

CYCLE A

Autumn			
Autumn 1 - Under the Sea			
<p>Literacy: Instructions How to make a sandcastle (1 week) The Little Mermaid film Character Description - Ursula (1 week) Setting Description - Ursula's Cave (2 weeks) Character Description - Ariel (1 week) Non-Fiction Text - Sharks (2 weeks)</p> <p>Maths: YR1 - Place Value (3 weeks) Addition (2 weeks) Subtraction (2 weeks) YR2 - Place Value (3 weeks) Addition and Subtraction (4 weeks)</p> <p>Geography - Investigating our local area 1. To locate where our school is on a map. 2. To know why people in my local area travel in different ways. 3. To identify features in my local area. 4. To create a simple map. 5. To compare two different areas in MK. 6. To use compass directions to navigate.</p> <p>Trip: Walk to see seasonal changes, woodland and local area.</p>	<p>Science: YR1 - Everyday Materials 1. Identify and name a variety of everyday materials. (wood, glass, metal, rock, plastic, brick, fabric, wool, card, paper) 2. To distinguish between an object and the material from which it is made. 3. To describe properties of materials. (hard/ soft, bendy/ stiff, flexible, strong/ weak, rough/ smooth, shiny/ dull) Seasonal changes - Autumn. 4. To identify the 4 seasons in the year. 5. To describe autumn weather in relation to clothes suitable for autumn. 6. To describe the changes to plants, trees and animals in autumn.</p> <p>YR2 - Living Things and Habitats 1. To identify and classify things that are alive, dead and never lived. 2. To name plants and animals in a familiar habitat - Urban, coast and Pond. 3. To name plants and animals in a familiar habitat - Woodland (visit a local woodland) 4. To identify and describe microhabitats. 5. To name plants and animals in an unfamiliar habitat (polar, desert, ocean, rainforest) 6. To identify food chains in different habitats</p>	<p>RE: Key Figures and beliefs 1. To know who Jesus was. 2. To understand how Jesus showed Christian values through his actions. 3. To understand how Christians show their thanks through prayer. 4. To know the early history of Judaism and the importance of Abraham 5. To understand who Moses is and the story of his life. 6. To understand the importance of the Sabbath to Jewish people.</p> <p>Art: Concentric Circles 1. To explore the work of Wassily Kandinsky. 2. To know how to use colour to represent mood. 3. To understand how to create secondary colours from primary colours. 4. To explore different techniques for collage. 5. LO: To design an abstract work of art inspired by Kandinsky. 6. To recreate Kandinsky's concentric circles. 7. To evaluate my abstract work of art inspired by Kandinsky.</p> <p>PSHE: Feelings, emotions and opinions 1. Recognise basic emotions 2. Respond to the emotions of others 3. Know the difference between secret/surprises 4. Know what to do if a secret makes you uncomfortable 5. Know that people have different likes/dislikes 6. Know how to respond appropriately to others</p>	<p>Music: YR1 - Ourselves - Exploring Sounds 1. To create and respond to vocal sounds 2. To explore how to change sounds 3. To explore descriptive sounds, and create and place vocal and body percussion sounds Number - Beat 4. To recognise and develop a sense of steady beat using voices and body percussion 5. To Identify and perform changes in tempo 6. To identify and keep a steady beat using movement, body percussion and instruments</p> <p>Music: YR2 - Ourselves - Exploring Sounds 1. To create and respond to vocal sounds and body persuasion 2. To develop the use of vocal sounds to express feelings, notating pitch shape and duration using simple line graphics 3. To understand the structure of call and response songs Toys - Beat 4. To know how to keep a steady beat at different speeds 5. To develop a sense of steady beat through chant, actions and instruments 6. To perform a steady beat and changing tempo and responding to images</p> <p>Computing: YR1 - mouse, keyboard and typing 1. To know how to use a mouse. 2. To know how to drag objects around on screen. 3. To know how to start and manipulate apps and windows. 4. To know how to save and open a file. 5. To know how to type a sentence. 6. To know how to copy and paste. 7. To know how to use a word processor to create writing.</p> <p>Computing: YR2 - Basic word processing 1. To know how to place typing on the page. 2. To know how to change the case of letters. 3. To know how to format text. 4. To know how to cut, copy and paste text. 5. To know how to arrange and organise text around other content. 6 and 7. To know how to create a document using a word processor (2 sessions).</p>

