



Two Year Cycle

Key stage 1 Curriculum Content/Implementation



June 2023

Yaxley Infant School

Statutory Content- National Curriculum + RE + PHSE+ SEAL for each theme.

The document is designed to ensure that Year 1 and Year 2 cover the statutory elements/ learning progressions within each subject over the two cycles. By just covering the statutory elements teachers should have more time to get to depth and mastery. Each subject has the national curriculum coverage and below it when it needs to be taught and when. Maths has not been included due to depth of coverage and we follow the White rose scheme of work and NCETM/TEEMup. Little Wandle is our chosen scheme for phonics.

	Cycle A			Cycle B		
	Autumn term	Spring term	Summer term	Autumn term	Spring term	Summer term
Theme	<i>Into storyland</i>	<i>Food, Food Glorious Food</i>	<i>Time travellers and Castles</i>	<i>Environmental extravaganza</i>	<i>To infinity and beyond</i>	<i>Ocean commotion</i>
Educational visits/ors	End of Term- Panto		Warwick Castle trip	Waste site/Hunts enviro	Space centre	Hunstanton/ Sealife Centre
Mantle	Fairy tale character	Food around the world	Mysterious Egg Knight /Princess	Lost bugs	Alien invasion	

SEAL- Social and Emotional aspects of learning- Yearly cycle of themes						
Theme	<i>Into storyland</i>	<i>Food, Food Glorious Food</i>	<i>Time travellers</i>	<i>Environmental extravaganza</i>	<i>To infinity and beyond</i>	<i>Ocean commotion and ahoy me hearties</i>
SEAL 1 st half term	New beginnings	Good to be me	Going for Goals	New beginnings	Good to be me	Going for Goals
SEAL 2 nd half term	Relationships	Getting on and falling out	Changes	Relationships	Getting on and falling out	Changes

Science

During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content (see **PLAN document** and **Progression of skills document** for further guidance on each skill):

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- Gathering and recording data to help in answering questions
- Using their observations and ideas to suggest answers to questions

Theme	<i>Into storyland</i>	<i>Food, Food Glorious Food</i>	<i>Time travellers</i>	<i>Environmental extravaganza</i>	<i>To infinity and beyond</i>	<i>Ocean commotion and ahoy me hearties</i>
PRIOR LEARNING (EYFS)	<u>MATERIALS</u> • Children should be able to ask questions about the place they live. • Talk about why things happen and how things work. • Discuss the things they have observed such as natural and found objects. • Manipulates materials to achieve a planned effect.	<u>ANIMALS, INCLUDING HUMANS</u> • Children should be able to identify different parts of their body. • Have some understanding of healthy food and the need for variety in their diets. • Be able to show care and concern for living things. • Know the effects exercise has on their bodies. • Have some understanding of growth and change. • Can talk about things they have observed including animals.	<u>PLANTS</u> • Develop an understanding of growth. • Shows care and concern for living things and the environment. • Make observations of plants and explain why some things occur and talk about changes. • Can talk about some of the things they have observed, such as plants.	<u>ANIMALS, INCLUDING HUMANS</u> • Children should be able to identify different parts of their body. • Have some understanding of healthy food and the need for variety in their diets. • Be able to show care and concern for living things. • Know the effects exercise has on their bodies. • Have some understanding of growth and change. • Can talk about things they have observed including animals	<u>MATERIALS</u> • Children should be able to ask questions about the place they live. • Talk about why things happen and how things work. • Discuss the things they have observed such as natural and found objects. • Manipulates materials to achieve a planned effect.	<u>PLANTS</u> • Develop an understanding of growth. • Shows care and concern for living things and the environment. • Make observations of plants and explain why some things occur and talk about changes. • Can talk about some of the things they have observed, such as plants.
	<u>SEASONAL CHANGE</u> • Developing and understanding of change. • Observe and explain why certain things may occur (e.g., leaves falling off trees, weather changes). • Look closely at similarities, differences, patterns and change. Comments and questions about the place they live or the natural world.			<u>SEASONAL CHANGE</u> • Developing and understanding of change. • Observe and explain why certain things may occur (e.g., leaves falling off trees, weather changes). • Look closely at similarities, differences, patterns and change. Comments and questions about the place they live or the natural world.		
Year 1	<u>MATERIALS</u> Distinguish between an object and the material from which it is made. SS Assess opportunity - Materials and Objects Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. SS Assess opportunity - What's it made of?	<u>ANIMALS, INCLUDING HUMANS</u> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals SS Assess opportunity - Name that animal! Identify and name a variety of common animals that are carnivores, herbivores and omnivores. SS Assess opportunity - Who eats what?	<u>PLANTS</u> Children will be taught to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. SS Assess opportunity - Name that plant! They should be able to identify and describe the basic structure of a variety of common flowering plants, including trees.	<u>ANIMALS, INCLUDING HUMANS</u> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. SS Assess opportunity - Name that animal! Identify and name a variety of common animals that are carnivores, herbivores and omnivores. SS Assess opportunity - Who eats what?	<u>MATERIALS</u> Distinguish between an object and the material from which it is made. SS Assess opportunity - Materials and Objects Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. SS Assess opportunity - What's it made of?	<u>PLANTS</u> Children will be taught to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees SS Assess opportunity - Name that plant! They should be able to identify and describe the basic structure of a variety of common flowering plants, including trees.

	Describe the simple physical properties of a variety of everyday materials. SS Assess opportunity - What are my properties? Compare and group together a variety of everyday materials on the basis of their simple physical properties. SS Assess opportunity - Comparing and grouping Snap Science link to subject content - Everyday Materials (10 lessons) & EL1	Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) SS Assess opportunity - Describe and compare Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. SS Assess opportunity - Body parts Snap Science link to subject content - Looking at Animals (7 lessons) & EL 1 Snap Science link to subject content - Using our Senses (6 lessons) & EL1	SS Assess opportunity - Name that part! Snap Science link to subject content - Plant Detectives (5 lessons) & EL 1	Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) SS Assess opportunity - Describe and compare Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. SS Assess opportunity - Body parts Snap Science link to subject content - Looking at Animals (7 lessons) & EL 1 Snap Science link to subject content - Using our Senses (6 lessons) & EL1	Describe the simple physical properties of a variety of everyday materials. SS Assess opportunity - What are my properties? Compare and group together a variety of everyday materials on the basis of their simple physical properties. SS Assess opportunity - Comparing and grouping Snap Science link to subject content - Everyday Materials (10 lessons) & EL1	SS Assess opportunity - Name that part! Snap Science link to subject content - Plant Detectives (5 lessons) & EL 1
	SEASONAL CHANGE (incidental learning opportunities) changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. Vocabulary: seasons, autumn, winter, spring, summer, evidence, similar, different, group, compare, change, names of the months of the year, temperature, hot, warm, cold, cool, freezing, frosty, wet, dry, sunny, cloudy, showery, stormy, windy, breeze, gale, rainy, sunny, snow, shower, drizzle, puddle, breeze, gale, thunder, lightning, sleet, fog, mist, hat, gloves, mittens, scarf, muffler, ear muffs, boots, coat, umbrella, wellies, kite, windmill, sunglasses, thick, thin, woolly, furry, warm, waterproof SS Assess opportunity - Which season is which? Whatever the weather Snap Science link to subject content - Our Changing World Sensing Seasons (5 lessons) <i>*throughout year*</i>			SEASONAL CHANGE (incidental learning opportunities) changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. Vocabulary: seasons, autumn, winter, spring, summer, evidence, similar, different, group, compare, change, names of the months of the year, temperature, hot, warm, cold, cool, freezing, frosty, wet, dry, sunny, cloudy, showery, stormy, windy, breeze, gale, rainy, sunny, snow, shower, drizzle, puddle, breeze, gale, thunder, lightning, sleet, fog, mist, hat, gloves, mittens, scarf, muffler, ear muffs, boots, coat, umbrella, wellies, kite, windmill, sunglasses, thick, thin, woolly, furry, warm, waterproof SS Assess opportunity - Which season is which? Whatever the weather Snap Science link to subject content - Our Changing World Sensing Seasons (5 lessons) <i>*throughout year*</i>		
Vocabulary - (See YIS progression in vocabulary) *Displayed on walls Explorify to encourage use of scientific vocabulary displayed. Activities from explorify to be planned into teacher's lessons - A. Odd one out? B. Zoom in, zoom out C. What's going on? D. What if? E. Mystery bag	object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see through, not see through <i>tentative language: perhaps, maybe, I was wondering, does anyone else think.....?</i>	amphibians, birds, fish, mammals, reptiles, carnivores, herbivore, omnivore, shoulder, hand, fingers, leg, foot, thumb, eye, nose, knee, toes, elbow, head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak paws, hooves Senses, touch, see, smell, taste, hear, fingers, eyes, nose, ear, tongue, skin <i>tentative language: perhaps, maybe, I was wondering, does anyone else think.....?</i>	leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud <i>tentative language: perhaps, maybe, I was wondering, does anyone else think.....?</i>	amphibians, birds, fish, mammals, reptiles, carnivores, herbivore, omnivore, shoulder, hand, fingers, leg, foot, thumb, eye, nose, knee, toes, elbow, head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak paws, hooves Senses, touch, see, smell, taste, hear, fingers, eyes, nose, ear, tongue, skin <i>tentative language: perhaps, maybe, I was wondering, does anyone else think.....?</i>	object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see through, not see through <i>tentative language: perhaps, maybe, I was wondering, does anyone else think.....?</i>	leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud <i>tentative language: perhaps, maybe, I was wondering, does anyone else think.....?</i>

