

Kingfisher Class 2020 – 2021 (Cycle B)

Cycle B	Autumn Term 1 Food and Harvest	Autumn Term 2 History of Toys	Spring Term 1 Animal Around the World	Spring Term 2 Sinking Ship - Titanic	Summer Term 1 Lets go on Safari	Summer Term 2
Enrichment Activities	School Vegetable Patch Visit 2 places of worship (RE Link)	Visitor In - History of Toys	Visitor in Animal Man – Science link	Visitor In – Titanic	Visit to the Wildlife park – Geography link	Visit to Warwick Castle History Link
Geography History	<p><u>Geography At the Farm</u> KS1 National Curriculum Link</p> <p><u>Human and Physical Geography</u> 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 basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <u>Geographical skills and Fieldwork</u> 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</p> <p><u>Progressive Skills</u> Locational Knowledge/ Geographical Language Enquiry <u>Yr1</u> Use simple geographical vocabulary to describe features or location e.g. hill, local, a road, coastline, woods Consider geographical questions e.g. what is it like to live in this place? Express own views about a place, people, environment <u>Yr2</u> Describe key features of a place, using words like, beach, coast, forest, hill, mountain, ocean, valley, farmland, woods, coastline, local, vegetation, cliff, sea, season Consider geographical questions – Where is this place? What is it like? How has it changed? Express own views and preferences about a place, people, environment, location and give detailed reasons</p> <p><u>History</u> <u>Guy fawkes</u> KS1 National Curriculum Link Lives of significant individuals in the past who have contributed to national and international achievements</p> <p><u>Progressive Skills</u></p> <p><u>Historical Enquiry</u> <u>Yr1</u> Find answer to simple questions about the past from sources of information e.g. artefacts <u>Yr2</u> Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p>	<p><u>History</u> <u>Toys through times</u> KS1 National Curriculum Link</p> <p>Changes with living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p> <p><u>Progressive Skills</u></p> <p><u>Chronological Understanding</u> <u>Yr1</u> - Sequence events in their life Match objects to people of different ages <u>Yr2</u> - Sequence photographs etc from different periods of their life Describe memories of key events.</p> <p><u>Interpretations of History</u> <u>Yr1</u> - Compare adults talking about the past – how reliable are their memories? <u>Yr2</u> – Discuss reliability of photos accounts/stories</p> <p><u>Historical Enquiry</u> <u>Yr1</u> Find answer to simple questions about the past from sources of information e.g. artefacts <u>Yr2</u> Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p> <p><u>Organisation and Communication</u> <u>Yr1/2</u> Communicate their knowledge through: Discussion, Drawing Making Models</p>	<p><u>Geography</u> <u>Animals Around the World</u> KS1 National Curriculum Link</p> <p><u>Locational Knowledge</u> 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><u>Human and Physical Geography</u> 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. 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><u>Geographical skills and Fieldwork</u> Use world maps; atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied at this key stage.</p> <p><u>Progressive Skills</u> <u>Location Knowledge / Geographical language</u> <u>Yr1</u> Name the four seasons and describe typical weather Identify hot and cold areas in the world and begin to understand climate in simple terms – e.g. consider what they might wear if they lived in a very hot or a very cold country <u>Map Work /Atlas</u> <u>Yr1</u> Locate hot and cold areas of the world on a map Locate the four countries of the United Kingdom on a map <u>Yr2</u> Compare two settlements using globes, maps, plans (at a range of scales) Use contents/index to locate a country and draw information from a map Name the continents of the world and find them in an atlas Name the world's oceans and find them in an atlas Name and locate the main cities of England, Wales, Scotland and Ireland</p>	<p><u>History</u> <u>Titanic</u> KS1 National Curriculum Link</p> <p>Events beyond living memory that are significant nationally or globally.