



Year 1

Autumn - Step Right Up
Spring - Turrets and Tiaras
Summer - Yum Yum





Topic - Step Right Up!

Year 1 - Autumn

Subject - Science - Animals including Humans / Plants



Prior Learning	In Reception, children explain what plants need to grow and plant seeds and care for growing plants. They begin to understand the key features of the life cycle of a plant and animals. They also begin to understand the need to respect and care for the natural environment and all living things.
What Comes Next	In Year Two, the children will look at how animals grow. They will look at what living things need to reproduce in order for their species to survive.
Key Vocabulary	Leaves, flowers, blossom, petals, fruit, roots, bulb, seed, trunk, branches, deciduous, evergreen, stem, carnivore, omnivore, herbivore, fish, amphibian, reptile, bird, mammals.

Notes and Guidance	Skills	Knowledge
<p>Pupils should use the local environment throughout the year to explore and answer questions about plants growing in their habitat. Where possible, they should observe the growth of flowers and vegetables that they have planted. They should become familiar with common names of flowers, examples of deciduous and evergreen trees, and plant structures (including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches, and stem). Pupils might work scientifically by observing closely, perhaps using magnifying glasses, and comparing and contrasting familiar plants; describing how they were able to identify and group them, and drawing diagrams showing the parts of different plants including trees. Pupils might keep records of how plants have changed over time, for example, the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants.</p> <p>Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study. Pupils should become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets. Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.</p> <p>Pupils might work scientifically by using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells.</p>	<p>Working Scientifically:</p> <ul style="list-style-type: none">• Ask simple questions• Observe closely, using simple equipment• Identify and classify animals• Use observations and ideas to suggest answers to questions <p>Animals including humans:</p> <ul style="list-style-type: none">• 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) <p>Plants:</p> <ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• A variety of common animals including fish, amphibians, reptiles, birds and mammals• A variety of common animals that are carnivores, herbivores and omnivores.• The names of some fish, birds, mammals, reptiles and amphibians.• A variety of common wild and garden plants, including deciduous and evergreen trees.• That plants can change over time• The basic structure of a variety of common flowering plants, including trees, petals, fruit, roots, bulb, seed, trunk, branches, stem).

Enrichment

During this topic the children will experience a circus workshop this provides the children with an opportunity to learn the skills involved with activities such as scarf juggling, diabolo and plate spinning



Prior Learning	In Reception, children will have learnt about historical events such as Remembrance Sunday, Bonfire Night and Black History month. They will look at famous people who made an impact on these and other events. They will compare objects from the present and the past such as cars in their work on transport.	
What Comes Next	Children in Year 2 will look at holidays to the seaside and how these have changed over time. They will look at how people dress now and how they did when they went on holidays in the past and how activities have changed	
Key Vocabulary	Old, new, earliest, latest, past, present, future, century, newest, oldest, modern, before, after	
Notes and Guidance	Skills	Knowledge
Children will look at how circuses have changed over time. How animals used to be a common sight in circuses but how this is now seen as being unacceptable as it is cruel for the animals. They will look at a famous escape artist of the past and compare him with David Blane from the present day.	<ul style="list-style-type: none"> • Use artefacts, pictures and stories to find out about the past. • Recognise some objects that belong to the past. • Spot old and new things in a picture. • Ask questions and find answers to questions about the past. • Ask questions about old and new objects and spot old and new things in a picture. • Explain how they have changed since they were born. • Place events and artefacts in order on a time-line. • Label time-lines with words or phrases such as past, present, older and newer. 	<ul style="list-style-type: none"> • That there are different types of evidence and sources that can be used to help represent the past. • If a building is old or new and how we can tell. (Look at buildings in the local area.) • The uses of buildings from different time periods. • The similarities and differences between an old circus and a new one. • Who Harry Houdini was, what he did and how he compares to similar people today e.g. David Blaine.
Enrichment During this topic the children will experience a circus workshop this provides the children with an opportunity to learn the skills involved with activities such as scarf juggling, diabolo and plate spinning		



Topic - Step Right Up!
Year 1 - Autumn
Subject - Geography



Prior Learning	Children in Reception will have had the opportunity to look at and make different types of maps. They will have been introduced to aerial photographs and identify different features on them. They will know that there are other countries other than the one they live in.
What Comes Next	In Year 2 –Children in Year 2 will go on to identify the hot and cold areas of the world and locate these on a map and a globe. They will identify where the Equator, North and South pole are on a map and a globe and where the hot and cold areas are in relation to these. They will then identify the features of a hot and cold area.
Key Vocabulary	Map, shop, school, building, town, office, church, supermarket, road, path, near, far, right and left, seasons, spring, summer, autumn, winter,

Notes and Guidance	Skills	Knowledge
<p>Children will look at different types of maps and what they are used for. They will look at aerial photographs and identify key features.</p> <p>They will look at how this can help them make a simple map. Children will begin by looking at their school. They will look at their own classroom and make a map of their classroom and playground before going on a walk into Blackheath and looking at human and physical features that they can see. They will identify the buildings that they can see and what they are used for.</p>	<ul style="list-style-type: none"> • Make a simple map of classroom. • Make a simple map of playground. • Use directional language e.g. near, far, right and left • To locate the town where they live on a map. • To complete a daily weather chart. 	<ul style="list-style-type: none"> • To identify what a map is and what it is used for. • To identify different types of maps- sketch map, road map, world map. • To identify the town that they live in. • To identify key features from an aerial photograph • To identify different types of weather • To identify the four seasons. • To identify signs of autumn- complete a fact file on autumn. • Identify key features of the local environment e.g. town, shop, supermarket, church. • Link human activities to key places e/g shop, supermarket, church. • To identify different types of maps-sketch map, road map, world map.

Enrichment

During this topic the children will experience a circus workshop this provides the children with an opportunity to learn the skills involved with activities such as scarf juggling, diabolo and plate spinning



Topic – Step Right Up!
Year 1 – Autumn
Subject – Religious Education



Prior Learning	In Reception, children have thought about why God, Christmas and Easter are important to Christians. They have also thought about special places for themselves and others.	
What Comes Next	In Year 2, children develop further their knowledge of Christianity by learning more about Christmas and Easter. They also learn about Islam in more depth and learn about holy buildings for different religions.	
Key Vocabulary	Parable, Christians, God, Christmas, Eid, Diwali, celebration, festival	
Notes and Guidance	Skills	Knowledge
<p>UI.1 – ‘What do Christians believe God is like?’</p> <p>UI.12 – ‘What is the ‘good news’ Christians say Jesus brings?’</p> <p>UI.3 – ‘Who celebrates what? How and where? Celebrations that matter in Sandwell: Christians, Muslim, Sikh</p>	<p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify what a parable is Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father. Give clear, simple accounts of what the story means to Christians Tell stories from the Bible and recognise a link with the concept of ‘Gospel’ or good news. Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. Recognise that Jesus instructs people about how to behave. <p>Understand the impact:</p> <ul style="list-style-type: none"> Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others) Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God) <p>Make connections:</p> <ul style="list-style-type: none"> Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas Give a reason for the ideas they have and the connections they make. Think, talk and ask questions about whether Jesus’ ‘good news’ is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas. <p>Make sense of belief:</p> <ul style="list-style-type: none"> Recognise a special time pupils celebrate and explain simply what celebration means Identify and name at least three different religious festivals, giving two facts about each one Identify a belief that connects to a festival, e.g., ‘they do it because they believe...’ <p>Understand the impact:</p> <ul style="list-style-type: none"> Give simple examples of the ways a festival makes a difference e.g. to emotions, to families Talk about features in festival stories that made people feel happy or sad and compare them with pupils’ own experiences Notice and suggest a meaning for some symbols used in the celebrations they learn about e.g. light, water, signs of togetherness <p>Make connections:</p> <ul style="list-style-type: none"> Think, talk and ask good questions about big days in different religions Talk about links between how people celebrate today and old stories Notice and find out about simple similarities: special or sacred food, music, stories, gatherings prayers or gifts 	<p>(UI.1, UI.12)</p> <ul style="list-style-type: none"> What a parable is. Key parables e.g. the lost son and understand what Christians believe God is. Aspects of what people believe God is like and how Christians show their love to God. Stories from the bible and recognise them as ‘good news’ or gospel. The story of ‘Matthew the tax collector.’ How Jesus instructs Christians to behave and some examples of how Christians follow teachings of forgiveness and peace. <p>(UI.3)</p> <ul style="list-style-type: none"> Know what Christmas, Eid and Diwali are and what celebration means. Recognise a belief and how that connects to the festival. Learn about features in festival stories that make people feel happy or sad and compare with pupils own ideas.
Enrichment	During this topic the children will experience a circus workshop this provides the children with an opportunity to learn the skills involved with activities such as scarf juggling, diabolo and plate spinning	



