction</u> Writing to entertain: Character description	<u>Non-fiction</u> Writing to inform: Advert	<u>Fiction</u> Writing to entertain: Setting description	<u>Non-fiction</u> Writing to instruct/explain: Recipe	<u>Fiction</u> Writing to entertain: setting description	<u>Non-fiction</u> Writing to recount - diary	<u>Fiction</u> Writing to entertain: short story	<u>Non-fiction</u> Writing to persuade: letter	<u>Fiction</u> Writing to entertain: Character description	<u>Non-fiction</u> Writing to persuade: advert	<u>Fiction</u> Writing to entertain: Part of a short story	<u>Non-fiction</u> Writing to recount: postcard
Science							<b>Which materials end up in the sea?</b> Distinguish between an object and the material from which it is made. - Identify and name a variety of everyday materials, including wood, metal, plastic, glass, water and rock, - Describe the simple physical properties of a variety of everyday materials.		<b>Which plant would the King find in his garden?</b> NC - Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. - Identify and describe the basic structure of a variety of common flowering plants. - Identify and name the roots, trunk, branches and leaves of trees. - Observe and describe how seeds and bulbs grow into mature plants.			

				<ul style="list-style-type: none"> <li>- Compare and group together a variety of everyday materials on the basis of their simple properties.</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 shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>	<ul style="list-style-type: none"> <li>- Find out and describe how plants need water, light and warmth to grow and stay healthy.</li> </ul>
History	<p><b>Where did the railway in Holmewood go?</b>  NC - changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life significant historical events, people and places in their own locality</p>		<p><b>Who has visited space?</b>  NC - events beyond living memory that are significant nationally or globally</p>		
Geography	<p><b>Where am I?</b>  NC - use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p>	<p><b>What is it like to live in India?</b>  NC - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p>		<p><b>What is the weather like today?</b>  NC - identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>	
Art and Design	<p>Spirals  to use a range of materials creatively to design and make products</p>		<p>Exploring the World Through Mono Print  to use a range of materials creatively to</p>		<p>Explore and Draw  to use a range of materials creatively to design and make products</p>

	<p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>		<p>design and make products</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>		<p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>
D&T		<p>An Indian Dish</p> <p>design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>select from and use a range of tools and equipment to perform practical tasks [for example, cutting,</p>	<p>Moving Space Picture</p> <p>design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>select from and use a range of tools and equipment to perform practical tasks [for</p>		<p>Flower textiles</p> <p>design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and</p>

		<p>shaping, joining and finishing]</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>explore and evaluate a range of existing products</p> <p>evaluate their ideas and products against design criteria Technical knowledge</p> <p>.</p>	<p>example, cutting, shaping, joining and finishing]</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>explore and evaluate a range of existing products</p> <p>evaluate their ideas and products against design criteria Technical knowledge</p> <p>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>		<p>ingredients, according to their characteristics</p> <p>explore and evaluate a range of existing products</p> <p>evaluate their ideas and products against design criteria Technical knowledge</p>
Computing	<p>Computer Science</p> <p>'technology around us'</p> <p>identify technology</p> <p>identify a computer and its main parts</p> <p>use a mouse in different ways</p> <p>use a keyboard to type on a computer and edit text</p>		<p>Information Technology</p> <p>'digital painting'</p> <p>describe what different tools do</p> <p>make careful choices when painting a digital picture</p> <p>explain why I chose the tools I used</p> <p>compare painting a picture on a computer and on paper</p>		<p>Computer Science/Information Technology</p> <p>'grouping data'</p> <p>label objects</p> <p>identify that objects can be counted</p> <p>describe objects in different ways</p> <p>count objects with the same properties</p> <p>compare and answer questions about groups of objects</p>

	create rule for using technology responsibly					
Music		Indian music use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music	Dynamics, timbre, tempo and motifs (Theme: Space) use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music	Vocal and body sounds (Theme: By the sea) use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music		
PE	Ball Skills – Hands 1	Dance – Heroes	Dodging	Attack V Defence – Games for understanding	Team Building	Ball Skills – Rackets, bats and balls
RE	Christianity – The Creation Story	Hinduism		Judaism		Islam
PHSE	Me and my relationships – Year 1		Keeping Myself Safe' Year 2 Plus Year 2 rights and responsibilities lesson 6 'playing games' to cover online safety			Growing and Changing – split into year 1 ad 2 lessons



