Phase: KS1	A	utumn	Spring		Sur	
Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Γ
	Year 1/ 2	Year 1/2	Year 1/ 2	Year 1/2	Year/2	Ī
Topic Title	Go Wild	Moon Zoom	Fire, Fire	Superheroes	Going green	Ī
Stunning Start Marvellous Middle	Yorkshire Wildlife Park Making puppets	Hire- Planetarium Star watch after school	Fire brigade visit -Forest schools day (Fire making)	Wow day- Make slime, design t- shirts, complete science investigation -Science investigations	-WOW day (clay flower pots, plant sunflowers, rock buns) -Growing plants	•
Key text	Where the wild things are Meerkat Mail	The owl who is afraid of the dark. Poem- Starry Night (recite)	Charlie and the Great Fire of London Diary entries	Traction Man Sinclair Wonder Bear (Y1)	Jack and the Beanstalk Non Chronological reports	1
		Non-fiction text				
Art & Design	Water colour animals -to use drawing, painting and sculpture to develop and	Pattern and printing -Starry night silhouettes Van Gogh	Fire collages -to develop a wide range of art and design techniques in using colour, pattern, texture,		Beanstalk pictures Draw and label plant -to develop a wide range of art and design techniques in using colour, pattern,	1
	share their ideas, experiences and imagination	know about great artists, craft makers and designers, and			texture, line, shape, form and space	

mmer
Summer 2
Year 1/ 2
Passport around the world
-Food from around the world
-Trip to seaside
Flat Stanley
Lost and Found
Seaside picture Water colour
Natural materials (sand, cotton wool, shells)
-to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

		Τ		
		understand the		
		historical and		
		cultural		
		development of		
		their art forms		
		-Design a season		
		calendar		
Computing	Scheme of work			
Design &	Puppets	Rockets and	Tudor houses	Making boats-
Technology	design	telescopes	Baking bread	Floating and sinking
	purposeful,			materials
	functional,	Moon buggys	select from and	
	appealing		use a range of	
	products for	🛛 explore and	tools and	select from and
	themselves and	evaluate a range of	equipment to	use a range of
	other users	existing products []	perform practical	tools and
	based on design	evaluate their	tasks [for example,	equipment to
	criteria	ideas and products	cutting, shaping,	perform practical
		against design	joining and	tasks [for example,
	<pre> explore and </pre>	criteria	finishing]	cutting, shaping,
	evaluate a range			joining and
	of existing		select from and	finishing]
	products 🛛		use a wide range of	
	evaluate their		materials and	
	ideas and		components,	
	products against		including	
	design criteria		construction	
			materials, textiles	
			and <mark>ingredients</mark> ,	
			according to their	
			characteristics	

Bridges and boats Pier

- build structures, exploring how they can be made stronger, stiffer and more stable

Geography	hot and cold places in relation to the equator. 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			
History		Famous people the lives of significant individuals in the past who have	Historical events events beyond living memory that are significant nationally or	

Human and physical features Maps, oceans and continents

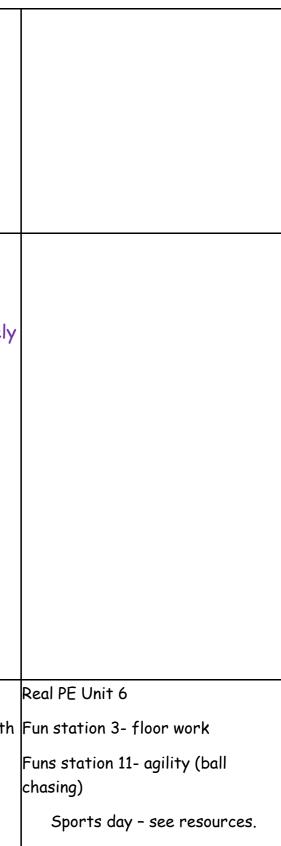
name and locate the world's seven continents and five oceans
 name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