</p> <p><u>Progressive Skills</u></p> <p><u>Chronological Understanding</u> <u>Yr1</u> - Sequence 3or 4 artefacts from distinctively different periods of time. <u>Yr2</u> - Sequence artefacts closer together in time- check with reference books</p> <p><u>Range of Depth and historical knowledge</u> <u>Yr1</u> They know and recount episodes from stories about the past <u>Yr2</u> Recognise why people did thing, why events happened and what happened as a result</p> <p><u>Historical Enquiry</u> <u>Yr1</u> Find answer to simple questions about the past from sources of information e.g. artefacts <u>Yr2</u> Use a source – observe or handle sources to answer questions about the past on the basis of simple observations.</p> <p><u>Organisation and Communication</u> <u>Yr1/2</u> Communicate their knowledge through: Discussion, Drama/Role Play Writing</p>	<p><u>Geography</u> <u>Lets go on Safari – Kenya</u> KS1 National Curriculum Link</p> <p><u>Locational Knowledge</u> Name and locate the world's seven continents and five oceans.</p> <p><u>Place Knowledge</u> 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><u>Human and Physical Geography</u> 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><u>Geographical skills and Fieldwork</u> 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</p> <p><u>Progressive Skills</u> <u>Location Knowledge / Geographical language</u> <u>Yr1</u> Use simple geographical vocabulary to describe features or location e.g. hill, local, a road, coastline, woods Consider geographical questions e.g. what is it like to live in this place? Express own views about a place, people, environment Identify similarities and differences between the local environment and one other place <u>Yr2</u> Describe key features of a place, using words like, beach, coast, forest, hill, mountain, ocean, valley, farmland, woods, coastline, local, vegetation, cliff, sea, season Consider geographical questions – Where is this place? What is it like? How has it changed? Express own views and preferences about a place, people, environment, location and give detailed reasons Compare and describe an area of the UK to a place outside Europe using geographical words Explain how the jobs people do may be different in different parts of the world Use compass directions (N, S, E, W) to describe locations</p> <p><u>Field Work</u> <u>Yr1</u> Use maps, pictures and stories to find out about different places Recognise simple human and physical features on an aerial photograph or simple map, showing an awareness that objects look different from above <u>Yr2</u> Use plan view or aerial photos to recognise landmarks and to describe geographically the human and physical features Compare two settlements using globes, maps, plans (at a range of scales) ☑ Use contents/index to locate a country and draw information from a map</p>	<p><u>History</u> <u>Castles – Famous Queens</u> KS1 National Curriculum Link</p> <p>Lives of significant individuals in the past who have contributed to national and international achievements. Significant historical events, people and places in their locality.</p> <p><u>Progressive Skills</u></p> <p><u>Chronological Understanding</u> <u>Yr1</u> - Sequence 3or 4 artefacts from distinctively different periods of time. <u>Yr2</u> - Sequence artefacts</p> <p><u>Range of Depth and historical knowledge</u> <u>Yr1</u> They know and recount episodes from stories about the past <u>Yr2</u> Identify differences between ways of life at different time</p> <p><u>Interpretations of History</u> <u>Yr2</u> – Compare pictures or photographs of people or events in the past.</p> <p><u>Historical Enquiry</u> <u>Yr1</u> Find answer to simple questions about the past from sources of information e.g. artefacts <u>Yr2</u> Compare <u>Organisation and Communication</u> <u>Yr1/2</u> Communicate their knowledge through: Discussion, Drama/Role Play Making models Writing ICT</p>
