



	Geography	History	Science	Art and Design	Computing	Music	RE	PE
	Be able to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class, explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and –when appropriate – maps)	<p>• Priority curriculum content should include a range of sufficiently detailed period specific knowledge. Pupils should have the opportunity to situate this knowledge in relation to other significant historical events studied.</p> <p>Teachers will also need to give pupils opportunities to learn about particular people and places through records and artefacts.</p> <p>Able to talk about the lives of the people around them and their roles in society; know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; Understand the past through settings, characters and events encountered in books read in class and storytelling)</p>	<p>Seasonal changes taught throughout the year</p> <p>Focusing on biology content which will support future study; knowledge about herbivores. It allows pupils to learn about food chains in key stage 2.</p> <p>To be able to: explore the natural world around them, making observations and drawing pictures of animals and plants; know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</p>	<p>Pupils' skills in manipulating tools and equipment to create work and use their imagination are essential for exploring materials and techniques later in the curriculum. It is therefore a priority to develop and embed fine and gross motor skills by teaching pupils how to use a range of tools competently. This may include cutting with scissors or using the correct grip for specific art tools.</p> <p>To be able to: safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; share their creations, explaining the process they have used; make use of props and materials when role playing characters in narratives and stories.</p>	Purple Mash	Charanga	SACRE	Get set for PE
AUTUMN								
Wc 11/09	<p>Local maps, classroom, school, local area.</p> <p>Where do you live?</p> <p><i>Describe the location of features and routes on a map.</i></p> <p><i>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</i></p> <p>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. Devise a simple map.</p> <p>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.</p> <p>4 weeks</p>			<p>D&T - Textiles</p> <p>Join pre-cut textiles using a running stitch. Decorate by cutting out small textile pieces and choosing materials to suit design. Join using chosen method. I can design, make and evaluate a puppet from a familiar story. POAP – Templates and joining Supporting materials – Puppets</p> <p>Link to English work on the Gingerbread Man</p>	Get logins for Purple mash.	Mr Clarke	Belonging	Net and Wall Games Fitness
Wc 18/09								
Wc 25/09								
Wc 02/10		<p>History – Toys</p> <p>Link to T4W text</p> <p>To use vocabulary related to passage of time</p> <p>To be able to sort objects into old and new</p>			<p>Digital Literacy</p> <p>Unit 1.1 Online Safety & Exploring Purple Mash</p> <p>Number of lessons – 4</p> <p>Programs – Various</p>			
Wc 9/10				<p>Art – drawing</p> <p>Tone and line</p> <p>Explore tone, line and shape.</p>				
Wc 16/10	<p>Seasonal changes</p> <p>In this small step, children collect data during autumn. They describe and record the changes in weather over a week and comment on how this may change the clothing that is appropriate for each day. They also discuss how daylight is gradually decreasing and nights are becoming longer.</p>							

Wc 30/10			The Human Body identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	ARTIST Joan Miro Look at the work of Miro to see these how he uses line and shape, and how he includes colour in his work Experiment with line, shape and colour to create own pictures.	Computer Science Unit 1.2 Grouping & Sorting Number of lessons – 2 Programs – 2DIY	Charanga Rhythm in the way we walk and The Banana Rap	What gift would you give Jesus?	Gymnastics
Wc 06/11								Action Ants Multi skills
Wc 13/11								
Wc 20/11		Guy Fawkes . Why do we remember the 5 th November? The lives of significant individuals in the past. Events beyond living memory that are significant nationally		Art - Printing – mono printing Design and create a mono print onto paper. Use for Christmas cards	Information technology Unit 1.3 Pictograms Number of lessons – 3 Programs – 2Count			
Wc 27/11								
Wc 04/12								
Wc 11/12			Seasonal Changes In this small step, children gather and collect data during winter. They describe and record the changes in weather over a week and comment on how this may change the clothing that is appropriate for each day. They also discuss how the amount of daylight received in winter is less and the nights are longer. Earlier in the Autumn term, children gathered and recorded data in autumn. Once children have gathered data during winter, they should compare similarities and differences between the two seasons.					
SPRING								
Wc 01/01 SHORT WEEK			Materials – uses of 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, water, and rock - describe the simple physical properties of a variety of everyday materials - compare and group together a variety of everyday materials on the basis of their simple physical properties.	Collage Overlapping and overlaying. Awareness of contrasts in texture and colour. Experimentation with materials. Critique artist ARTIST Rosemary Karuga	Computer Science Unit 1.4 Lego Builders Number of lessons – 3 Programs – 2DIY	Charanga In The Groove	Signs and symbols	Striking and Field Games
Wc 8/01								Dance
Wc 15/01								
Wc 22/01	Cold – Antarctica Where in the world is the South Pole? 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.			D&T Mechanisms Moving Antarctic animals Cut with increased accuracy. Join materials to assemble parts to create a slider and lever.	Computer Science Unit 1.5 Maze Explorers Number of lessons – 3 /4 ? Programs – 2Go			
Wc 29/01	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.		Animals	I can design, make and evaluate an Antarctic scene using sliders and levers.				
Wc 05/02				POAP – Levers and sliders Supporting materials - moving pictures and LGP sliders and levers.				