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

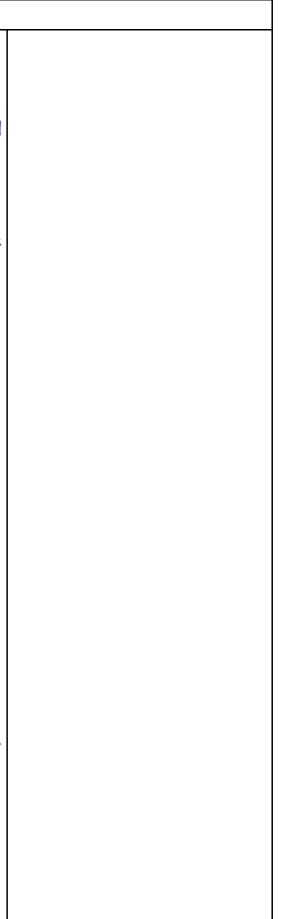
 use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

Fossils

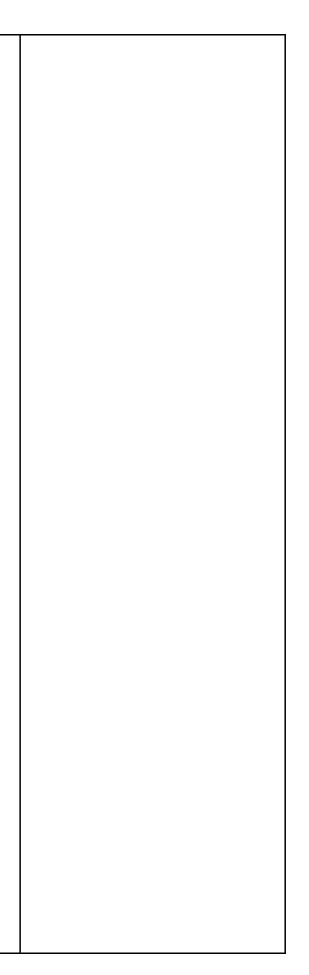
<mark>PSHCE</mark>	Scheme of work				
	Yoga – see resources.	Dance	,	Ball skills- see resources	Team games
	ordnation	and agility.	balance	ordnation	(reaction/response)
	Funs station 10- co-	Funs station 6 - balance	Funs station 5- dynamic	Funs station 9- co-	Funs station 12- agility
	balance	balance	base	balance	equipment
	Fun station 1- static	Fun station 2- static	Fun station 4- small	Fun station 7- counter	Fun station 8- coordination with
PE	Real PE Unit 1	Real PE Unit 2	Real PE Unit 3	Real PE Unit 4	Real PE Unit 5
		musically			
		instruments			
		untuned			
		play tuned and			
		recorder/ocarina			
		little star on			
	music.	Twinkle Twinkle			
	dimensions of	,			
	inter-related	and rhymes			
	sounds using the	speaking chants			rhymes.
	and combine	singing songs and			speaking chants and
	create, select	creatively by			by singing songs and
	experiment with,	expressively and			expressively and creatively
		use their voices			-use their voices
111010	animals				
Music	Carnival of the	Christmas carols			Plants songs
		different periods	or anniversaries]		
		aspects of life in	through festivals		
		Some should be used to compare	flight or events commemorated		
		achievements.	first aeroplane		
		international	Fire of London, the		
		national and	example, the Great		
		contributed to	globally [for		



