

KS1 2 year cycle detailed curriculum planner - Year 1 classes

<b>Year 1 CYCLE A 2019-20</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>THEME and question</b>	<p style="text-align: center;"><b>Castles</b></p> <p style="text-align: center;">Who lived in a castle? How was life different in a castle? How do we know what life was like in a castle?</p>	<p style="text-align: center;"><b>Sheffield</b></p> <p style="text-align: center;">What is through your window?</p>	<p style="text-align: center;"><b>Rainforests</b></p> <p style="text-align: center;">What would you find in a rainforest?</p>
<b>Science</b>	<p><b>Everyday materials</b> Children will learn to ...</p> <ul style="list-style-type: none"> <li>distinguish between an object and the material from which it is made</li> <li>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>describe the simple physical properties of a variety of everyday materials</li> <li>compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul> <p><b>Aim: To carry out simple investigations to discover which material makes the best umbrella.</b></p>	<p><b>Seasonal Changes (Forest School)</b> Children will learn to ...</p> <ul style="list-style-type: none"> <li>observe changes across the four seasons</li> <li>observe and describe weather associated with the seasons and how day length varies.</li> </ul> <p><b>Aim: Children can see and discuss how the world around them changes through the seasons.</b></p> <p><b>Animals, including humans</b> Children will learn to:</p> <ul style="list-style-type: none"> <li>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> <li>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> </ul> <p><b>Aim: To group different animals and label parts of the body</b></p>	<p><b>Plants</b> Children will learn to ...</p> <ul style="list-style-type: none"> <li>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul> <p><b>Aim: To name and identify a variety of trees and plants.</b></p>
<b>History</b>	<p><b>Children will learn about</b></p> <ul style="list-style-type: none"> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> </ul>	<p><b>Children will learn about:</b></p> <ul style="list-style-type: none"> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> </ul>	

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	<ul style="list-style-type: none"> <li>significant historical events, people and places in their own locality</li> </ul> <p><b>Aim: to find out who lived and castles and how they were used in the past.</b></p>	<ul style="list-style-type: none"> <li>significant historical events, people and places in their own locality.</li> </ul> <p><b>Aim: to know why the steel industry is an important part of Sheffield's history. To find out about Harry Brearley.</b></p>	
<b>Geography</b>	<p><b>Children will learn to ...</b></p> <ul style="list-style-type: none"> <li>Locational knowledge</li> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>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</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> </ul> <p><b>Aim: to identify and locate castles in different parts of the UK</b></p>	<p><b>Children will learn to ...</b></p> <ul style="list-style-type: none"> <li>Locational knowledge</li> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p>Place knowledge</p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> <li>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</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p><b>Aim: to identify human and physical features of Sheffield and Stannington. To make comparisons between Stannington and Sheffield.</b></p>	<p><b>Children will learn to ...</b></p> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>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</li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> </ul> <p><b>Aim: To identify where rainforests are in the world.</b></p>
<b>Computing Inc online safety</b>	<p><b>Communicating text and images</b></p> <p><b>Children will learn to ...</b></p> <ul style="list-style-type: none"> <li>use information technology to communicate ideas through text.</li> </ul> <p><b>Aim: To use a school computer independently.</b></p> <p><b>Computational thinking</b></p> <p><b>Children will learn ...</b></p> <ul style="list-style-type: none"> <li>what an algorithm is.</li> </ul>	<p><b>Communicating multi media</b></p> <p><b>Children will learn to ...</b></p> <ul style="list-style-type: none"> <li>take detailed photographs, save and import photographs into documents.</li> </ul> <p><b>Aim: Use digital media to record learning at forest School.</b></p> <p><b>Data handling</b></p> <p><b>Children will learn to ...</b></p> <ul style="list-style-type: none"> <li>create pictograms to record information.</li> </ul>	<p><b>Programming</b></p> <p><b>Children will learn to ...</b></p> <ul style="list-style-type: none"> <li>use keywords from fixed categories to label, classify and identify objects.</li> </ul> <p><b>Aim: to create a sorting game on purple mash.</b></p> <p><b>Programming (B)</b></p> <p><b>Instructions and making things happen</b></p> <p><b>Children will learn to ...</b></p>