English	<p><u>Genre – Traditional Tales and Twists - Fiction</u> <u>Power of Reading Text</u> (Geog link) Pattans Pumpkin The enormous Turnip (EYFS Text) Linked Text T4 Writing - Pumpkin Soup</p> <p><u>Writing Opportunities</u> Sentence structure Narrative writing</p> <p><u>Genre – Fiction</u> <u>Power of Reading Text</u> The secret Sky Garden - Linda Sarah and Fiona Lumbers</p> <p><u>Writing opportunities</u> List poems Thought bubbles Character descriptions / sketches</p>	<p><u>Genre – Fiction</u> <u>Power of Reading Text</u> (History link) <i>Traction Man – Mini Grey</i> <u>Writing Opportunities</u> Writing in role Caption writing Letter writing Narrative writing</p> <p><u>Genre – Poetry</u> <u>Power of Reading Text</u> <i>Out and About Poems – Shirley Hughes</i></p> <p><u>Writing opportunities</u> Expanded noun phrases Poetry</p>	<p><u>Genre - Non Fiction</u> <u>Power of Reading Texts</u> (Geog link) The Emperor's Egg Leaf</p> <p><u>Writing Opportunities</u> Non Chronological Report Leaflets</p> <p><u>Genre – Poetry</u> <u>Power of Reading Text</u> Poems to Perform Julia Donaldson</p> <p><u>Writing Opportunities</u> Poetry</p>	<p><u>Genre Author Focus</u> Julia Donaldson <u>Power of Reading Text</u> The Snail and the Whale The smartest Giant in Town</p> <p><u>Writing opportunities</u></p> <p><u>Autobiography</u></p> <p><u>Genre – Poetry</u> <u>Power of Reading Text</u> Poems to Perform Julia Donaldson</p> <p><u>Writing Opportunities</u> Poetry</p>	<p><u>Genre</u> <u>Power of Reading Text</u> (Geog link) Lila and Secret of Rain Anna Hibiscus <u>Writing Opportunities</u> Diary Entry Information booklet Instructions Recipes</p> <p><u>Genre - Poetry</u> <u>Power of Reading Text</u> The puffin Book of fantastic First Poems</p> <p><u>Writing Opportunities</u> Poetry</p>	<p><u>Non Fiction</u> <u>Writing Opportunities</u></p>
Maths	<p><u>Number and Place Value:</u> <u>Yr1</u> Numbers to 10, <u>Yr 2</u> Numbers to 100</p> <p><u>Calculations:</u> <u>Yr 1</u> Addition and Subtraction, Addition and Subtraction within 20 <u>Yr 2</u> Addition and Subtraction, Multiplication of 2,5 and 10, Division of 2,5 and 10</p> <p><u>Yr1</u> Geometry – Position and Direction: Position, shapes and patterns <u>Yr2</u> 2D and 3D <u>Yr2:</u> Length, Mass, Temperature</p>	<p><u>Number and Place Value</u> <u>Yr1</u> Numbers to 20, Numbers to 40</p> <p><u>Calculations:</u> <u>Yr1</u> Addition and Subtraction within 20, Addition and subtractions Word Problems <u>Yr 2</u> Multiplication and Division of 2,5 and 10</p> <p><u>Yr Length / height time Measures</u> <u>Geometry –</u></p> <p><u>Yr 2</u> Properties of Shapes: 3-D Shapes Measures</p>	<p><u>Number and Place Value</u> <u>Yr1</u> Numbers to 100</p> <p><u>Calculations</u> <u>Yr1</u> Multiplication, Division <u>Yr 2</u> Multiplication and Division of 2,5 and 10</p> <p><u>Yr1/2</u> Measures</p> <p><u>Y1/2</u> Fractions <u>Yr 2</u> Stat</p> <p><u>Yr1/2</u> Review and Revisit Topics. <u>Yr 2</u> SATs Preparation</p>	<p><u>Plants (Year 1)</u> KS1 National Curriculum Link</p> <p><u>Progressive Skills</u> 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><u>Living things and their habitats (Year 2 –first 2 areas of POS)</u> KS1 National Curriculum Link</p> <p><u>Progressive Skills</u> Explore and compare the difference between things that are living, dead, and things that have never been alive.</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide the basic needs of different kinds of</p>	
Science	<p><u>Uses of Everyday Materials (Year 2)</u> KS1 National Curriculum Link</p> <p><u>Progressive Skills</u> 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>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting, and stretching.</p>	<p><u>Seasonal Changes (Year 1)</u> KS1 National Curriculum Link</p> <p><u>Progressive Skills</u> Observe changes across the four seasons with a focus on Autumn to Winter.</p> <p>Observe and describe weather associated with the seasons and how the day length changes with a focus on Autumn to Winter..</p> <p><u>Asking questions</u> <u>Yr1/2</u></p>	<p><u>Animals Including Humans (Year 1)</u> KS1 National Curriculum Link</p> <p><u>Progressive Skills</u> 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><u>Seasonal changes (Year 1)</u> KS1 National Curriculum Link</p> <p><u>Progressive Skills</u> Observe changes across the four seasons with a focus on Winter to Spring.</p> <p>Observe and describe weather associated with the seasons and how the day length changes with a focus on Winter to Spring.</p> <p><u>Asking questions</u></p>	<p><u>Plants (Year 1)</u> KS1 National Curriculum Link</p> <p><u>Progressive Skills</u> 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><u>Living things and their habitats (Year 2 –first 2 areas of POS)</u> KS1 National Curriculum Link</p> <p><u>Progressive Skills</u> Explore and compare the difference between things that are living, dead, and things that have never been alive.</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide the basic needs of different kinds of</p>

<p><u>Asking questions</u> Yr1/2 Ask simple questions and recognise they can be answered in different ways</p> <p><u>Measuring and recording</u> Yr1/2 Observe closely, using simple equipment. Perform simple tests. Gather and record data to help in answering questions.</p> <p><u>Concluding</u> Yr1/2 Identify and classify. Use their observations and ideas to suggest answers to questions.</p> <p>Cycle A covers the Year 1 POS for Everyday Materials.</p>	<p>Ask simple questions and recognise they can be answered in different ways</p> <p><u>Measuring and recording</u> Yr1/2 Observe closely, using simple equipment. Perform simple tests. Gather and record data to help in answering questions.</p> <p><u>Concluding</u> Yr1/2 Identify and classify. Use their observations and ideas to suggest answers to questions.</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 which part of the body is associated with each sense.</p> <p><u>Asking questions</u> Yr1/2 Ask simple questions and recognise they can be answered in different ways</p> <p><u>Concluding</u> Yr1/2 Identify and classify. Use their observations and ideas to suggest answers to questions.</p> <p>Cycle A covers the Year 2 POS for Animals including humans</p>	<p>Yr1/2 Ask simple questions and recognise they can be answered in different ways</p> <p><u>Measuring and recording</u> Yr1/2 Observe closely, using simple equipment. Perform simple tests. Gather and record data to help in answering questions.</p> <p><u>Concluding</u> Yr1/2 Identify and classify. Use their observations and ideas to suggest answers to questions.</p>	<p><u>Asking questions</u> Yr1/2 Ask simple questions and recognise they can be answered in different ways</p> <p><u>Measuring and recording</u> Yr1/2 Observe closely, using simple equipment. Perform simple tests. Gather and record data to help in answering questions.</p> <p><u>Concluding</u> Yr1/2 Identify and classify. Use their observations and ideas to suggest answers to questions.</p> <p>Cycle A covers the Year 2 POS for Plants</p>	<p>animals and plants and how they depend on each other.</p> <p><u>Asking questions</u> Yr1/2 Ask simple questions and recognise they can be answered in different ways</p> <p><u>Measuring and recording</u> Yr1/2 Observe closely, using simple equipment. Perform simple tests. Gather and record data to help in answering questions.</p> <p>Yr1/2 Identify and classify. Use their observations and ideas to suggest answers to questions.</p> <p>Cycle A covers the second 2 areas for the year 2 POS for Living things and their</p>
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Evidence in books must show a differentiation in attainment for Year 1 and 2 even though the whole class is covering the same year group POS

<p>Design and Technology</p>	<p>Puppets – Link to History Toys through times.</p> <p><u>KS1 National Curriculum Link</u> <u>Design</u> Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><u>Make</u> Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining, and finishing) Select from and use a wide range of materials and components, including construction materials, textiles, and ingredients, according to their characteristics</p> <p><u>Evaluate</u> Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria</p> <p><u>Progressive Skills</u> <u>Developing, planning and communicating ideas</u> Yr1 Identify a target group for what they intend to design and make. Model their ideas in card and paper. Yr2 Identify a purpose for what they intend to design and make Identify simple design criteria Make simple drawings and label parts. <u>Working with tool, equipment, materials and components to make a quality product</u> Yr1 With help measure, mark out, cut, and shape a range of materials Use tools e.g., scissors Assemble, join, and combine materials and components together using a variety of temporary methods, e.g. glues or masking tape Use simple finishing techniques to improve the appearance of their product Yr 2 Use hand tools safely and appropriately Cut, shape, and join fabric to make a simple garment. Use basic sewing techniques Choose and use appropriate finish techniques <u>Evaluating process and products</u> Yr1 Evaluate their product by discussion how well it works in relation to the purpose Evaluate their products as they are developed, identifying strengths and possible changes they might make Evaluate their product by asking questions about what they have made and how they have gone about it. Yr 2 Evaluate against their design criteria Evaluate their products as they are developed, identifying strengths and possible changes they might make Talk about their ideas, saying what they like and dislike about them.