CYCLE A

Autumn			
Autumn 2 - The Great Fire of London			
<p>Literacy: Toby and the Great Fire of London Retell the beginning (1 week) Instructions - Fire Drill (1 week) Write own dilemma for Toby (1 week) Diary Entry for Toby (2 weeks) Poetry (1 week)</p> <p>Maths: YR1 - Shape (1 week) Place Value (4 weeks) Addition and Subtraction (1 week) Problem Solving (1 week) YR2 - Money (2 weeks) Multiplication (2 weeks) Length and Height (1 week) Place Value (1 week)</p> <p>History: The Great Fire of London 1. To know when and where the GFOL happened. 2. To know why GFOL happened 3. To know who Samuel Pepys was and why he was important. 4. To know how the GFOL changed London. 5. To know the differences and similarities between the fire services then and now.</p> <p>Trip: Fire Service</p>	<p>Science: YR1 - Everyday Materials 1. To investigate the properties of materials. (waterproof and absorbent) 2. To sort materials based on their properties. Hard and soft/ Bendy and stiff 3. To sort materials based on their properties. Rough and smooth/ shiny and dull Seasonal changes - Winter 4. To describe weather in winter in relation to clothing suitable for winter. 5. To describe the changes to plants, trees and animals in winter. 6. To know that daylight hours are shorter in winter than in summer.</p> <p>YR2 - Uses of Everyday Materials 1. To know how everyday materials are used. 2. To identify properties of materials 3. To identify and explain the suitability of materials. 4. To identify and compare the suitability of materials.- Best materials for a teddy bear. 5. To investigate how some materials can be changed. 6. To investigate materials - Best material for an acrobat's costume (flexible, stretchy, twisting)</p>	<p>RE: Christmas and Hanukkah stories 1. To understand why religious festivals are celebrated. 2. To understand the Hanukkah story. 3. To understand why Hanukkah is important to Jewish people. 4. To understand the Nativity story. 5. To understand why Christmas is important to Christian people. 5. To know the importance of the gifts given to Jesus.</p> <p>Art: Self-portraits Sculptures 1. To explore different types of sculpture. 2. To understand and sketch the proportions of the face. 3. To develop techniques with clay. 4. To design and sculpt a self-portrait face shape out of clay. 5. To add detail to and finish a sculpture self-portrait. 6. To evaluate a sculpture self-portrait.</p> <p>PSHE: Anti-bullying 1. Know that people can be physically hurt 2. Know that people can be emotionally hurt 3. Know what to do when people are being unkind 4. Know who to go to for help 5. Recognise types of bullying and know that bullying can be centred in differences (race, religion, likes, disability etc) 6. Know what to do if someone is being bullied</p>	<p>Music: YR1 - Animals - pitch 1. To understand pitch, and making high and low vocal sounds 2. To understand pitch by singing a song with contrasting high and low melodies 3. To explore and develop an understanding of pitch using voice and body movements Weather - exploring 4. To explore and control dynamics (volume), duration and timbre with voices, body percussion and instruments 5. To control duration and dynamics using voices, body persuasion and instruments 6. To identify a sequence of sounds (structure) in a piece of music</p> <p>Music: YR2 - Our land - exploring sound 1. To explore timbre and texture to understand how sounds can be descriptive 2. To listen to and identify contrasting sections of descriptive music 3. To rehearse and refine to develop a performance, and evaluate a composition Our bodies - beat. 4. To recognise and respond to a steady beat and a rhythm ostinato pattern 5. To recognise, respond and play steady beats at different tempi 6. To perform rhythmic patterns to a steady beat on percussion</p> <p>Computing: YR1 - Digital painting and art 1. To know how to select and change colours. 2. To know how to select and change tools. 3. To know how to use the undo and redo buttons. 4. To know how to create shapes and patterns. 5. To know how to select, copy and paste. 6. To know how to create sequential pictures for a story.</p> <p>Computing: YR2 - Introduction to Scratch and Animation 1. To know how a repeat block works. 2. To know how to use a repeat to make an algorithm. 3. To know how to repeat parts of an algorithm. 4. To know what a conditional is. 5. To know how to use selection within algorithms. 6. To use logic to fix (debug) code.</p>