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	<ul style="list-style-type: none"> <li>to understand sequence affects outcome and the importance of putting events in the correct order.</li> </ul> <p><b>Aim: to sequence stories and routines correctly.</b></p>	<p><b>Aim: to create a pictogram</b></p>	<ul style="list-style-type: none"> <li>understand that recording a sequence of instructions forms the basis of computer programming.</li> </ul> <p><b>Aim: to write a sequence and to sequence beebots</b></p>
<p><b>Design Technology</b></p>	<p><b>Children will learn to ...</b></p> <ul style="list-style-type: none"> <li>Explore and evaluate a range of castles (through images, models and visits).</li> <li>Generate, develop, model and communicate their ideas through talking and drawing.</li> <li>Select from and use a range of tools and equipment to perform practical tasks. [for example, cutting, shaping, joining and finishing] (Use templates to create crenels on castle, using scissors with increasing accuracy).</li> <li>Build castle structures, exploring how they can be made stronger, stiffer and more stable (layer pieces of paper/card).</li> <li>To explore and use simple hinges for windows and doors.</li> <li>Explore and use mechanisms. Use sliders for arrows coming out of arrow slits and to move characters in the castle.</li> <li>Evaluate their ideas and products against design criteria.</li> </ul> <p><b>Aim - To design and make a castle with sliders. To say what worked well and discuss what improvements they would make next time.</b></p>	<p><b>Children will learn to ...</b></p> <ul style="list-style-type: none"> <li>Explore and evaluate a range of puppets (through images and existing puppets).</li> <li>Generate, develop, model and communicate their puppet ideas through talking and drawing.</li> <li>Design functional puppets for themselves and other users based on design criteria.</li> <li>Select from and use a range of tools and equipment to perform practical tasks.</li> <li>Draw around puppet templates.</li> <li>Cut paper, card and fabric with increasing accuracy.</li> <li>Sew fabric together using a running stitch.</li> <li>Explore different ways of attaching detail to fabric –glue/sew/staple.</li> <li>Evaluate their ideas and products against design criteria.</li> </ul> <p><b>Aim – To create a fabric hand puppet. To sew using a running stitch. To explore different ways of attaching detail.</b></p>	<p><b>Children will learn to ...</b></p> <ul style="list-style-type: none"> <li>Explore and evaluate a range of vehicles (through images and existing toy vehicles).</li> <li>Explore how vehicles have different sized wheels appropriate to their function and purpose.</li> <li>Generate, develop, model and communicate their vehicle ideas through talking and drawing.</li> <li>Make model vehicles using construction kits and lego.</li> <li>Select from and use a range of tools and equipment to perform practical tasks.</li> <li>Cut paper and card with increasing accuracy.</li> <li>Fix and join components with glue and cellotape,</li> <li>Explore and use mechanisms. Attach a fixed axle and wheels to vehicle.</li> <li>Evaluate their vehicle against design criteria.</li> </ul> <p><b>Aim – To create a vehicle/jeep to explore the rainforest. To assemble and combine different materials.</b></p>
<p><b>PSHE SMSC</b></p>	<p><b>Being Me in My World</b> <b>Children will learn ...</b></p> <ul style="list-style-type: none"> <li>to recognise what is fair and unfair, kind and unkind, what is right and wrong.</li> </ul>	<p><b>Dreams and Goals</b> <b>Children will learn to...</b></p> <ul style="list-style-type: none"> <li>set a goal and how achieve it.</li> <li>work well with a partner.</li> </ul>	<p><b>Relationships</b> <b>Children will learn...</b></p> <ul style="list-style-type: none"> <li>that there are lots of different types of families.</li> </ul>

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	<ul style="list-style-type: none"> <li>• how to contribute to the life of the classroom.</li> <li>• to help construct and agree to follow a class charter to understand how these rules help them.</li> </ul> <p><b>Aim: To feel safe, secure and happy in their new class.</b></p> <p><b>Celebrating Differences</b> Children will learn...</p> <ul style="list-style-type: none"> <li>• to accept that everyone is different.</li> <li>• how to make new friends.</li> <li>• what bullying is and how to help someone who is being bullied</li> </ul> <p><b>Aim: To explain some ways they are similar and different from their friends.</b></p>	<ul style="list-style-type: none"> <li>• tackle new challenges and overcome obstacles.</li> </ul> <p><b>Aim: To explain how they felt when they succeeded in a new challenge and how they celebrated it.</b></p> <p><b>Healthy Me</b> Children will learn...</p> <ul style="list-style-type: none"> <li>• to make healthy lifestyle choices.</li> <li>• how medicines can help them when they are poorly and how to use them safely.</li> <li>• to cross the road safely.</li> </ul> <p><b>Aim: To explain and discuss why they think their body is amazing and identify some ways to keep it safe and healthy.</b></p>	<ul style="list-style-type: none"> <li>• what being a good friend means to them.</li> <li>• To identify who can help them in their school community.</li> </ul> <p><b>Aim: To explain why they appreciate someone who is special to them.</b></p> <p><b>Changing Me</b> Children will learn...</p> <ul style="list-style-type: none"> <li>• the lifecycle of humans and animals.</li> <li>• how their body has changed since being a baby.</li> </ul> <p><b>Aim: To identify the parts of the body that make boys different to girls and use the correct names for these body parts.</b></p>