</p>	<p>Eat More Fruit and Veg – Link to Science- senses</p> <p><u>KS1 National Curriculum Link</u> <u>Design</u> Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><u>Make</u> Select from and use a wide range of tools and equipment to perform practical tasks Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p><u>Evaluate</u> Evaluate their ideas and products against design criteria <u>Cooking and Nutrition</u> Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from</p> <p><u>Progressive Skills</u> <u>Developing, planning and communicating ideas</u> Yr1 Draw on their own experience to help generate ideas Suggest ideas and explain what they are going to do Yr 2 Generate ideas by drawing on their own and other people’s experiences <u>Working with tool, equipment, materials and components to make a quality product</u> Yr1 Select and use appropriate fruit and vegetables processes and tools Use basic food handling, hygienic practices and personal hygiene Yr2 Follow safe procedures for food safety and hygiene <u>Evaluating process and products</u> Yr1 Evaluate their product by discussion how well it works in relation to the purpose Evaluate their products as they are developed, identifying strengths and possible changes they might make Evaluate their product by asking questions about what they have made and how they have gone about it. Yr 2 Evaluate against their design criteria Evaluate their products as they are developed, identifying strengths and possible changes they might make Talk about their ideas, saying what they like and dislike about them.</p>	<p>Moving Minibeasts - Mechanism Levers /sliders Link to Science</p> <p><u>KS1 National Curriculum Link</u> <u>Design</u> Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><u>Make</u> Select from and use a wide range of tools and equipment to perform practical tasks Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p><u>Evaluate</u> Evaluate their ideas and products against design criteria <u>Technical Knowledge</u> Explore and use mechanism in their products- (leavers and sliders)</p> <p><u>Progressive Skills</u> <u>Developing, planning and communicating ideas</u> Yr1 Identify a target group for what they intend to design and make Model their ideas in card and paper Yr2 Identify a purpose for what they intend to design and make Identify simple design criteria Make simple drawings label parts <u>Working with tool, equipment, materials and components to make a quality product</u> Yr1 Use simple finishing techniques to improve the appearance of their product. Yr2 Choose and use appropriate finishing touches <u>Evaluating process and products</u> Yr1 Evaluate their product by discussion how well it works in relation to the purpose Evaluate their products as they are developed, identifying strengths and possible changes they might make Yr 2 Evaluate against their design criteria Evaluate their products as they are developed, identifying strengths and possible changes they might make</p>	<p>Computing Purple Mash</p> <p>Unit 1:1 Online Safety <u>KS1 National Curriculum Link</u> Understand what algorithms are; how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions.</p> <p><u>Progressive Skills</u> <u>Research and E Safety</u> Yr1 As a class exercise children explore information from a variety of sources They show awareness of different forms of information</p> <p>Unit 1:3 Pictograms <u>KS1 National Curriculum Link</u></p> <p><u>Progressive Skills</u> <u>Handling Information (databases and graphs)</u> Yr1 As a class or individually with support children use a simple pictogram or painting program to develop simple graphical awareness / one to one correspondence.