PRIOR LEARNING (YEAR 1)	EVERYDAY MATERIALS - Distinguish between an object and the material from which it is made. - Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. - Describe the simple physical properties of a variety of everyday materials. - Compare and group together a variety of everyday materials on the basis of their simple physical properties.	ANIMALS INCLUDING HUMANS - Should be able to name a variety of common animals including fish, amphibians, reptiles, birds and mammals - Can name a variety of common animals that are carnivores, herbivores and omnivores. - Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) - Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	PLANTS - Children should know how to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees - They should be able to identify and describe the basic structure of a variety of common flowering plants, including trees. LIVING THINGS AND HABITATS - Comments and questions about the place they live or the natural world. - Shows care and concern for living things and the environment. - Can talk about things they have observed such as plants and animals. - Notifies features of objects in their environment. - Comments and asks questions about their familiar world.	LIVING THINGS AND HABITATS - Comments and questions about the place they live or the natural world. - Shows care and concern for living things and the environment. - Can talk about things they have observed such as plants and animals. - Notifies features of objects in their environment. - Comments and asks questions about their familiar world.	EVERYDAY MATERIALS - Distinguish between an object and the material from which it is made. - Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. - Describe the simple physical properties of a variety of everyday materials. - Compare and group together a variety of everyday materials on the basis of their simple physical properties.	PLANTS - Children should know how to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees - They should be able to identify and describe the basic structure of a variety of common flowering plants, including trees. ANIMALS, INCLUDING HUMANS - Should be able to name a variety of common animals including fish, amphibians, reptiles, birds and mammals - Can name a variety of common animals that are carnivores, herbivores and omnivores. - Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) - Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
Year 2	USES OF EVERYDAY MATERIALS Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. SS Assess opportunity - Which materials are suitable? Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. SS Assess opportunity- Changing shape Snap Science link to subject content - Good Choices (8 lessons) & EL 1 Snap Science link to subject content - Shaping Up (6 lessons) & EL1	ANIMALS, INCLUDING HUMANS Notice that animals, including humans, have offspring which grow into adults. SS Assess opportunity- All grown up Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). SS Assess opportunity- Basic needs Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. SS Assess opportunity- Caring for ourselves Snap Science link to subject content - Growing Up (4 lessons) & EL1 & EL2 Snap Science link to subject content - Taking Care (4 lessons) & EL1	PLANTS Children should be taught to observe and describe how seeds and bulbs grow into mature plants SS Assess opportunity- Growing plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. SS Assess opportunity- Plant doctor Snap Science link to subject content - The Apprentice Gardener (10 lessons) & EL2 & 3 LIVING THINGS AND HABITATS Explore and compare the differences between things that are living, dead, and things that have never been alive. SS Assess opportunity- Odd one out Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of	LIVING THINGS AND HABITATS Explore and compare the differences between things that are living, dead, and things that have never been alive. SS Assess opportunity- Odd one out Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. SS Assess opportunity- Who lives here? Identify and name a variety of plants and animals in their habitats, including microhabitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. SS Assess opportunity- Who eats what?	USES OF EVERYDAY MATERIALS Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. SS Assess opportunity - Which materials are suitable? Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. SS Assess opportunity- Changing shape Snap Science link to subject content - Good Choices (8 lessons) & EL 1 Snap Science link to subject content - Shaping Up (6 lessons) & EL1	PLANTS Children should be taught to observe and describe how seeds and bulbs grow into mature plants SS Assess opportunity- Growing plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. SS Assess opportunity- Plant doctor Snap Science link to subject content - The Apprentice Gardener (10 lessons) & EL2 & 3 ANIMALS, INCLUDING HUMANS Notice that animals, including humans, have offspring which grow into adults. SS Assess opportunity- All grown up Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). SS Assess opportunity- Basic needs

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Vocabulary *Displayed on walls during topic Explorify - to encourage use of scientific vocab, displayed on walls within lessons and promote oracy. Activities from explorify to be planned into teacher's lessons - • Odd one out? • Zoom in, zoom out • What's going on? • What if? • Mystery bag	object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see through, not see through (as Year 1) Opaque, transparent, translucent, reflective, non-reflective, flexible, rigid, shape, push, pull, twist, squash, bend, stretch <i>tentative language: perhaps, maybe, I was wondering, does anyone else think.....?</i>	offspring, reproduction, growth, child, young, old, stages (examples - chick/hen, baby, child, adult, caterpillar/butterfly), exercise, heartbeat, breathing, hygiene, germs, disease, food types (examples - meat, fish, vegetables, bread, rice, pasta) <i>tentative language: perhaps, maybe, I was wondering, does anyone else think.....?</i>	leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud (as Year 1) Light, shade, sun, warm, cool, water, grow, healthy, germinate <i>tentative language: perhaps, maybe, I was wondering, does anyone else think.....?</i>	living, dead, never been alive, suited, suitable, basic needs, food chains, shelter, move, feed, names of local habitats pond, woodland etc, micro habitats e.g., under logs, bushes <i>tentative language: perhaps, maybe, I was wondering, does anyone else think.....?</i>	object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see through, not see through (as Year 1) Opaque, transparent, translucent, reflective, non-reflective, flexible, rigid, shape, push, pull, twist, squash, bend, stretch <i>tentative language: perhaps, maybe, I was wondering, does anyone else think.....?</i>	leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud (as Year 1) Light, shade, sun, warm, cool, water, grow, healthy, germinate <i>tentative language: perhaps, maybe, I was wondering, does anyone else think.....?</i>
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History

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

Geography

Pupils should be taught about:

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place knowledge
- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
- key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- key human features, including city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Theme	<i>Into storyland</i>	<i>Food, Food Glorious Food</i>	<i>Time travellers</i>	<i>Environmental extravaganza</i>	<i>To infinity and beyond</i>	<i>Ocean commotion and ahoy me hearties</i>
Historical events commemorated through festivals or anniversaries will be covered as and when appropriate and follow the children's interests, for example- Jubilees and Coronations						
Year 1	<u>Geography- Our School</u> - Understand where I live in the local area. - Understand what our classroom looks like using aerial photographs. - Locate our school in our local area. - Observe the school environment. - Draw a simple map. - Understand the route I take to school. - Name the 4 points of a compass.	<u>Geography Wonderful Weather</u> - Understand what the weather is like in our country and where I live. - Understand the different seasons. - Describe how the weather can affect us. - Understand what a weather forecast shows. - Use key words to describe the weather. - To understand the dangers of weather.	<u>Geography Our Country-</u> - Understand the differences between a town and a countryside. - Use key words to describe a town and a countryside. - Name and locate the countries in the UK. - Understand a journey line. - Understand what; aerial view' shows. - Identify the key features of countries in the UK.	<u>Geography Our School</u> - Understand where I live in the local area. - Understand what our classroom looks like using aerial photographs. - Locate our school in our local area. - Observe the school environment. - Draw a simple map. - Understand the route I take to school. - Name the 4 points of a compass.	<u>Geography Wonderful Weather</u> - Understand what the weather is like in our country and where I live. - Understand the different seasons. - Describe how the weather can affect us. - Understand what a weather forecast shows. - Use key words to describe the weather. - To understand the dangers of weather.	<u>Geography Our Country-</u> - Understand the differences between a town and a countryside. - Use key words to describe a town and a countryside. - Name and locate the countries in the UK. - Understand a journey line. - Understand what; aerial view' shows. - Identify the key features of countries in the UK.