RE	Scheme of work			
Science	Animals including	Seasons	Everyday	Plants
	humans	Light and dark	materials	У1
	У1	У1	У1	- identify and name a
	-identify and	🛛 observe changes	🛛 distinguish	variety of common wild and
	name a variety of	across the four	between an object	garden plants, including
	common animals	seasons 🛛 observe	and the material	deciduous and evergreen
	including fish,	and describe	from which it is	trees
	amphibians,	weather associated	made 🛛 identify	- identify and describe the
	reptiles, birds	with the seasons	and name a variety	basic structure of a
	and mammals	and how day length	of everyday	variety of common
	-identify and	varies.	materials, including	flowering plants, including
	name a variety of		wood, plastic, glass,	trees.
	common animals	Working	metal, water, and	
	that are	Scientifically	rock [] describe the	У2
	carnivores,	-observing closely,	simple physical	- observe and describe
	herbivores and	using simple	properties of a	how seeds and bulbs grow
	omnivores	equipment	variety of	into mature plants
	-describe and	-using their	everyday materials	- find out and describe
	compare the	observations and	compare and	how plants need water,
	structure of a	ideas to suggest	group together a	light and a suitable
	variety of	answers to	variety of	temperature to grow and
	common animals	questions	everyday materials	stay healthy.
	(fish,		on the basis of	
	amphibians,		their simple	Y1 (seasons)
	reptiles, birds		physical	🛛 observe changes across
	and mammals,		properties.	the four seasons 🛛 observe
	including pets)			and describe weather
	-identify, name,		У2	associated with the
	draw and label		-identify and	seasons and how day
	the basic parts		compare the	length varies.
	of the human		suitability of a	
	body and say		variety of	



