	Year One		
Subjects	Term 1	Term 2	Term 3
	Carnival of the Animals **Outcome**: Being an Expert in some form	Disguises and Surprises- Mr Ben **Outcome:** Fashion Show	Part 1: Local History **Outcome:** Museum Part 2: Weather **Outcome:** Weather Report
Main Subjects Covered within this unit (**Bold**)	**Science**, Geography, History, **Art & Design,** D&T, **Music**, Computing	**Science**, Geography, **History, Art & Design, D&T**, Music, Computing	Part 1: Science, **Geography, History**, Art & Design, D&T, Music, Computing, *Part 2:* **Science, Geography**, History, Art & Design, D&T, Music, Computing,
English	• Narrative: Story…how a…got a… • Labels, list & captions: • Information texts: Animal • Poetry: Performance about animals	• Narrative: Fantasy Worlds (Where the Wild Things Are) • Recount: Day in Mr Benn	<u>Local History</u> Narrative: Familiar Settings (Funny bones) <u>Weather</u> Instructions Poetry: Sound poems
Science	<u>Year 1 Animals including Humans</u> Pupils should be taught to: ▪ 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) ▪ identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	<u>Year 1 Everyday Materials</u> Pupils should be taught to: ▪ 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.	Weather Topic <u>Year 1 Plants</u> Pupils should be taught to: ▪ 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. <u>Year 1 Seasonal Changes</u> Pupils should be taught to: ▪ observe changes across the four seasons ▪ observe and describe weather associated with the seasons and how day length varies.
Geography	<u>Human and Physical Geography</u>		Weather:

	▪ 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 Geographical Skills and Fieldwork • Ge1/1.4d 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.		Human and Physical geography ▪ Ge1/1.3a 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 Ge1/1.3b 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** **Location Knowledge** ▪ Ge1/1.1a name and locate the world's 7 continents and 5 oceans ▪ Ge1/1.1b name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
History		**Clothes through time** ▪ Hi1/1.1 changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Local History: ▪ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life – **Visitors from families** ▪ significant historical events, people and places in their own locality. **Whittle/Wycliffe**

Computing Safe use of ICT across year	<u>**What are Computers?**</u> **Making a fact file about an animal** <u>**Card Creators –**</u> **Christmas card designs using the internet to select images** • Co2/1.5 recognise common uses of information technology beyond school • Co2/1.6 use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies	<u>**Programming Toys**</u> **– Fantasy World.** **Navigate a roamer or an on stage image around the screen** ▪ Co2/1.1 understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions ▪ Co2/1.2 create and debug simple programs **Design a front cover for their English** ▪ Co2/1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content	**Weather Forecast** ▪ Co2/1.5 recognise common uses of information technology beyond school ▪ Co2/1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content <u>**Introducing to Coding**</u> ▪ Co2/1.1 understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions ▪ Co2/1.2 create and debug simple programs ▪ Co2/1.3 use logical reasoning to predict the behaviour of simple programs
Music	**Songs with animal sounds** • Mu1/1.2 play tuned and untuned instruments musically • Mu1/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music **Carnival of the Animals - Musical Instrument families** • Mu1/1.3 listen with concentration and understanding to a range of high-quality live and recorded music **Nativity** ▪ Mu1/1.1 use their voices expressively and creatively by singing songs(and speaking chants and rhymes		**Sound Effects for Weather Report** ▪ Mu1/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music

	with the performance poetry)		
Design and Technology		**Making an item of clothing for a fashion show** **Design** DT1/1.1a design purposeful, functional, appealing products for themselves and other users based on design criteria DT1/1.1b generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology **DT1/1.2 Make** DT1/1.2b select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics **DT1/1.3 Evaluate**	

		DT1/1.3a explore and evaluate a range of existing products	
		DT1/1.3b evaluate their ideas and products against design criteria	
		Links to RE: create a dish food around the world for Mr Benn	
		Cooking and Nutrition	
		DT1/2.1b understand where food comes from.	
Art and Design	**Andrew Goldsworthy Leaf Animals** ▪ Ar1/1.4 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. **Rousseau** ▪ Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space **Carnival of the Animals** ▪ Ar1/1.1 to use a range of materials creatively to design and make products ▪ Ar1/1.2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	**Creating a costume for fashion show** ▪ Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ▪ Ar1/1.4 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.	

