Year 1 and 2 - Two year cycle

Cycle A

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Through the Window	Through the Window	Madagascar	Madagascar	Chocolate	Wish you were here?
History The national curriculum for history aims to ensure that all pupils: ▪ know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world ▪ know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind ▪ gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry' ▪ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions	**Goddard family/Lawn manor house** **Quarry turned into Town Gardens** ▪ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life ▪ events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] ▪ significant historical events, people and places in their own locality.	**Lowry** ▪ 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]			**Who imported chocolate into the UK?** ▪ events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]	**Grace Darling** ▪ 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]

and create their own structured accounts, including written narratives and analyses ▪ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed ▪ gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.						
Geography The national curriculum for geography aims to ensure that all pupils: ▪ develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes ▪ understand the processes that give rise to key physical and human geographical features of the world, how	**Exploring local area (Old Town)** **Locational knowledge** ▪ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas **Place knowledge** ▪ understand geographical similarities and differences through		**Compare local area to Madagascar and understand its location within the world** **Locational knowledge** ▪ name and locate the world's seven continents and five oceans **Place knowledge** ▪ understand geographical similarities and differences through	**Compare weather in the UK and Madagascar** **Human and physical geography** ▪ 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	**Where are Cocoa beans from?** **Locational knowledge** ▪ name and locate the world's seven continents and five oceans	**Field study (Sandbanks)** **Locational knowledge** ▪ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas **Geographical skills and fieldwork** ▪ use world maps, atlases and globes to identify the United Kingdom and its

these are interdependent and how they bring about spatial variation and change over time ▪ are competent in the geographical skills needed to: • collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes ▪ interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) ▪ communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.	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 basic geographical vocabulary to refer to:** 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 **Geographical skills and fieldwork** ▪ 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.		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			countries, as well as the countries, continents and oceans studied at this key stage ▪ 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 ▪ 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

Science During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: ▪ asking simple questions and recognising that they can be answered in different ways ▪ observing closely, using simple equipment ▪ performing simple tests ▪ identifying and classifying ▪ using their observations and ideas to suggest answers to questions ▪ gathering and recording data to help in answering questions.	**Animals including Humans (Human body)** Identify, name, draw and label the basic parts of the human body and say which part of body is associated with each sense. Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene		**Animals including Humans (Animals – UK and Madagascar)** Notice that animals, including human have offspring which grows into adults Find out about and describe the basic needs of animals, including humans, for survival (which are water, food and air) Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrate sand including pets)	**Seasonal Changes (UK as a contrast to Madagascar)** Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies	**Everyday Materials – Linked to chocolate** Find out how the shapes of solid objects made from some materials can be changed by squashing bending twisting and stretching. **States of Matter - Yr4** Observe that some materials change state when they are heated or cooled	**Electricity Linked to D and T Lighthouse project** *– Yr 4 Objectives* *Identify the common appliances that run on electricity* *Construct a simple series electric circuits*
D&T The national curriculum for design and technology aims to ensure that all pupils: ▪ develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world ▪ build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality		**Design and make pop up Christmas card** **Design** ▪ 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			**Design and make a chocolate wrapper** **Design** ▪ 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	**Make a lighthouse** **Design** ▪ 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,

prototypes and products for a wide range of users ▪ critique, evaluate and test their ideas and products and the work of others ▪ understand and apply the principles of nutrition and learn how to cook.		and communication technology **Make** ▪ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ▪ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics **Evaluate** ▪ explore and evaluate a range of existing products ▪ evaluate their ideas and products against design criteria **Technical knowledge** ▪ 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.			appropriate, information and communication technology **Make** ▪ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ▪ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics **Evaluate** ▪ explore and evaluate a range of existing products ▪ evaluate their ideas and products against design criteria **Technical knowledge** ▪ 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	information and communication technology **Make** ▪ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ▪ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics **Evaluate** ▪ explore and evaluate a range of existing products ▪ evaluate their ideas and products against design criteria **Technical knowledge** ▪ 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.

					products. ▪ use the basic principles of a healthy and varied diet to prepare dishes ▪ understand where food comes from.	
Art The national curriculum for art and design aims to ensure that all pupils: ▪ produce creative work, exploring their ideas and recording their experiences ▪ become proficient in drawing, painting, sculpture and other art, craft and design techniques ▪ evaluate and analyse creative works using the language of art, craft and design ▪ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.		**Lowry** **Learn how to draw people Using skills learnt to draw a painting of a street in old town.** Pupils should be taught: ▪ to use a range of materials creatively to design and make products ▪ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ▪ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ▪ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making		**Rousseau- Jungle collage** Pupils should be taught: ▪ to use a range of materials creatively to design and make products ▪ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ▪ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ▪ 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		**Sculpture** **Create a sculpture by the seaside using found natural materials** Pupils should be taught: ▪ to use a range of materials creatively to design and make products ▪ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ▪ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ▪ about the work of a range of artists, craft makers and designers, describing the differences and similarities between