<p><b>Art</b></p>	<p><b>Observational Drawing –</b> <b>Children will learn to:</b></p> <ul style="list-style-type: none"> <li>• use drawing to develop and share their ideas, experiences and imagination</li> <li>• develop a wide range of art and design techniques in using line, shape, form and space</li> </ul> <p><b>Children will learn to...</b></p> <ul style="list-style-type: none"> <li>• look closely at objects and buildings (castles)</li> <li>• explore and develop the use of line, shape, form and space in observational drawings</li> </ul> <p><b>Aim – To draw a detailed picture of a castle</b></p>	<p><b>3D Form – Clay Sculptures -</b> Forest school art will focus on the concept of sculptures, with a particular focus on nature sculpture. The children will have the opportunity to learn about different kinds of sculptures and to explore the work of famous sculptors Andy Goldsworthy, Antony Gormley and Barbara Hepworth. The children will look at different techniques using natural materials; model making using clay, collecting materials and making patterns, land art and group sculpture building.</p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• use a range of materials creatively to design and make products.</li> <li>• use sculpture to develop and share their ideas, experiences and imagination</li> <li>• to develop a wide range of art and design techniques in using line, shape, form and space</li> </ul>	<p><b>Printing and Painting –</b> <b>Children will learn to:</b></p> <ul style="list-style-type: none"> <li>• use a range of materials creatively to design and make products.</li> <li>• use painting to develop and share their ideas, experiences and imagination</li> <li>• develop a wide range of art and design techniques in using colour, pattern and texture</li> <li>• about the work of a range of artists, making links to their own work.</li> </ul> <p><b>Children will learn to...</b></p> <ul style="list-style-type: none"> <li>• make marks in print with a variety of objects, including natural and made objects.</li> <li>• carry out different printing techniques e.g. monoprint, block, relief and resist printing.</li> <li>• make rubbings.</li> </ul>

		<ul style="list-style-type: none"> <li>• about the work of a range of artists, making links to their own work.</li> </ul> <p><b>Children will learn to...</b></p> <ul style="list-style-type: none"> <li>• manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</li> <li>• explore sculpture with a range of malleable media, especially clay.</li> <li>• experiment with, construct and join recycled, natural and man-made materials.</li> <li>• explore shape and form.</li> </ul> <p><b>Aim - To manipulate clay in a variety of ways, e.g. rolling, kneading and shaping to create a 3D sculpture.</b></p> <p><b>Painting: Colour Mixing -</b></p> <p><b>Children will learn to:</b></p> <ul style="list-style-type: none"> <li>• use a range of materials creatively to design and make products</li> <li>• use painting to develop and share their ideas, experiences and imagination</li> <li>• develop a wide range of art and design techniques in using colour, shape, form and space</li> <li>• about the work of a range of artists, making links to their own work.</li> </ul> <p><b>Children will learn ...</b></p> <ul style="list-style-type: none"> <li>• how to create secondary colours by mixing primary colours</li> <li>• how to create tints and shades</li> <li>• to use a variety of tools and techniques including the use of different brush sizes and types.</li> <li>• to work on different scales.</li> <li>• to use different types of paint.</li> </ul> <p><b>Aim - To paint a picture in the style of Monet using colour mixing skills to create it.</b></p>	<ul style="list-style-type: none"> <li>• build a repeating pattern and recognise pattern in the environment.</li> <li>• observe the effect of different coloured backgrounds on their printing</li> </ul> <p><b>Aim- To be able to talk about the use of pattern in the art they have looked at. To make marks in print with a variety of objects to build a repeating pattern.</b></p> <p><b>Painting and Textiles (Collage) –</b></p> <p><b>Children will learn to:</b></p> <ul style="list-style-type: none"> <li>• use a range of materials creatively to design and make products</li> <li>• use painting to develop and share their ideas, experiences and imagination</li> <li>• develop a wide range of art and design techniques in using colour, pattern and texture</li> </ul> <p><b>Children will learn to..</b></p> <ul style="list-style-type: none"> <li>• revisit patterns – look at symmetrical as well as repeating patterns in nature (mini-beasts e.g. butterfly wings) and focus on colours and shapes</li> <li>• create images from imagination, experience or observation</li> <li>• use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. to create a collage</li> </ul>
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			<ul style="list-style-type: none"> <li>use the different techniques of cutting, tearing, sticking and assembling</li> </ul> <p><b>Aim – To create a collage based on nature and/or one of the artists listed.</b></p> <p><b>To use as many of the techniques listed as possible.</b></p>
<b>Music</b>	<p><b>Children will learn to:</b></p> <ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul> <p><b>Aim; to create a song</b></p>	<p><b>Children will learn to:</b></p> <ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul> <p><b>Aim; to create a song and play instruments</b></p>	<p><b>Children will learn to:</b></p> <ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul> <p><b>Aim; to create a song and play instruments;</b></p>
<b>RE</b>	<p>Know about and understand religions and world views.</p> <p><b>A. Celebrations and festivals:</b> <i>Who Celebrates what and why?</i></p> <p><b>Main</b> - Christians and Muslims <b>Secondary</b> – Jews / Hindus</p> <ul style="list-style-type: none"> <li>Children <b>explore</b> stories and celebrations focus on the Christmas story</li> <li>Children <b>find out</b> and <b>ask questions</b> about artefacts relating to these celebrations.</li> <li>Children <b>respond sensitively</b> to questions about being generous and thankful (e.g. Harvest Festival / Jewish Shabbat / Muslim Zakat/Hindu Diwali)</li> </ul>	<p>Express ideas and insights into religions and world views.</p> <p><b>B. Myself:</b> <i>How do we show we care for others? Why does it matter?</i></p> <ul style="list-style-type: none"> <li>Children hear three moral stories - <u>Christian</u> (<i>Moses and The Ten Commandments – Forgiveness/Respect</i>), <u>Muslim</u> (<i>The Thirsty Camel – Respect / Kindness</i>), <u>Jewish</u> (<i>Noah and the Ark – Hope / Respect</i>) and <b>discuss</b> whether they are saying the same things about how we should behave.</li> <li>Children <b>express creatively</b> their own ideas about the questions <i>Who am I? Where do I belong? How are we all connected?</i></li> <li>Children <b>ask questions</b> about ‘goodness’</li> </ul>	<p>Gain and deploy the skills for learning from religions and world views.</p> <p><b>C. Stories of Jesus:</b> <i>What can we learn from stories of Jesus about praying and helping people?</i></p> <ul style="list-style-type: none"> <li>Children <b>retell</b> two different stories about Jesus and <b>think about</b> their meaning - The Good Samaritan and Five Loaves and Two Fishes</li> <li>Children <b>compare</b> the stories and <b>think about</b> what Christians today learn from them.</li> <li>Children <b>identify and talk about</b> the values different characters in the stories showed.</li> </ul>

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	<ul style="list-style-type: none"> <li>Children begin to <b>notice and talk about</b> the fact that people come from different religions.</li> </ul> <p>Aim: To enable children to reflect on <b>what</b> it means to celebrate and <b>why</b> people celebrate.</p>	<ul style="list-style-type: none"> <li>Children <b>notice and talk about</b> the fact that people come from different religions.</li> </ul> <p>Aim: To enable children to reflect on the <b>similarities</b> of moral stories from different religions and <b>how</b> we can <b>all</b> learn from them.</p>	<ul style="list-style-type: none"> <li>Children <b>ask and answer</b> 'who', 'when', 'where', 'what if', and 'why' questions about the stories.</li> </ul> <p>Aim: To enable children to reflect on the <b>meaning</b> of stories from Christianity and the <b>values</b> they offer Christians today. (Love, Hope, Respect, Trust Forgiveness, Faith)</p>
<b>P4C</b>	Texts and/or discussions linked to themes arising in class	Texts and/or discussions linked to themes arising in class	Texts and/or discussions linked to themes arising in class
<b>PE</b>	<p><b>Children will learn to ...</b></p> <ul style="list-style-type: none"> <li>Balance on various parts of the body.</li> <li>Develop coordination through movement</li> <li>Perform basic gymnastic moves using floor and apparatus</li> <li>Mount and dismount apparatus safely</li> <li>Respond to music using various movements and changing dynamics</li> </ul> <p>Aim: Develop control and coordination Perform simple gymnastic movements Respond to music using travel, stretch, twist, turn, jump Change the dynamics in a dance using speed, shape, size, level, direction</p>	<p><b>Children will learn to ...</b></p> <ul style="list-style-type: none"> <li>Develop control and coordination through ball skills</li> <li>To travel in a variety of ways using the floor and apparatus</li> <li>To develop coordination and rhythm through cheerleading</li> </ul> <p>Aim: Children to begin to master the skills of catching and throwing and hitting a ball using a racket Perform a simple gymnastics sequence using forwards, backwards and sideways travel To learn and perform a simple cheerleading routine</p>	<p><b>Children will learn to ...</b></p> <ul style="list-style-type: none"> <li>Develop control and coordination through ball skills</li> <li>To develop gymnastic movements of a roll and a balance</li> <li>To link dance movements using control</li> </ul> <p>Aim: Aim: Children to begin to master the skills of catching and throwing and hitting a ball using a racket Perform a simple gymnastics sequence using a roll and a balance To learn and perform a simple sequence by linking at least 2 movement</p>

CYCLE B 2018-19	Autumn	Spring	Summer
THEME	Toys What is the best toy in the world?	Our Country Why is the Union flag red, white and blue?	Extreme Environments and Explorers Can you live anywhere?