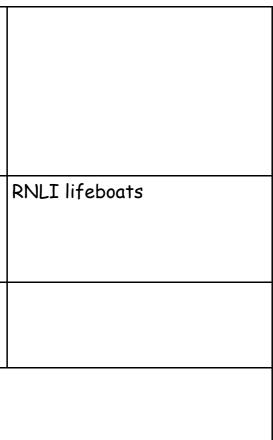
which part of everyday the body is materials, including associated with wood, metal, each sense. plastic, glass, Y2 brick, rock, paper -notice that and cardboard for animals, including particular uses I humans, have find out how the offspring which shapes of solid grow into adults objects made from -find out about some materials can and describe the be changed by basic needs of squashing, bending, animals, including twisting and humans, for stretching. survival (water, food and air) Working I asking simple scientifically questions and identifying and recognising that classifying answered in different ways II observing closely, using simple equipment I performing simple equipment I performing simple equipment I ideas to suggest observations and	 		
associated with each sense. Y2 -notice that animals, including humans, have offspring which grow into adults -find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Working Scientifically identifying add cardbox basic needs basic needs charged by basic needs of astrophysics charged by basic needs of astrophysics charged by basic needs of astrophysics charged by stretching. Working Scientifically identifying and classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classifying classify	which part of	everyday	
each sense. plastic, glass, Y2 brick, rock, paper -notice that and cardboard for animals, including particular uses II humans, have find out how the offspring which shapes of solid grow into adults objects made from -find out about some materials can and describe the be changed by basic needs of squashing, bending, animals, including twisting and humans, for stretching. survival (water, food and air) Working I asking simple Scientifically questions and identifying and classifying classifying answered in different ways II observations and identifying and classifying using their guestrifying observations and identifying	the body is	materials, including	
Y2 brick, rock, paper -notice that animals, including humans, have find out how the offspring which shapes of solid grow into adults objects made from -find out about some materials can and describe the be changed by basic needs of squashing, bending, animals, including twisting and humans, for stretching. survival (water, food and air) Working D asking simple Scientifically questions and identifying and classifying answered in different ways D observing closely, using simple equipment D performing simple tests D identifying and classifying U using their observations and	associated with	wood, metal,	
-notice that and cardboard for animals, including particular uses I humans, have find out how the offspring which shapes of solid grow into adults objects made from -find out about some materials can and describe the be changed by basic needs of squashing, bending, animals, including twisting and humans, for stretching. survival (water, food and air) Working I asking simple Scientifically questions and identifying and recognising that classifying they can be answered in different ways I observing closely, using simple equipment I performing simple tests II identifying I using their observations and identifying I	each sense.	plastic, glass,	
animals, including particular uses I humans, have find out how the offspring which shapes of solid grow into adults objects made from -find out about some materials can and describe the be changed by basic needs of squashing, bending, animals, including twisting and humans, for stretching. survival (water, food and air) Working Scientifically guestions and recognising that classifying answered in different ways I observing closely, using simple equipment I performing simple tests I identifying I using their observations and	У2	brick, rock, paper	
humans, have find out how the offspring which shapes of solid grow into adults objects made from -find out about some materials can and describe the be changed by basic needs of squashing, bending, animals, including twisting and humans, for stretching. survival (water, food and air) Vorking I asking simple Scientifically questions and identifying and recognising that classifying answered in different ways II observing closely, using simple equipment II performing simple equipment II performing simple identifying and classifying II using their observing closely, using simple equipment II performing simple equipment II performing simple identifying and using their observations and observations and	-notice that	and cardboard for	
offspring which shapes of solid grow into adults objects made from -find out about some materials can and describe the be changed by basic needs of squashing, bending, animals, including twisting and humans, for stretching. survival (water, food and air) Working D asking simple Scientifically questions and identifying and recognising that classifying answered in different ways D observing closely, using simple equipment D performing simple tests D identifying and classifying D using their observations and	animals, including	particular uses 🛛	
grow into adults objects made from -find out about some materials can and describe the be changed by basic needs of squashing, bending, animals, including twisting and humans, for stretching. survival (water, food and air) Working I asking simple Scientifically questions and identifying and classifying classifying answered in different ways I observing closely, using simple equipment I performing simple tests I identifying and classifying using their observations and observations and	humans, have	find out how the	
-find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Working Scientifically identifying and classifying Using simple answered in different ways I observing closely, using simple equipment I performing simple tests I identifying and classifying I using their observations and	offspring which	shapes of solid	
and describe the basic needs of animals, including humans, for survival (water, food and air) Working Scientifically identifying and classifying Under the probability of the probability observing closely, using simple equipment 0 performing simple tests 0 identifying and classifying 0 Under the probability of the probability observing closely, using simple equipment 0 performing simple tests 0 identifying and classifying 0 Under the probability of the probability observations and observations and	grow into adults	objects made from	
basic needs of animals, including humans, for survival (water, food and air) Working Scientifically identifying and classifying Uashing, bending, twisting and stretching. Uashing Scientifically guestions and recognising that they can be answered in different ways I observing closely, using simple equipment I performing simple tests I identifying and classifying I using their observations and	-find out about	some materials can	
animals, including humans, for survival (water, food and air) Working Scientifically identifying and classifying Classifying U asking simple questions and recognising that they can be answered in different ways I observing closely, using simple equipment I performing simple tests I identifying and classifying I using their observations and	and describe the	be changed by	
humans, for stretching. survival (water, food and air) Working Cientifically Scientifically questions and identifying and recognising that classifying answered in different ways I observing closely, using simple equipment I performing simple tests I identifying and classifying I using their observations and stretching.	basic needs of	squashing, bending,	
survival (water, food and air) Working Scientifically identifying and classifying Classifying Understand Classifying	animals, including	twisting and	
food and air) Working Working I asking simple Scientifically questions and identifying and recognising that classifying they can be answered in different ways I observing closely, using simple equipment I performing simple tests I identifying and classifying I using their observations and	humans, for	stretching.	
Working Scientifically [] asking simple questions and recognising that classifying identifying and classifying they can be answered in different ways I observing closely, using simple equipment I performing simple tests I identifying and classifying and classifying using their observations and	survival (water,		
Working asking simple questions and recognising that classifying they can be answered in different ways I observing closely, using simple equipment I performing simple tests I identifying and classifying using their observations and 	food and air)	Working	
Scientifically questions and identifying and recognising that classifying they can be answered in different ways [] observing closely, using simple equipment [] performing simple tests [] identifying and classifying [] using their observations and		Scientifically	
identifying and classifying	Working	🛛 asking simple	
classifying they can be answered in different ways [] observing closely, using simple equipment [] performing simple tests [] identifying and classifying [] using their observations and	Scientifically	questions and	
answered in different ways [] observing closely, using simple equipment [] performing simple tests [] identifying and classifying [] using their observations and	identifying and	recognising that	
Image: state of the state	classifying	they can be	
Image: style styl		answered in	
using simple equipment [] performing simple tests [] identifying and classifying [] using their observations and		different ways 🛛	
equipment [] performing simple tests [] identifying and classifying [] using their observations and		observing closely,	
performing simple tests [] identifying and classifying [] using their observations and		using simple	
tests [] identifying and classifying [] using their observations and		equipment 🛛	
and classifying [] using their observations and		performing simple	
using their observations and		tests 🛛 identifying	
observations and		and classifying [
		using their	
ideas to suggest		observations and	
		ideas to suggest	



			answers to questions [] gathering and recording data to help in answering questions.	
Fabulous Finish	Animal performance	Open afternoon in the hall (Different activities/ showing work)		Growing plants Garden centre visit
Spacing and Interweaving opportunities				
Curriculum objec	tives covered in p	ourple	·	

