

	Autumn	Spring	Summer
	Me, Myself & I/After Dark	Brilliant Buildings	In the Garden
Educational visits	Hedgehogs into school	William's Den	Our local area Allotments
English books	Owl Babies	The Three Little Pigs	The Very Hungry Caterpillar
Science	<p>Me, Myself and I</p> <ul style="list-style-type: none"> Know the name of the parts of the human body that can be seen (Y1) Know the basic stages in a life-cycle for animals (including humans) (Y2) <p>Senses</p> <ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body and say which part is associated with the senses (Y1) 	<p>Materials and their properties (& an investigation)</p> <ul style="list-style-type: none"> Know the name of the materials an object is made from (Y1) Know about the properties of everyday materials (Y1) Know how materials can be changed by squashing/bending/twisting and stretching (Y1) Know why a material might or might not be used for a specific job (Y2) 	<p>Plants in the garden- trees/wildflowers/growing produce- allotments</p> <ul style="list-style-type: none"> Know and name a variety of common wild and garden plants (Y1) Know and name the petals, stem, leaves and root of a plant (Y1) Know and name the roots, trunk, branches and leaves of a tree (Y1) Know and explain how seeds and bulbs grow into plants (Y2) Know what plants need in order to grow and stay healthy (water, light & suitable temperature) (Y2) <p>Minibeasts found in the garden (The Very Hungry Caterpillar)- DT link- food tasting</p> <ul style="list-style-type: none"> Know how to classify a range of animals by amphibians/reptiles/mammals/fish and birds (Y1) Know and classify animals by what they eat (carnivore/herbivore/omnivore) (Y1) Know how to sort by living and non-living things (Y1) Classify things by living, dead or never lived (Y2) Know how a specific habitat provides for the basic needs of things living there (plants and animals) (Y2) Match living things to their habitat (Y2) Name some different sources of food for animals (Y2) Know about, and explain, a simple food chain (Y2)
Geography	<p>Letters to Father Christmas (Literacy unit)</p> <ul style="list-style-type: none"> Know their house number and street name (Y1) Know their address including postcode (Y2) 	<p>Hot and cold places</p> <ul style="list-style-type: none"> Know features of hot and cold places in the world (Y1) Identify the UK on a world map (Y1) Understand location in relation to the equator, N/S pole (Y1) Using a range of maps and globes recognise/identify where the equator, N/S poles are located (Y1/2) <p>Locational and directional language</p> <ul style="list-style-type: none"> Know and use locational and directional language (near, far, left, right) (Y1) Know the names of the four countries of the UK and name the bodies of water that surround the UK (Y1) Locate the four countries of the UK and its capital cities (Y1) Recognise the seven continents of the world (Y1) Identify some of the human and physical characteristics of the four countries of the UK (Y1) Begin to recognise N/E/S/W on a compass (Y1) Know the names and locate the seven continents of the world (Y2) 	<p>Maps- drawing maps of our local environment/using them to find our way around the village to the allotments</p> <ul style="list-style-type: none"> Using simple plans, street maps and sketches (Y1) Identify basic map symbols (Y1) Compare and contrast features using terrestrial photographs (Y1) Make simple observations and recordings (pictograms, tally charts and Venn diagrams) (Y1) Draw basic maps with symbols (Y1) Use maps and photographs to identify features (Y1) Using simple plans and street maps; identify and classify basic map symbols, recall N/E/S/W on a compass, describe the location of features and routes (Y2) Compare and contrast features using terrestrial and aerial photographs (Y2) Make simple observations and recordings (pictograms, tally charts, bar graphs, Venn diagrams and tables) (Y2) Follow a route on a map (Y2) Look at aerial photographs to recognise landmarks and features (Y2) Draw or make a map of real or imaginary places (Y2) Use and construct basic symbols in a key (Y2)

		<ul style="list-style-type: none"> • Know the names of and locate the five oceans of the world (Y2) • Know the name of and locate the four capital cities of England, Wales, Scotland and N.Ireland (Y2) 	
History	<p>Black History month</p> <ul style="list-style-type: none"> • Ask and answer questions about the past (Y1) • Use historical source including stories to know about the past (Y1) • Identify and explain differences between ways of life in different periods (Y2) • Ask and answer questions to show they know and understand key features of historical events (Y2) • Use historical source including stories to explain their understanding about the past (Y2) <p>Guy Fawkes (significant individual)</p> <ul style="list-style-type: none"> • Name a famous person from the past and explain why they are famous (Y1) • Know about a famous person from outside of the UK and explain why they are famous and how their work changed life (Y2) <p>Remembrance (significant event)</p> <ul style="list-style-type: none"> • Know that events have happened- recently as well as a long time ago (Y1) • Know about an event(s) that happened a long time ago- even before their grandparents were born (Y2) 	<p>Houses in the past- how were they the same/different? How were buildings made?</p> <ul style="list-style-type: none"> • Know some details about the local area (Dunswell/Hull) and why it has changed (Y1) • Talk about things which have changed in the last 5 years (Y1) • Know about the local area and how it is different to how it used to be a long time ago (Y2) • Differentiate between things that were here years ago and things that were not (inc. buildings, houses etc.) (Y2) 	
Art & Design	<p>Van Gogh- Starry Night (nocturnal animals)</p> <ul style="list-style-type: none"> • Describe what can be seen and give an opinion about the work of an artist (Y1) • Ask questions about a piece of art (Y1) • Suggest how artists have used colour, pattern and shape (Y2) • To be inspired by the work of another artist (Y2) <p>Autumn collages</p> <ul style="list-style-type: none"> • Know how to use a combination of materials to create artwork (Y1) • Combine and fix together different materials from a selection of resources considering shape and texture (Y2) <p>Self-portraits</p> <ul style="list-style-type: none"> • Know the names of and mix primary and secondary colours referring to the colour wheel (Y1) • Know how to mix paint (Y2) 	<p>Easter crafts</p> <ul style="list-style-type: none"> • Know how to experiment and explore rigid and malleable materials (Y1) • With thought, can combine and fix together different materials from a selection of resources, considering shape and texture (Y2) <p>Daffodil/Spring paintings</p> <ul style="list-style-type: none"> • Create a simple wash (Y1) • Make observational drawings considering shape (Y1) • Make observational drawings beginning to consider proportion and position (Y2) 	<p>Giuseppe Arcimboldo- veg/fruit faces and vegetable printing</p> <ul style="list-style-type: none"> • Describe what can be seen and give an opinion about the work of an artist (Y1) • Suggest how artists have used colour, pattern and shape (Y2) • To be inspired by the work of another artist (Y2) <p>Clay minibeasts</p> <ul style="list-style-type: none"> • Know how to experiment and explore malleable materials (Y1) <p>Monet- Waterlilies</p> <ul style="list-style-type: none"> • Describe what can be seen and give an opinion about the work of an artist (Y1) • Suggest how artists have used colour, pattern and shape (Y2) • To be inspired by the work of another artist (Y2) <p>Photography- photos of our educational visit (iPad)</p> <ul style="list-style-type: none"> • Know how to use IT to create a picture (Y1) • Know how to use different effects within an IT package (Y2)

	<p>Firework/Bonfire night pictures</p> <ul style="list-style-type: none"> • Make use of chalks/charcoal/wax crayons and pastels (Y1) • Begin to think which materials would best suit the task (Y2) • Refine ideas by adding other marks and colour (Y2) 		
DT	<p>Christmas decoration/card/calendar (preferably using textiles)</p> <ul style="list-style-type: none"> • Use own ideas to design a product (Y1) • Draw and label a simple plan of their intended product (Y1) • Explain to someone else how they intend to make their product (Y1) • Use own ideas to design a product using templates (Y2) • Draw a plan of the product (Y2) • Explain why they have chosen to use specific materials (Y2) <p>Clay poppies- Remembrance Day</p>	<p>Pancake day- where does our food come from? (milk/eggs/flour)</p> <ul style="list-style-type: none"> • Cut food safely (Y1) • Know how to wash hands before preparing food and to maintain cleanliness