Science	<p><b>Everyday materials</b> Children will learn to ...</p> <ul style="list-style-type: none"> <li>distinguish between an object and the material from which it is made</li> <li>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>describe the simple physical properties of a variety of everyday materials</li> <li>compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul> <p><b>Aim: To carry out simple investigations to discover which material makes the best umbrella.</b></p>	<p><b>Seasonal Changes (Forest School)</b> Children will learn to ...</p> <ul style="list-style-type: none"> <li>observe changes across the four seasons</li> <li>observe and describe weather associated with the seasons and how day length varies.</li> </ul> <p><b>Aim: Children can see and discuss how the world around them changes through the seasons.</b></p> <p><b>Animals, including humans</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> <li>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> </ul>	<p><b>Plants</b> Children will learn to ...</p> <ul style="list-style-type: none"> <li>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul> <p><b>Aim: To name and identify a variety of trees and plants.</b></p>



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		<b>Aim: To group different animals and label parts of the body</b>	
<b>History</b>	<p><b>Children will learn about:</b></p> <ul style="list-style-type: none"> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> </ul> <p><b>Aim: to be able to compare toys now with toys from the past.</b></p>	<p><b>Children will learn about ...</b></p> <ul style="list-style-type: none"> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>significant historical events, people and places in their own locality</li> </ul> <p><b>Aim : To learn about Queen Elizabeth II and the Royal family.</b></p>	<p><b>Children will learn about:</b></p> <ul style="list-style-type: none"> <li>changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>significant historical events, people and places in their own locality</li> </ul> <p><b>Aim : To learn about Helen Sharman</b></p>
<b>Geography</b>		<p><b>Children will learn to ...</b></p> <ul style="list-style-type: none"> <li>locational knowledge</li> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p>Place knowledge</p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> <li>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</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p><b>Aim: To make comparisons between Stannington and a non-European country. To be able to identify the names of continents and oceans in the world.</b></p>	<p><b>Children will learn ...</b></p> <ul style="list-style-type: none"> <li>about human and physical geography</li> <li>to 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</li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>to use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> </ul> <p><b>Aim: To identify where the Arctic and Antarctic are and the conditions you find there.</b></p>
<b>Computing Inc online safety</b>	<p><b>Communicating text and images</b></p> <p><b>Children will learn to ...</b></p> <ul style="list-style-type: none"> <li>use information technology to communicate ideas through text.</li> </ul>	<p><b>Computational thinking</b></p> <p><b>Children will learn ...</b></p> <ul style="list-style-type: none"> <li>what an algorithm is.</li> </ul>	<p><b>Programming</b></p> <p><b>Children will learn to ...</b></p> <ul style="list-style-type: none"> <li>use keywords from fixed categories to label, classify and identify objects.</li> </ul>

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	<p><b>Aim: To use a school computer independently.</b></p> <p><b>Communicating multi media</b>  <b>Children will learn to ...</b></p> <ul style="list-style-type: none"> <li>take detailed photographs, save and import photographs into documents.</li> </ul> <p><b>Aim: Use digital media to create a calender.</b></p>	<ul style="list-style-type: none"> <li>to understand sequence affects outcome and the importance of putting events in the correct order.</li> </ul> <p><b>Aim: to sequence stories and routines correctly.</b></p> <p><b>Data handling</b>  <b>Children will learn to ...</b></p> <ul style="list-style-type: none"> <li>create pictograms to record information.</li> </ul> <p><b>Aim: to create a pictogram</b></p>	<p><b>Aim: to create a sorting game on purple mash.</b></p> <p><b>Programming (B)</b>  <b>Instructions and making things happen</b>  <b>Children will learn to ...</b></p> <ul style="list-style-type: none"> <li>understand that recording a sequence of instructions forms the basis of computer programming.</li> </ul> <p><b>Aim: to write a sequence and to sequence beebots</b></p>