Topic - Step Right Up!
Year 1 - Autumn
Subject - Art & Design



Prior Learning	In Reception, children will have experimented using paint, making marks and printing.
What Comes Next	In Year 3, the children will use materials in artwork again when they complete a weaving unit.
Key Vocabulary	Fold, crumple, tear, overlap, collage, place, shape, fabric, embellish, interpret, tactile, visual, craft makers, designers, design, pattern, texture

Notes and Guidance	Skills	Knowledge
<p>Textile/Collage – Produce a collage of a circus costume (Inspired by Alexander McQueen)</p> <p>Painting – Clown faces (Inspired by Georges Seurat (Pointillism))</p> <p>During this term, the children will complete a textiles/ collage unit where they design and create a picture of a circus costume design inspired by Alexander McQueen.</p> <p>Artists: Alexander McQueen (English Fashion Designer 1969-2010)</p> <p>Georges Seurat (French Impressionist Artist 1859-1891)</p>	<p>Explore, Develop and Evaluate Ideas</p> <ul style="list-style-type: none">Record and explore ideas from first hand observation, experience and imagination.Ask and answer questions about the starting points for their work, and develop their ideas.Explore the work of Alexander McQueen and Georges SeuratExplore the differences and similarities within the work of artists and designersReview what they and others have done and say what they think and feel about itIdentify what they might change in their current work or develop in their future work.comment on work in sketchbook <p>Textiles/Collage</p> <ul style="list-style-type: none">Begin to identify different forms of textilesCut and shape fabric using scissorsBegin to identify different types of textures of fabrics and materials for collageColour sort materials.Use, combine or overlap materials to create an image with support.Use and investigate a variety of visual and tactile materials	<p>Explore, Develop and Evaluate Ideas</p> <ul style="list-style-type: none">About the work of Alexander McQueenThat Alexander McQueen was an English fashion designerWhat 'in the style of' means <p>Textiles/Collage</p> <ul style="list-style-type: none">The names of different textiles (cotton, felt, silk)That textures feel differentWhat a collage isHow to use scissors safelyTo know the terms 'combining' and 'overlapping'

Enrichment

During this topic the children will experience a circus workshop this provides the children with an opportunity to learn the skills involved with activities such as scarf juggling, diabolo and plate spinning



Prior Learning	In Reception, children will have had experience of using construction kits to build towers, experience of using basic tools e.g. scissors with construction card and experience of methods of joining using glue.		
What Comes Next	In Year Two, the children will further explore producing freestanding structures when they design and make houses based on a Great Fire of London theme.		
Key Vocabulary	Slider, lever, pivot, slot bridge/guide, card, masking tape paper fastener, join, pull, push, up, down, straight, curve, forwards, backwards, design, make, evaluate, user, purpose, ideas, design criteria, product, function		
Notes and Guidance		Skills	Knowledge
POAP – Mechanisms, Sliders and Levers Outcome - A toy that a child can use to play with		<p>Designing</p> <ul style="list-style-type: none">• Generate ideas based on simple design criteria and their own experiences, explaining what they could make.• Develop, model and communicate their ideas through drawings and mock-ups with card and paper. <p>Making</p> <ul style="list-style-type: none">• Plan by suggesting what to do next.• Select and use tools, explaining their choices, to cut, shape and join paper and card.• Use simple finishing techniques suitable for the product they are creating. <p>Evaluating</p> <ul style="list-style-type: none">• Explore a range of existing books and everyday products that use simple sliders and levers.• Evaluate their product by discussing how well it works in relation to the purpose and the user and whether	<ul style="list-style-type: none">• Explore and use sliders and levers.• Understand that different mechanisms produce different types of movement.• Know and use technical vocabulary relevant to the project.
Enrichment			
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Topic - Step Right Up!
Year 1 - Autumn
Subject - Music



Prior Learning	In Reception, the children would have learnt how to sing in a group, on their own, increasingly matching the pitch or melody. Sing call and response songs, clap to rhythms and begin to play instruments to music.
What Comes Next	In Year 2, children will learn to sing to short pieces of music in time and in tune. They will show dynamic contrasts and mimic patterns. They will also play classroom percussion showing awareness of articulation and record a composition using a graphic score.
Key Vocabulary	pitch, tempo, unison, rhythm, pulse, percussion, drum, tambourine, triangle, claves, guiro, hand bells, beater, composer

Notes and Guidance	Skills	Knowledge
<p><u>Autumn 1</u> Sing for pleasure: Sing up Build it high</p> <p>Charanga Musitrax 2 pitches: Magic Fingers/ Cobbler Cobbler Chime bars Rhythm Grid – Blobs first</p> <p>Listening: Thunder and Blazes March – Charanga Percussion writer</p> <p><u>Autumn 2</u> Christmas</p>	<ul style="list-style-type: none">• Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to visual directions and counting in• Begin with simple songs with a very small range (2 tones: mi-sol)• Respond to pulse through movement; stepping jumping, walking on tiptoes• Perform copycat rhythms accurately, led by teacher• Listen to sounds – compare high/ low sounds• Sing familiar songs in both high and low voices and talk about the difference in sound• Begin to identify simple repeated patterns• Follow (recognise) graphic notation representing sounds• Explore and invent own symbols	<ul style="list-style-type: none">• Explain the terms pulse, rhythm and pitch• Reflect on music and talk about how it makes people feel, act and move• Respond to different composers and different genres of music

Enrichment

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Topic - Step Right Up!
Year 1 - Autumn
Subject - Computing



Prior Learning	There is no prior learning for this term as the children have used iPad but not been in the ICT suite nor looked at a computer so this is a new topic for the children.
What Comes Next	In Year Two, the children will use the mouse skills that they have learnt in Year One in both Autumn and Spring topic. They will use the mouse to navigate and open a range of apps
Key Vocabulary	Username, password, mouse, left click, Google Chrome, Purple Mash, 2Paint, drawing tool, screen, keyboard

Notes and Guidance	Skills	Knowledge
In this unit, children will learn how to log onto a computer and basic mouse skills. They will navigate Purple Mash and open 2Paint to create a picture. Children will begin to explore the E-Safety SMART rules and uses of technology in life.	<ul style="list-style-type: none">• Type a username and password to log into a laptop.• Guide a mouse and use the left click.• Open Google Chrome.• Search for Purple Mash in a search engine.• Log in to Purple Mash and open the program 2Paint.• Use the drawing tool on Purple Mash to create a picture.• Use the print function to print their picture.• Explain that for most people the internet is an important part of life.• Recognise examples of personal information.	<ul style="list-style-type: none">• The name of each part of a laptop.• What a computer is used for.• What rules there are to stay safe online – SMART Rules.• Personal information should be kept private.

Enrichment

During this topic the children will experience a circus workshop this provides the children with an opportunity to learn the skills involved with activities such as scarf juggling, diabolo and plate spinning



Topic - Step Right Up!

Year 1 - Autumn

Subject - Physical Education (Teacher P.E)



Prior Learning	In Reception, children will have experienced sending a variety of quoits, balls and beanbags. They will have developed their gross motor skills, e.g. jumping, hopping and changing direction. They will have practised walking, running and travelling at different speeds.
What Comes Next	In Year 2, children will improve their running and jumping movements further; jumping for distance and height. They will also be able to hit and return a ball using hands and rackets with more accuracy.
Key Vocabulary	Backwards, distance, far, fast, forwards, furthest, high, hop, link, medium, power, run, sideways, skip, skipping, slow step, straight, throw. Hit, send, stop, collect, net, throw, roll, strike, catch, bowl, feed, pick up, batter, hitter, forehand, backhand, court.