	- Begin to recognise map symbols. Our Local Area- - Understand what our local area is like. - Observe what my local area is like. - Describe where things are on a map. - Understand the different types of housing in my local area. - Name the types of jobs that people do in our local area. - Understand ways that we can change the local area. History Living memory, Significant person, and events beyond living memory (Toys, Guy Fawkes, and Remembrance Day) - We are learning to recount changes that have occurred in our own lives and use common phrases about the passing of time e.g., when I was younger, a long time ago, before I was born. - We are learning to place events and objects in chronological order on a class/year group timeline. - We are learning to recognise the difference between past and present in our own and others' lives and ask questions such as: What was it like for people? What happened? How long ago? - We are learning to use a range of sources (books, pictures, photos, artefacts, buildings, music) to find out, recall and recount events from the past.	- Understand what hot and cold countries are like. - To use map skills to locate hot and cold places. History People in own location - Edith Cavell and Katherine of Aragon - We are learning to recognise the difference between past and present in our own and others' lives and ask questions such as: What was it like for people? What happened? How long ago? - We are learning to identify the similarities and differences between our own lives and ways of life in a given period. - We are learning to use a range of sources (books, pictures, photos, artefacts, buildings, music) to find out, recall and recount events from the past.	- Observe aerial view photos. - Name capital cities in the UK. - Explain what London is like using key words. - Compare two capital cities. History History Events beyond living memory, Significant Person and events/people in own location) William the Conqueror, Battle of Hastings, types of castles and local church. - We are learning to recognise the difference between past and present in our own and others' lives and ask questions such as: What was it like for people? What happened? How long ago? - We are learning to place events and objects in chronological order on a class/year group timeline. - We are learning to use a range of sources (books, pictures, photos, artefacts, buildings, music) to find out, recall and recount events from the past. - We are learning to compare and to begin to identify similarities and differences between two historical sources relating to the same historical context.	- Begin to recognise map symbols. Our Local Area- - Understand what our local area is like. - Observe what my local area is like. - Describe where things are on a map. - Understand the different types of housing in my local area. - Name the types of jobs that people do in our local area. - Understand ways that we can change the local area. History Living memory, Significant person, and events beyond living memory (Toys, Guy Fawkes, and Remembrance Day) - We are learning to recount changes that have occurred in our own lives and use common phrases about the passing of time e.g., when I was younger, a long time ago, before I was born. - We are learning to place events and objects in chronological order on a class/year group timeline. - We are learning to recognise the difference between past and present in our own and others' lives and ask questions such as: What was it like for people? What happened? How long ago? We are learning to use a range of sources (books, pictures, photos, artefacts, buildings, music) to find out, recall and recount events from the past.	- Understand what hot and cold countries are like. - To use map skills to locate hot and cold places. History (Significant Person) Tim Peake, Neil Armstrong, and Buzz Aldrin. - We are learning to recognise the difference between past and present in our own and others' lives and ask questions such as: What was it like for people? What happened? How long ago? - We are learning to identify the similarities and differences between our own lives and ways of life in a given period. - We are learning to use a range of sources (books, pictures, photos, artefacts, buildings, music) to find out, recall and recount events from the past.	- Observe aerial view photos. - Name capital cities in the UK. - Explain what London is like using key words. - Compare two capital cities. History (Significant Person) Pirates and Explorers- Matthew Henson, Felicity Aston, Blackbeard and Anne Bonney) - We are learning to recognise the difference between past and present in our own and others' lives and ask questions such as: What was it like for people? What happened? How long ago? - We are learning to identify the similarities and differences between our own lives and ways of life in a given period. - We are learning to use a range of sources (books, pictures, photos, artefacts, buildings, music) to find out, recall and recount events from the past. - We are learning to compare and to begin to identify similarities and differences between two historical sources relating to the same historical context.
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Year 2	<u>Geography</u> <u>What a Wonderful World</u> - Name and locate continents and oceans. - Understand the key features of continents and oceans. - Understand how a journey can be made around the world using journey lines. - Understand the location of hot and cold countries. - Locate Europe and describe some of it's features. - Observe aerial photographs of Europe. <u>HISTORY</u> (Living Memory and Significant Person) (Toys- Teddy Roosevelt and History of Lego) - We are learning to use the words 'past' and 'present' when telling others about a significant person or event. - We are learning to talk about and describe in some detail a significant person or event from the past. - We are learning to place people, events, artefacts, or photos in chronological order along a timeline using dates. - We are learning to gather information from simple sources to understand and compare key features about a significant event or person from the past. - We are learning to identify similarities and differences between ways of life in different periods.	<u>Geography</u> <u>Sensational Safari</u> - Understand where Kenya is in the world and locate it on a map. - Draw a simple map of Kenya and label the key features and places. - Understand what life is like for people in Kenya. - Understand what a national park is. - Use compass directions to describe places on a map. - Understand the main animals that live in Kenya. - Understand what Maasai culture is like. - Observe photographs and ask questions about a place. - Compare life to a child's life in Kenya. <u>Lets go to....</u> (Non-European country chosen each year to suit current learning, interest, and children.) - Understand where...is in the world and locate it on a world map. - Draw a simple map of...labelling key features and places. - Understand what life is like for people in... - Compare life in... to life in the UK. - Ask questions to find out what places are like. - Compare school life in...to my school in the UK. - Understand some of...culture.	<u>Geography-</u> <u>Magical Mapping</u> - Draw a simple sketch map. - Use compass directions. - Plan a route in my local area. - Draw a simple sketch map. - Use an atlas to find places in the UK. - Use an atlas to find places in the UK and around the world. - Understand what an aerial view is. - Observe aerial photographs of my school and my local area. - Use key words to explain human and physical features. <u>History</u> (Events beyond living memory, significant person, and people in own location) (Great Fire of London, Samuel Pepys, King Charles 1 and William De Yaxley) - We are learning to use the words 'past' and 'present' when telling others about a significant person or event. - We are learning to talk about and describe in some detail a significant person or event from the past. - We are learning to recognise that there are reasons why people in the past acted as they did. - We are learning to place people, events, artefacts, or photos in chronological order along a timeline using dates. - We are learning to gather information from simple sources to understand and compare key features about a significant event or person from the past. - We are learning to identify similarities and differences between ways of life in different periods.	<u>Geography</u> <u>What a Wonderful World</u> - Name and locate continents and oceans. - Understand the key features of continents and oceans. - Understand how a journey can be made around the world using journey lines. - Understand the location of hot and cold countries. - Locate Europe and describe some of it's features. - Observe aerial photographs of Europe. <u>Lets go to....</u> (Non-European country chosen each year to suit current learning, interest, and children.) - Understand where...is in the world and locate it on a world map. - Draw a simple map of...labelling key features and places. - Understand what life is like for people in... - Compare life in... to life in the UK. - Ask questions to find out what places are like. - Compare school life in...to my school in the UK. <u>Understand some of...culture.</u>	<u>Geography</u> <u>Magical Mapping</u> - Draw a simple sketch map. - Use compass directions. - Plan a route in my local area. - Draw a simple sketch map. - Use an atlas to find places in the UK. - Use an atlas to find places in the UK and around the world. - Understand what an aerial view is. - Observe aerial photographs of my school and my local area. - Use key words to explain human and physical features. <u>History</u> (Events beyond living memory and significant person) (Neil Armstrong, Tim Peake And Moon Landings) - We are learning to use the words 'past' and 'present' when telling others about a significant person or event. - We are learning to talk about and describe in some detail a significant person or event from the past. - We are learning to place people, events, artefacts, or photos in chronological order along a timeline using dates. - We are learning to gather information from simple sources to understand and compare key features about a significant event or person from the past.	<u>Geography</u> <u>Beside the Seaside</u> - Use key words to describe different places and environments. - Use a map to find seaside locations. - Use key words to describe a seaside. - Observe aerial photos of the seaside. - Locate seaside's in four UK countries. - Describe a seaside town in the UK. - Describe places and routes on a map. - Use a map to identify main British Islands. - Understand and locate hot and cold Islands in the world. - Use a map to follow a route around a seaside. <u>HISTORY</u> (Events people in own location, changes within living memory and significant person) (Mary Seacole, James Cook, Florence Nightingale and William De Yaxley) - We are learning to use the words 'past' and 'present' when telling others about a significant person or event. - We are learning to talk about and describe in some detail a significant person or event from the past. - We are learning to recognise that there are reasons why people in the past acted as they did. - We are learning to place people, events, artefacts, or photos in chronological order along a timeline using dates. - We are learning to gather information from simple sources to understand and compare key features about a significant event or person from the past. - We are learning to identify similarities and differences between ways of life in different periods.
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Design & Technology -

EYFS Development Matters 2020

We are learning to...

- explore, use and refine a variety of artistic effects to express their ideas and feelings.
- return to and build on our previous learning, refining ideas and developing our ability to represent them.
- create collaboratively, sharing ideas, resources and skills.

EYFS ELG

We are learning to...

- safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- share our creations, explaining the process we have used.
- make use of props and materials when role playing characters in narratives and stories.

KS1 Curriculum

When designing and making, pupils should be taught to...

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria.
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

Evaluate

- explore and evaluate a range of existing products.
- evaluate their ideas and products against design criteria.

Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable.
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Cooking & Nutrition

- use the basic principles of a healthy and varied diet to prepare dishes.
- understand where food comes from.

Theme	Into Storyland	Food Glorious Food	Time Travellers	Environmental Extravaganza	To Infinity and Beyond	Commotion in the Ocean
Year 1	<u>Mechanisms.</u> <u>Moving Story Books</u> Explore levers and sliders to make a moving story book. Design Planning and sketching the mechanical elements in the moving storybook. Make Assembling mechanisms to create various movements (up, down, along, around) Evaluate Reflecting on the finished moving storybook by expressing likes, dislikes and improvements. Technical Knowledge Exploring how levers and sliders work in a paper-	<u>Food; Fruit and Vegetables Kebabs</u> Learn how to identify fruits and vegetables. Then apply this knowledge to design and make a kebab. Design Designing a kebab package, using sketching or ICT for the chosen fruit and vegetable ingredients. Make Preparing and chopping fruits and vegetables. Evaluate Trialling and exploring combinations of ingredients, specifying favourite combinations. Cooking and Nutrition	<u>Structures</u> Design and create their own structure and functioning building. ie) windmill Design Designing for a client and considering the client's preferences and requirements, following a basic list of criteria. Make Using templates and nets, selecting from basic crafting tools and material (paper, card, scissors and glue) to create a functioning and mechanical building. Evaluate Exploring different forms of building structures, testing the finished structure. Technical Knowledge	<u>(Autumn 2) Structures</u> Design and create their own structure and functioning building. ie) windmill Design Designing for a client and considering the client's preferences and requirements, following a basic list of criteria. Make Using templates and nets, selecting from basic crafting tools and material (paper, card, scissors and glue) to create a functioning and mechanical building. Evaluate	<u>Mechanisms.</u> <u>Moving Astronauts</u> Analyse existing levers and linkage systems to identify components that they can use to plan, design, and develop a mechanical person. Design Devising and using criteria, planning for the design and creation of a mechanical toy, drawing simple diagrams to express ideas. Make Cutting and assembling accurately, selecting appropriate crafting materials and tools such as card, paper, glue and paper fasteners. Evaluate	<u>Textiles; Tapestry</u> Learn how to cut and join fabrics (glue, pins, staples) to create a larger piece. ie) whole class underwater tapestry Design Design a sea creature, using a template and consider which colours and features will be needed. Make Cutting and joining fabrics using glue, pins and staples as well as attaching additional features (decoration) Evaluate Testing and exploring different methods of joining fabrics and determining which would be the best for a large tapestry, reflecting on the finished piece.

