



	Geography	History	Science Developing Experts.	Art and Design	Computing	Music	RE	PE
	Focus on key knowledge and skills, including basic locational knowledge such as the names and locations of the world's continents and oceans, to address missed education and provide the basis for knowledge that will be needed later.	<ul style="list-style-type: none"> 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. Teachers will also need to give pupils opportunities to learn about particular people and places through records and artefacts.	Seasonal changes taught throughout the year Focusing on biology content which will support future study; knowledge about herbivores. It allows pupils to learn about food chains in key stage 2.	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.	Purple Mash	Listening	SACRE	
AUTUMN I								
Wc 12/09	What is in our local area? Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.			ART – Drawing Use line, shape and tone in drawings with charcoal, pencil and pastels. Select a particular type of pencil to create a desired effect.	Practise logins for Purple mash. Digital literacy Online Safety Unit 2.2 3 lessons	Charanga Hands Feet Heart	Special Places	Multi skills Action Ants AND Games Ball at feet
Wc 19/09	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.							
Wc 26/09	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 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. TRIP – Castle and Cathedral							
Wc 03/10			Materials –everyday materials. This unit is about exploring the development of materials over time, including researching some of the key material innovators. Learners have the opportunity to investigate different materials and consider those which are best to use for certain tasks. With opportunities during the unit to observe and test materials, and to make choices of which materials to use for building models, this unit really helps learners to engage in materials science.	Textiles Plan and develop ideas through drawing, talking, templates and mock-ups. Colour and decorate textiles using a number of techniques (eg. dyeing, adding sequins or printing). Use a template to draw round and cut out shape. Join textiles using running and/or over stitch. I can design, make and evaluate a Christmas bauble for a present. POAP – Templates and joining Supporting materials - Joining and fixing fabrics				
Wc 10/10								
Wc 17/10								

AUTUMN II										
Wc 31/10		What, and how, do we know about The Great Fire of London? Significant people and events The Great Fire of London and Samuel Pepys. Understand and use the words past and present when telling others about an event. Understand how to put people, events and objects in order of when they happened, using a scale the teacher has given me. Use a timeline to place important events. Use information to describe the past. Describe the differences between then and now. Look at evidence to give and explain reasons why people in the past may have acted in the way they did. Recount the main events from a significant event in history. Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past. Identify different ways in which the past is represented. Ask questions about the past. Use a wide range of information to answer questions. Describe objects, people or events in history. Use timelines to order events or objects or place significant people. Communicate ideas about people, objects or events from the past in speaking, writing, drawing role-play, storytelling and using ICT.		Textiles continued	Digital Literacy Unit 2.5 Effective searching 3 lessons	Charanga Ho ho ho	Why is Christmas important to Christians?	Games Throwing and Catching		
Wc 07/10								AND		
Wc 14/11				Printing Relief printing and printing block design. Compare own image and pattern making with work of William Morris. Design and print own Christmas cards.				Dance Explore moving in short patterns. Copy moves		
Wc 21/11			Animals Including humans – growth Not only will learners discover more about how humans grow from babies to adults, but they will get the chance to compare this life cycle with that of other animals, such as frogs and butterflies. By looking at a range of species, children will be able to consider the ways different organisms give birth, as well as fascinating the metamorphosis experienced by other creatures. This unit gives learners the chance to present their ideas using diagrams and craft materials, as well as observing phenomena and taking measurements.							
Wc 28/11										
Wc 05/12										
Wc 12/12										
SPRING I										
Wc 02/01 Short week	Location 1 –polar– Arctic - Svalbad Location 2 –China . Beijing 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. 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. 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 Understand the geographical similarities and differences between studying the human and physical geography of a small area of the UK, and a small area of a contrasting non UK country. Beijing		Habitats from around the world This unit will help learners explore and understand the various habitats located around the world. Children get to explore habitats such as the ocean, the Arctic, Antarctic and rainforest. Further to this, children get the chance to think about how animals have adapted in order to thrive. During this unit, there are chances aplenty for modelling a habitat. Link to Geography.	Painting Mix and match colours. Develop different techniques to apply paint and use these, as well as knowledge of colour in artwork to express mood.	Computer Science Unit 2.1 Coding 6 lessons	Mr Clark	How do we communicate with others?	Gymnastics Develop balances and still shapes .		
Wc 09/01										AND
Wc 16/01										Games Striking a ball/sending ??? U DANCE ???
Wc 23/01										AND
Wc 30/01									D& T - Food (Science) - Soup Follow basic food hygiene. Follow simple recipes supported by an adult.	First Aid

