

Year A		
Autumn I wonder who lives where? Wider Curriculum Theme – Our World Landing – Animal Sculpture for display	Spring I wonder who invented it? Wider curriculum theme – Our School Landing – Flap book to go in library	Summer I wonder how it grows? Wider Curriculum Theme – Our Community Landing – Make sandwiches for parents
<u>Science – Living things and Habitats</u> - 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 - 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 different sources of food. <u>Animals, including Humans</u> - 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 <u>Geography</u> - 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 - use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. - Use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans - name and locate the world’s 7 continents and 5 oceans Taught separately from project: <u>Art</u> Roy Lichtenstein – Drawing (portraits) and painting (Pointillism) Sculpture – Clay animals - the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, making links to their own work. - to use a range of materials creatively to design and make products - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - Use drawing, painting and sculpture (clay animals) to develop and share ideas, experiences and imagination <u>History</u> - The lives of significant individuals in the past who have contributed to national and international achievements – Rosa Parkes, Martin Luther King during Black History Month	<u>History</u> - The lives of significant individuals in the past who have contributed to national and international achievements – Technology inventors – Alexander Graham Bell, Tim Berners Lee, John Logie Baird - Events beyond living memory that are significant nationally or globally – Development of Technology over time <u>Computing</u> - understand what algorithms are; how they are implemented as programs on digital devices; and those programs execute by following precise and unambiguous instructions - create and debug simple programs - use logical reasoning to predict the behaviour of simple programs <u>DT –</u> Make a flap book with sliders - design purposeful, functional, appealing products for themselves and other users based on design criteria - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology - select from and use a range of tools and equipment to perform practical tasks - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics - explore and evaluate a range of existing products - evaluate their ideas and products against design criteria - build structures, exploring how they can be made stronger, stiffer and more stable - explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. Taught Separately from Project <u>Art</u> Jean-Michel Basquiat – Painting (modern art) - the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, making links to their own work. - to use painting to develop and share their ideas - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - Use painting to develop and share ideas, experiences and imagination	<u>Science</u> <u>Plants</u> - 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 - 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, including trees - Observe changes across the 4 seasons - Observe and describe weather associated with the seasons and how day length varies <u>DT –</u> Design and make a healthy sandwich - design purposeful, functional, appealing products for themselves and other users based on design criteria - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology - select from and use a range of tools and equipment to perform practical tasks - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics - explore and evaluate a range of existing products - evaluate their ideas and products against design criteria - Use the basic principles of a healthy and varied diet to prepare dishes - Understand where food comes from <u>Art</u> Giuseppe Arcimboldo – Collage Georgia O’Keeffe – Painting - the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, making links to their own work. - to use a range of materials creatively to design and make products - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

Year B				
Aut 1 I wonder who I am? Wider Curriculum Theme – Our Wellbeing Landing – School information about how to stay healthy	Aut 2 I wonder why they did it? (Gunpowder plot) Landing – gunpowder plot play performance	Spring I wonder how it's made? Wider Curriculum Theme – Our School Landing – Puppet making and show for EYFS	Sum 1 I wonder where we can go? Wider Curriculum Theme – Our World Landing – Digital presentation to experts	Sum 2 I wonder how to stay healthy? Wider Curriculum Theme – Our Community Landing – Make a snack for residential trip
Science - Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (yr 1) - explore and compare the differences between things that are living, dead and things that have never been alive (yr1) - Notice that animals – including humans – have offspring which grow into adults. - 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 food and hygiene. History - Understand changes within living memory - growth of themselves Geography - ongoing - Observe changes across the four seasons - Observe and describe weather associated with the seasons and how day length varies - Identify seasonal and daily weather patterns in the UK Art Todd Parr – drawing - the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, making links to their own work. - to use drawing to develop and share their ideas - to develop a wide range of art and design techniques in using colour,	History - Events beyond living memory that are significant nationally – gunpowder plot Geography - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features - Use world maps, atlases and globes to identify the UK and its countries and its surrounding seas - Use simple compass directions and locational and directional language to describe the location of features and routes on a map. Geography - Ongoing - Observe changes across the four seasons - Observe and describe weather associated with the seasons and how day length varies - Identify seasonal and daily weather patterns in the UK	Science - Identify and name a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses - Distinguish between an object and the material from which it is made - Describe simple properties of everyday materials - 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 wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses - Find out how the shapes of solid objects made from some materials can be changed (by squashing, bending, twisting and stretching) Seasonal Changes - Observe changes across the seasons (Winter) - Observe and describe weather associated with the seasons and how day length varies Art Michelle Reader – Recycled sculptures - the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, making links to their own work. - to use a range of materials creatively to design and make products - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Geography - name and locate the world's 7 continents and 5 oceans - 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 - 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 - Use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key - key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop History - events beyond living memory that are significant nationally or globally – Invention of the airplane - The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods – Wright Brothers and Amy Johnson	DT – Design and make a snack for residential - design purposeful, functional, appealing products for themselves and other users based on design criteria - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology - select from and use a range of tools and equipment to perform practical tasks - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics - explore and evaluate a range of existing products - evaluate their ideas and products against design criteria - Use the basic principles of a healthy and varied diet to prepare dishes - Understand where food comes from Art Alma Thomas– Painting - the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, making links to their own work. - to use a range of materials creatively to design and make products - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - to use sculpture to develop and share their ideas

pattern, texture, line, shape, form and space Use drawing to develop and share ideas, experiences and imagination		- to use sculpture to develop and share their ideas <u>D&T</u> – Design and make a puppet - Design a functional product for themselves based on design criteria - Develop and communicate their ideas through talking and drawing a plan - Select from and use a wide range of materials and textile according to their characteristics - Evaluate their ideas against their design criteria - Select from and use a range of tools and equipment to perform practical tasks - Explore and evaluate a range of existing products - Build structures exploring how they can be made stronger, stiffer and more stable		Separate from project <u>History</u> - The lives of significant individuals in the past who have contributed to national and international achievements – Emmeline Pankhurst - Events beyond living memory that are significant nationally or globally – Suffragette movement - Significant historical events, people and places in their own locality – Alice Hawkins
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Computing	• Recognise common uses of information technology beyond school • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies
Art	• 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 into their own work.
Music	• Use voices expressively and creatively by singing songs and speaking chants and rhymes • Listen with concentration and understanding to a range of high quality live and recorded music • perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians • Play tuned and detuned instruments musically • Experiment with, create, select and combine sounds using the inter-related dimensions of music.
PSHE	• Jigsaw
PE	• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns.