

	Autumn	Spring	Summer
	Me, Myself & I/Autumn Harvest	Kings, Queens & Castles	All Creatures Great & Small (farm animal based)
Educational visits	Hedgehogs into school	Local stately home	Local farm
English	Instructions- making bread for Harvest	The Queen's Knickers	
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>Weather- when is it cold in the UK? Which season? Which time of day is coldest?</p> <ul style="list-style-type: none"> Compare and contrast the hottest and coldest seasons in the UK (Science link) (Y1) Recognise the main weather symbols (Y1) <p>Domestic animals/pets</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) 	<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>New life- chicks/new animals/tadpoles/lambs (*not in the cycle with hot/cold places)</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) <p>Plants- daffodils/blossom trees</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)
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>Weather- Where in the world are hot and cold places in relation to the equator and N/S Pole?</p> <ul style="list-style-type: none"> Compare and contrast the hottest and coldest seasons in the UK (Science link) (Y1) 	<p>Locating castles of the UK on a map and locating castles in the continents on a map</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) 	<p>Maps- drawing maps of our educational visit/using them to find our way around the farm</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)

	<ul style="list-style-type: none"> Recognise the main weather symbols (Y1) 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>Compare our weather with a contrasting non-EU country.</p> <ul style="list-style-type: none"> Recall the main differences between city, town and village (Y1) Know the main differences between Dunswell/Hull (England) and that of a small place in a non-European country (Y2) 	<ul style="list-style-type: none"> 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) 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) 	<ul style="list-style-type: none"> 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)
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>Great Fire of London/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>Queen Elizabeth I/II (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) 	
Art & Design	<p>Autumn collages/ Great Fire of London 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>Firework/Bonfire night pictures</p>	<p>Paul Klee- Castle and Sun</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>Easter crafts</p> <ul style="list-style-type: none"> Know how to experiment and explore rigid and malleable materials (Y1) 	<p>Photography- photos of our educational visit- specifically the animals (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>Romero Britto- Pop Art/stencilling</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)

	<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) 	<ul style="list-style-type: none"> • With thought, can combine and fix together different materials from a selection of resources, considering shape and texture (Y2) 	
DT	<p>Harvest- making bread</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>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) <p>Explain why they have chosen to use specific materials (Y2)</p> <p>Clay poppies- Remembrance Day</p>	<p>Royal banquet experience- children to look at food in medieval times and create their own menu (Literacy) and design an invitation to the banquet using IT (Literacy/IT).</p> <p>Food tasting-</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) • Know that food originates from places other than the shop (farm/factory/garden) (Y1) • Describe the ingredients used (Y2) • Know how to prepare surfaces and keep them clean when preparing food (Y2) • Know the original sources of some common foods (milk from a cow/egg from a chicken/chips from potatoes which come from the ground) (Y2) 	<p>Creating a felt/textile animal</p> <ul style="list-style-type: none"> • Know how to join two pieces of material together using a running stitch (Y1) • Explain what they would do differently next time (Y1) • Know how to join two pieces of material together using an appropriate stitch (running stitch/back tack) (Y2) • Know how to use a template (Y2) • Suggest one improvement they could make to their finished product and give a reason why (Y2)
PSHE	Changes within living memory- Grandparents. What happens to our bodies as we get older? Differences between us and our grandparents.		<ul style="list-style-type: none"> • New class transition • Celebrating your achievements through the year
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) <p>• Harvest festival</p> <p>• Christmas</p> <p>• Advent</p> <p>• Gift-bringers (Y2)</p> <p>• Nativity story</p>	<p>SACRE</p> <ul style="list-style-type: none"> • Unit 1:2 Caring for the World (Y1) • Unit 2:2 Believing (Y2) <p>Easter</p> <p>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)