Notes and Guidance	Skills	Knowledge
<p>Autumn 1: Run, Jump and Throw Unit 1</p> <p>Autumn 2: Send and Return Unit 1</p> <p>During autumn term, unit 1 of 'Run, Jump and Throw' and Unit 1 of 'Send and Return' will be delivered.</p>	<p>Run, Jump and Throw Unit 1</p> <ul style="list-style-type: none"> To begin to link running and jumping. To learn and refine a range of running strategies which include varying pathways and speeds. To develop throwing techniques, sending objects over long distances. <p>Send and Return Unit 1</p> <ul style="list-style-type: none"> To send an object with increased confidence using a hand or bat. To be able to move towards a moving ball to return. To send and return a variety of balls. 	<p>Run, Jump and Throw Unit 1</p> <ul style="list-style-type: none"> To know important rules such as waiting your turn between activities, To know how to start and stop at speed and how to run in straight lines at different speeds. To know the link between running and jumping. To know different techniques for throwing. <p>Send and Return Unit 1</p> <ul style="list-style-type: none"> To know how to work with a partner to send and receive. To know how to chase, stop and control balls and other objects. To know different ways of sending a ball and how to move towards a ball to return it. To know how to score points in simple games.

Enrichment

During this topic the children will experience a circus workshop this provides the children with an opportunity to learn the skills involved with activities such as scarf juggling, diabolo and plate spinning



Topic - Step Right Up!

Year 1 - Autumn

Subject - Physical Education (Sports Coach P.E)



Prior Learning	In Reception, children will have developed their gross motor skills, e.g. jumping, hopping and changing direction. They will have practised walking, running and travelling at different speeds and to pieces of music. In autumn term, they practised sending and receiving a range of different types of balls.
What Comes Next	In spring term, children will further develop their dance skills in their 'Turrets and Tiaras' topic. They will continue to develop their football skills in Year 2, when they focus on their control of the ball.
Key Vocabulary	Stretch, swing, mood, feeling, theme, story, static, friendship, start, middle, end. Aim, attack, compete, control, cooperate, receive, restart, sideline.

Notes and Guidance	Skills	Knowledge
<p>Autumn 1: Topic Based Dance</p> <p>Autumn 2: Football skills</p>	<p>Topic Based Dance</p> <ul style="list-style-type: none"> Show some sense of dynamic, expressive and rhythmic qualities. Choose appropriate movements to communicate a mood, idea or feeling. Remember and repeat short dance phrases and simple dances. Vary the way space is used. <p>Football Skills</p> <ul style="list-style-type: none"> Kick a ball. Defend a target. Roll balls. 	<p>Topic Based Dance</p> <ul style="list-style-type: none"> That a dance phrase has a beginning, middle and end. What a repeated motif is and how to perform one of these with a partner. Which rhythmic movement fit different moods or feelings. How to use the space around you effectively. <p>Football Skills</p> <ul style="list-style-type: none"> How to coordinate their eyes and feet coherently. How to block a target effectively The different strengths to be able to roll a ball.

Enrichment

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Prior Learning	By the end of Reception, the children should have learnt the skills and knowledge of self-regulation, managing self-worth and building relationships. They will have learnt different strategies to be resilient, learn about kindness, how to be a good friend and to play with others in a group.
What Comes Next	In Year Two, the children will learn how to label their emotions, identify what makes them feel unique and identify character traits in themselves. They will also understand the importance of finding ways to understand and express their emotions.
Key Vocabulary	Friendship, kind, unkind, teamwork, conflict, problem solving, bullying, diet, exercise, food, sleep, un/healthy, un/well, ill, drug, medicine, tablet, injections, inhaler, adult, stranger, doctor, nurse, dentist, hospital

Notes and Guidance	Skills	Knowledge
<p>Autumn 1 - Healthy Mind Happy Me Unit (Friendships)</p> <p>Autumn 2 - Christopher Winter Project (CWP) - Drugs and Alcohol</p> <p>Through Computing, Science and PE, some of the statutory targets will be delivered through these lessons too. Children in Need/Anti Bullying Week during Autumn Term</p>	<ul style="list-style-type: none"> Identify the characteristics of being a good friend (HMHM) Recognise that people can have different opinions/think differently to others. (HMHM) Identify and understand why working together is important (HMHM) Identify positive strategies that can be used to resolve issues that may arise between friends (HMHM) Think of positive strategies for resolving conflict (HMHM) Identify what a bully is/different types of bullying (Anti bullying week) Think of positive strategies for resolving conflict (HMHM) Identify how to stay healthy. Identify how to stay healthy by regular exercise and choosing a balance diet. How and when to take medicines safely. Identify who should be able to give us medicines. <p><i>Skills/Knowledge for Internet Safety and Harms/Online relationships written on Computing skills and knowledge grids</i></p>	<ul style="list-style-type: none"> What a good friend looks like and how you can be one (BV – mutual respect, tolerance, individual liberty) That different people have different opinions. (BV – mutual respect, tolerance, individual liberty) The importance of teamwork and communication (BV – mutual respect, tolerance, individual liberty, democracy) How to problem solve when issues arise between friends. (BV – mutual respect, tolerance, individual liberty) What different types of bullying look like in and around school and what to do if they suspect someone or they are being bullied. (BV – mutual respect, tolerance, individual liberty) How to problem solve when issues arise between friends. (BV – mutual respect, tolerance, individual liberty) What they can do to ensure a healthy lifestyle (BV – mutual respect, tolerance, individual liberty) The benefits of keeping active lifestyle. Which foods fall into the different food groups to ensure a varied diet? (BV – mutual respect, tolerance, individual liberty) The importance of using medicines as directed by a trusted adult/doctor (BV – mutual respect, tolerance, individual liberty) Why sometimes we have to take medicine. (BV – mutual respect, tolerance, individual liberty)

Enrichment

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Prior Learning	In Reception, children explore collections of materials with similar or different properties. They also learn how environments contrast and describe what they see hear and feel whilst outside.		
What Comes Next	In Year 2, children identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. They also find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.		
Key Vocabulary	Properties, hard, soft, stretchy, stiff, shiny, dull, rough, smooth, bendy, rigid, waterproof, absorbent, opaque, transparent, Spring, Summer, Autumn, Winter		
Notes and Guidance		Skills	Knowledge
<p>Pupils should identify and discuss the uses of different everyday materials so that they become familiar with how some materials are used for more than one thing (metal can be used for coins, cans, cars and table legs; wood can be used for matches, floors, and telegraph poles) or different materials are used for the same thing (spoons can be made from plastic, wood, metal, but not normally from glass). They should think about the properties of materials that make them suitable or unsuitable for particular purposes and they should be encouraged to think about unusual and creative uses for everyday materials.</p> <p>Pupils might find out about people who have developed useful new materials, for example John Dunlop, Charles Macintosh or John McAdam.</p> <p>Pupils might work scientifically by: comparing the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs); observing closely, identifying and classifying the uses of different materials, and recording their observations.</p>		<p>Working Scientifically</p> <ul style="list-style-type: none"> To observe closely, using simple equipment. To perform simple tests. To use observations and ideas to suggest answers to questions. To gather and record data to help in answering questions Seasonal Changes Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. <p>Everyday Materials</p> <ul style="list-style-type: none"> To distinguish between an object and the material from which it is made. To identify and name everyday materials, including wood, plastic, glass, metal, water and rock. To describe the simple physical properties of a variety of everyday materials. To compare and group together a variety of everyday materials based on their simple physical properties. 	<p>Everyday Materials</p> <ul style="list-style-type: none"> The difference between hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent.
<p>Enrichment</p> <p>During this topic the children spend a day at Warwick Castle.</p>			