throughout the process (Y1) • Weigh ingredients from a recipe (Y2) • Describe the ingredients used (Y2) • Know how to prepare surfaces and keep them clean when preparing food (Y2) 	<p>Produce grown in the allotment to design their own sandwich/salad</p> <ul style="list-style-type: none"> • Cut food safely (Y1) • Know how to wash hands before preparing food and to maintain cleanliness throughout the process (Y1) • Weigh ingredients from a recipe (Y2) • Describe the ingredients used (Y2) • Evaluation skills (Y1/2) • Know how to prepare surfaces and keep them clean when preparing food (Y2) <p>Growing beans/carrots/tomatoes/cress</p> <ul style="list-style-type: none"> • Know and explain how seeds and bulbs grow into plants (Y2) • Know what plants need in order to grow and stay healthy (water, light & suitable temperature) (Y2)
PSHE	<p>Theme 3: Health & Wellbeing Growing & changing topic</p> <ul style="list-style-type: none"> • How people grow from young to old (Y2) • How our bodies change as we grow up (Y2) • Changes as we grow up including new opportunities and responsibilities (Y2) <p>Changes within living memory- Grandparents. What happens to our bodies as we get older? Differences between us and our grandparents.</p> <ul style="list-style-type: none"> • Organise a number of artefacts by age (Y1) • Know what a number of older objects were used for (Y1) • Recognise objects from their grandparents' time (Y1) • Know the difference between their school days and that of their grandparents (Y1) • Organise and name a number of artefacts by age (Y2) • Know a larger range of older objects and what they were used for (Y2) • Recognise objects from their great-grandparents' time (Y2) • Know how school has changed since their grandparents and parents (Y2) • Know what we use today instead of a number of older given artefacts (Y2) 	<p>Theme 2: Living in the Wider World Money & Work topic</p> <ul style="list-style-type: none"> • Jobs in the community (Y1) • What money is (Y2) • Looking after money (Y2) <p>Theme 1: Relationships</p> <p>Theme 3: Health & Wellbeing Keeping Safe topic (Safer Internet Day- 8 February 2022)</p> <ul style="list-style-type: none"> • Rules/age restrictions (Y1) • Keeping safe online (Y1) • Safety in different environments (Y2) • Risk and safety at home (Y2) • Emergency situations (Y2) <p>Theme 2: Living in the Wider World Media Literacy and Digital Resilience topic (Safer Internet Day- 8 February 2022)</p> <ul style="list-style-type: none"> • Using the internet and digital devices (Y1) • Communicating online (Y1) • The internet in everyday life (Y2) • Online content and information (Y2) <p>Theme 1: Relationships Safe Relationships topic</p>	<p>Theme 3: Health and Wellbeing Growing & changing topic</p> <ul style="list-style-type: none"> • New class transition (Y1/2) • Celebrating your achievements through the year (Y1/2) <p>Theme 1- Relationships Families and Friendships topic</p> <ul style="list-style-type: none"> • Roles of different people (Y1) • Families (Y1) • Feeling cared for (Y1) • Making friends (Y2) • Feeling lonely and getting help (Y2) <p>Theme 1- Relationships Respecting Ourselves and others topic</p> <ul style="list-style-type: none"> • How our behaviour affects others (Y1) • Being polite and respectful (Y1) • Recognising things in common/differences (Y2) • Playing and working cooperatively (Y2) • Sharing opinions (Y2)

	<ul style="list-style-type: none"> Know that children's lives today are different to those of children a long time ago (Y2) <p>Theme 2: Living in the Wider World Belonging to a Community topic</p> <ul style="list-style-type: none"> What rules are Caring for others' needs Belonging to a group Rules and responsibilities 	<ul style="list-style-type: none"> Recognising privacy (Y1) Staying safe (Y1) Seeking permission (Y1) Managing secrets (Y2) Resisting pressure and getting help (Y2) Recognising hurtful behaviour (Y2) 	
Music	Charanga		
RE	<p>SACRE</p> <ul style="list-style-type: none"> Unit 1:1 Looking at me, looking at you (Y1) Unit 2:1 Belonging (Y2) <ul style="list-style-type: none"> Harvest festival Christmas Advent Gift-bringers (Y2) Nativity story 	<p>SACRE</p> <ul style="list-style-type: none"> Unit 1:2 Caring for the World (Y1) Unit 2:2 Believing (Y2) <p>Easter story Chinese New Year</p>	<p>SACRE</p> <ul style="list-style-type: none"> Unit 1:3 Worship and Festivals (Y1) Unit 2:3 Questions, Questions ?? (Y2)