</p> <p>Unit 1.4 Lego Builders <u>KS1 National Curriculum Link</u> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p><u>Progressive Skills</u> <u>Control (algorithms)</u> Yr1 Control simple everyday devices to make them produce different outcomes</p> <p>Unit 1.5 Maze Explorers <u>KS1 National Curriculum Link</u> Use logical reasoning to predict the behaviour of simple programs</p> <p><u>Progressive Skills</u> <u>Modelling and simulations</u> Yr1 Make simple choices to control a simple simulation program</p> <p>Unit 1.6 Animated Story Books <u>KS1 National Curriculum Link</u> Use logical reasoning to predict the behaviour of simple programs</p> <p><u>Progressive Skills</u> <u>Text and Multimedia</u> Yr1 Work with others and with support to contribute to a digital class resource which includes text, graphic and sounds. <u>Digital Images</u> Use a range of tools in a paint package / image manipulation software to create / modify a picture.</p> <p>Unit 1.7 Coding <u>KS1 National Curriculum Link</u> create and debug simple programs</p> <p><u>Progressive Skills</u> <u>Modelling and simulations</u> Yr1 Make simple choices to control a simple simulation program Yr2 Children are able to play an adventure game and use a simple simulation making choices and observing the results.</p>
<p>R.E.</p>	<p>What can we learn from sacred books? Find out about sacred books from more than one religion. Pupils begin by recapping their work on special books and thinking about what makes a book ‘holy’. They then move onto looking at stories and teachings in holy books and finding out what these mean for believers. Pupils learn how different holy books are treated and that some stories appear in more than one book. You may choose to study the Bible and the Torah or the Bible and the Qur’an rather than looking at all 3 sacred books.</p> <p>What makes some places sacred? Pupils will learn in depth from different religious and spiritual ways of life about places of worship for Christians and either Jewish people or Muslims. Pupils will have the opportunity to act as detectives answering their own questions about places of worship, what they are used for and their significance in the local community.</p> <p><u>Progressive Skills</u> Yr1 Recognise some ways in which Christians, Muslims and Jewish people treat their sacred book Talk about a special book and a holy book Talk about a story that is used in religion Talk about the story of the Exodus and consider why Jewish people still remember it Talk about why people might still tell the story of Prophet Muhammad and the Black Stone Talk about the story of Jonah and why people still read it</p> <p>Talk about the why places of worship are important to the local community Identify three objects that are used in worship in the church Identify three objects that are used in worship in the mosque Identify three objects that are used in worship in the synagogue</p> <p>Yr 2 Recognise that sacred texts contain stories which are special to many people and should be treated with respect Independently give reason why a holy book is considered to be ‘holy’ Re-tell The Lost Sheep; suggest the meaning(s) of this story Re-tell the story of the Exodus Suggest a meaning for the story of Prophet Muhammad and the Black Stone Re-tell Jonah, a story from the Bible and other holy texts; suggest the meaning of this story</p> <p>Say why places of worship are important to the local community and give reasons for your answers Identify objects in a church and say how they are used and what they mean to believers. Identify objects in a mosque and say how they are used and what they mean to believers Identify objects in a synagogue and say how they are used and what they mean to believers</p>	<p>How and why do we celebrate special and Sacred times? To learn in depth from different religious and spiritual ways of life about Easter and Passover and or Eid. Through drama and music the significance of these celebrations to believers is explored focussing on story, symbol and particular celebrations</p> <p><u>Progressive Skills</u> Yr1 Identify a special time they celebrate and explain simply what celebration mean Talk about ways in which Jesus was a special person who Christians believe is the Son of God. Yr2 Identify ways Christians celebrate Easter/Harvest/Pentecost and some ways a festival is celebrated. Retell stories connected with Easter Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers.</p>	<p>What does it mean to belong to a faith community? How should we care for others and the world and why does it matter? Know that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad. Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like. Explain simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah. Re-tell a story about the life of the Prophet Muhammad. Recognise some objects used by Muslims and suggest why they are important. Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel. Make links between what the Holy Qur’an says and how Muslims behave. Ask some questions about God that are hard to answer and offer some ideas of their own.</p> <p><u>Progressive Skills</u> Yr1 Talk about what is special and of value about belonging to a group that is important to them Show an awareness that some people belong to different religions Yr 2 Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean Identify two ways people show they belong to each other when they get married</p>	<p>Art</p> <p>Earth Art <u>KS1 National Curriculum Link</u> To use a range of materials creatively to design and make products To use drawing to develop and share their ideas, experience and imagination To use painting to develop and share their ideas, experiences and imagination</p> <p>Animal Art <u>KS1 National Curriculum Link</u> To use a range of materials creatively to design and make products To use drawing to develop and share their ideas, experience and imagination To use painting to develop and share their ideas, experiences and imagination</p> <p>Paper Art <u>KS1 National Curriculum Link</u> To use a range of materials creatively to design and make products To use sculpture to develop and share their ideas, experience and imagination</p>

<p>To use sculpture to develop and share their ideas, experience and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Progressive Skills</p> <p><u>Exploring and Developing Ideas (Ongoing)</u> Yr1 Ask and answer questions about the starting points for their work, and develop their ideas Yr2 Ask and answer questions about the starting points for their work and the processes they have used. Develop their ideas.</p> <p><u>Textiles</u> Yr1/2 Use a variety of techniques, weaving</p> <p><u>3D Form</u> Yr1 Experiment with, construct and join recycled natural and man-made materials Explore shape and form. Yr2 Understand the safety and basic care of materials and tools, Experiment with, construct and join recycled, natural and man-made materials more confidently</p> <p><u>Evaluating and Developing work</u> Yr1 Review what they and others have done and say what they think and feel about it Yr2 Review what they and others have done and say what they think and feel about it</p>	<p>To use sculpture to develop and share their ideas, experience and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Progressive Skills <u>Exploring and Developing Ideas (Ongoing)</u> Yr1 Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. Yr2 Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p> <p><u>Textiles / Collage</u> Yr1 Create images from imagination, experience or observations</p> <p><u>3D Form</u> Yr1/2 Manipulate clay in a variety of ways, rolling, kneading and shaping</p> <p><u>Paint</u> Yr1 Use a variety of tools and techniques including different brush size and types. Mix and match colours to artefacts and objects Mix secondary colours and shades Yr 2 Mix a range of secondary colours, shades and tones Mix and match colours linked to artefacts and objects</p> <p><u>Evaluating and Developing work</u> Yr1 Review what they and others have done and say what they think and feel about it Yr2 Review what they and others have done and say what they think and feel about it</p>	<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space About the work of a range of artist, craft maker and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p> <p>Progressive Skills <u>Exploring and Developing Ideas (Ongoing)</u> Yr1 Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. Yr2 Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p> <p><u>Textiles / Collage</u> Yr1 Use a wide variety of media inc photocopied material, fabric, plastic, tissue, magazines, crepe paper Yr2 Create textured collages from a variety of media</p> <p><u>Evaluating and Developing work</u> Yr1 Review what they and others have done and say what they think and feel about it Yr2 Review what they and others have done and say what they think and feel about it</p>