Prior Learning	In Reception, children will have learnt about historical events such as Remembrance Sunday, Bonfire Night and Black History month. They will look at famous people who made an impact on these and other events. They will compare objects from the present and the past such as cars in their work on transport.		
What Comes Next	Children will look at seaside holidays in the past. They will learn that these were a Victorian invention. They will compare Queen Victoria with Queen Elizabeth II		
Key Vocabulary	Old, new, earliest, latest, past, present, future, century, newest, oldest, modern, before, after		
Notes and Guidance		Skills	Knowledge
Children will look at the modern-day royal family and then look at kings and queens from the past such as Queen Elizabeth I and William the Conqueror. They will recognise key facts about each and place them on a timeline. They will look at castles, naming the different parts and how they were built. They will go on an educational visit to Warwick Castle.		<ul style="list-style-type: none"> • Use artefacts, pictures and stories to find out about the past. • Recognise some objects that belong to the past. • Spot old and new things in a picture. • Ask questions and find answers to questions about the past. • Ask questions such as: What happened? How long ago? • Ask questions about old and new objects and spot old and new things in a picture. • Place events and artefacts in order on a time-line. • Label time-lines with words or phrases such as past, present, older and newer. • Use words and phrases like old, new and a long time ago. • Talk, write and draw about things from the past. • Begin to use role-play to communicate their knowledge about the past. 	<ul style="list-style-type: none"> • That there are different types of evidence and sources that can be used to help represent the past. • That there is a royal line of succession and where Prince George's place on that line is. • The names of some key royals in history (Queen Elizabeth I, Queen Elizabeth II, William the Conqueror) and where they fit on a timeline. • Some ways in which today's Royal Family differs from Royals of the past. • Why and where castles were built. • What castles were built from. • How castles compare to buildings of today.
<p>Enrichment</p> <p>During this topic the children spend a day at Warwick Castle.</p>			



Topic - Turrets and Tiaras
Year 1 - Spring
Subject - Geography



Prior Learning	Children in Reception will have had the opportunity to look at and make different types of maps. They will have been introduced to aerial photographs and identify different features on them. They will know that there are other countries other than the one they live in.
What Comes Next	In Year 2 children will use a map to identify seaside locations in the United Kingdom. They will describe places and routes on a map in a seaside town. They will use a map to follow a route around a seaside town and use aerial photographs to recognise landmarks and basic natural and manmade features.
Key Vocabulary	United Kingdom, England, Scotland, Wales, Northern Ireland. London, Edinburgh, Cardiff, Belfast, summer, spring, autumn and winter.

Notes and Guidance	Skills	Knowledge
Children will build on the map work that they completed last term. They will make their own map linked to our topic of Turrets and Tiaras and devise a key to go with it. They will identify the four countries of the United Kingdom and their capital cities. They will locate these on a simple map. They will continue to look at the seasons looking at the signs of winter and spring and comparing them.	<ul style="list-style-type: none"> Identify land and sea on a globe or in an atlas. Locate the United Kingdom on a map and globe. Locate the four countries' of the United Kingdom on a map. To complete a daily weather chart. Devise a simple map linked to Turrets and Tiaras topic. Devise and use a simple key. Use and follow a simple map. 	<ul style="list-style-type: none"> Identify/ name a globe and what it is used for. Identify the four countries of the United Kingdom. Name the capital cities of the four countries of the UK. To identify the four seasons. To identify the signs of winter- complete a fact file. To identify the signs of spring- complete a fact file. Identify symbols on a simple key- e.g. hill, river.

Enrichment
During this topic the children spend a day at Warwick Castle.



Topic – Turrets and Tiaras
Year 1 – Spring
Subject – Religious Education



Prior Learning	In Reception, children have learnt about which stories are special and why. This links to this unit on holy books.		
What Comes Next	During Summer term in Year one, children will learn the stories of the Sikh Gurus. In Year two, children will learn the stories of the prophets of Islam, extending their knowledge of what is in the Guru Granth Sahib and the Qur'an.		
Key Vocabulary	Bible, Guru Granth Sahib, Qur'an, holy book		
Notes and Guidance	Skills	Knowledge	
UI.10 'How and why are some books holy? What can we learn from sacred books and stories?'	<p>UI.10</p> <p>Make sense of belief:</p> <ul style="list-style-type: none">Identify a belief about God linked to what a holy book saysRecognise that sacred texts contain stories which are special to many people and should be treated with respectIdentify at least three symbols which people use to show their respect for their holy writings <p>Understand the impact:</p> <ul style="list-style-type: none">Recognise how different religions express their respect for their scriptures, using symbols and by doing what the scriptures sayGive simple examples of 'hidden messages' in faith stories or wise sayings <p>Make connections:</p> <ul style="list-style-type: none">Talk about what they like in the stories from sacred texts that they hearThink, talk and ask good questions about messages within sacred texts and the values, behaviour and attitudes of peopleSuggest feelings and reactions of characters at key points in faith stories, and suggest meanings in the storiesAsk and suggest answers to questions arising from their learning about holy books	<p>UI.10</p> <ul style="list-style-type: none">Recognise what the bible is and how it is used.Know that stories are special to many people and should be treated with respect.Understand how Jesus' life and teachings can impact upon Christians and how they behave.Know the Qur'an is a holy book.Recognise sacred texts are special to many people and should be treated with respect.Know how different religions express their respect for their scriptures using symbols and by doing what the scriptures say.Know the Guru Granth Sahib is a holy book.Know how the Guru Granth Sahib is treated.	
<p>Enrichment</p> <p>During this topic the children spend a day at Warwick Castle.</p>			



Prior Learning	In Reception, children will have experimented using paint, making marks and printing.		
What Comes Next	In year 2, the children will create their own fire of London painting using hot and cold colours; tints and shades and fine detail.		
Key Vocabulary	Drawing: Felt tip, pastel, line, long, short, scribble, zig-zag, pattern, spotted, stripy, size, space, soft, pattern Painting: primary colours, paint, mix, bright, light/ lighter, dark/ darker, thick, thin, long, short.		
Notes and Guidance		Skills	Knowledge
<p>Painting - Coat of Arms</p> <p>During this term, the children will complete a painting topic where they further consolidate their learning about the colour wheel; primary and secondary colours and produce a painted shield containing their coat of arms. They will learn about the work of Georges Seurat and Pointillism and incorporate some of these features into their coat of arms.</p>		<p>Explore, Develop and Evaluate Ideas</p> <ul style="list-style-type: none">Record and explore ideas from first hand observation, experience and imagination.Ask and answer questions about the starting points for their work, and develop their ideas.Explore the work of Georges SeuratReview what they and others have done and say what they think and feel about itIdentify what they might change in their current work or develop in their future work.comment on work in sketchbook <p>Painting</p> <ul style="list-style-type: none">Paint a picture accuratelyPaint a colour wheel with mostly correct colours- only looking at primary and secondary coloursExperiment with different brushes and other painting toolsPaint a variety of shapes	<p>Explore, Develop and Evaluate Ideas</p> <ul style="list-style-type: none">What the word 'pointillism' meansAbout the works of George SeuratThat George Seurat was a French artist <p>Painting</p> <ul style="list-style-type: none">Learn to use a colour wheel and the primary and secondary coloursLearn how to select the correct brush for their paintingThe three primary and secondary coloursThat different tools and brushes make different effects
<p>Enrichment</p> <p>During this topic the children spend a day at Warwick Castle.</p>			



Topic - Turrets and Tiaras
Year 1 - Spring
Subject - Design Technology



Prior Learning	In Reception, children will have had experience of using construction kits to build towers, experience of using basic tools e.g. scissors with construction card and experience of methods of joining using glue.		
What Comes Next	In Year Two, the children will further explore producing freestanding structures when they design and make houses based on a Great Fire of London theme.		
Key Vocabulary	Cut, fold, join, fix, structure, wall, tower, framework, weak, strong, base, top, underneath, side, edge, surface, thinner, thicker, corner, point, straight, curved, metal, wood, plastic, circle, triangle, square, rectangle, cuboid, cube, cylinder, design, make, evaluate, user, purpose, ideas, design criteria, product, function		
Notes and Guidance		Skills	Knowledge
POAP – Free standing Structures Outcome - Build turrets		<p>Designing</p> <ul style="list-style-type: none">• Generate ideas based on simple design criteria and their own experiences, explaining what they could make.• Develop, model and communicate their ideas through talking, mock-ups and drawings. <p>Making</p> <ul style="list-style-type: none">• Plan by suggesting what to do next.• Select and use tools, skills and techniques, explaining their choices.• Select new and reclaimed materials and construction kits to build their structures.• Use simple finishing techniques suitable for the structure they are creating. <p>Evaluating</p> <ul style="list-style-type: none">• Explore a range of existing freestanding structures in the local environment (making reference to Warwick castle)• Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria.	<ul style="list-style-type: none">• Know how to make freestanding structures stronger.• Know and use technical vocabulary relevant to the project
Enrichment During this topic the children spend a day at Warwick Castle.			