<u>Year A</u>

Phase: KS1	Autumn		S	Spring		Sum	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1		
	Year 1/ 2	Year 1/2	Year 1/2	Year 1/ 2	Year 1/ 2		
Topic Title	Food glorious food	Towers, tunnels and turrets	Living eggs	Wriggle and crawl	Street detective	Ċ	
Stunning Start Marvellous	Trip to pizza express/	-Trip to Helmsley castle	-Chicks arrive at school	-Woods, mini beast hunt	-Police visit	-	
Middle	dominoes.				-Local walk	-	
			-chicks			5	
	-Trip to Tesco						
						-	
						F	



Immer

Summer 2

Year 1/ 2

Going for Gold (Olympics)

-Sports day

-WOW day (clay medals, t shirts, sport visitor)

-Sports coach/ sports personality/ professional

		1	Ι	Γ	
Key text	Pumpkin Soup	-Rapunzel	The Odd Egg	Superworm	The Detective Dog
	Hanzal and Gretel	-Instructions/ non chronological	Non fiction	The Flower	
		report	Leaflet (how to		
		Charitatura atama	look after chicks)		
		-Christmas story	Diary entry		
		-The clock tower			
		video			
Art & Design	Still life		Chick pictures	Painting and colour	
				mixing	
	Giuseppe		-become proficient		
	(Famous artist)		in <mark>drawing,</mark>	become proficient	
	🛛 produce		painting, sculpture and other art,	in drawing, <mark>painting,</mark> sculpture	
	creative work,		craft and design	and other art,	
	exploring their		techniques	craft and design	
	ideas and			techniques	
	recording their				
	experiences [] become				
	proficient in				
	drawing,				
	painting,				
	sculpture and				
	other art, craft and design				
	und design				

sports person/ Thirsk high school sport leaders

Olympig

Non Fiction

Olympic ring collage Olympic torch picture Flags

Clay medals become proficient in drawing, painting, sculpture and other art, craft and design techniques

				1	
	techniques 🛛				
	evaluate and				
	analyse creative				
	works using the				
	language of art,				
	craft and design				
	know about				
	great <mark>artists,</mark>				
	craft makers and				
	designers, and				
	understand the				
	historical and				
	cultural				
	development of				
	their art forms				
Computing	Scheme of work				
Design &	Cooking (Buy	Making castles	Hen house	Mini beast hotel	
Technology	vegetables from				
	the shop to make	generate, develop,	-select from and	select from and	
	soup)	model and	use a wide range of	use a wide range of	
		communicate their	materials and	materials and	
	Making pizzas	ideas through	components,	components,	
		talking, drawing,	including	including	
		templates, mock-	construction	construction	
		ups and, where	materials, textiles	<mark>materials,</mark> textiles	
		appropriate,	and ingredients,	and ingredients,	
		information and	according to their	according to their	
		communication	characteristics	characteristics	
		technology			
			<pre>explore and</pre>	<pre>explore and</pre>	
		select from and	-	evaluate a range of	
		use a wide range of	existing products []	existing products []	
		materials and	evaluate their	evaluate their	