<p><b>Design Technology</b></p>	<p><b>Children will learn to ...</b></p> <ul style="list-style-type: none"> <li>Explore and evaluate a range of toys (through images and existing puppets).</li> <li>Generate, develop, model and communicate their toy ideas through talking and drawing.</li> <li>Design functional toys for themselves and other users based on design criteria.</li> <li>Select from and use a range of tools and equipment to perform practical tasks.</li> <li>Draw around toy templates.</li> <li>Cut paper, card and fabric with increasing accuracy.</li> <li>Sew fabric together using a running stitch.</li> <li>Explore different ways of attaching detail to fabric –glue/sew/staple.</li> <li>Evaluate their ideas and products against design criteria.</li> </ul> <p><b>Aim – To create a peg doll toy. To sew using a running stitch. To explore different ways of attaching detail.</b></p>	<p><b>Cooking and Nutrition:</b>  <b>Children will learn to...</b></p> <ul style="list-style-type: none"> <li>Use the basic principles of a healthy and varied diet to prepare dishes.</li> <li>Understand where food comes from. (Find out what food people grew. Match meat to animals).</li> <li>Design and make a soup.</li> <li>Measure and weigh using measuring cups and electronic scales.</li> <li>Select from and use a range of kitchen utensils and tools. Learn how to chop and peel food safely and hygienically.</li> <li>Evaluate their ideas and products against design criteria.</li> </ul> <p><b>Aim – To make a soup at Forest Schools. To understand where food comes from. To chop and peel fruit safely.</b></p>	<p><b>Children will learn to ...</b></p> <ul style="list-style-type: none"> <li>Explore and evaluate a range of products.</li> <li>Generate, develop, model and communicate their ideas through talking and drawing.</li> <li>Select from and use a range of tools and equipment to perform practical tasks.</li> <li>Cut paper and card with increasing accuracy.</li> <li>Fix and join components with glue and cellotape,</li> <li>Evaluate their product against design criteria.</li> </ul> <p><b>Aim – To design and make a sledge to transport items in the Artic environment. To assemble and combine different materials.</b></p>
<p><b>PSHE SMSC</b></p>	<p><b>Being Me in My World</b>  <b>Children will learn ...</b></p> <ul style="list-style-type: none"> <li>to recognise what is fair and unfair, kind and unkind, what is right and wrong.</li> </ul>	<p><b>Dreams and Goals</b>  <b>Children will learn to...</b></p> <ul style="list-style-type: none"> <li>set a goal and how achieve it.</li> <li>work well with a partner.</li> </ul>	<p><b>Relationships</b>  <b>Children will learn...</b></p> <ul style="list-style-type: none"> <li>that there are lots of different types of families.</li> </ul>

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	<ul style="list-style-type: none"> <li>• how to contribute to the life of the classroom.</li> <li>• to help construct and agree to follow a class charter to understand how these rules help them.</li> </ul> <p><b>Aim: To feel safe, secure and happy in their new class.</b></p> <p><b>Celebrating Differences</b> Children will learn...</p> <ul style="list-style-type: none"> <li>• to accept that everyone is different.</li> <li>• how to make new friends.</li> <li>• what bullying is and how to help someone who is being bullied</li> </ul> <p><b>Aim: To explain some ways they are similar and different from their friends.</b></p>	<ul style="list-style-type: none"> <li>• tackle new challenges and overcome obstacles.</li> </ul> <p><b>Aim: To explain how they felt when they succeeded in a new challenge and how they celebrated it.</b></p> <p><b>Healthy Me</b> <b>Children will learn...</b></p> <ul style="list-style-type: none"> <li>• to make healthy lifestyle choices.</li> <li>• how medicines can help them when they are poorly and how to use them safely.</li> <li>• to cross the road safely.</li> </ul> <p><b>Aim: To explain and discuss why they think their body is amazing and identify some ways to keep it safe and healthy.</b></p>	<ul style="list-style-type: none"> <li>• what being a good friend means to them.</li> <li>• To identify who can help them in their school community.</li> </ul> <p><b>Aim: To explain why they appreciate someone who is special to them.</b></p> <p><b>Changing Me</b> <b>Children will learn...</b></p> <ul style="list-style-type: none"> <li>• the lifecycle of humans and animals.</li> <li>• how their body has changed since being a baby.</li> </ul> <p><b>Aim: To identify the parts of the body that make boys different to girls and use the correct names for these body parts.</b></p>