Prior Learning	In Reception the children would have learnt how to sing in a group, on their own, increasingly matching the pitch or melody. Sing call and response songs, clap to rhythms and begin to play instruments to music.		
What Comes Next	In Year 2, children will learn to sing to short pieces of music in time and in tune. They will show dynamic contrasts and mimic patterns. They will also play classroom percussion showing awareness of articulation and record a composition using a graphic score.		
Key Vocabulary	pitch, tempo, unison, rhythm, pulse, percussion, drum, tambourine, triangle, claves, guiro, handbells, beater, composer		
Notes and Guidance		Skills	Knowledge
<p><u>Spring 1</u></p> <p>Charanga Musitrax 2 pitches: Cobbler Cobbler/ Magic Fingers then Ole Mr Woodpecker</p> <p>Sing for pleasure: Sing up Old King Cole (Read teaching notes) King is in the castle (includes lesson plan)</p> <p>Listening: In the hall of the mountain king (BBC ten pieces website) Learn about the story first! Claves</p> <p>Improvise own rhythms (simple 4 beat patterns) Use rhythm grid (change backing and tempo) No recording of composition.</p>		<ul style="list-style-type: none">• Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to visual directions and counting in• Begin with simple songs with a very small range (2 tones: mi-sol)• Wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy• Singing copy back/ call & respond songs• Walk, move or clap a steady beat with others, changing tempo as music changes• Perform short repeating rhythm patterns (ostinato) while keeping time with a steady beat• Explore percussion sounds to enhance storytelling• Begin to identify simple repeated patterns• Create musical sound effects and short sequences of sounds in response to stimuli• Using technology to capture, change and combine sounds• Invent, retain and recall rhythm and pitch patterns and perform for others	<ul style="list-style-type: none">• Consider what could make their own work better i.e.: faster, louder• Reflect on music and talk about how it makes people feel, act and move• Respond to different composers and different genres of music• Understand difference between creating rhythmic pattern/ pitch pattern
<p>Enrichment</p> <p>During this topic the children spend a day at Warwick Castle where they are transformed into knights and princesses</p>			



Topic - Turrets and Tiaras
Year 1 - Spring
Subject - Computing



Prior Learning	Children will have learnt how to turn a Bee Bot on and off and to turn the sound on and off. They will have learnt how to press buttons on the Bee Bot to make it move and follow a verbal instruction to programme the Bee Bot.		
What Comes Next	Children will design and create their own Bee Bot mat and write an algorithm for their mat. They will test an algorithm made by someone else in their class. They will also learn to fix bugs in an algorithm		
Key Vocabulary	Algorithm, programme, destination, fix, bugs, abuse trolling, bullying, harassment.		
Notes and Guidance		Skills	Knowledge
In this unit, children will be programming through the Bee-Bot application. They will learn what an algorithm is and how it is implemented on digital devices. Children will programme a Bee-Bot device to reach a destination and identify bugs when they appear.		<ul style="list-style-type: none">• Explore a Bee Bot app as an introduction to algorithms.• Input a written algorithm into a Bee Bot.• Programme a Bee Bot to get to a destination.• Identify bugs in a Bee Bot algorithm• Explain why it is important to be kind to people online.• Explain what bullying is and describe how people may bully others.	<ul style="list-style-type: none">• Explore a Bee Bot app as an introduction to algorithms.• Input a written algorithm into a Bee Bot.• Programme a Bee Bot to get to a destination.• Identify bugs in Bee Bot algorithm• Explain why it is important to be kind to people online.• Explain what bullying is and describe how people may bully others.
Enrichment During this topic the children spend a day at Warwick Castle.			



Topic - Turrets and Tiaras
Year 1 - Spring
Subject - Physical Education (Teacher P.E)



Prior Learning	In Reception, children experienced moving to music and copied simple rhythms and actions. In Autumn Term, they completed Send and Return unit 1 where children began to link running and jumping and began to throw over longer distances.
What Comes Next	In Year 2, children will develop in dance by considering how transitions can be used to link shapes and balances. They will work in small groups to produce short sequences. When sending and receiving, children will develop sending and receiving a ball with more accuracy and will begin to use tactics to help score points in game situations
Key Vocabulary	Beat, curl, dance, fast, feet, high, low, music, rhythm, step, stretch, swing, turn, twist, mood, feeling, theme, story, static, start, middle, end, backhand, bowl, catch, collect, court, feed, forehand, hit, hitter, net, pick up, roll, serve, stop, strike, throw, track, opposition, umpire.

Notes and Guidance	Skills	Knowledge
<p>Spring 1: Dance</p> <p>Spring 2: Send and return Unit 2</p>	<p>Dance</p> <ul style="list-style-type: none"> • Show some sense of dynamic, expressive and rhythmic qualities. • Choose appropriate movements to communicate a mood, idea or feeling. • Explore story telling through dance. • Remember and repeat short dance phrases and simple dances. • Vary the way space is used. <p>Send and Return Unit 2</p> <ul style="list-style-type: none"> • To develop sending skills with a variety of balls. • To track, intercept and stop a variety of objects such as balls and beanbags. • To select and apply skills to beat the opposition 	<p>Dance</p> <ul style="list-style-type: none"> • To know that a dance phrase has a beginning, middle and end. • To know how to use mirroring in dance. • To know what a repeated motif is and how to perform one of these with a partner. • To know that dance is a way of storytelling. <p>Send and Return Unit 2</p> <ul style="list-style-type: none"> • To know how to identify space to send a ball into. • To know how to move towards a moving ball to return with hand or bat. • To know how to play cooperatively in a game situation. • To identify strategies to help them win a team game.

Enrichment

During this topic the children spend a day at Warwick Castle.



Topic - Turrets and Tiaras
Year 1 - Spring
Subject - Physical Education (Sports Coach P.E)



Prior Learning	In Reception, children experienced travelled in different ways and practised rolling and jumping. This will be their first experience of uni-hoc skills.		
What Comes Next	In summer term, the children will complete another gymnastic unit with their teacher to further embed the skills and knowledge listed below. In Year 2, the children will develop their uni-hoc skills further with a focus on dribbling.		
Key Vocabulary	Uni-hoc, stick, ball, obstacle, dribbling, strike, rules. Relaxation, rock, roll, sequence, shape, slow, speed, spin, strength, timing, travel, turn.		
Notes and Guidance		Skills	Knowledge
<p>Spring 1: Uni-Hoc Skills</p> <p>Spring 2: Gymnastics.</p>		<p>Uni-hoc skills</p> <ul style="list-style-type: none">• Demonstrate basic safety rules of uni-hoc.• Develop early uni-hoc skills, e.g. using stick to hit the ball.• Be introduced to moving ball around obstacles. <p>Gymnastics</p> <ul style="list-style-type: none">• Perform a variety of gymnastic actions showing control.• Introduce turn, twist, spin, rock and roll and link these into movement patterns.• Perform longer movement phrases and to link these with confidence.• Perform in unison and demonstrate canon movements.	<p>Uni-Hoc skills</p> <ul style="list-style-type: none">• The basic safety rules of uni-hoc (both hands on the stick; do not swing the stick)• You can use both sides of the uni-hoc stick• How to successfully and safely move a ball around an obstacle using a uni-hoc stick <p>Gymnastics</p> <ul style="list-style-type: none">• Each part of a simple sequence for performance.• How to perform using turn, twist, spin, rock and roll and link these into movement patterns.• How to link phrases using different size movements.• The safe way to move equipment effectively.
<p>Enrichment</p> <p>During this topic the children spend a day at Warwick Castle.</p>			