		links to their own work.		own work.		different practices and disciplines, and making links to their own work.
Computing The national curriculum for computing aims to ensure that all pupils: ▪ can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation ▪ can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems ▪ can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems ▪ are responsible, competent, confident and creative users of information and communication technology.		**Photograph local area** ▪ use technology purposefully to create, organise, store, manipulate and retrieve digital content ▪ recognise common uses of information technology beyond school	**E-safety Researching animals for file** ▪ 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.	**Online Rousseau collage** ▪ use technology purposefully to create, organise, store, manipulate and retrieve digital content	**Data handling – favourite chocolate bars** ▪ use technology purposefully to create, organise, store, manipulate and retrieve digital content ▪ recognise common uses of information technology beyond school	**Coding – purple mash** ▪ understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions ▪ create and debug simple programs ▪ use logical reasoning to predict the behaviour of simple programs

Music The national curriculum for music aims to ensure that all pupils: ▪ 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 ▪ learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence ▪ understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.	**Use picture symbols to create a piece of music** ▪ 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.	**Christmas songs/production** ▪ use their voices expressively and creatively by singing songs and speaking chants and rhymes		**Drumming (Madagascan music)** ▪ 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.		**Seaside songs** ▪ use their voices expressively and creatively by singing songs and speaking chants and rhymes

PE The national curriculum for physical education aims to ensure that all pupils: ▪ develop competence to excel in a broad range of physical activities ▪ are physically active for sustained periods of time ▪ engage in competitive sports and activities ▪ lead healthy, active lives.	▪ 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.		▪ 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.		▪ 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.	
RE (See SACRE document)	Special Places	Special Places	Creation Stories	Creation Stories	Special People – Prophet Mohamed	Friendship and how Jesus showed it
Values	Thoughtfulness &respect	Tolerance & cooperation	Love & happiness	Hope & courage	Responsibility & quality	Appreciation & friendship
PSHCE (See SEAL units)	New Beginnings Hygiene Considering our feelings	Bullying	Getting on and falling out	Going for Gold	Relationships	Changes Healthy Eating

Cycle B

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Castle	999	Space	Toys	Grumpy Giant	Grumpy Giant
History The national curriculum for history aims to ensure that all pupils: ▪ know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world ▪ know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind ▪ gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation',	**Warwick castle** ▪ events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] ▪ 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]	**Guy Fawkes** **The Gunpowder Plot** ▪ events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] ▪ 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale	**Neil Armstrong and compare to David Temple man-Adams** ▪ events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] ▪ 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale	**How have toys changed over time** ▪ 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.		

‘parliament’ and ‘peasantry’ ▪ understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses ▪ understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed ▪ gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term		and Edith Cavell]	and Edith Cavell]			

timescales.						
Geography The national curriculum for geography aims to ensure that all pupils: ▪ develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes ▪ understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time ▪ are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes	***Where are castles in the UK?*** **Four compass directions** **Locational knowledge** ▪ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas **Place knowledge** ▪ 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 **Human and physical geography** ▪ use basic geographical vocabulary to refer to: ▪ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation,	**Traffic survey** **Human and physical geography** ▪ use basic geographical vocabulary to refer to: ▪ 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			**Town gardens map** **Place knowledge** understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom **Human and physical geography** ▪ use basic geographical vocabulary to refer to: ▪ 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 **Geographical skills and**	**Town gardens map** **Place knowledge** understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom **Human and physical geography** ▪ use basic geographical vocabulary to refer to: ▪ 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 **Geographical skills and fieldwork** ▪ use simple compass

▪ interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) ▪ communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.	season and weather ▪ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop **Geographical skills and fieldwork** ▪ 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 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 ▪ 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 ▪ use simple fieldwork and observational skills to study the geography				**fieldwork** ▪ 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 ▪ 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 ▪ 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.	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 ▪ 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 ▪ 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.

	of their school and its grounds and the key human and physical features of its surrounding environment.					
Science During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: ▪ asking simple questions and recognising that they can be answered in different ways ▪ observing closely, using simple equipment ▪ performing simple tests ▪ identifying and classifying ▪ using their observations and ideas to suggest answers to questions ▪ gathering and recording data to help in answering questions.		**Link to Police Officer's uniform** **Uses of Everyday materials** Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and cardboard. **Everyday materials** Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials including wood, plastic, glass, metal, and rock Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of materials on the basis of their simple properties	**Space** Light - Yr 3 Objectives *recognise that they need light in order to see things and that dark is the absence of light* *recognise that shadows are formed when light from a light source is blocked by a solid object*	**Toy cars** **Movement** **Yr 3 objective** Compare how things move on different surfaces	**Grumpy Giant's garden (sort seeds, grow plants, hatch chicks from eggs, observe butterfly life cycle)** **Plants** Identify and name a variety of common, wild plants and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants including trees 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. **All living things and their habitat** 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 microhabitats 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. **All things Living** Explore and compare the differences between things that are living, dead and things that have never been alive.	
D&T The national curriculum for design and technology aims to ensure that all pupils: ▪ develop the creative,	**Build a structure and Mechanism – castle and key elements of a castle e.g. door**			**Fabric puppets** **Design** ▪ design purposeful, functional, appealing	**Design patchwork** **Design** ▪ design purposeful, functional, appealing	**Heathy eating – Pizza muffins** ▪ use the basic principles of a healthy and varied diet to prepare dishes

technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world ▪ build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users ▪ critique, evaluate and test their ideas and products and the work of others ▪ understand and apply the principles of nutrition and learn how to cook.	**Design** ▪ 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 **Make** ▪ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ▪ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics **Evaluate** ▪ explore and evaluate a range of existing products ▪ evaluate their ideas and products against design criteria **Technical knowledge**			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 **Make** ▪ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ▪ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics **Evaluate** ▪ explore and evaluate a range of existing products ▪ evaluate their ideas and products against design criteria **Technical knowledge** ▪ build structures, exploring how they can be made stronger,	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 **Make** ▪ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ▪ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics **Evaluate** ▪ explore and evaluate a range of existing products ▪ evaluate their ideas and products against design criteria **Technical knowledge** ▪ build structures, exploring how they can be made stronger,	▪ understand where food comes from.

	▪ 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.			stiffer and more stable ▪ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	stiffer and more stable ▪ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	
Art **Range of artists Paul Klee/Andy Goldworthy**	**Printing & Paul Klee** Pupils should be taught: ▪ to use a range of materials creatively to design and make products ▪ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ▪ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ▪ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and	**See Computing**	**Painting to music (Holst Planet Suite)** Pupils should be taught: ▪ to use a range of materials creatively to design and make products ▪ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ▪ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ▪ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices		**Craft – Begin Patchwork sewing** Pupils should be taught: ▪ to use a range of materials creatively to design and make products ▪ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ▪ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ▪ about the work of a range of artists, craft makers and designers, describing the differences and similarities between	**Patchwork Sewing** Use sculptures – create a sculpture for from natural objects/clay Pupils should be taught: ▪ to use a range of materials creatively to design and make products ▪ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ▪ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ▪ about the work of a range of artists, craft makers and designers,

	making links to their own work.		and disciplines, and making links to their own work.		different practices and disciplines, and making links to their own work.	describing the differences and similarities between different practices and disciplines, and making links to their own work.
Computing The national curriculum for computing aims to ensure that all pupils: ▪ can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation ▪ can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems ▪ can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems ▪ are responsible, competent, confident and creative users of information and communication technology.	**Label parts of the castle (2 paint)** ▪ use technology purposefully to create, organise, store, manipulate and retrieve digital content	**Printing on Revelation Natural Art** ▪ use technology purposefully to create, organise, store, manipulate and retrieve digital content	**Beebots and ipad app** E-safety – Internet research ▪ understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions ▪ create and debug simple programs ▪ use logical reasoning to predict the behaviour of simple programs ▪ 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.	**Beebots and ipad app** programmable toys ▪ understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions ▪ create and debug simple programs ▪ use logical reasoning to predict the behaviour of simple programs	**Chick diary – 2 Create a Story** ▪ use technology purposefully to create, organise, store, manipulate and retrieve digital content ▪ recognise common uses of information technology beyond school	

Music The national curriculum for music aims to ensure that all pupils: ▪ 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 ▪ learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence ▪ understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.	**Sing Songs – Life in a castle** ▪ use their voices expressively and creatively by singing songs and speaking chants and rhymes	**Rounds (Christmas songs/production)** ▪ use their voices expressively and creatively by singing songs and speaking chants and rhymes	**Holst Planet Suite** ▪ listen with concentration and understanding to a range of high-quality live and recorded music	**Playing tuned and untuned instruments** ▪ 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.	**Sing Songs** ▪ use their voices expressively and creatively by singing songs and speaking chants and rhymes	**Playing tuned and untuned instruments** ▪ 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 The national curriculum for physical education aims to ensure that all pupils: ▪ develop competence to excel in a broad range of physical activities ▪ are physically active for sustained periods of time ▪ engage in competitive sports and activities ▪ lead healthy, active lives.	▪ 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.		▪ 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.		▪ 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.	
RE (See SACRE document)	Special Books	Celebrations	Leaders – Moses & Jesus	Caring for others - Jesus	What Muslim's believe about god	
Values	New beginning Considering our feeling	Head start – What to do in an emergency?	Getting on and Falling out	Understand our feeling Dealing with hurt feelings	Going for Golds	Moving on
PSHCE (See SEAL units)	Caring & cooperation	Peace & humility	Patience & trust	Simplicity & honesty	Unity & freedom	Understanding