<p><b>Art</b></p>	<p><b>Observational Drawing –</b> <b>Children will learn to ...</b></p> <ul style="list-style-type: none"> <li>• use drawing to develop and share their ideas, experiences and imagination.</li> <li>• develop a wide range of art and design techniques in using line, shape, form and space.</li> </ul> <p><b>Children will learn to...</b></p> <ul style="list-style-type: none"> <li>• look closely at objects and buildings (castles)</li> <li>• explore and develop the use of line, shape, form and space in observational drawings</li> </ul> <p><b>Aim – To draw a detailed picture of a toy</b></p>	<p><b>3D Form – Clay Sculptures -</b> Forest school art will focus on the concept of sculptures, with a particular focus on nature sculpture. The children will have the opportunity to learn about different kinds of sculptures and to explore the work of famous sculptors Andy Goldsworthy, Antony Gormley and Barbara Hepworth. The children will look at different techniques using natural materials; model making using clay, collecting materials and making patterns, land art and group sculpture building.</p> <p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• use a range of materials creatively to design and make products.</li> <li>• use sculpture to develop and share their ideas, experiences and imagination</li> <li>• to develop a wide range of art and design techniques in using line, shape, form and space</li> </ul>	<p><b>Printing and Painting –</b> <b>Children will learn to ...</b></p> <ul style="list-style-type: none"> <li>• use a range of materials creatively to design and make products.</li> <li>• use painting to develop and share their ideas, experiences and imagination</li> <li>• develop a wide range of art and design techniques in using colour, pattern and texture</li> <li>• about the work of a range of artists, making links to their own work.</li> </ul> <p><b>Children will learn to...</b></p> <ul style="list-style-type: none"> <li>• make marks in print with a variety of objects, including natural and made objects.</li> <li>• carry out different printing techniques e.g. monoprint, block, relief and resist printing.</li> <li>• make rubbings.</li> </ul>

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		<ul style="list-style-type: none"> <li>• about the work of a range of artists, making links to their own work.</li> </ul> <p><b>Children will learn to...</b></p> <ul style="list-style-type: none"> <li>• manipulate clay in a variety of ways, e.g. rolling, kneading and shaping.</li> <li>• explore sculpture with a range of malleable media, especially clay.</li> <li>• experiment with, construct and join recycled, natural and man-made materials.</li> <li>• explore shape and form.</li> </ul> <p><b>Aim - To manipulate clay in a variety of ways, e.g. rolling, kneading and shaping to create a 3D sculpture.</b></p> <p><b>Painting: Colour Mixing - Children will learn to ...</b></p> <ul style="list-style-type: none"> <li>• use a range of materials creatively to design and make products</li> <li>• use painting to develop and share their ideas, experiences and imagination</li> <li>• develop a wide range of art and design techniques in using colour, shape, form and space</li> <li>• about the work of a range of artists, making links to their own work.</li> </ul> <p><b>Children will learn ...</b></p> <ul style="list-style-type: none"> <li>• how to create secondary colours by mixing primary colours.</li> <li>• how to create tints and shades.</li> <li>• to use a variety of tools and techniques. including the use of different brush sizes and types.</li> <li>• to work on different scales.</li> <li>• To use different types of paint.</li> </ul>	<ul style="list-style-type: none"> <li>• build a repeating pattern and recognise pattern in the environment.</li> <li>• observe the effect of different coloured backgrounds on their printing</li> </ul> <p><b>Aim- To be able to talk about the use of pattern in the art they have looked at.</b></p> <p><b>To make marks in print with a variety of objects to build a repeating pattern.</b></p> <p><b>Painting and Textiles (Collage) – Children will learn to ...</b></p> <ul style="list-style-type: none"> <li>• use a range of materials creatively to design and make products.</li> <li>• use painting to develop and share their ideas, experiences and imagination.</li> <li>• develop a wide range of art and design techniques in using colour, pattern and texture.</li> </ul> <p><b>Children will...</b></p> <ul style="list-style-type: none"> <li>• revisit patterns – look at symmetrical as well as repeating patterns in nature (mini-beasts e.g. butterfly wings) and focus on colours and shapes.</li> <li>• create images from imagination, experience or observation.</li> <li>• use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. to create a collage.</li> </ul>
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		Aim - To paint a picture in the style of Monet using colour mixing skills to create it.	<ul style="list-style-type: none"> <li>learn to use the different techniques of cutting, tearing, sticking and assembling.</li> </ul> <p>Aim – To create a collage based on nature and/or one of the artists listed.</p> <p>To use as many of the techniques listed as possible.</p>
Music	<p>Children will learn to ...</p> <ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul> <p>Aim; to listen to music in the style of Old School Hip Hop and understand the dynamics of this style of music.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul> <p>Aim to use untuned percussion instruments to play to the pulse of a piece of music</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul> <p>Aim; ; to play the glockenspiel within the instrumental break in the music using notes C and D</p>