## Cycle B

	<u>Identity and Diversity</u>	<u>Peace and Conflict</u>	<u>Social Justice</u>	<u>Environment</u>	<u>Our Heritage World and Beyond</u>							
Time	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer							
Book	Martha Maps	Where the Poppies Now Grow	Courageous People Who Changed the World	Tinga Tinga Tales	Victorians							
Writing												
	<u>Fiction</u> Writing to Entertain: character description <u>Fiction</u> Writing to Entertain: part of a story	<u>Non-Fiction</u> Character description	<u>Fiction</u> Writing to Describe: a Setting description	<u>Non-Fiction</u> Writing to inform: recipe	<u>Fiction</u> Writing to Entertain: setting description	<u>Non-Fiction</u> Writing to persuade : leaflet	<u>Fiction</u> Writing to entertain: story	<u>Non-Fiction</u> Writing to inform: no-chronological report	<u>Fiction</u> Writing to entertain: character description Oracy-maintain suitable posture throughout a spoken	<u>Non-Fiction</u> Writing to recount : diary	<u>Fiction</u> Writing to Entertain: poem	<u>Non-Fiction</u> Writing to Inform : factfile

									contribution ,			
Science	<p><b>Why are humans not like other animals?</b>            Know that animals, including humans, have offspring which grow into adults. - Know the basic stages in a life cycle for animals, including humans. - Find out 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.</p>	<p><b>What happens during different seasons?</b>            NC - Observe changes across the four seasons            - Observe and describe weather associated with the seasons and how day length varies.</p>	<p><b>How do animals grow and stay healthy?</b></p> <p>NC - Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.            - Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p>	<p><b>How do animals grow and stay healthy?</b>            Explore and compare the difference 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,            Y1 Oracy – speak clearly and confidently and how they depend on each other.            - Identify and name a variety of plants and animals in their habitats, including micro habitats.            - Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name the different sources of food</p>								
History		<p><b>What makes a nurturing nurse?</b>            events beyond living memory that are significant nationally or globally</p>	<p><b>Who made our world great?</b>            NC - the lives of significant individuals in the past who have contributed to national and international achievements</p>						<p><b>What was life like for a child at Heath during the Victorian era?</b>            NC - significant historical events, people and places in their own locality when explaining learning to an adult</p>			

		Looking at the life of Edith Cavell			Y2 Oracy – with support, identify a suitable question in response to a stimulus
Geography	<b>Where in the world?</b> NC - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas use world maps, atlases and globes to identify the United Kingdom and its countries			<b>What is it like to live in Africa?</b> NC - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	<b>What makes our world?</b> NC - name and locate the world's seven continents and five oceans use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
Art and Design		<p>Birds</p> <p>to use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p>		<p>African patterns</p> <p>to use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>about the work of a range of artists, craft makers and designers,</p>	<p>Exploring Watercolour</p> <p>to use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>

				<p>describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	
D&T	Fruit smoothie			<p>Wheels and Axels</p> <p>design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>explore and evaluate a range of existing products</p> <p>evaluate their ideas and products against design criteria</p> <p>Technical knowledge</p> <p>build structures, exploring how they can be made stronger, stiffer and more stable</p>	

	<p>ingredients, according to their characteristics</p> <p>explore and evaluate a range of existing products</p> <p>evaluate their ideas and products against design criteria</p> <p>Technical knowledge</p>				explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.
Computing	<p>Computer Science ‘Information Technology Around Us’</p> <p>recognise the uses and features of technology</p> <p>identify the uses of information technology in school</p> <p>identify the uses of information technology beyond school</p> <p>identify how information technology helps us</p>		<p>Information Technology ‘digital photography’</p> <p>use a digital device to take a photo</p> <p>explain my choices when taking a photo</p> <p>describe what makes a good photo</p> <p>decide how photos can be improved</p> <p>use tools to change a photo</p> <p>recognise that photos can be changed</p>		<p>Computer Science/Information Technology ‘making music’</p> <p>say how music makes us feel</p> <p>identify patterns in music</p> <p>experiment with sound using a computer</p> <p>use a computer to create a musical pattern</p> <p>create music for a purpose</p> <p>review and refine our computer work</p>
Music		<p>On this island: British songs and sounds</p> <p>use their voices expressively and creatively by singing songs</p>		<p>West African call and response song (Theme: Animals)</p> <p>use their voices expressively and</p>	

		<p>and speaking chants and rhymes</p> <p>play tuned and untuned instruments musically</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>experiment with, create, select and combine sounds using the inter-related dimensions of music</p>		<p>creatively by singing songs and speaking chants and rhymes</p> <p>play tuned and untuned instruments musically</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>experiment with, create, select and combine sounds using the inter-related dimensions of music</p>		
PE	Football	Understanding Games	Linking	Explorers	Hands 2	Jumping 1
RE		Christianity	Christianity (Easter)		Judaism	
PHSE	Valuing difference – Year 2		Being my best – Year 2			Growing and Changing – split into year 1 and 2 lessons