CYCLE A

Spring

Spring 1 - St Lucia

<p>Literacy: How Anansi got his stories Retell part of the story (1 week) Diary entry on Anansi (1 week) Non-fiction Text Spiders (2 weeks) How Anansi got skinny legs Newspaper Report (2 weeks)</p> <p>Maths: YR1 - Addition and Subtraction (2 weeks) Length and Height (2 weeks) Place Value (2 weeks) YR2 - Division (2 weeks) Statistics (2 weeks) Shape (2 weeks)</p> <p>Geography: St Lucia 1. To know where the UK and St Lucia are on a map. 2. To know about the weather in St Lucia. 3. To know about the human features of St Lucia. 4. To know about the natural features of St Lucia. 5. To know how land is used in St Lucia - food</p> <p>Trip: Caribbean Food tasting and storyteller.</p>	<p>Science: YR1 - Scientific Enquiry 1. To know how to record results - making sandcastles 2. To know how to make a prediction (bendy/ flexible) 3. To know how to record results (waterproof material) 4. To know how to record results (smoothest material) 5. To carry out an investigation (hardest material)</p> <p>YR2 - Animals inc Humans - Ourselves 1. To identify 5 different food groups. 2. To identify when a meal is balanced. 3. To identify how we can keep ourselves clean. 4. To investigate what happens if we don't wash our hands. (bread) 5. To investigate what happens when we sneeze. 6. To understand the impact of exercise on our bodies.</p>	<p>RE: Sacred Texts 1. To know that the Bible is a sacred text to Christians. 2. To know the Torah is a sacred text to Jews 3. To know how the Torah began and how it is used today. 4. To know the Bible and Torah contains prayers. 5. To know that the Bible and Torah contains rules for Christians and Jews to follow.</p> <p>DT: Fruit salad 1. To know how to research a product. 2. To know how to evaluate products based on preferences. 3. To know how to use a knife to prepare fruits. 4. To know how to create an edible product from given criteria. 5. Knows how to use a sharp knife safely. 6. Can choose appropriate tools based upon the ingredients. 7. To know how to evaluate a design.</p> <p>PSHE: Healthy Living 1. Recognise the features of a healthy lifestyle. 2. Know the benefits of physical activity and healthy eating 3. Understand the importance of dental hygiene 4. Recognise the importance of personal hygiene. 5. Understand how to keep themselves clean with good hygiene practices. 6. Identify likes and dislikes</p>	<p>Music: YR1 - Machines - beat 1. To sequence sounds then play and maintain a steady beat 2. To play a steady beat and at different speeds 3. To play a steady beat and control changes in speed Seasons - pitch 4. To identify changes in pitch and respond to them with movement 5. To relate changes to graphic symbols and performing pitch changes vocally 6. To listen and respond to a falling pitch signal</p> <p>Music: YR2 - Animals - pitch 1. To identify and respond to changes in pitch, upwards and downwards 2. To understand and perform upwards and downwards pitch direction 3. To play pitch lines on tuned percussion, combing pitch change with changes in other elements/dimensions</p> <p>Number - beat 4. To understand and differentiate between beat and rhythm 5. To perform simple rhythms using movement and percussion 6. To perform a steady beat and simple rhythms using movement and body percussion</p> <p>Computing: YR1 - Unplugged algorithms 1. To know what an algorithm is. 2. To know how algorithms are used. 3. To know how to organise information to create algorithms. 4 and 5. To know how to break down something into different parts for coding. (2 Sessions)</p> <p>Computing: YR2 - Simple Scratch Game 1. To know that selection is used to make things happen. 2. To know how to use selection to create algorithms. 3. To know how to use a repeat block. 4. To know how to use a repeat block to create a loop. 5. To debug code so it works as intended. 6. To digitally share work and feedback with other users.</p>
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CYCLE A