Wc 06/02	Name and locate the world's seven continents and five oceans.			Use the basic principles of a healthy and varied diet to prepare dishes. Cut fruit and vegetables with a knife using a <u>claw grip</u> . Measure and weigh using <u>electronic scales</u> . Use a <u>juicer</u> and <u>blender</u> Cook food safely Understand where food comes from (farming and processing). To know about food variations across the world. – LINK TO GEOGRAPHY				
Wc 13/02	Link to Science – animal habitats			I can design, make and evaluate different soup recipes. Take part in the RHS soup share. GROUP learning POAP – Preparing fruit and veg Supporting materials- Food a fact of life				
SPRING II								
Wc 27/02	UK – capital cities Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.			Drawing – revisit Critique the work of Steven Wiltshire	Info Technology Questioning Unit 2.4 5 lessons	Charanga Zootime	Is it True that Jesus came back to life?	Music and Movement/ Dance Be able to create imaginative moves for a dance. Find ways to express feeling Respond to music. Multi Skills Improve fitness levels AND Games – Cricket Developing games skills with a cricket focus
Wc 06/03								
Wc 13/03		Significant People and events. WHO ? Queen Victoria ? Use information to describe the past. Describe the differences between then and now.		Collage – Create collages featuring different materials. Explain choices of materials. Use collage to illustrate interpretations of music, literature etc.				
Wc 20/03		Look at evidence to give and explain reasons why people in the past may have acted in the way they did. Recount the main events from a significant event in history. Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past. Identify different ways in which the past is represented. Ask questions about the past. Use a wide range of information to answer questions.						
Wc 27/03		Describe objects, people or events in history.						
SUMMER I - SATS								
Wc 17/04			Living Things and their Habitats During this unit, learners will discover more about natural habitats and the organisms that live within them. By studying various habitats, locally and globally, your learners will be able to consider how the habitat maintains itself through its food chain. The unit delves further, by exposing learners to some of the dangers that habitats, such as the ocean, face from human impacts. Opportunities arise within the unit to observe, draw and make miniature habitats, as well as the chance to be responsible by performing a litter picking exercise around your environment!	Mechanisms Levers, pivots moving vehicles form a net Carriages for King's coronation	Info Technology Creating Pictures Unit 2.6 5 lessons	Charanga Friendship song	Why should we care for the world?	Gymnastics Perfect jumping skills. Refine forward rolls. Use a Gymnastic menu to link a balance, shape, roll and jump into a sequence. AND Games: Making up games
Wc 24/04								
Wc 01/05								
Wc 08/05						Mr Clark End of year production		
Wc 15/05	Seasonal Changes Identify Seasonal and daily weather patterns in the UK							

Wc 22/05				Structures - Den building – after SATS				
SUMMER II								

Wc 05/06			Plants – Growth and Care This unit is all about understanding plants in more depth. It builds upon Year 1 units by encouraging children to think more scientifically about how and why plants grow as they do, as well as recognising the journey from seed to flowering plant. Learners discover for themselves by observing plant growth and setting fair tests with variables to understand the best conditions for growth. Added to this, children are encouraged to appreciate the importance of plants and how they are vital in our lives.	Clay Make a clay pot with advancing techniques – coiling, rolling, cutting. Explore shaping. Margaret Galway	Info Technology Presenting Ideas Unit 2.8 4 lessons	Mr Clarke End of year production	Can we be good all the time?	Swimming 1 week
Wc 12/06								Music and Movement/ Dance
Wc 19/06								AND
Wc 26/06								Games Develop skills of running and athletics
Wc 03/07		Significant People and events. WHO ? Use information to describe the past. Describe the differences between then and now. Look at evidence to give and explain reasons why people in the past may have acted in the way they did. Recount the main events from a significant event in history. Look at and use books and pictures, stories, eye witness accounts, pictures, photographs, artefacts, historic buildings, museums, galleries, historical sites and the internet to find out about the past. Identify different ways in which the past is represented. Ask questions about the past. Use a wide range of information to answer questions. Describe objects, people or events in history.		Photography Build on previous photographing skills – framing, perspective. Editing. Photograph a balance of things. Macrophotography. Karl Blossfeldt				
Wc 10/07								
Wc 17/07 3 days								