	card format to create different movements.	Recognising the difference between fruit and vegetables, describing texture and taste, developing knowledge about where fruits and vegetables grow, identifying parts of a plant.	Developing awareness of different structure formats, forming, and understanding of how to turn 2D nets into 3D shapes.	Exploring different forms of building structures, testing the finished structure. Technical Knowledge Developing awareness of different structure formats, forming, and understanding of how to turn 2D nets into 3D shapes.	Carrying out primary research, exploring and discussing existing objects which have linkages, leavers, and pivots. Technical Knowledge Identifying inputs and outputs as part of a mechanism, developing, and understanding of how linkages, levers and pivots operate together.	Technical Knowledge Understanding the techniques used to join two fabrics together
Year 2	Textiles; Making a Puppet Design and make their own puppet, learning to use running stitch to join two pieces of fabric together. Design Developing and sketching design ideas using a template. Make Threading a needle, sewing a running stitch, preparing fabrics for sewing, tying a secure knot. Evaluate Discussing the making process and finished product, reviewing other's outcome. Technical Knowledge Identifying parts of a needle (point and eye), understanding the alternative ways of joining fabrics and embellishments.	Food; A balanced diet Explore what makes a balanced diet and taste test combinations of different food groups before designing and making a wrap/smoothie. Design Planning for a set brief, following simple criteria, designing a healthy wrap/smoothie. Make Preparing food safely and hygienically, chopping and slicing safely using a bridge or claw grip. Evaluate Conducting product research, trialling and feeding back on foods take, texture and aroma. Cooking and Nutrition Identifying each of the food groups, understanding what makes a balanced diet, developing and awareness of hidden sugars in everyday foods.	Mechanisms; Wheels and axles Experiment with mechanisms and troubleshoot why some wheels don't rotate, before designing and building a moving vehicle. Design Sketching, measuring and planning the chassis of the vehicle, including a racing flag design. Make Adapting mechanisms, measuring and cutting accurately to a design brief, working to scale and identifying commonly used materials for wheels. Evaluating Researching and testing mechanisms. Technical Knowledge Investigating how wheels work as part of a full mechanism including axles and axle holders.	Textiles; Making a Puppet Design and make their own puppet, learning to use running stitch to join two pieces of fabric together. Design Developing and sketching design ideas using a template. Make Threading a needle, sewing a running stitch, preparing fabrics for sewing, tying a secure knot. Evaluate Discussing the making process and finished product, reviewing other's outcome. Technical Knowledge Identifying parts of a needle (point and eye), understanding the alternative ways of joining fabrics and embellishments.	Mechanisms; Moon Buggies Explore existing mechanisms in order to design, test and make their own vehicle. Design Using ICT to produce and inspiration board to review and annotate, designing mechanisms informed by research. Make Measuring and cutting accurately, working to scale and following a design brief, selecting materials based on their characteristics. Evaluate Testing and adapting mechanisms, researching mechanisms and existing products. Technical Knowledge Understanding and consolidating how and axle, axle holder and wheel work in harmony, understanding various properties of basic materials such as plastic, wood and metal.	Structures; Experiment with different shapes and manipulate materials to explore and evaluate a range of structural properties. Apply this to their own design, make and test task. Design Designing for others, using criteria and applying knowledge of structures through planning. Make Identify flaws in a pre-modelled design and thinking about ways to fix or strengthen them, cutting and assembling accurately, selecting from materials based on their characteristics. Evaluate Explore natural and man-made structures, testing and evaluating, analysing existing structures including those by established designers. Technical Knowledge Understanding strength, stability and stiffness, knowing that different shapes can strengthen or weaken structures, know materials can be manipulated to improve strength and stiffness.

Art and Design

EYFS Development Matters 2020

We are learning to...

- explore, use and refine a variety of artistic effects to express their ideas and feelings.
- return to and build on our previous learning, refining ideas and developing our ability to represent them.
- create collaboratively, sharing ideas, resources and skills.

EYFS ELG

We are learning to...

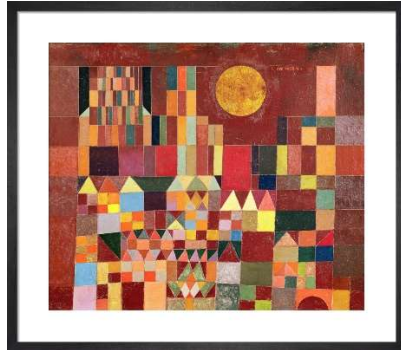
- safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- share our creations, explaining the process we have used.
- make use of props and materials when role playing characters in narratives and stories.

KS1 Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Theme	<i>Into Storyland</i>	<i>Food Glorious Food</i>	<i>Time Travellers</i>	<i>Environmental Extravaganza</i>	<i>To Infinity and Beyond</i>	<i>Commotion in the Ocean</i>
The key elements of art (colour, pattern, texture, line, shape, form, space) will be taught through Drawing, Painting and 3D Sculpture. There is a focus Artist and piece of Artwork for each term. The 'Art Topic Plan' format used for each term will support showing the children's learning journey and progression of skills.						
Year One Use the Art topic plan format to show the learning journey	Year One Artist -Explore Richard Shilling as an artist. Learn key facts about him and his work. -Look at a range of his artwork and give opinions. - Discuss similarities and differences between his artwork and other artist work including their own. - Focus in one key piece of artwork (see below). 3D Sculpture Shape -Understand the use of shape to create images -Starting with an outline -Developing the importance of size in shape -Awareness of relative size Texture	Year One Artist -Explore Giuseppe Arcimboldo as an artist. Learn key facts about him and his work. -Look at a range of his artwork and give opinions. - Discuss similarities and differences between his artwork and other artist work including their own. - Focus in one key piece of artwork (see below). Drawing Line -Develop pencil control -Explore a range of line styles -Explore thickness of line -Explore tone with pencil -Develop accuracy when making a line for a purpose -Draw from observation and imagination	Year One Artist -Explore Paul Klee as an artist. Learn key facts about him and his work. -Look at a range of his artwork and give opinions. - Discuss similarities and differences between his artwork and other artist work including their own. - Focus in one key piece of artwork (see below). Painting Colour -Explore colour mixing of the primary colours and adding white to each of them. Shape -Understand the use of shape to create images -Starting with an outline	Year One Artist -Explore Laurence Stephen Lowry as an artist. Learn key facts about him and his work. -Look at a range of his artwork and give opinions. - Discuss similarities and differences between his artwork and other artist work including their own. - Focus in one key piece of artwork (see below). Drawing Line -Develop pencil control -Explore a range of line styles -Explore thickness of line -Explore tone with pencil -Develop accuracy when making a line for a purpose -Draw from observation and imagination	Year One Artist -Explore Vincent Willem van Gogh as an artist. Learn key facts about him and his work. -Look at a range of his artwork and give opinions. - Discuss similarities and differences between his artwork and other artist work including their own. - Focus in one key piece of artwork (see below). Painting Texture -Develop patterns to make texture i.e.) bricks, grass, waves Pattern -Begin to create patterns using repetition and corresponding parts of line, shape or colour.	Year One Artist -Explore Andy Goldsworthy as an artist. Learn key facts about him and his work. -Look at a range of his artwork and give opinions. - Discuss similarities and differences between his artwork and other artist work including their own. - Focus in one key piece of artwork (see below). 3D Sculpture Pattern -Begin to create patterns using repetition and corresponding parts of line, shape or colour. Shape -Understand the use of shape to create images Starting with an outline