Spring

Spring 2 - History of Trains

<p>Literacy: Little Red Train - Busy Day Character Description of Duffy (1 week) Newspaper Report (1 week) Narrative (2 weeks) Setting Description - station (1 week)</p> <p>Maths: <u>YR1 -</u> Place Value (1 week) Weight and Volume (2 weeks) Multiplication and Division (1 week) <u>YR2 -</u> Shape (1 week) Fractions (2 weeks) Problem Solving and methods (1 week)</p> <p>History: History of Trains 1. To know the chronology of trains. 2. To know what the first train was and why it was used. 3. To know who George Stephenson was and why he was important (the first train). 4. To know how trains changed people's lives. 5. To compare Modern trains to older trains.</p> <p>Trip: Train journey (to Bedford)</p>	<p>Science: YR1 - Animals inc Humans 1. To identify, name and label different parts of the human body. 2. To know which body parts are associated with each sense 3. To identify senses on a walk. Seasonal Changes - Spring 4. To describe weather in spring in relation to clothing suitable for spring. 5. To describe the changes to plants, trees and animals in spring.</p> <p>YR2 - Scientific Enquiry 1. Sweets and hands - bigger the hand the more sweets you can pick up. 2. What would be the most suitable material for a waterproof jacket? Charles Macintosh. 3. What type of paper would be best for making a shopping bag? Link to sustainability - Margaret Knight 4. Can people with the longest legs run the fastest? 5. The larger the feet, the taller the person investigation.</p>	<p>RE: Jewish and Christian Values 1. To identify values you believe are important. 2. To identify rules that people may live their lives by, 3. To understand the value of gratefulness. 4. To understand the value of honesty/repentance. 5. To understand the value of kindness/righteousness (including tzedakah).</p> <p>DT: Moving Train 1. To know how to use a brief to design a product. 2. To know what makes a simple system of axles work. 3. To know how to choose the right materials and tools. 4. To know how to use design criteria. 5. To know how to create a system of simple axles. 6. To know how to create a product from a design.</p> <p>PSHE: Ways of Keeping Physically and Emotionally safe 1. Understand what safe means. 2. Recognise how to be safe with hazardous cleaning products. 3. Identify who looks after them (keeps them safe) at home and school including emergency services (999) 4. Understand what a secret is and how to respond to secrets appropriately. 5. Know how to be safe online (e-safety) and understand the term privacy and what it means to them 6. Recognise the importance of rules in keeping people safe</p>	<p>Music: YR1 - our school - exploring sounds 1. To explore different sound sources and materials 2. To analyse the dynamics and duration of sounds around the school and explore these on instruments 3. To create a soundscape as part of a song performance pattern - beat 4. To mark a steady beat with voices and body percussion 5. To explore different ways to emphasise the first beat in a repeating pattern or metre 6. To explore different ways to emphasise beats to form a group (metre)</p> <p>YR2 - story time - exploring sounds 1. To combine sounds to create a musical effect 2. To explore voices to create descriptive musical effects 3. To combine sounds to create a musical effect and perform to an audience</p> <p>Seasons - pitch. 4. To sing with expression, paying attention to the pitch shape of the melody 5. To identify rising and falling pitch 6. To listen and respond to pitch changes with movements</p> <p>Computing: YR1 - Online Safety 1. To know how the internet can be used. 2. To know rules that can keep you safe on the Internet. 3. To know what information is personal. 4. To know how to identify people who are trustworthy. 5. To know what cyberbullying is. 6. To know the main ideas in online safety.</p> <p>Computing: YR2 - Computers and Technology 1. To recognise information technology around us. 2. To know what a computer is. 3. To know that computers can be connected in a network. 4. To know the basic functions of a computer. 5. To know the different parts of a tablet device. 6. To know how to login to a computer and access shared folders. 7. To know how to keep safe online.</p>
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CYCLE A

