

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)		Chick pictures -become proficient in drawing,	Painting and colour mixing		Olympic ring collage Olympic torch picture Flags

	<p>□ produce creative work, exploring their ideas and recording their experiences □ become proficient in drawing, painting, sculpture and other art, craft and design 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</p>		<p>painting, sculpture and other art, craft and design techniques</p>	<p>become proficient in drawing, painting, sculpture and other art, craft and design techniques</p>		<p>Clay medals become proficient in drawing, painting, sculpture and other art, craft and design techniques</p>
<p>Computing</p>	<p>Online Safety 1 Use technology safely and respectfully in the context of searching for appropriate images</p>	<p>Computer Skills 1 Children will learn how to move the cursor and click using a trackpad and mouse; switch on and shutdown</p>	<p>Word Processing 1 Use technology purposefully to create, organise, store, manipulate and retrieve digital content in the</p>	<p>Painting 1 Use technology purposefully to create, organise, store, manipulate and retrieve digital content in the</p>	<p>Programming Toys 1 Understand that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use technology purposefully</p>	<p>J2Code 1 Understand that programs execute by following precise and unambiguous instructions. To use logical reasoning to predict the behaviour of simple programs.</p>

	online, learning about the SMART rules for Internet safety, keeping personal information safe, sending an email and guiding others to make the right choices online.	computing equipment safely; launch an application and manipulate windows; save and open files in their folder; drag objects in a file from one location to another.	context of using a word processing application to type a simple sentence; to type different symbols; save a document; edit the text in a simple fairy tale; correct mistakes using the undo and redo buttons; highlight appropriate words or sections of type using bold, italics and underline; change the size and colour of the font.	context of painting using a simple computer program, painting with different colours, brushes and shapes; filling areas; using shapes; using undo and redo to improve work; adding text and applying learnt skills to make a poster.	to create digital content. Children will work within the context of following picture instructions for building shapes; writing detailed instructions to build a face on a potato man toy; writing instructions to program a person like a computer; creating and debugging simple programs in the context of programming a Bee-Bot.	During the sequence, they predict what will happen and afterwards begin adding or editing their own characters and backgrounds. Children use a given background and character(s) to create sequences of linked instructions with increasing complexity.
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 components, including construction materials, textiles and ingredients,	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 ideas and products against design criteria	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 ideas and products against design criteria		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>according to their characteristics</p> <p>□ explore and evaluate a range of existing products □ evaluate their ideas and products against design criteria</p>				
Geography	<p>Local environment. Where does food come from? (Continents)</p> <p>-name and locate the world's seven continents and five oceans</p>	<p>Locality of famous castles</p>			<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>-key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Continents Capital cities Countries Land Marks Flags</p> <p>□ name and locate the world's seven continents and five oceans</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>	
History		<p>Famous castles. Who lived there?</p> <p>significant historical events, people and places</p>			<p>How our local area has changed in the last 5 years. changes within living memory. Where appropriate, these should</p>	<p>Biography famous sports person</p>

		in their own locality.			be used to reveal aspects of change in national life	
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)	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	Physical health and wellbeing Fun times	Keeping safe and managing risk Feeling safe	Identity, society and equality Me and others	Drug, alcohol and tobacco education What do we put into and on to bodies?	Mental health and emotional wellbeing Feelings	Careers, financial capability and economic wellbeing My money
RE	What does it mean to belong to a faith community?	How and why do we celebrate special and sacred times?	Who is a Christian and what do they believe?	Who is a Christian and what do they believe?	What makes some places sacred?	What makes some places sacred?
Science	Healthy eating, exercise, body parts, hygiene, senses. Y1 □ identify, name, draw and label	Everyday materials Y1 □ distinguish between an object and the material from which it is made □ identify and name a variety	Observing over time Life cycles Working Scientifically	Living things and their habitats Y2 □ explore and compare the differences between things	Investigation skills Experiments Observations Working Scientifically □ asking simple questions and recognising that they can be answered in	Healthy living Y2 -describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

	<p>the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Y2 -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>of everyday materials, including wood, plastic, glass, metal, water, and rock □ describe the simple physical properties of a variety of everyday materials</p> <p>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</p>	<p>□ 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 their observations and ideas to suggest answers to questions □ gathering and recording data to help in answering questions.</p> <p>Y2 □ notice that animals, including humans, have offspring which grow into adults □ find out about and describe the basic needs of animals, including humans,</p>	<p>that are living, dead, and things that have never been alive □ identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other □ 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>different ways □ 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>	
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			for survival (water, food and air)			
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

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	<p>Online Safety 2</p> <p>Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies in the context of looking at how much information we can find out about a person online. Use keywords in an online search to find out about a topic; recognise whether a website is appropriate for children; rate and review informative websites. To be able to identify kind and unkind behaviour online and to apply knowledge of safe and sensible online activities.</p>	<p>Using the Internet 2</p> <p>To search the Internet using one word; to find results suitable for children; to follow links to another web page safely online; to use an online blog safely and respectfully; to post positive comments and responses on a blog.</p>	<p>Preparing for Turtle Logo 2</p> <p>Understand what algorithms are, and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. Create algorithms to turn right or left, make half and quarter turns, use the commands right 90 and left 90. Use logical reasoning to predict the behaviour of simple programs. Create, test and debug an algorithm.</p>	<p>Turtle Logo and Scratch 2</p> <p>Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs using Turtle Logo and Scratch. Create an algorithm to move or rotate the turtle, use the repeat command, add sound. Create an algorithm and use the commands to change the backdrop and add sprites.</p>	<p>Computer Art 2</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content in the context of using a computer painting program to recreate artistic styles using a variety of tools and approaches.</p>	<p>Presentation Skills 2</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content. I can organise ideas for a presentation, combining previously learnt skills and applying them to create a purposeful presentation.</p>

<p>Design & Technology</p>	<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>
<p>Geography</p>	<p>hot and cold places in relation to the equator.</p> <p>□ identify seasonal and daily weather patterns in the United Kingdom</p>				<p>Human and physical features 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</p>

	and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles					<p>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 contributed to national and international achievements. Some should be used to compare aspects of life in different periods</p>	<p>Historical events</p> <p>events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</p>			<p>Fossils</p>

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	Physical health and wellbeing What keeps me healthy?	Mental health and emotional wellbeing Friendship	Sex and relationship education Boys and girls, families	Sex and relationship education Boys and girls, families	Keeping safe and managing risk Indoors and outdoors	Drug, alcohol and tobacco education Medicines and me
RE	How should we care for others and the world	How and why do we celebrate special and sacred times?	Who is a Muslim and what do they believe? Who is	Who is a Muslim and what do they believe? Who is	How can we learn from sacred books?	How can we learn from sacred books?

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

	<p>body and say which part of the body is 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)</p> <p>Working Scientifically identifying and classifying</p>			<p>variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses □ 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 □ 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 their observations and</p>		
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				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	RNLI lifeboats
Spacing and Interweaving opportunities						
Curriculum objectives covered in purple						