	-Develop patterns to make texture i.e.) bricks, grass, waves <u>Media</u> - Sketching pencils, 2D shapes, natural materials found around school and local environment. <u>Evaluation</u> Evaluate opinions about the Artist and their work. Evaluate the skills built up over the project. Evaluate the outcome artwork and how children felt about their work.	-Develop using media in a variety of ways (hatching/stippling/scribble/bl ending <u>Texture</u> -Develop patterns to make texture i.e.(bricks, grass, waves <u>Shape</u> -Understand the use of shape to create images -Starting with an outline -Developing the importance of size in shape -Awareness of relative size <u>Media</u> - Explore sketching pencils, colour pencils, pastels. <u>Evaluation</u> Evaluate opinions about the Artist and their work. Evaluate the skills built up over the project. Evaluate the outcome artwork and how children felt about their work.	-Developing the importance of size in shape -Awareness of relative size <u>Pattern</u> -Begin to create patterns using repetition and corresponding parts of line, shape or colour. <u>Media</u> -Explore using sketching pencils, primary paints, mixing and painting brushes and shapes. <u>Evaluation</u> Evaluate opinions about the Artist and their work. Evaluate the skills built up over the project. Evaluate the outcome artwork and how children felt about their work.	-Develop using media in a variety of ways (hatching/stippling/scribble/bl ending <u>Shape</u> -Understand the use of shape to create images -Start with an outline -Developing the importance of size in shape. -Awareness of relative size. <u>Media</u> -Explore sketching pencils, colour pencils, pastels. <u>Evaluation</u> Evaluate opinions about the Artist and their work. Evaluate the skills built up over the project. Evaluate the outcome artwork and how children felt about their work.	<u>Colour</u> -Explore colour mixing of the primary colours and adding white to each of them. <u>Media</u> -Explore using sketching pencils, primary paints, mixing and painting brushes and shapes. <u>Evaluation</u> Evaluate opinions about the Artist and their work. Evaluate the skills built up over the project. Evaluate the outcome artwork and how children felt about their work.	-Developing the importance of size in shape -Awareness of relative size <u>Form/Space</u> -Begin to develop the idea of layering up shapes to make other shapes. <u>Media</u> - Sketching pencils, 2D shapes, natural materials found around school and local environment. <u>Evaluation</u> Evaluate opinions about the Artist and their work. Evaluate the skills built up over the project. Evaluate the outcome artwork and how children felt about their work.
Year Two	<u>Year Two Artist</u> -Explore Richard Shilling as an artist. Learn key facts about him and his work. -Look at a range of his artwork and give opinions. - Discuss similarities and differences between his artwork and other artist work including their own. - Focus in one key piece of artwork (see below). <u>3D Sculpture</u> <u>Shape</u> -Use a range of 2D shapes -Awareness of size in shape -Develop use of negative space <u>Texture</u> -Develop cross hatching, stippling, blending to show the texture of an object <u>Form</u> -Begin to develop the idea of shapes within shapes using natural materials. <u>Media</u>	<u>Year Two Artist</u> -Explore Giuseppe Arcimboldo as an artist. Learn key facts about him and his work. -Look at a range of his artwork and give opinions. - Discuss similarities and differences between his artwork and other artist work including their own. - Focus in one key piece of artwork (see below). <u>Drawing</u> <u>Line</u> -Control a pencil with increasing confidence -Use a range of patterns in own work -Confidently draw from observation and imagination -Plan and develop own ideas -Infill shapes with pattern and tone <u>Texture</u>	<u>Year Two Artist</u> -Explore Paul Klee as an artist. Learn key facts about him and his work. -Look at a range of his artwork and give opinions. - Discuss similarities and differences between his artwork and other artist work including their own. - Focus in one key piece of artwork (see below). <u>Painting</u> <u>Colour</u> -Explore different brush strokes with the colours you have mixed and how to layer these. <u>Shape</u> -Use a range of 2D shapes -Awareness of size in shape -Develop use of negative space <u>Pattern</u> -Create an arrangement of decorative design with	<u>Year Two Artist</u> -Explore Laurence Stephen Lowry as an artist. Learn key facts about him and his work. -Look at a range of his artwork and give opinions. - Discuss similarities and differences between his artwork and other artist work including their own. - Focus in one key piece of artwork (see below). <u>Drawing</u> <u>Line</u> - Control a pencil with increasing confidence -Use a range of patterns in own work -Confidently draw from observation and imagination - Plan and develop own ideas -Infill shapes with pattern and tone <u>Shape</u> -Use a range of 2D shapes Awareness of size in shape	<u>Year Two Artist</u> -Explore Vincent Willem van Gogh as an artist. Learn key facts about him and his work. -Look at a range of his artwork and give opinions. - Discuss similarities and differences between his artwork and other artist work including their own. - Focus in one key piece of artwork (see below). <u>Painting</u> <u>Texture</u> Develop cross hatching, stippling, blending to show the texture of an object <u>Pattern</u> Create an arrangement of decorative design with repetition of line, shape or colour. <u>Colour</u> Explore different brush strokes with the colours	<u>Year Two Artist</u> -Explore Andy Goldsworthy as an artist. Learn key facts about him and his work. -Look at a range of his artwork and give opinions. - Discuss similarities and differences between his artwork and other artist work including their own. - Focus in one key piece of artwork (see below). <u>Pattern</u> Create an arrangement of decorative design with repetition of line, shape or colour. <u>Shape</u> Use a range of 2D shapes Awareness of size in shape Develop use of negative space <u>Form/Space</u> Begin to develop the idea of layering up shapes to make

	- Sketching pencils, 2D shapes, natural materials found around school and local environment. Evaluation Evaluate opinions about the Artist and their work. Evaluate the skills built up over the project. Evaluate the outcome artwork and how children felt about their work.	-Develop cross hatching, stippling, blending to show the texture of an object Space/Form -Begin to develop idea of 3D in drawing to make vegetables look realistic Media - Explore sketching pencils, colour pencils, pastel and ink pens. Evaluation Evaluate opinions about the Artist and their work. Evaluate the skills built up over the project. Evaluate the outcome artwork and how children felt about their work.	repetition of line, shape or colour. Media -Explore using sketching pencils, paints, varying paintbrushes and shapes. Evaluation Evaluate opinions about the Artist and their work. Evaluate the skills built up over the project. Evaluate the outcome artwork and how children felt about their work.	-Develop use of negative space Space/Form -Begin to develop idea of 3D in drawing to make buildings look realistic Media -Explore sketching pencils, pastels and charcoal. Evaluation Evaluate opinions about the Artist and their work. Evaluate the skills built up over the project. Evaluate the outcome artwork and how children felt about their work.	you have mixed and how to layer these. Media -Explore using sketching pencils, primary paints, mixing and painting brushes and shapes. Evaluation Evaluate opinions about the Artist and their work. Evaluate the skills built up over the project. Evaluate the outcome artwork and how children felt about their work.	other shapes and how they can inter-connect with one another. Media - Sketching pencils, 2D shapes, natural materials found around school and local environment. Evaluation Evaluate opinions about the Artist and their work. Evaluate the skills built up over the project. Evaluate the outcome artwork and how children felt about their work.
Artists	3D Sculpture Focus Richard Shilling - (and other abstract/environmental/land artist) i.e.)  Year One Outcome. To plan and create a land art sculpture using resources found in the local environment. Year Two Outcome. To plan and create a land art 3D sculpture inspired by Richard Shilling's artwork, using natural materials from the local environment.	Drawing Focus Giuseppe Arcimboldo - Vertumnus i.e.)  Year One Outcome. To recreate Arcimboldo's vegetable faces with a mix of food and drawing to make their self-portrait. Year Two Outcome. To plan and produce an interpretation of a face using their choice of media already explored.	Painting Focus Paul Klee - Castle and Sun i.e.)  Year One Outcome. To create a picture using 2D shapes with colour mixed paints they have explored and paintbrushes Year Two Outcome. To plan and produce their own interpretation of Paul Klee's using paints and varying paintbrushes to show a range of colours.	Drawing Focus Lowry - 'Going to Work' i.e.)  Year One Outcome: To reproduce a version of Lowry's 'Going to work' using sketch pencils, colour pencils and pastels. Year Two Outcome To plan and produce an interpretation of Lowry's 'Going to Work' i.e.) Yaxley/Peterborough scene with sketch pencils, pastels and charcoal.	Painting Focus Van Gogh- Starry Night i.e.)  Year One Outcome. To recreate a version of 'night-time scene' using paints they have colour mixed and a variety of paint brushing techniques. Year Two Outcome. To plan and create their own version of 'Starry Night' using colour mixing and a variety of paint brushing techniques to create a textured finish.	3D Sculpture Focus Andy Goldsworthy - nature sculptures i.e.)  Year One Outcome. To create a land art sculpture based on Andy Goldsworthy's design using natural materials found in the environment. Year Two Outcome. To create their own interpretation of a land art 3D sculpture using natural items found locally.