Wc 19/02			Animals - 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 - describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)	D&T Structures Measuring, marking out, cutting, shaping, joining and finishing techniques using a range of tools. Discuss the suitability of materials for the product according to their characteristics. Add a door hinge experimenting with different ways. I can design, make and evaluate a home/shelter for an animal to suit its needs. GROUP learning POAP – freestanding structures Supporting materials – Whose Home? Door hinges	CONTINUED - Computer Science Unit 1.5 Maze Explorers Number of lessons – 3 / 4 ? Programs – 2Go Information Technology Unit 1.6 Animated Story Books Number of lessons – 5 Programs – 2Create A Story	Mr Clarke	Easter Why was Jesus treated as a celebrity on Palm Sunday?	Ball Skills Yoga	
Wc 26/02									
Wc 04/03									
Wc 11/03	Hot- Kenya What animals live in Kenya? 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.		Overlap with Geography		Art – painting Explore different types of brushes. Name primary and secondary colours. Make tints and tones. Recognise warm and cold colours.				
Wc 18/03	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.				ARTIST Alma Thomas				
Wc 25/03			Seasonal changes						
SUMMER									
Wc 15/04			Plants - 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.	D&T Food / Nutrition Know basic food hygiene. Begin to follow simple recipes supported by an adult. Select from and use a range of tools and equipment to perform tasks. Cut fruit and vegetables with a knife using a <u>bridge grip</u> . <u>Peel</u> using a <u>peeler</u> Use a <u>grater</u> safely Measure and weigh using <u>measuring cups</u> Where different fruits and vegetables come from. I can give examples of parts of a plant I can eat.	Computer Science Unit 1.7 Coding Number of lessons – 6 Programs – 2Code	Charanga - Your Imagination	Special books	Swimming-Beginners Target Games	
Wc 22/04									
Wc 29/04									
Wc 06/05		Mary Anning What can we find out from fossils? The lives of significant individuals in the past who have contributed to national and international achievements			Art Clay Pressing objects into clay to make designs and add texture. Exploring the effects of tools. Joining clay. Press-mould cast.				
Wc 13/05									
Wc 20/05									

Wc 03/06	What is special about Cumbria? 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			Art Photography Know how to take a 'good' photograph. Create a collection of photographs. Overlapping and overlaying. Awareness of contrasts in texture and colour. Experimentation with materials. ARTIST Heather Angel	Information Technology Unit 1.8 Spreadsheets Number of lessons – 3 Programs – 2Calculate	Charanga - Reflect, Rewind & Replay	What makes a person Special?	Athletics Sending and receiving
Wc 10/06								
Wc 17/06								
Wc 24/06	Why is Beatrix Potter special to Cumbria? Significant historical events, people and places in their own locality		Art – Drawing Use tone, line and shape in my drawings. Use pastels to create different tones. Look at the work of Beatrix Potter for inspiration. ARTIST Beatrix Potter	Digital literacy Unit 1.9 Technology outside school Number of lessons – 2 Programs – Various				
Wc 01/07								
Wc 18/07		Seasonal changes						
Wc 15/07								

What historical event has happened in our childhood?

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. (2 weeks)