Topic – Turrets and Tiaras
Year 1 – Spring
Subject – PSHE



Prior Learning	By the end of Early Years, the children should have learnt the skills and knowledge of self-regulation, managing self-worth and building relationships. They will have learnt strategies to help them become more resilient, learnt how to stay healthy and be able to identify people who are familiar to them.		
What Comes Next	In Year 2, children will look at what emotions are and identify their own emotions. They will look at their own character traits and understand that everyone is different. They will be able to identify whom they would go to if they felt unsafe in a situation inside or outside of school.		
Key Vocabulary	Positive, negative, kindness, well-being, families, ethos, mental health, emotions, feelings		
Notes and Guidance		Skills	Knowledge
<p>Year 1 – Spring – Turrets and Tiaras</p> <p>Explanation of the unit</p> <p>Children's Mental Health Week/Safer Internet Day during Spring term</p> <p>Spring – Healthy Mind, Happy Me unit (Belonging)</p> <p>Through Computing, Science and PE, some of the statutory targets will be delivered through these lessons too.</p> <p>Skills/Knowledge for Internet Safety and Harms/Online relationships written on Computing skills and knowledge grids</p>		<ul style="list-style-type: none"> • Recognise difference and identify how families can all look different (HMHM unit) • Identify important figures in their lives (HMHM unit) • Identify people/places/things that make them feel happy in their lives (HMHM unit) • Create a positive classroom ethos that is personal to them in the classroom (HMHM unit) • Identify the emotions that are associated with being included (HMHM unit) 	<ul style="list-style-type: none"> • That their family might be different to a family that belongs to their peer (BV – mutual respect, tolerance, individual liberty) • Who to call role models and important in their lives and how they make them feel happy? (BV – mutual respect, tolerance, individual liberty) • What ethos means and how they can ensure they have a happy, positive environment in school. (BV – mutual respect, tolerance, individual liberty) • How it feels to be included and what it feels like when someone leaves you out. (BV – mutual respect, tolerance, individual liberty)
<p>Enrichment</p> <p>During this topic the children spend a day at Warwick Castle.</p>			



Prior Learning	In Reception, children learn how we care for the natural world around us and study pictures of the natural world. They also learn about some plants and animals, recognise familiar plants and animals and learn the vocabulary that is needed to name specific natural features of the world.
What Comes Next	In Year Three, the children will look at the main parts of the body associated with the skeleton and muscles. They will look at different types of a body joint and how they move. They will look at how joints enable us to move and what the purpose is of both the spine and the ribcage.
Key Vocabulary	Head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth.

Notes and Guidance	Skills	Knowledge
<p>Pupils should use the local environment throughout the Year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study. Pupils should become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets.</p> <p>Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.</p> <p>Pupils might work scientifically by using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells.</p>	<p>Working scientifically:</p> <ul style="list-style-type: none"> Observe closely, using simple equipment Identify and classify <p>Animals including humans:</p> <ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 	<ul style="list-style-type: none"> The names of the main body parts including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth. That each sense is connected to an organ

Enrichment

During this topic, the children go strawberry picking; this gives them a working insight into where some of the produce used in their fruit salads comes from.



Topic - Yum Yum
Year 1 - Summer
Subject - History



Prior Learning	In Reception children learnt about historical events such as Remembrance Sunday, Bonfire Night and Black History month. They will look at famous people who made an impact on these and other events. They will compare objects from the present and the past such as cars in their work on transport.		
What Comes Next	Children will look at famous people connected to the Fire of London such as Samuel Pepys and Thomas Farriner. They will look at why these people acted the way they did. They will also look at the famous people connected to The Gunpowder Plot such as Guy Fawkes and King James I.		
Key Vocabulary	Old, new, earliest, latest, past, present, future, century, newest, oldest, modern, before, after		
Notes and Guidance		Skills	Knowledge
Children will look at Christopher Columbus, who he was and what he achieved. They will look at the four major journeys that he went on and the foods that we eat today that he brought back from the New World.		<ul style="list-style-type: none"> • Use artefacts, pictures and stories to find out about the past. • Recognise some objects that belong to the past. • Spot old and new things in a picture. 	<ul style="list-style-type: none"> • There are different types of evidence and sources that can be used to help represent the past. • Who Christopher Columbus was and what he achieved. • Columbus embarked on four major journeys to the New World. • The foods that we eat today that he brought back from the New World. • Parts of the world were undiscovered to late 15th century western civilisations. • There were other explorers who visited the New World. • Ask questions and find answers to questions about the past. • Ask questions such as: What happened? How long ago? • Ask questions about old and new objects and spot old and new things in a picture. • Explain how they have changed since they were born. • Place events and artefacts in order on a time-line. • Label time-lines with words or phrases such as past, present, older and newer. • Use words and phrases like old, new and a long time ago. • Talk, write and draw about things from the past. • Begin to use role-play to communicate their knowledge about the past.
Enrichment During this topic, the children go strawberry picking; this gives them a working insight into where some of the produce used in their fruit salads comes from.			



Prior Learning	Children in Reception had the opportunity to look at and make different types of maps. They were introduced to aerial photographs and identified different features on them. They will know that there are other countries other than the one they live in.		
What Comes Next	In Year 2 children will look at Blackheath and compare it with the town of Toliara in Madagascar. They will compare the culture of the two places the food that is eaten there, clothing, housing, language and employment.		
Key Vocabulary	Map, shop, seasons, spring, summer, autumn, winter, fruit, continents, countries, oceans, globe, map, climate, map, mango, passion fruit, guava, papaya.		
Notes and Guidance		Skills	Knowledge
Children will continue looking at seasons. They will complete a fact file on summer and compare it to autumn, winter and spring. They will also continue work on map skills and will identify the seven continents and locate them on a map. As part of our topic on food, the children will look at different types of fruit. They will look at which ones grow in the UK and which ones do not. They will look at why some fruits do not grow in this country. In English, we will read the story of Handa's Surprise and look at the fruit that grows in Africa and why it will grow there but not in the UK.		<ul style="list-style-type: none"> To locate the seven continents on a map. To locate Africa on a globe. To complete a daily weather chart. To locate countries where some of our fruit comes from on a world map. To identify the conditions that strawberries need to grow. 	<ul style="list-style-type: none"> To name the seven continents. To identify the four seasons To identify the signs of summer -complete a fact file on summer To identify similarities and differences between the four seasons. Identify fruit that grows in the United Kingdom Identify fruit that does not grow in the United Kingdom. To identify why some fruit cannot be grown in the UK
Enrichment During this topic, the children go strawberry picking; this gives them a working insight into where some of the produce used in their fruit salads comes from.			



Prior Learning	In Reception, children have learnt about which places and stories are special to people and why. In Spring term of Year one, they learnt about the Guru Granth Sahib.	
What Comes Next	In Year two, children will further develop their knowledge of Gurdwara's. They will think about these alongside churches and mosques (holy places from other religions.)	
Key Vocabulary	Gurdwara, holy building, community, worship	
Notes and Guidance	Skills	Knowledge
<p>UI.4 - 'Beginning to learn about Sikhs: stories of the Sikh Gurus'</p> <p>UI.5 - 'Beginning to learn about Sikhs: The Gurdwara- why is there a kitchen?'</p>	<p>(UI.4, UI.5)</p> <p>Making sense of belief:</p> <ul style="list-style-type: none"> • Re-tell simply some stories of Guru Nanak • Give examples of how the stories used in Sikh life and worship (e.g. does the story have a hidden message about what God is like, or about how we live?) • Recognise the Sikh holy building, the Gurdwara, from local photos • Re-tell simply some of the things that happen in a Gurdwara • Give examples of other community buildings where people share their lives <p>Understanding the impact:</p> <ul style="list-style-type: none"> • Give examples of how and why Sikhs retell the stories of Guru Nanak and the other Gurus • Make links between Sikh ideas of God found in the stories and how people live • Give examples of how Sikhs worship, pray, sing and share their lives at a Gurdwara • Make simple links between Sikh ideas of God and service to others and the work of the Gurdwara • Give an example of how some Sikh people might remember to God in different ways (e.g. through worship at the Gurdwara, through service) <p>Making connections:</p> <ul style="list-style-type: none"> • Ask some questions about Sikh stories using the questioning words 'Who? How? Why? What if?' • Talk about what they think is good about the Sikh stories and the ideas they noticed inside the stories. • Give a good reason for their ideas about whether any of these things are good for them too. • Ask some questions about Sikh worship using the questioning words 'Who? How? Why? What if?' • Talk about what they think is good about the Sikh Gurdwara and the ideas they noticed in their learning. • Give a good reason for their ideas about whether any of these things are good for them too. 	<p>(UI.4, I.5)</p> <ul style="list-style-type: none"> • Learn simple stories about Guru Nanak. • Know how and why Sikhs retell the stories of Guru Nanak and other Gurus. • Know how the stories are used in Sikh life and worship. • Know what a Gurdwara is. • Learn about some things that happen in a Gurdwara. • Know other community buildings where people share their lives.
Enrichment	During this topic, the children go strawberry picking; this gives them a working insight into where some of the produce used in their fruit salads comes from	