RE	<p>Know about and understand religions and world views.</p> <p>A. <b>Celebrations and festivals:</b> <i>Who Celebrates what and why?</i></p> <p><b>Main</b> - Christians and Muslims <b>Secondary</b> – Jews / Hindus</p> <ul style="list-style-type: none"> <li>Children <b>explore</b> stories and celebrations focus on the Christmas story</li> <li>Children <b>find out</b> and <b>ask questions</b> about artefacts relating to these celebrations.</li> <li>Children <b>respond sensitively</b> to questions about being generous and thankful (e.g.</li> </ul>	<p>Express ideas and insights into religions and world views.</p> <p>B. <b>Myself:</b> <i>How do we show we care for others? Why does it matter?</i></p> <ul style="list-style-type: none"> <li>Children hear three moral stories - <u>Christian</u> (<i>Moses and The Ten Commandments – Forgiveness/Respect</i>), <u>Muslim</u> (<i>The Thirsty Camel – Respect / Kindness</i>), <u>Jewish</u> (<i>Noah and the Ark – Hope / Respect</i>) and <b>discuss</b> whether they are saying the same things about how we should behave.</li> <li>Children <b>express creatively</b> their own ideas about the questions <i>Who am I? Where do I belong? How are we all connected?</i></li> <li>Children <b>ask questions</b> about ‘goodness’</li> </ul>	<p>Gain and deploy the skills for learning from religions and world views.</p> <p>C. <b>Stories of Jesus:</b> <i>What can we learn from stories of Jesus about praying and helping people?</i></p> <ul style="list-style-type: none"> <li>Children <b>retell</b> two different stories about Jesus and <b>think about</b> their meaning - The Good Samaritan and Five Loaves and Two Fishes</li> <li>Children <b>compare</b> the stories and <b>think about</b> what Christians today learn from them.</li> <li>Children <b>identify and talk about</b> the values different characters in the stories showed.</li> </ul>

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	<p>Harvest Festival / Jewish Shabbat / Muslim Zakat/Hindu Diwali</p> <ul style="list-style-type: none"> <li>Children begin to <b>notice and talk about</b> the fact that people come from different religions.</li> </ul> <p><b>Aim: To enable children to reflect on what it means to celebrate and why people celebrate.</b></p>	<ul style="list-style-type: none"> <li>Children <b>notice and talk about</b> the fact that people come from different religions.</li> </ul> <p><b>Aim: To enable children to reflect on the similarities of moral stories from different religions and how we can all learn from them.</b></p>	<ul style="list-style-type: none"> <li>Children <b>ask and answer</b> 'who', 'when', 'where', 'what if', and 'why' questions about the stories.</li> </ul> <p><b>Aim: To enable children to reflect on the meaning of stories from Christianity and the values they offer Christians today. (Love, Hope, Respect, Trust Forgiveness, Faith)</b></p>
<b>P4C</b>	Texts and/or discussions linked to themes arising in class	Texts and/or discussions linked to themes arising in class	Texts and/or discussions linked to themes arising in class
<b>PE</b>	<p><b>Children will learn to ...</b></p> <ul style="list-style-type: none"> <li>balance on various parts of the body.</li> <li>develop coordination through movement.</li> <li>perform basic gymnastic moves using floor and apparatus.</li> <li>mount and dismount apparatus safely.</li> <li>respond to music using various movements and changing dynamics.</li> </ul> <p><b>Aim: Develop control and coordination</b>  <b>Perform simple gymnastic movements</b>  <b>Respond to music using travel, stretch, twist, turn, jump</b>  <b>Change the dynamics in a dance using speed, shape, size, level, direction</b></p>	<p><b>Children will learn to ...</b></p> <ul style="list-style-type: none"> <li>develop control and coordination through ball skills.</li> <li>travel in a variety of ways using the floor and apparatus.</li> <li>develop coordination and rhythm through cheerleading.</li> </ul> <p><b>Aim: Children to begin to master the skills of catching and throwing and hitting a ball using a racket</b>  <b>Perform a simple gymnastics sequence using forwards, backwards and sideways travel</b>  <b>To learn and perform a simple cheerleading routine</b></p>	<p><b>Children will learn to ...</b></p> <ul style="list-style-type: none"> <li>develop control and coordination through ball skills.</li> <li>develop gymnastic movements of a roll and a balance.</li> <li>link dance movements using control.</li> </ul> <p><b>Aim: Children to begin to master the skills of catching and throwing and hitting a ball using a racket</b>  <b>Perform a simple gymnastics sequence using a roll and a balance</b>  <b>To learn and perform a simple sequence by linking at least 2 movement</b></p>