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Music	Pulse and Rhythm Harvest and Christmas Celebrations		Duration Easter Celebrations		Exploring Timbre, Tempo & Dynamics/Garage Band Drama Games	
Physical Education	<p>Balls Skills KS1 National Curriculum Link Pupils should be taught to develop throwing and catching</p> <p>Know and show ways of using a ball. Observe, copy and play games as an individual and in two's. Move safely and actively about the space. Using different parts of the body and techniques when passing and catching. (bounce, pat, kick dribble) Send, receive and kick a ball and practice to improve. Show control while catching receiving and dribbling.</p> <p>Progressive Skills <u>Agility and Coordination</u> Yr1 Be able to throw and catch a large ball over arm and under arm Roll a ball to an end target. Kick a ball. Dribble a ball. Move in a variety of ways in and out of cones and obstacles. Stop on command. Yr2 Be able to throw and catch a medium sized over arm and under arm accurately. Roll a ball to an end target. Kick a ball with increasing accuracy to an end target. Dribble a ball in and out of a set of obstacles. Move in a variety of ways in and out of cones and obstacles. Stop on command.</p>	<p>Gymnastics KS1 National Curriculum Link Pupils should be taught to develop balance, agility, balance, agility and coordination</p> <p>Basic Movement Yr1 Move in a variety of ways in and out of cones and obstacles. Stop on command. Hop. Sprint. Run. Yr2 Move in a variety of ways in and out of cones and obstacles. Stop on command. Hop. Sprint. Run. Gallop. Side Gallop.</p> <p>Developing Balance Yr1 Single balance Balancing on one foot Be able to balance on a piece of apparatus Side Roll Climb Line Walk Yr2 Single balance Balancing on one foot Be able to balance on a piece of apparatus Side Roll Climb Line Walk Bench Walk</p>	<p>Invasion games KS1 National Curriculum Link Pupils should participate in team games, developing simple tactics for attacking and defending.</p> <p>Develop and extend sending and receiving skills. Invent rules for games. Develop simple tactics. Move actively and safely in space. Play with confidence in groups of 2,3,4 and understand attack and defend tactics. Show body control and awareness in the play area</p> <p>Progressive Skills <u>Agility and Coordination</u> Yr1 Be able to throw and catch a large ball over arm and under arm Roll a ball to an end target. Kick a ball. Dribble a ball. Yr2 Be able to throw and catch a medium sized over arm and under arm accurately. Roll a ball to an end target. Kick a ball with increasing accuracy to an end target. Dribble a ball in and out of a set of obstacles.</p> <p>Team Games: Yr1 Be able to participate in a game with an opposing side. Be able to control a ball within a game setting. Use hands to control ball with increasing accuracy. Be able to play a game, following a set of rules. Yr2 Be able to participate in a game with an opposing side. Be able to control a ball within a game setting. Play a game with a set of rules. Play as part of a team. Cooperate with team mates. Work as a team in order to score goals. Use both hands and feet in order to control a ball.</p> <p>Basic Movement Yr1 Move in a variety of ways in and out of cones and obstacles. Stop on command. Hop. Sprint. Run. Jump for height. Yr2 Move in a variety of ways in and out of cones and obstacles. Stop on command. Hop. Sprint. Run. Gallop. Side Gallop. Jump for height.</p>	<p>Dance KS1 National Curriculum Link Pupils should perform dances using simple movement patterns.</p> <p>Progressive Skills <u>Movement Patterns</u> Yr1 Copy a dance pattern Move to a beat Link 2 dance movements together. Yr2 Copy a dance pattern Move to a beat Link a short series of dance sequences together.</p>	<p>Tennis KS1 National Curriculum Link Pupils should be taught to master basic movements including running, and jumping and to develop balance, agility and co-ordination when using a racket and ball.</p> <p>Progressive Skills <u>Agility and Co-ordination</u> Yr1 Balance a ball on a racket Two handed strike Yr2 Hit a ball with some accuracy using a racket or bat</p>	<p>Athletics KS1 National Curriculum Link Pupils should be taught to master basic movements including running, and jumping.</p> <p>Progressive Skills <u>Basic Movement</u> Yr2 Move in a variety of ways in and out comes and obstacles. Sprint Run Skip with a rope Jump for height Jump for distance</p>