Prior Learning	In Reception children experimented using paint, making marks and printing. This is their first experience of working with clay.
What Comes Next	In Year 2, children will develop their line drawing further, using different techniques to create animal line drawings. They will work with a different medium when looking at Sculpture and 3D Form (sand).
Key Vocabulary	Drawing: Felt tip, pastel, line, long, short, scribble, zig-zag, pattern, spotted, stripy, size, space, soft, pattern Sculpture/ 3D Form: plasticine, clay, roll, kneading, squash, flat, pat, stretch, rough, smooth, bumpy, soft, hard, cut, build, stick together, overlay, craft makers, sculpture, product, form, impress, stippling, pinch

Notes and Guidance	Skills	Knowledge
<p>Drawing – Cross sections of fruit (Inspired by Giuseppe Arcimboldo)</p> <p>Sculpture/3D Form – Face of clay fruit (Inspired by Giuseppe Arcimboldo)</p> <p>During this term, the children will complete a drawing unit where they develop their knowledge of line drawing and complete observational drawings of fruit.</p> <p>They will then complete a 3D/Sculpture topic. This will be the children's first experience of working with clay and they will design and create a face of clay fruit inspired by the work of Giuseppe Arcimboldo</p> <p>Artist: Giuseppe Arcimboldo (Italian Painter 1527-1593)</p>	<p>Explore, Develop and Evaluate Ideas</p> <ul style="list-style-type: none"> Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work, and develop their ideas. Explore the work of Giuseppe Arcimboldo Explore the differences and similarities within the work of artists and designers Review what they and others have done and say what they think and feel about it Identify what they might change in their current work or develop in their future work. Comment on work in sketch book <p>Drawing</p> <ul style="list-style-type: none"> Draw lines of varying thickness and to use dots and lines to demonstrate pattern and texture; (repeated pattern). Create observational drawings Use different materials to draw, for example pastels, chalk, felt tips Draw lines of varying thickness and to use dots and lines to demonstrate pattern and texture; (repeated pattern). <p>Sculpture/ 3D Form</p> <ul style="list-style-type: none"> Shape and model materials using their imagination Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading Impress (stippling) and apply decoration (e.g. fruit stalk) more confidently Use cutting and rolling of materials in their finished piece of work. Use tools and equipment safely and in the correct way Recognise different textures in different surfaces To start to explore ways of joining two pieces of clay 	<p>Explore, Develop and Evaluate Ideas</p> <ul style="list-style-type: none"> About the works of Giuseppe Arcimboldo That Giuseppe Arcimboldo was an Italian painter <p>Drawing</p> <ul style="list-style-type: none"> What a cross section means What the term 'observational drawing' means How to use their own observations of an item in front of them to create a drawing Different techniques make different patterns Learn what a pattern is and how to create a repeated pattern Learn the names of different media used in drawing <p>Sculpture/ 3D Form</p> <ul style="list-style-type: none"> That clay can be shaped in different ways (rolling, pinching etc.) How to use clay tools safely and correctly How to join two pieces of clay

Enrichment

During this topic, the children go strawberry picking; this gives them a working insight into where some of the produce used in their fruit salads comes from.



Prior Learning	In Reception, the children will have knowledge and experience of common fruit and vegetables, undertaking sensory activities i.e. appearance taste and smell. They have gained experience of cutting soft fruit and vegetables using appropriate utensils.	
What Comes Next	The children will return to looking at healthy and varied diets in Year 3 when the children will design a healthy pizza for Aunt Sponge as part of their 'James and the Giant Peach' topic.	
Key Vocabulary	Fruit and vegetable names, names of equipment and utensils, sensory vocabulary e.g. soft, juicy, crunchy, sweet, sticky, smooth, sharp, crisp, sour, hard flesh, skin, seed, pip, core, slicing, peeling, cutting, squeezing, healthy diet, choosing, ingredients, planning, investigating tasting, arranging, popular, design, evaluate, criteria	
Notes and Guidance	Skills	Knowledge
POAP – Healthy and Varied Diet Outcome – A fruit salad	<p>Designing</p> <ul style="list-style-type: none">Design appealing products for a particular user based on simple design criteria.Generate initial ideas and design criteria through investigating a variety of fruit and vegetables.Communicate these ideas through talk and drawings. <p>Making</p> <ul style="list-style-type: none">Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and taste to create a chosen product. <p>Evaluating</p> <ul style="list-style-type: none">Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences.Evaluate ideas and finished products against design criteria.	<ul style="list-style-type: none">Understand where a range of fruit and vegetables come from e.g. farmed or grown at home.Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of The Eatwell plate.Know and use technical and sensory vocabulary relevant to the project (see skills grid)
Enrichment		
During this topic, the children go strawberry picking; this gives them a working insight into where some of the produce used in their fruit salads comes from.		



Prior Learning	In Reception the children would have learnt how to sing in a group, on their own, increasingly matching the pitch or melody. Sing call and response songs, clap to rhythms and begin to play instruments to music.
What Comes Next	In Year 2, children will learn to sing to short pieces of music in time and in tune. They will show dynamic contrasts and mimic patterns. They will also play classroom percussion showing awareness of articulation and record a composition using a graphic score.
Key Vocabulary	pitch, tempo, unison, rhythm, pulse, percussion, drum, tambourine, triangle, claves, guiro, handbells, beater, composer

Notes and Guidance	Skills	Knowledge
<p><u>Summer 1</u></p> <p>Charanga Musitrax 3 pitches: Round and round/ Sally Walters Sing/ Rhythm/ Chime bars</p> <p>Sing for pleasure: Sing up Kye Kye Kule (pronounced chay chay coolay)</p> <p>Tap pulse on head, shoulders, knees and toes. Link to head shoulders knees and toes.</p> <p>Then use claves to play rhythm of words.</p> <p>Build up to half class marching pulse and half playing rhythm.</p> <p>Charanga Orff version to build up to performance.</p> <p>Listening: Classroom200 If ye love me by Thomas Tallis (the time of Columbus)</p> <p>Charanga: Fantasia on a theme by Thomas Tallis variation by Ralph Vaughan Williams</p> <p>BBC Ten Pieces Ralph Vaughan Williams The Lark Ascending</p> <p>Improvise own rhythms (simple 4 beat patterns) Use rhythm grid (change backing and tempo)</p> <p>No recording of composition.</p>	<ul style="list-style-type: none"> • Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to visual directions and counting in • Begin with simple songs with a very small range (2 tones: mi-sol) • Wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy • Singing copy back/ call & respond songs • Walk, move or clap a steady beat with others, changing tempo as music changes • Perform word patterns; create, retain and perform own rhythms • Explore percussion sounds to enhance storytelling • Begin to identify simple repeated patterns • Compose simple vocal chants (Question/ Answer-Call/Respond) • Invent, retain and recall rhythm and pitch patterns and perform for others • Follow (recognise) graphic notation representing sounds 	<ul style="list-style-type: none"> • Respond to different composers and different genres of music • Understand difference between creating rhythmic pattern/ pitch pattern

Enrichment

During this topic, the children go strawberry picking; this gives them a working insight into where some of the produce used in their fruit salads comes from.