Summer			
Summer 1 - Superheroes			
<p>Literacy: Supertato Newspaper Report (1 week) Letter (2 weeks) Job Description (1 week) Recount of superhero day (1 week)</p> <p>Maths: YR1 - Multiplication and Division (2 weeks) Fractions (2 weeks) YR2 - Problem Solving and methods (2 weeks) Time (2 weeks)</p> <p>Geography: Us and the World 1. To know and locate the continents of the world. 2. To name and locate the oceans of the world. 3. To know the 4 countries of the UK. 4. To know the oceans and seas which surround the UK. 5. To identify the characteristics of the 4 countries of the UK</p> <p>Trip: Planting</p>	<p>Science: YR1 - Plants 1. To identify the parts of a common flowering plant 2. To identify parts of different trees. 3. To identify and name common wild plants. 4. To identify and name common garden plants. 5. To identify and name different types of trees (deciduous and evergreen)</p> <p>YR2 - Plants 1. To observe how bulbs and seeds grow over time. 2. To understand the difference between a seed and a bulb. 3. To observe plants and trees in our local area 4. To understand what every plant needs to grow. 5. To record results of an investigation</p>	<p>RE: Symbols and Belonging 1. To know ways in which you belong to different groups. 2. To understand how Christian children belong to their religion. 3. To understand how Jewish children belong to their religion. 4. To know the important symbols for Christians. 5. To know the important symbols for Jews.</p> <p>DT: Superhero puppets 1. To evaluate designs against design criteria. 2. To make decisions about a design based on criteria. 3. To know how to cut material. 4. To know how to use a back stitch/ running stitch. 5. To know how to fix and stitch a pattern. 6. To decorate a product to match a design.</p> <p>PSHE: Rights and Responsibilities 1. Recognise the importance of rules. 2. Know that people have rights (human right 1). 3. Identify key children's rights (1,2,3) 4. Know that people have a responsibility to make sure everyone has their rights. 5. Know they have a responsibility to take turns and share. 6. To know they have a responsibility to protect the feelings and bodies of others.</p>	<p>Music: YR1 - Story time - exploring sounds 1. To understand how music can tell a story 2. To create music that matched an event in a story by playing fast, slow, loud and quiet 3. To rehearse and perform with others Our bodies - beat 4. To perform a steady beat at two different speeds 5. To identify a repeated rhythm pattern and combine this with a steady beat 6. To perform rhythm pattern on body percussion to a steady beat</p> <p>Music: YR2 - Weather - exploring sounds 1. To perform a rhythmic chant and play an independent rhythm pattern to accompany it 2. To perform an updated version of a traditional nursery rhyme with a rap section included 3. To compose music to illustrate a story Pattern - beat. 4. To play different patterns of steady beat within four beats, and matching to a simple score 5. To perform and create simple three-beat rhythms using a simple score 6. To interpret a score to perform different beat patterns with voices and percussion</p> <p>Computing: YR1 - Programming sound 1. To know how to combine code to make algorithms. 2. To know how to create a pattern in an algorithm. 3. To be able to suggest code to complete patterns. 4. To know how to loop a pattern in an algorithm. 5. To be able to use multiple code patterns in a program.</p> <p>Computing: YR2 - Using technology to create 1. To know what devices can be used to take pictures and videos. 2. To know that a digital camera makes pictures into a computer file (digital media). 3. To know how to take a good digital photograph. 4. To know how to organise images from a digital camera on a computer. 5. To know how to use images in a document. 6. To know how to resize and reposition images on a page.</p>