Biscuit medals with coloured cheerios as Olympic rings

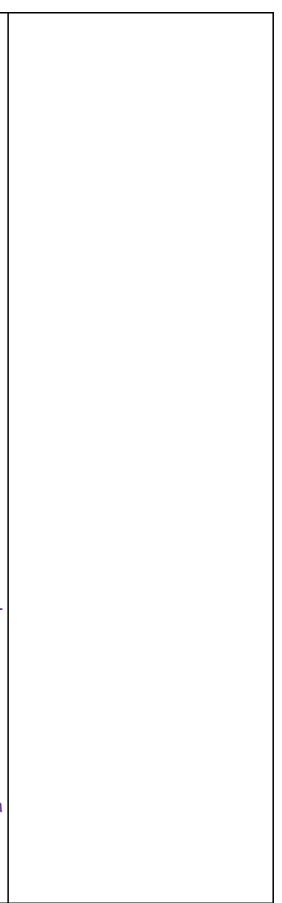
-select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

	-	•	•	•	•
		components,	ideas and products	ideas and products	
		including	against design	against design	
		construction	criteria	criteria	
		<mark>materials,</mark> textiles			
		and ingredients,			
		according to their			
		characteristics			
		<pre>explore and</pre>			
		evaluate a range of			
		existing products []			
		evaluate their			
		ideas and products			
		against design			
		criteria			
Geography	Local	Locality of famous			Draw own maps
	environment.	castles			Local area
	Where does food				
	come from?				Physical and human
	(Continents)				features
					Compare Thirsk to other
	-name and locate				places (Mexico town?)
	the world's seven				
	continents and				-understand geographical
	five oceans				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

Continents Capital cities Countries Land Marks Flags

I name and locate the world's seven continents and five oceans

		-key human features,
		including: city, town,
		village, factory, farm,
		house, office, port,
		harbour and shop
		-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.



History		Famous castles.			How our local area has
		Who lived there?			changed in the last 5
					years.
		significant			changes within living
		historical events,			memory. Where
		people and places			appropriate, these should
		in their own			be used to reveal aspects
		locality.			of change in national life
Music	Food glorious	Christmas carols			Sound scape (city vs
	food				country)
		use their voices			
		expressively and			
		creatively by			
		singing songs and			
		speaking chants			
		and rhymes			
PE	Real PE				
<mark>PSHCE</mark>	Scheme of work				
<mark>RE</mark>	Scheme of work				
Science	Healthy eating,	Everyday materials	Observing over	Living things and	Investigation skills
	exercise, body	У1	time	their habitats	Experiments
	parts, hygiene,	distinguish			Observations
	senses.	between an object	Life cycles	У2	
		and the material		<pre> explore and </pre>	Working Scientifically
	У1	from which it is	Working	compare the	asking simple questions
	🛛 identify, name,	made 🛛 identify	Scientifically	differences	and recognising that they
	draw and label	and name a variety	asking simple	between things	can be answered in
	the basic parts	of everyday	questions and	that are living,	different ways [] observing
	of the human	materials, including	recognising that	dead, and things	closely, using simple
	body and say	wood, plastic,	they can be	that have never	equipment [] performing
	which part of	glass, metal, water,	answered in	been alive 🛛	simple tests [] identifying
	the body is	and rock 🛛	different ways 🛛	identify that most	and classifying [] using

Biography famous sports person

Japanese song

Healthy living

Y2

-describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Fabulous Finish	Teddy's Bear picnic	Open hall, share work (Castles, writing)	Chicks	Open hall, share work (mini beast hotels, pictures writing)	Solve forensic crime.	
	associated with each sense. Y2 -describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Working Scientifically asking simple questions and recognising that they can be answered in different ways	describe the simple physical properties of a variety of everyday materials Y2 -identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses	observing closely, using simple equipment [] performing simple tests [] identifying and classifying [] using their observations and ideas to suggest answers to questions [] gathering and recording data to help in answering questions. Y2 [] notice that animals, including humans, have offspring which grow into adults [] find out about and describe the basic needs of animals, including humans, for survival (water, food and air)	describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other [] identify and name a variety of plants and animals in their habitats, including 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	their observations and ideas to suggest answers to questions [] gathering and recording data to help in answering questions	

Visit the high school to use their sports facilities

Curriculum objectives covered in purple						
	le	le	le			

Sowerby Music Visit:

Listen with concentration and understanding to a range of high-quality live and recorded music