Topic - Yum Yum
Year 1 - Summer
Subject - Computing



Prior Learning	In Autumn term, the children will have learnt how to type a username and password to log into a laptop as well as use a mouse navigate a computer. They will have used the keyboard to type in their username and password using capital letters and lowercase.		
What Comes Next	In Year Two, the children will learn how to search an image and insert the picture function. They will use the underline feature to underline a title and type short phrases and sentences to match their ability. They will also use bullet points to show facts and save their work into the shared area.		
Key Vocabulary	Microsoft Word, typing, capital letters, keys, space, enter, return, caps lock, backspace, social media, online gaming, age restriction, rationing.		
Notes and Guidance		Skills	Knowledge
In this unit, children will be introduced to Microsoft Word. They will learn how to open the programme and navigate around simple options. They will practise their typing skills and learn how to type words, phrases and sentences to create a poster.		<ul style="list-style-type: none">• Recognise capital letters on a keyboard.• Type simple words correctly.• Type short phrases and sentences to match their written ability.• Type text into a basic template.• Save their work into a shared folder.• Explain what an age-restriction is.• Make decisions about whether or not statements or images found on the internet are likely to be true.	<ul style="list-style-type: none">• What the return/enter, spacebar, back space and caps lock functions are.
Enrichment During this topic, the children go strawberry picking; this gives them a working insight into where some of the produce used in their fruit salads comes from.			



Topic - Yum Yum

Year 1 - Summer

Subject - Physical Education (Teacher P.E)



Prior Learning	In Reception, children developed coordination and gross motor skills with a focus on different ways of travelling on the floor and around apparatus. They started to learn a variety of shapes, balances and rolls. Children threw and caught using a variety of different objects.		
What Comes Next	In Year 2, children will develop in gymnastics by considering how gymnastic elements can be transitioned between and linked. They will create a simple sequence that will be explored using a simple scoring system. They will develop their batting skills and practice feeding and bowling skills. Children will be encouraged to work as a team when fielding.		
Key Vocabulary	Balance, body tension, carry, control, extension, fast, high, jump, hang, like, link, low, movement, muscles, music, pattern, relaxation, rock, roll, sequence, shape, slow, speed, spin, strength, timing, travel, turn. backhand, bowl, catch, collect, court, feed, forehand, hit, hitter, net, pick up, roll, serve, stop, strike, throw, track, opposition, umpire.		
Notes and Guidance		Skills	Knowledge
During summer term, a unit 2 of gymnastics will be delivered from the P.E hub, as well as unit 2 of 'Hit, Catch and Run'.		<p>Gymnastics</p> <ul style="list-style-type: none"> To perform a variety of gymnastic actions showing control. To introduce turn, twist, spin, rock and roll and link these into movement patterns. To perform longer movement phrases and to link these with confidence. 	<p>Gymnastics</p> <ul style="list-style-type: none"> To know that gymnastics has supporting concepts which include: speed/ timing, shape, direction, level, pathways, body parts and sequencing. To know each part of a simple sequence for performance. To know the difference between canon and unison.
		<p>Hit, Catch, Run Unit 2</p> <ul style="list-style-type: none"> To develop sending and receiving skills to benefit fielding as a team. Distinguish between the roles of batters and fielders. Introduce the concept of simple tactics. 	<p>Hit, Catch, Run Unit 2</p> <ul style="list-style-type: none"> To know how to hit a ball with power. To know the difference between batters and fielders. To know that tactics can influence the outcome of a game.
<p>Enrichment</p> <p>During this topic, the children go strawberry picking; this gives them a working insight into where some of the produce used in their fruit salads comes from</p>			



Topic - Yum Yum

Year 1 - Summer

Subject - Physical Education (Sports Coach P.E)



Prior Learning	In Reception, children threw and caught using a variety of different objects. They also travelled in different ways.
What Comes Next	In Year 2, the children will develop their cricket skills with a focus on batting and building on skills learnt in Year 1. In athletics, the children will build on developing strength and power when throwing and jumping.
Key Vocabulary	Batter, bowl, catch, collect, stop, strike, throw, target, underarm, track, retrieve. Run, distance, sideways, speed, jump, distance, technique.

Notes and Guidance	Skills	Knowledge
Summer 1: Cricket Skills Summer 2: Athletics Skills	<p>Cricket skills</p> <ul style="list-style-type: none">• Develop throwing skills with beanbags and balls.• Track and retrieve a rolling ball.• Use an underarm throw to a target (wicket) <p>Athletics skills</p> <ul style="list-style-type: none">• To use our arms when running at different speeds.• To take off on two feet to jump for distance.• To use the correct technique to throw objects for distance.	<p>Cricket skills</p> <ul style="list-style-type: none">• How to throw a beanbag or ball.• How to track a ball with their eyes and begin to retrieve a moving ball.• How to throw using an underarm action <p>Athletics skills</p> <ul style="list-style-type: none">• How our arms help us when running.• How to take off and land on two feet when jumping.• Some simple techniques to throw objects.

Enrichment

During this topic, the children go strawberry picking; this gives them a working insight into where some of the produce used in their fruit salads comes from.



Prior Learning	By the end of Reception the children should have learnt the skills and knowledge of self-regulation, managing self-worth and building relationships. They learnt about the difference between family relationships and friendships and the importance of healthy relationships	
What Comes Next	In Year Two they will find out What UV is and how to protect themselves from it and that their skin is the largest organ. They will also look at the gender stereotypes how to tell the difference between a boy and a girl	
Key Vocabulary	Roles, responsibilities, community, connections, peers, support, reward, protection, germs, hygiene, friends, feelings, growing, similar, different, family, boy, girl, male, female, private parts, penis, vulva	
Notes and Guidance	Skills	Knowledge
<p>Summer 1 – Sun Safety Week (first week back after Easter) & Healthy Mind Happy Me Unit (My Wider World)</p> <p>Summer 2 – Christopher Winter Project CWP Relationships unit</p>	<ul style="list-style-type: none"> Think about their community. Begin to understand what a community is. Introduced to what a responsibility is and begin to think about the responsibilities of those around them. Explore different types of families and who to ask for help. Identify connections between themselves and peers. Understand how we are all different but can still be friends. Identify who can help when families make us feel unhappy or unsafe. Start to think about how they can work with others to improve their environment. Understand the importance of helping and supporting others without reward. Recognise different types of clothes we wear for different weather conditions. Learn how protective sun SPF can protect you skin from the sun. About personal hygiene and germs including bacteria, viruses how they are spread and treated and the importance of handwashing. Discuss how children grow and change. <p><i>Skills/Knowledge for Internet Safety and Harms/Online relationships written on Computing skills and knowledge grids</i></p>	<ul style="list-style-type: none"> What a community is, what people live in their community and what the people have in common. (BV – mutual respect, tolerance, individual liberty) The definition of responsibility and what responsibilities they have along with their family members. (BV – mutual respect, tolerance, individual liberty) That families are made up differently for everyone. (BV – mutual respect, tolerance, individual liberty) What similarities and differences they have with their peers? (BV – mutual respect, tolerance, individual liberty) How to be tolerant and respectful to peers who may believe/like other things. (BV – mutual respect, tolerance, individual liberty) How to keep their environment safe and make improvements to it. (BV – mutual respect, tolerance, individual liberty, rule of law) That random acts of kindness and support to others can cheer people up. (BV – mutual respect, tolerance, individual liberty) The importance of wearing protective clothing and SPF to protect their skin from sun damage. (BV – mutual respect, tolerance, individual liberty, rule of law) The risks involved with not protecting yourself in the sun. (BV – mutual respect, tolerance, individual liberty) That germs and bacteria are invisible to the naked eye and know why it is important to wash their hands throughout the day. (BV – mutual respect, tolerance, individual liberty) Know the different life stages (BV – mutual respect, tolerance, individual liberty)
Enrichment	During this topic, the children go strawberry picking; this gives them a working insight into where some of the produce used in their fruit salads comes from.	