

	<p><b>Important People</b> Great Fire of London, Florence Nightingale</p>
Place and Time	<p>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]</p> <p>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]</p>
Science and Technology Year 1 Year 2	<p>Computing - 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.</p>
Arts and Creativity	<p><b>Children to make a London house. Children will look at the work of Paul Klee to design an image of London.</b></p> <ul style="list-style-type: none"> <li>- to use a range of materials creatively to design and make products</li> <li>- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>- about the work of a range of artists,</li> <li>- 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.</li> </ul> <p>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.</p>
Language, Oracy and Literacy	<p>Diaries, recipes, sequencing events, descriptions</p>
Citizenship and Ethics	<p>New Beginnings – School classroom rules Laws Living in a democracy Health and safety</p>

Physical and Emotional Health	Gymnastics 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
Faith and Beliefs	Unit 9 – talking about God: Christianity
Educational Visits	RAF Fire Museum

	<b>Light it up</b>
Place and Time	<p>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]</p> <p>Locational Knowledge- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>
<p>Science and Technology</p> <p>Year 1</p> <p>Year 2</p>	<p>Seasonal Changes -</p> <ul style="list-style-type: none"> <li>- observe changes across the four seasons</li> <li>- observe and describe weather associated with the seasons and how day length varies.</li> </ul> <p>Computing- create and debug simple programs</p>
Arts and Creativity	Music - Learn to sing and to use their voices and perform.
Language, Oracy and Literacy	<p>Descriptions, Feelings, Letters to Father Christmas</p> <p>Role Play – Light house and The Sea</p> <p>Nativity</p>
Citizenship and Ethics	<p>Getting on and Falling Out/ Say no to Bullying.</p> <p>Making decisions</p> <p>Democracy</p>
Physical and Emotional Health	<p>Gymnastics</p> <p>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</p>
Faith and Beliefs	Unit 3 – Visiting a Christian Church – The Christmas Story: Christmas in Church

Educational Visits	Year 1 - RE – Visiting a Christian Church
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	<b>Tell me a story</b>
Place and Time	
Science and Technology Year 1 Year 2	Computing - use logical reasoning to predict the behaviour of simple programs
Arts and Creativity	Children to look at the illustrator Quentin Blake to draw in the same style. To compare to Axel Sheffler (Gruffalo)  - 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.  Music - To create and compose music on their own and with others, use technology appropriately
Language, Oracy and Literacy	Story Writing. Traditional Tales (Make Gingerbread) Role Play – Hansel and Gretel House.
Citizenship and Ethics	Going for Goals - Looking after money - Responsibilities
Physical and Emotional Health	Dance - perform dances using simple movement patterns.
Faith and Beliefs	Unit 4 – What can we find out about the Bible?
Educational Visits	Story Teller in school

	<b>Green Fingers</b>
Place and <b>Time</b>	
<b>Science and Technology</b> Year 1 Year 2	<p>Plants –</p> <ul style="list-style-type: none"> <li>- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>- identify and describe the basic structure of a variety of common flowering plants, including trees.</li> <li>- observe and describe how seeds and bulbs grow into mature plants</li> <li>- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul> <p>Everyday Materials –</p> <ul style="list-style-type: none"> <li>- distinguish between an object and the material from which it is made</li> <li>- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>- describe the simple physical properties of a variety of everyday materials</li> <li>- compare and group together a variety of everyday materials on the basis of their simple physical 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 the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul> <p>Living things and their habitats –</p> <ul style="list-style-type: none"> <li>- identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>- 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.</li> </ul> <p>Computing - understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p>
Arts and Creativity	<p>Children to look at the artist Andy Goldsworthy</p> <ul style="list-style-type: none"> <li>- 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.</li> </ul> <p>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.</p>
Language, Oracy and Literacy	<p>Non-fiction about plants and trees. Poetry.            Role Play – Garden Center.</p>

Citizenship and Ethics	Good to be me - career choices - jobs of people we know
Physical and Emotional Health	Multi skills -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
Faith and Beliefs	Unit 5 – Stories of authority for Christians – The Easter Story.
Educational Visits	

	<p><b>Around the world in 80 days</b>  Christopher Columbus    Famous buildings  Aeroplane flight    Pirates.</p>
<p>Place and Time</p>	<p>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]</p> <p>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]</p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>- name and locate the world's seven continents and five oceans</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>- 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</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>- 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</li> <li>- 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.</li> </ul>
<p>Science and Technology  Year 1  Year 2</p>	<p>Computing - use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>
<p>Arts and Creativity</p>	<p>Watercolour background and a famous building silhouette/ animals/ transport.</p> <ul style="list-style-type: none"> <li>- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul> <p>Music - 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.</p>

Language, Oracy and Literacy	Fiction and Non Fiction Stories from other cultures and traditions.
Citizenship and Ethics	Relationships - Family Friends and other adults
Physical and Emotional Health	Multi skills - 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
Faith and Beliefs	Unit 7 – Belonging in a Christian Community: worship and prayer at home and in Church.  <i>Connect Learning with the local community (Charity)</i>
Educational Visits	Year 2 – RE – Invite Mr Solomon in/Visit Synagogue in Grimsby.

	<b>Splish Splash!</b>
Place and Time	
Science and Technology Year 1 Year 2	<p>Animals including Humans</p> <ul style="list-style-type: none"> <li>- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>- identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> <li>- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> <li>- notice that animals, including humans, have offspring which grow into adults</li> <li>- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul> <p>Living things and their habitats</p> <ul style="list-style-type: none"> <li>- explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>- 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</li> </ul> <p>Computing - recognise common uses of information technology beyond school</p>
Arts and Creativity	<p>Mural using small coloured tiles. Under the sea. (In the style of Gaudi)</p> <ul style="list-style-type: none"> <li>- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>- 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.</li> </ul> <p>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.</p>
Language, Oracy and Literacy	<p>Non-fiction books about Animals. Descriptions.</p> <p>Role Play – Seaside. Ice Creams</p>
Citizenship and Ethics	<p>Changes –</p> <ul style="list-style-type: none"> <li>- Looking at growing up</li> <li>- Transition to new class</li> </ul>

Physical and Emotional Health	Athletics 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
Faith and Beliefs	Unit 7 - Belonging in a Christian Community: Baptism and weddings.
Educational Visits	The Deep Year 1 - RE – Wedding in Church