Computing

KS1 Pupils should be taught to:

Computing science

- Understand what algorithms are; how they are implemented as programs on digital devices; and those programs execute by following precise and unambiguous instructions.
- Create and debug simple programs.
- Use logical reasoning to predict the behaviour of simple programs

Information Technology

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Digital Literacy

- Recognise common uses of information technology beyond school.
- Use technology safely and respectfully keeping personal information private; identify where to go for help and support when they have concerns about content on the internet or other online technologies

Theme	Into Storyland	Food Glorious Food	Time Travellers	Environmental Extravaganza	To Infinity & Beyond	Commotion in the Ocean
YEAR 1 Teach Computing Units	<u>Autumn 1</u> Unit 1- Technology around us <u>Autumn 2</u> Unit 2 Creating Media-Digital Painting	<u>Spring 1</u> Unit 4- Data and Information- grouping data. <u>Spring 2</u> Unit 5-Programming A-Moving a robot	<u>Summer 1</u> Unit 6- Programming B- Introduction to animation <u>Summer 2</u> Unit 3- Creating Media-Digital Painting	<u>Autumn 1</u> Unit 1- Technology around us <u>Autumn 2</u> Unit 2 Creating Media-Digital Painting	<u>Spring 1</u> Unit 4- Data and Information- grouping data <u>Spring 2</u> Unit 5-Programming A-Moving a robot	<u>Summer 1</u> Unit 6- Programming B- Introduction to animation <u>Summer 2</u> Unit 3- Creating Media-Digital Painting
YEAR 2 Teach Computing Units	<u>Autumn 1</u> Unit 1- Computing systems and networks- IT around us <u>Autumn 2</u> Unit 5- Programming A-Robot algorithms	<u>Spring 1</u> Unit 4- Data and Information- pictograms <u>Spring 2</u> Unit 2- Creating media-digital photography (portraits- art link)	<u>Summer 1</u> Unit 3- Creating media-Making Music for a banquet/horse moving. <u>Summer 2</u> Unit 6- Programming B- an introduction to quizzes	<u>Autumn 1</u> Unit 1- Computing systems and networks- IT around us <u>Autumn 2</u> Unit 5- Programming A-Robot algorithms	<u>Spring 1</u> Unit 4- Data and Information- pictograms <u>Spring 2</u> Unit 3- Creating media-Making Music (link to Gustav Holst's Planets)	<u>Summer 1</u> Unit 2- Creating media-digital photography. (Plants- science link) <u>Summer 2</u> Unit 6- Programming B- an introduction to quizzes

PE

KS1 Pupils should

Develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

[Get set 4 PE resources used for all lesson planning, vocabulary and progressions](#)

Theme	<i>Into storyland</i>	<i>Food, Food Glorious Food</i>	<i>Time travellers</i>	<i>Environmental extravaganza</i>	<i>To infinity and beyond</i>	<i>Ocean commotion and ahoy me hearties</i>
Year 1 Half term x2	Fundamentals Dance	Gymnastics	Ball Skills Team Building	Fundamentals Dance	Gymnastics	Ball Skills Team Building
	Pilates/ Yoga Fitness	Sending and receiving Invasion games	Athletics Target games	Pilates/ Yoga Fitness	Sending and receiving Invasion games	Athletics Target games
Year 2 Half term x2	Fundamentals Pilates/ Yoga	Gymnastics	Ball skills Team building	Fundamentals Pilates/ Yoga	Gymnastics	Ball skills Team building
	Dance Fitness	Net and wall Target games	Athletics Invasion	Dance Fitness	Net and wall Target games	Athletics Invasion

Fundamentals

Year One	Pupils will develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. Pupils will be given opportunities to work with a range of different equipment. Pupils will be asked to observe and recognise improvements for their own and others' skills and identify areas of strength. Pupils will be given the opportunity to work collaboratively with others, taking turns and sharing ideas. • To explore balance, stability and landing safely. • To explore how the body moves differently when running at different speeds. • To explore changing direction and dodging. • To explore jumping, hopping, and skipping actions. • To explore co-ordination and combining jumps. • To explore combination jumping and skipping in an individual rope.
Year 2	Pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination. Pupils will be given opportunities to identify areas of strength and areas for improvement. Pupils will work collaboratively with others, taking turns and sharing ideas. • To develop balance, stability and landing safely. • To explore how the body moves differently when running at different speeds. • To develop changing direction and dodging. • To develop and explore jumping, hopping and skipping actions. • To develop co-ordination and combining jumps.

	To develop combination jumping and skipping in an individual rope.
Dance	
Year 1	Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances. Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme. Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so. LESSON 1 THEME: Counting-To explore travelling actions and use counts of 8 to move in time with the music. LESSON 2 THEME: Trees and Leaves-To remember and repeat actions and respond imaginatively to a stimulus. LESSON 3 THEME: Pirates-To copy, remember and repeat actions that represent the theme. LESSON 4 THEME: Pirates-To copy, repeat, create and perform actions that represent the theme. LESSON 5 THEME: The Lost Toy-To use expression and create actions that relate to the story. LESSON 6 THEME: The Lost Toy-To use a pathway when travelling. LESSON 7 THEME: Puddles-To copy, repeat and choose actions that represent the theme. LESSON 8 THEME: Puddles-To show changes in expression, level and shape.
Year 2	Pupils will explore space and how their body can move to express an idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology. LESSON 1 THEME: Exploring space and travel-To repeat, link and choose actions. LESSON 2 THEME: Actions and rhythms-To create actions and accurately copy other's actions. LESSON 3 THEME: The Circus-To copy, remember and repeat actions using facial expressions to show different characters. LESSON 4 THEME: The Circus-To perform in unison creating shapes with a partner. LESSON 5 THEME: Mirrors-To be able to mirror a partner and create ideas. LESSON 6 THEME: The Rainforest-To copy, repeat and create actions in response to a stimulus. LESSON 7 THEME: The Rainforest-To copy, create and perform actions considering dynamics. LESSON 8 THEME: The Rainforest-To create a short dance phrase with a partner showing clear changes of speed.
Pilates/ Yoga	
Year 1	Pupils learn about mindfulness and awareness. They begin to learn poses and techniques that will help them connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility and balance. The learning includes postures, breathing and meditation taught through fun and engaging activities. LESSON 1 To explore yoga and mindfulness. LESSON 2 To be able to copy and remember poses. LESSON 3 To develop flexibility when holding poses. LESSON 4 To develop balance whilst holding poses. LESSON 5 To create yoga poses using a hoop. LESSON 6 To create a yoga flow with a partner.
Year 2	Pupils learn about mindfulness and body awareness. They begin to learn yoga poses and techniques that will help them to connect their mind and body. The unit builds strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others, sharing ideas and creating their own poses in response to a theme. LESSON 1 To copy and repeat yoga poses. LESSON 2 To develop an awareness of strength when completing yoga poses. LESSON 3 To develop an awareness of flexibility when completing yoga poses. LESSON 4 To copy and remember actions linking them into a flow. LESSON 5 To create a flow and teach it to a partner. LESSON 6 To explore poses and create a yoga flow.
Fitness	
Year 1	Pupils develop their understanding of the benefits of exercise and a healthy lifestyle on their physical body, their mood and their overall health. They will work independently, in pairs and small groups to complete challenges in which they will sometimes need to persevere to achieve their personal best. LESSON 1 To develop knowledge about how exercise can make you feel. LESSON 2 To develop knowledge about how exercise can make you strong and healthy.

	LESSON 3 To develop knowledge about how exercise relates to breathing. LESSON 4 To develop my understanding of how exercise helps my brain. LESSON 5 To develop my understanding of how exercise helps my muscles. LESSON 6 To begin to understand the importance of daily exercise.
Year 2	Pupils will take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina. Pupils will be given the opportunity to work independently and with others. Pupils will develop perseverance and show determination to work for longer periods of time. LESSON 1 To understand how to run for longer periods of time without stopping. LESSON 2 To develop co-ordination and timing when jumping in a long rope. LESSON 3 To develop individual skipping. LESSON 4 To take part in a circuit to develop stamina and agility. LESSON 5 To explore exercises that use your own body weight. LESSON 6 To develop 'ABC,' agility, balance and co-ordination.
Gymnastics	
Year 1	Pupils learn to use space safely and effectively. They explore and develop basic gymnastic actions on the floor and using low apparatus. Basic skills of jumping, rolling, balancing and travelling are used individually and in combination to create movement phrases. Pupils are given opportunities to select their own actions to build short sequences and develop their confidence in performing. Pupils begin to understand the use of levels, directions and shapes when travelling and balancing. LESSON 1 To explore travelling movements using the space around you. LESSON 2 To develop quality when performing gymnastic shapes. LESSON 3 To develop stability and control when performing balances. LESSON 4 To develop technique and control when performing shape jumps. LESSON 5 To develop technique in the barrel, straight and forward roll. LESSON 6 To link gymnastic actions to create a sequence.
Year 2	Pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high-quality performance. LESSON 1 To perform gymnastic shapes and link them together. LESSON 2 To be able to use shapes to create balances. LESSON 3 To be able to link travelling actions and balances using apparatus. LESSON 4 To demonstrate different shapes, take off and landings when performing jumps. LESSON 5 To develop rolling and sequence building. LESSON 6 To develop sequence work on apparatus.
Sending and receiving	
Year 1	Develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by the rules to keep themselves and others safe. LESSON 1 To develop rolling and throwing a ball towards a target. LESSON 2 To develop receiving a rolling ball and tracking skills. LESSON 3 To be able to send and receive a ball with your feet. LESSON 4 To develop throwing and catching skills over a short distance. LESSON 5 To develop throwing and catching skills over a longer distance. LESSON 6 To apply sending and receiving skills to small games.
Year 2	Develop their sending and receiving skills including throwing and catching, rolling, kicking, tracking and stopping a ball. They will also use equipment to send and receive a ball. Pupils will be given opportunities to work with a range of different sized balls. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe. LESSON 1 To roll a ball towards a target. LESSON 2 To be able to track and receive a rolling ball. LESSON 3 To be able to stop, send and receive a ball with your feet. LESSON 4 To develop throwing and catching skills.