	Year Two		
Subjects	Term 1	Term 2	Term 3
	<u>Fear, Fire and Flames</u> **Outcome**: Story Telling Event	<u>Mini-Beasts and More</u> **Outcome:** Creating a Bug Hotel	<u>Commotion in the Ocean</u> **Outcome:** Travel Agents
Main Subjects Covered within this unit (**Bold**)	**Science**, Geography, **History, Art & Design**, D&T, Music, Computing,	**Science**, Geography, History, Art & Design, **D&T, Music**, Computing,	**Science, Geography**, **History, Art & Design**, D&T, Music, Computing,
English	• Narrative: Adventure Story (Dragon) • Newspaper: Great Fire of London • Poetry: Christmas/Rhyme performance	• Narrative: Stories with familiar settings (Where the Wellies take me/Lob) • Information Text: Mini-beasts • Poetry: Descriptive (Really Looking)	• Narrative: Aboriginal Legend • Persuasive: Leaflet • Recount: Diary (Cook)
Science	**Uses of Everyday Materials** Pupils should be taught to: ▪ identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses ▪ find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	**Living Things:** Pupils should be taught to: ▪ explore and compare the differences between things that are living, dead, and things that have never been alive ▪ 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.	**Materials** Pupils should be taught to: ▪ 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 different types of food, and hygiene.

		Plants Pupils should be taught to: ▪ 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.	
Geography	<u>Human and Physical Geography</u> Use basic <u>geographical vocabulary</u> to refer to: ▪ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <u>Geographical Skills and Fieldwork</u> ▪ Ge1/1.4c 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 **(Great Fire of London)**	<u>Geographical Skills and Fieldwork</u> ▪ 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.	<u>Locational Knowledge</u> ▪ name and locate the world's seven continents and five oceans <u>Place knowledge</u> ▪ 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 **(Australia)** <u>Human and Physical Geography</u> Ge1/1.3b 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 **(Great Barrier Reef)**

History	• 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		**Captain Cooke** • 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 • 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]
Computing Safe use of ICT across year		**'A Bug's Life'** record bug hunt data and upload data. • Co2/1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content • Co2/1.5 recognise common uses of information technology beyond school **Produce an algorithm verbally for taking photograph** **Coming to Life** – children to write instructions for bug to move from one place to another (Scratch) • Co2/1.1 understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • Co2/1.2 create and debug simple programs • Co2/1.3 use logical reasoning to predict the	**Commotion in the Ocean – email to ask an expert** • Co2/1.6 use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies • Co2/1.5 recognise common uses of information technology beyond school **Powerpoint – images from the internet** • Co2/1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content **Computer Game Designers** • Co2/1.1 understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions

		behaviour of simple programs	• Co2/1.2 create and debug simple programs • Co2/1.3 use logical reasoning to predict the behaviour of simple programs
Music	**Nativity** ▪ Mu1/1.1 use their voices expressively and creatively by singing songs and (speaking chants and rhymes with Christmas poetry)	**Create music for the 'Ugly Bug Ball'** ▪ Mu1/1.2 play tuned and untuned instruments musically ▪ Mu1/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music	
Design and Technology		**Make Bug Hotel** Design ▪ DT1/1.1a design purposeful, functional, appealing products for themselves and other users based on design criteria ▪ DT1/1.1b generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	

		Make - DT1/1.2a select from and use a range of tools and equipment to perform practical tasks Evaluate - DT1/1.3a explore and evaluate a range of existing products - DT1/1.3b evaluate their ideas and products against design criteria	
Art and Design	**Making Dragons** - Ar1/1.1 to use a range of materials creatively to design and make products - Ar1/1.2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	**Georgia O'Keeffe (Plants), Photography and Scientific Sketching (Leonardo Da Vinci)** - Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - Ar1/1.4 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.	**Aboriginal Art** - Ar1/1.4 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.