

Phase: KS1	Autumn		Spring		Summer	
Year B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Year 1/ 2	Year 1/ 2	Year 1/ 2	Year 1/ 2	Year/ 2	Year 1/ 2
Topic Title	Go Wild	Moon Zoom	Fire, Fire	Superheroes	Going green	Passport around the world
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	-Food from around the world -Trip to seaside
Key text	Where the wild things are Meerkat Mail	The owl who is afraid of the dark. Poem- Starry Night (recite) Non-fiction text	Charlie and the Great Fire of London Diary entries	Traction Man Sinclair Wonder Bear (Y1)	Jack and the Beanstalk Non Chronological reports	Flat Stanley Lost and Found
Art & Design	Water colour animals -to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	Pattern and printing -Starry night silhouettes Van Gogh □ know about great artists, craft makers and designers, and	Fire collages -to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space		Beanstalk pictures Draw and label plant -to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	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

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

Geography	<p>hot and cold places in relation to the equator.</p> <p>□ 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</p>					<p>Human and physical features</p> <p>Maps, oceans and continents</p> <p>□ 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</p> <p>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</p> <p>□ 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</p>
History		<p>Famous people</p> <p>the lives of significant individuals in the past who have</p>	<p>Historical events</p> <p>events beyond living memory that are significant nationally or</p>			<p>Fossils</p>

		contributed to national and international achievements. Some should be used to compare aspects of life in different periods	globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]			
Music	Carnival of the animals experiment with, create, select and combine sounds using the inter-related dimensions of music.	Christmas carols use their voices expressively and creatively by singing songs and speaking chants and rhymes Twinkle Twinkle little star on recorder/ocarina play tuned and untuned instruments musically			Plants songs -use their voices expressively and creatively by singing songs and speaking chants and rhymes.	
PE	Real PE Unit 1 Fun station 1- static balance Funs station 10- co-ordination Yoga - see resources.	Real PE Unit 2 Fun station 2- static balance Funs station 6 - balance and agility. Dance	Real PE Unit 3 Fun station 4- small base Funs station 5- dynamic balance Gymnastics - see resources.	Real PE Unit 4 Fun station 7- counter balance Funs station 9- co-ordination Ball skills- see resources	Real PE Unit 5 Fun station 8- coordination with equipment Funs station 12- agility (reaction/response) Team games	Real PE Unit 6 Fun station 3- floor work Funs station 11- agility (ball chasing) Sports day - see resources.
PSHCE	Scheme of work					

RE	Scheme of work					
Science	<p>Animals including humans</p> <p>Y1</p> <p>-identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>-identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>-describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>-identify, name, draw and label the basic parts of the human body and say</p>	<p>Seasons</p> <p>Light and dark</p> <p>Y1</p> <p>□ observe changes across the four seasons □ observe and describe weather associated with the seasons and how day length varies.</p> <p>Working Scientifically</p> <p>-observing closely, using simple equipment</p> <p>-using their observations and ideas to suggest answers to questions</p>		<p>Everyday materials</p> <p>Y1</p> <p>□ 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</p> <p>□ compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Y2</p> <p>-identify and compare the suitability of a variety of</p>	<p>Plants</p> <p>Y1</p> <p>- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>- identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Y2</p> <p>- observe and describe how seeds and bulbs grow into mature plants</p> <p>- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Y1 (seasons)</p> <p>□ observe changes across the four seasons □ observe and describe weather associated with the seasons and how day length varies.</p>	

	<p>which part of the body is associated with each sense.</p> <p>Y2</p> <p>-notice that animals, including humans, have offspring which grow into adults</p> <p>-find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Working Scientifically identifying and classifying</p>			<p>everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Working Scientifically</p> <p>asking simple questions and recognising that they can be answered in different ways</p> <p>observing closely, using simple equipment</p> <p>performing simple tests</p> <p>identifying and classifying</p> <p>using their observations and ideas to suggest</p>		
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				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	RNLI lifeboats
Spacing and Interweaving opportunities						
Curriculum objectives covered in purple						

Year A

Phase: KS1	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Year 1/ 2	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	Going for Gold (Olympics)
Stunning Start Marvellous Middle	Trip to pizza express/ dominoes. -Trip to Tesco	-Trip to Helmsley castle	-Chicks arrive at school -chicks	-Woods, mini beast hunt	-Police visit -Local walk	-Sports day -WOW day (clay medals, t shirts, sport visitor) -Sports coach/ sports personality/ professional

						sports person/ Thirsk high school sport leaders
Key text	Pumpkin Soup Hanzal and Gretel	-Rapunzel -Instructions/ non chronological report -Christmas story -The clock tower video	The Odd Egg Non fiction Leaflet (how to look after chicks) Diary entry	Superworm The Flower	The Detective Dog	Olympig Non Fiction
Art & Design	Still life Giuseppe (Famous artist) □ produce creative work, exploring their ideas and recording their experiences □ become proficient in drawing, painting, sculpture and other art, craft and design		Chick pictures -become proficient in drawing, painting, sculpture and other art, craft and design techniques	Painting and colour mixing become proficient in drawing, painting, sculpture and other art, craft and design techniques		Olympic ring collage Olympic torch picture Flags Clay medals become proficient in drawing, painting, sculpture and other art, craft and design techniques

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

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

					<p>-key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>-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</p> <p>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</p> <p>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.</p>	
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History		Famous castles. Who lived there? significant historical events, people and places in their own locality.			How our local area has changed in the last 5 years. changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	Biography famous sports person
Music	Food glorious food	Christmas carols use their voices expressively and creatively by singing songs and speaking chants and rhymes			Sound scape (city vs country)	Japanese song
PE	Real PE					
PSHCE	Scheme of work					
RE	Scheme of work					
Science	Healthy eating, exercise, body parts, hygiene, senses. Y1 □ identify, name, draw and label the basic parts of the human body and say which part of the body is	Everyday materials Y1 □ 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 □	Observing over time Life cycles Working Scientifically □ asking simple questions and recognising that they can be answered in different ways □	Living things and their habitats Y2 □ explore and compare the differences between things that are living, dead, and things that have never been alive □ identify that most	Investigation skills Experiments Observations Working Scientifically □ asking simple questions and recognising that they can be answered in different ways □ observing closely, using simple equipment □ performing simple tests □ identifying and classifying □ using	Healthy living Y2 -describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

	<p>associated with each sense.</p> <p>Y2</p> <p>-describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Working Scientifically asking simple questions and recognising that they can be answered in different ways</p>	<p>describe the simple physical properties of a variety of everyday materials</p> <p>Y2</p> <p>-identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p>	<p>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.</p> <p>Y2</p> <p>□ 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)</p>	<p>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 □ 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.</p>	<p>their observations and ideas to suggest answers to questions □ gathering and recording data to help in answering questions</p>	
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.	Visit the high school to use their sports facilities

Spacing and Interweaving opportunities						
Curriculum objectives covered in purple						

Sowerby Music Visit:

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