	LESSON 5 To develop throwing and catching skills. LESSON 6 To send and receive a ball using a racket.
Invasion	
Year 1	Develop the basic skills required in invasion games such as sending, receiving and dribbling a ball. They develop their understanding of attacking and defending and what being 'in possession' means. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and how to play to the rules. They work independently, with a partner and in a small group and begin to self-manage their own games, showing respect and kindness towards their teammates and opponents. LESSON 1 To develop dribbling towards a goal and understand what being 'in possession' means. LESSON 2 To understand who to pass to and why when playing against a defender. LESSON 3 To move towards a goal with the ball. LESSON 4 To support a teammate when in possession. LESSON 5 To move into space showing an awareness of defenders. LESSON 6 To be able to stay with a player when defending.
Year 2	Develop their understanding of invasion games and the principles of defending and attacking. They use and develop skills such as sending and receiving with both feet and hands, as well as dribbling with both feet and hands. They have the opportunity to play uneven and even sided games. They learn how to score points in these types of games and learn to play to the rules. LESSON 1 To understand what being in possession means and support a teammate to do this. LESSON 2 To use a variety of skills to score goals. LESSON 3 To develop stopping goals. LESSON 4 To learn how to gain possession of the ball. LESSON 5 To develop an understanding of marking an opponent. LESSON 6 To learn to apply simple tactics for attacking and defending.
Ball skills	
Year 1	Pupils will explore their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. Pupils will be able to explore their own ideas in response to tasks. LESSON 1 To develop control and co-ordination when dribbling a ball with your hands. LESSON 2 To explore accuracy when rolling a ball. LESSON 3 To explore throwing with accuracy towards a target. LESSON 4 To explore catching with two hands. LESSON 5 To explore control and co-ordination when dribbling a ball with your feet. LESSON 6 To explore tracking a ball that is coming towards me.
Year 2	Pupils will develop their fundamental ball skills such as throwing and catching, rolling, hitting a target, dribbling with both hands and feet and kicking a ball. Pupils will have the opportunity to work independently, in pairs and small groups. LESSON 1 To be able to roll a ball to hit a target. LESSON 2 To develop co-ordination and be able to stop a rolling ball. LESSON 3 To develop technique and control when dribbling a ball with your feet. LESSON 4 To develop control and technique when kicking a ball. LESSON 5 To develop co-ordination and technique when throwing and catching. LESSON 6 To develop control and co-ordination when dribbling a ball with your hands.
Team Building	
Year 1	Develop their communication and problem-solving skills. They work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other. They are given the opportunity to discuss and plan their ideas to get the most successful outcome. LESSON 1 To co-operate and communicate with a partner to solve challenges. LESSON 2 To explore and develop teamwork skills. LESSON 3 To develop communication skills. LESSON 4 To use communication skills to lead a partner. LESSON 5 To plan with a partner and small group to solve problems. LESSON 6 To communicate with a group to solve challenges.
Year 2	Develop their communication and problem-solving skills. They work individually, in pairs and in small groups. Throughout, there is an emphasis on teamwork. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. Pupils have the opportunity to show honesty and fair play.

	LESSON 1 To follow instructions and work with others. LESSON 2 To co-operate and communicate in a small group to solve challenges. LESSON 3 To create a plan with a group to solve the challenges. LESSON 4 To communicate effectively and develop trust. LESSON 5 To work as a group to solve problems. LESSON 6 To work with a group to copy and create a basic map.
Athletics	
Year 1	Pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. LESSON 1 To learn to move at different speeds for varying distances. LESSON 2 To develop a foundation for balance and stability. LESSON 3 To develop agility and co-ordination. LESSON 4 To explore hopping, jumping and leaping for distance. LESSON 5 To develop throwing for distance. LESSON 6 To develop throwing for accuracy.
Year 2	Pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop. LESSON 1 To develop the sprinting action. LESSON 2 To develop jumping for distance. LESSON 3 To develop technique when jumping for height. LESSON 4 To develop throwing for distance. LESSON 5 To develop throwing for accuracy. LESSON 6 To develop technique when taking part in an athletics carousel.
Target games	
Year 1	Develop their aim using both underarm and overarm actions. Pupils will be given opportunities to select and apply the appropriate action for the target considering the size and distance of the challenge. They will apply their skills individually, in pairs and in small groups and begin to organise and self-manage their own activities. They will understand the importance of abiding by rules to keep themselves and others safe. LESSON 1 To develop underarm throwing towards a target. LESSON 2 To develop throwing for accuracy. LESSON 3 To develop underarm and overarm throwing for accuracy. LESSON 4 To develop throwing for accuracy and distance using underarm and overarm. LESSON 5 To select the correct technique for the situation. LESSON 6 To develop throwing for accuracy and distance.
Year 2	Develop their understanding of the principles of target games. Pupils learn how to score points and play to the rules. They develop the skills of throwing, rolling, kicking and striking to targets. They begin to self-manage their own games selecting and applying the skills they have learnt appropriate to the situation. LESSON 1 To develop an understanding of target games and consider how much power to apply when aiming at a target. LESSON 2 To understand how to score in different target games using overarm throwing. LESSON 3 To develop understanding of different target games using the skill of kicking. LESSON 4 To develop striking to a target. LESSON 5 To develop hitting a moving target. LESSON 6 To select an appropriate skill to play a game.

RE

Intent statement

For the children of Yaxley Infant School to understand to develop religious literacy (knowledge of, and ability to understand, religion, beliefs, practices). To acquire and develop knowledge and understanding of Christianity and the other principal religions and world views represented in the United Kingdom. To develop an understanding of the influence of the beliefs, values and traditions on individuals, communities, societies and cultures. To develop attitudes of respect towards other people who hold views and beliefs different from their own.

For the children of Yaxley Infant School to use this understanding to become responsible members of the multicultural society they live in.

Please make sure you cover both AT1 and AT2.

AT1 - Learning about religion and belief Enquiring into, investigating and understanding religions and beliefs. This includes thinking about and interpreting religious beliefs, teachings, sources, practices, ways of life and ways of expressing meaning with reference to the specific beliefs and religions studied.

AT2 - Learning from religion and belief Questioning, exploring, reflecting upon and interpreting human experience in the light of religions and beliefs studied. This includes communicating reflections, responses and evaluations about questions of identity, belonging, diversity, meaning, purpose, truth, values and commitments, making increasingly insightful links to the specific religions studied.

The agreed Syllabus suggests 50% teaching of Christianity and then another religion. Year 1 will cover Hinduism and Year 2 Sikhism. Please use floor books when appropriate to evidence learning. Ideas from the course include starting the topic with another story, discussion and then talk about religion, have a pretend wedding (parental consent), Christian a teddy or maybe our learning characters, Rangoli pasta pictures, throw paint art (Hindu festival Holi), Using Music (Christian rock. Queen, on my way to heaven), drumming, Using Lego to design a building or A4 paper boxes.

There are also good opportunities to use P4C linked to RE.

Theme	Into storyland	Food, Food Glorious Food	Time travellers	Environmental extravaganza	To infinity and beyond	Ocean commotion and ahoy me hearties
RE EYFS (To follow DM and use these examples if needed)	CU Ourselves, Our Families and Our Communities Celebrations Special times (Diwali) What happens at a festival? Why is Christmas important to Christmas?	New Life (Easter)	CU- Celebrations and Special Times. What happens at a wedding of when a baby is born? (As and when)	CU Ourselves, Our Families and Our Communities Celebrations Special times (Diwali) What happens at a festival? Why is Christmas important to Christmas?	New Life (Easter)	CU- Celebrations and Special Times. What happens at a wedding of when a baby is born? (As and when)
RE Yr1	Autumn 1 Christianity Church Visit a local church (more than once) become familiar with the main features of the building: find out what happens there and why (worship, baptisms, weddings) and what children do (choir, Sunday school, holiday clubs etc.) Know the stories about Jesus connected with Christmas and Easter and the importance of these for Christians. Can be covered During Christmas and Easter.		Spring 1 Christianity Jesus Know that Jesus was an historical person. Know that he is important to Christians who try to follow his teaching and example. Know that stories about him can be found in the Bible. Bible Know that the Bible is a special book for Christians because of its message about God and Jesus. Know that it comes in two parts (Testaments) and that one part is also special to Jews.		Summer 1 Christian Life Explore practice you would expect to find in a Christian family (going to church, reading the Bible, prayer, grace before meals). Explore special times for Christians (welcoming new babies - including baptism)	
	Autumn 2 Hinduism Places of Worship Discover how Hindus worship (puja) in their homes at home shrines, and about the different items and rituals which are normally used in puja (at least one	Spring 2 Hinduism Deities and Scriptures Explore stories of favourite Hindu deities which are the focus of major festivals, e.g., the Rama and Sita story, from the Ramayana epic, at Divali and how these festivals are	Summer 2 Hinduism Dharma Explore how the idea of ahimsa (non-violence) also means that most Hindus are vegetarian, out of respect for all forms of life. Discover some popular Indian recipes and the important Hindu custom of hospitality.			