CYCLE A

Summer			
Summer 2 - Kings, Queens and Castles			
<p>Literacy: Recount of Warwick trip (1 week) Job description - Being a knight (1 week) Sword in the Stone - retell (1 week) Information Text - Castles (2 weeks) Poetry (2 weeks)</p> <p>Maths: YR1 - Place Value (1 week) Time (2 weeks) Position and Movement (1 week) YR2 - Position and direction (2 weeks) Mass, capacity and temperature (3 weeks) Investigations (1 week)</p> <p>History: King Charles II & William the Conqueror 1. To know the chronology of Kings and Queens in Britain. 2. To know who William the Conqueror was. 3. To know why was William the Conqueror important. 4. To know who Queen Elizabeth II was and why she was important. 5. To know why King Charles is important.</p> <p>Trip: Warwick Castle</p>	<p>Science: YR1 - Animals inc Humans 1. To identify and name different types of animals. 2. To be able to identify some of the different parts of an animal. 3. To be able to identify and name herbivores, omnivores and carnivores. Seasonal Changes - Summer 4. To describe weather in summer in relation to clothing suitable for summer. 5. To describe the changes to plants, trees and animals in summer. 6. To know that daylight hours are longer in summer than spring.</p> <p>YR2 - Animals inc Humans 1. To identify different animals and their offspring (pets and some farm animals) 2. To identify different animals and their offspring (wild animals) 3. To identify the life cycle of a duck 4. To identify the life cycle of a chicken 5. To identify what animals need to survive. 6. To know how to care for a chicken.</p>	<p>RE: Religious Stories 1. To understand why religious stories are important. 2. To understand the importance of the creation story. 3. To understand the importance of the parable of the lost son. 4. To understand the importance of the parable of the good Samaritan. 5. To understand what we can learn from the actions of Jesus. 6. To know what Jesus taught people.</p> <p>Art: Shields 1. To explore the shields of English monarchs. 2. To explore different ways of printing. 3. To design a patterned shield. 4. To create a template and background for a printed shield. 5. To add detail to and finish a printed shield. 6. To evaluate a printed shield.</p> <p>PSHE: Money and Enterprise 1. Understand why people use money (rather than a barter system) 2. Know that people get paid money for work that they do. 3. Identify the different purposes money is used for. 4. Understand why people save money 5. Recognise that large purchases take time to save for 6. Consider advertisements and their purpose.</p>	<p>Music: YR1 - Travel - performance 1. To combine voices, movement and instruments to perform a chant and a song 2. To keep a steady beat on instruments and create word rhythms 3. To play and combine simple word rhythms Water - pitch 4. To create a picture in sound 5. To understand musical structure by listening and responding 6. To perform a simple repeated pattern</p> <p>Music: Yr2 - Travel - performance 1. To understand pitch through singing, movement and note names 2. To understand melody through songs, movement and performing pitch shapes on tuned instruments 3 To explore and develop an understanding of pitch and use musical scales Water - pitch 4. To explore patterns of physical movement in a game song 5. To combine steady beat and rhythms to accompany a song 6. To prepare and improve a performance using movement, voice and percussion</p> <p>Computing: YR1 - Creating algorithms 1. To know how to code to draw simple shapes. 2. To know how to use a repeat command to draw simple 2d shapes. 3. To know how to loop instructions to draw 2d shapes. 4. To know how to use nested repeat commands to draw patterns. 5. To know how to use functions.</p> <p>Computing: YR2 - Digital Literacy Project 1. To know how to create and save a document. 2. To know how to collect information from the (world wide) web. 3. To know how to use an app to create an illustration for a document. 4. To know how to add image file to a text document. 5. To know how to edit and format a document.</p>