	murti or statue, bell, diva lamp, incense, water container with spoon, red kum kum powder, offerings of food and flowers). Find out about arti, and the giving back of the food to the worshipper as prasad (blessed food). Hear a story about the deity represented by the murti(s). Understand that shrines can be set up at significant places (e.g., in a shop, or under a tree regarded as sacred) and that Hindus also visit mandirs (temples) for puja.	celebrated. Explore themes in these key stories, such as the triumph of good over evil and the examples given of moral duty, loyalty and devotion.	Living a Hindu Life If possible, have an opportunity to talk with Hindu believers. Explore some stories about Hindu families, e.g., going to a wedding, or the family festival of Raksha Bandan - its meaning and customs.
RE Yr2	Autumn 1 Christianity - Church Explore stories connected with the church (e.g., its dedication, stained glass window showing Bible stories). If your local church uses different coloured furnishings for different Church seasons spread your visits over the year. Meet the people who go to the church and who lead church services (especially the vicar or minister) and find out what they do. Know the stories about Jesus connected with Christmas and Easter and the importance of these for Christians. Can be covered During Christmas and Easter.	Spring 1 Christianity- Jesus Know some stories about Jesus and some stories he told. (e.g., baptism of Jesus, children brought to Jesus, calling the disciples, feeding 5000, lost sheep, lost son, Good Samaritan) Bible Hear some stories from the Bible (Creation, Moses, David and Goliath, Daniel in the lion's den, Jonah) Find out when Christians read the Bible in church and at home. Know that reading the Bible can help Christians think about their behaviour e.g., being thankful, saying sorry, forgiveness	Summer 1 Christian Life Festivals - at the appropriate times, find out how the Christians celebrate the festivals of Harvest, Christmas, and Easter. Explore some stories about Christians e.g., historical figures such as Mary Jones or well-known current figures from Christians in Sport.
	Autumn 2 Sikhism Knowledge and belief. What do Sikhs believe about God and the creation that we live in? Why Sikhs believe we are all special How Sikhs believe that we are all Gifts from that One Creator How does KESH (the keeping of uncut hair) teach a Sikh child to accept that we are all gifts from that One Creator. What can be learnt from the lives of the 10 Gurus How the Guru Granth Sahib is respected as the Living Guru	Spring 2 Sikhism Meaning and purpose. What does it mean to belong to a family? Where male and female are treated equal Where all race, religions and nationalities are treated equally Where respectfully we have all been created differently. How may the 5ks help a Sikh to always remember God is with them. Why would they be described as Articles of Faith and not symbols.	Summer 2Autumn Sikhism Celebrations and ceremonies How does a Sikh family choose to name a child that they have been blessed with? How going to the Gurdwara brings people together: example when a Turban is first tied on a child. How life and death are celebrated and accepted. Explore how the Community comes together to clean the Nishan Sahib, and the significance behind this. Sikh way of life. Why do Sikhs think we should be good to each other? ▯ RESPECT ▯ EQUALITY ▯ FORGIVENESS. How can Meditation, honest living and serving humanity help us become better people? Doing good deeds.

MUSIC

Reception (Development Matters): Being Imaginative and Expressive: Listen attentively, move to and talk about music, expressing their feelings and responses.

Early Learning Goals: Being Imaginative and Expressive: Sing a range of nursery rhymes and songs; perform songs, rhymes, poems and stories with others, and – when appropriate- try to move in time with music.

KS1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- play tuned and untuned instruments musically.
- listen with concentration and understanding to a range of high-quality live and recorded music.
- experiment with, create, select, and combine sounds using the inter-related dimensions of music.

How will we implement music in our school?

Planned teaching of music each term as a series of progressive lessons which provides purpose and meaning for children. Lessons include, where relevant, playing untuned and tuned instruments.

Kapow units of work, some elements of Music Express and Sing Up have been used as a basis for some planned music lessons, which are linked to our themes. Lessons are planned by class teachers with support from music lead.

Musical incidentals: children will use music in their classrooms as part of their daily life at school to apply skills taught. For example, chants and rhymes linking to theme, SEAL, events, transition and routine songs, singing the register, days of week songs, clapping rhythms, cross curricular starter songs.

Evidence of music can be seen on Tapestry, floor books, TEAMS music folder (videos) medium term planning.

Weekly singing assemblies provide opportunity for collective singing of seasonal songs. These include listening to a range of music (enter and leave hall), music from different cultures, religions, seasons, genres, songs about school and periods of time and live musical performances.

Each year group produces a show each year involving singing, music, acting and dance. Year 1 Christmas show, Year R Easter play, Year 2 summer performance/leavers assembly. Each term all classes produce learning presentations which often include a musical element.

Singing club is offered to children across the year where possible.

Theme	<i>Into Storyland</i>	<i>Food Glorious Food</i>	<i>Time Travellers</i>	<i>Environmental Extravaganza</i>	<i>To Infinity and Beyond</i>	<i>Commotion in the Ocean</i>
Y1	Autumn 1 <u>Fairy tales</u> Kapow (5 lessons) timbre and rhythmic patterns Peter and the wolf - listen and respond Autumn 2 Kapow - Musical vocabulary <u>under the sea</u> - change theme using songs below (5 lessons) (Use as base) SONGS: story songs Harvest (science) songs Christmas songs	Spring 1 <u>All about me</u> - Kapow (5 lessons) Singing musically beat/rhythm SONGS: Menu song - sing up Spud rap - sing up BBQ blues - sing up Choco molinillo -Spanish song- sing up Soup time - sing up veg and fruit Caribbean song - sing up Easter/Spring songs Spring 2 Kapow <u>Animals</u> - Dynamics and Tempo (5 lessons)	Summer 1 Kapow <u>Super Heros</u> - Pitch and tempo Summer 2 Kapow -<u>Under the sea</u> Musical vocabulary (5 lessons) Change theme to castles, using songs/activities below Trip musical map Hairy scary castle composition SONGS: Oh, the grand old duke of York the King is in the Castle - sing up Creepy Castle - sing up In the Hairy Scary Castle - You Tube	Autumn 1 <u>All about me</u> - Kapow (5 lessons) Singing musically beat/rhythm SONGS: Incy Wincey Please don't squish me Tiny Caterpillar Autumn 2 Kapow <u>Animals</u> - Dynamics and Tempo (5 lessons) SONGS: Christmas songs	Spring 1 Timbre and rhymic patterns - Kapow (5 lessons) <u>Fairy tales</u> - adjust to match space theme if poss. Spring 2 Kapow <u>Super Heros</u> - Pitch and tempo SONGS: Easter/Spring songs	Summer 1 <u>By the sea</u> Kapow (5 lessons) vocal and body sounds Trip musical map Summer 2 Kapow - <u>Musical vocabulary under the sea</u> (5 lessons) SONGS: Jellyfish song - sing up Pirate songs sea shanties tongue twisters

Y2	Autumn 1 Kapow - <u>Traditional Western Stories</u> (orchestral instruments) (5 lessons) SONGS: Harvest songs - science link Autumn 2 Kapow <u>Musical Me</u>- 5 lessons SONGS: Christmas songs	Spring 1 Kapow African call and response song - <u>Animal safari</u> (5lessons) Ladysmith Black Mambazo - listen and respond Timbre and tempo focus Handa's surprise - story chant African music and instruments SONGS: Kye kye kule Senwa dedende (round) Chamniamagogo Jamawaile Rumba (drums) - sing up Spring 2 Kapow African call and response song - <u>Animal safari</u> (5 lessons) SONGS: Easter songs	Summer 1 Kapow <u>Myths and legends</u> - Timbre dynamics and tempo (mood) Trip map composition Medieval music and instruments compare 3 songs Summer 2 <u>On this Island</u> - Kapow (5 lessons) British songs and sounds - 3 contrasting landscapes - link (castles in different places in UK) SONGS: Jobs in a castle song End of year play	Autumn 1 Kapow <u>musical me</u> (5 lessons) Ugly bug ball Gwa Gwa Gwa (Japanese frog song) Autumn 2 Kapow- <u>Traditional western</u> stories (5 lessons) SONGS: Christmas songs	Spring 1 Kapow space Dynamics timbre and tempo - <u>motifs</u> y2 unit (5 lessons) Gustav Holst - the planets listen and respond compare 3 Space composition Spring 2 Kapow African call and response song - <u>Animal safari</u> (5 lessons) SONGS: Easter/Spring songs	Summer 1 <u>On this Island</u> - Kapow (5 lessons) British songs and sounds Trip musical map composition Summer 2 Kapow <u>Myths and legends</u> - Timbre dynamics and tempo (mood) 5 lessons End of year performance Pirates v mermaids
Key vocabulary Y1	rhythm, pattern, repeat, pulse, pitch, higher, lower, melody/tune, percussion, control, breath, rest, higher, lower, verse, chorus, faster, slower, louder, quieter/softer, long, short, longer, shorter, orchestra conductor, call and response chant represent					
Key vocabulary Y2	Graphic score, tempo, dynamics, duration, texture, structure, timbre rounds, steps, slides, jumps, composer, compose,					
Key instruments EYFS	Claves, drums, tambourine, shaker, triangle, bells, castanets by image - guitar, piano, violin					
Key instruments Y1	Agogo, tone blocks, cabasa, cymbals, boom whackers by image - by image trumpet (brass) harp					
Key instruments Y2	guiro, xylophone, glockenspiel, chime bars, maracas, cabasa, kokariko by image - cello, trombone, flute,					

PSED/ RSE

Cambridgeshire Personal development programme- see folders in year groups with SOW detail and assessment

	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
Yr1	Beginning and belonging Rights Rules and responsibilities	Family and friends My emotions	Diversity and communities Digital Lifestyles/e safety	Relationships and Sex education (RS1)	Personal safety	Managing change
Yr2	Beginning and belonging Rights Rules and responsibilities	Anti Bullying Digital Lifestyles/e safety	Working Together	Relationships and Sex Education (RS2) Drug Education	Managing safety and Risk	Managing Change Financial Capabilities