

Year A (2020/21)									
Role-play	Science	History	Geography	RE	PE	Computing	DT	Art	Music
<b>Autumn Term 1: Once Upon a Time</b>									
Three Little Pigs/ BuidlingSite	<p>EYFS - How can we keep healthy - food and exercise?</p> <p><b>KS1 Animals including Humans</b> Yr 1 What are the basic parts of the human body? How do we use our senses? <b>Animals Including Humans Yr2</b> How do humans survive? How can we stay healthy - exercise, food as fuel, hydration?</p>	How and why do we celebrate Harvest?	<p>EYFS - Recognising the signs of seasonal changes (autumn) How and why <b>are houses different around the world?</b> (Available materials, temperature) <i>Yr1 What are the properties of everyday materials?</i></p>	<p>EYFS - Being special: Where do we belong?</p> <p>KS1 - What does it mean to belong to a faith community?</p>	<p>Reception: <b>Multi Skills</b></p> <p>Year 1 &amp; 2: <b>Athletics</b></p>	<p><b>What is a Computer?</b> What a computer is, how inputs and outputs work, how computers are used. <b>Word Processing:</b> Developing word processing skills, pupils write simple messages to friends and learn why we must be careful about who we talk to online.</p>	<p>EYFS - cutting, sticking, colouring skills</p> <p>Can you combine media to create new effects? Can you construct with a purpose in mind, using a variety of resources?</p>	<p>EYFS - mixing and blending colour <b>Can you create simple representations of people and objects?</b> <b>What do you see when you look at your face in the mirror?</b> Self portraits Artist study: Picasso Draw using a variety of media Introduction to the formal elements- line, colour, pattern and shape. <b>What are sketchbooks and how do we use them?</b></p>	<p>EYFS - learning and singing nursery rhymes</p> <p><i>Compose music and sing songs</i> <i>Experiment with, create, select and combine different sounds using untuned instruments to represent different characters, events and moods linked with their chosen story</i></p> <p>Instruments - untuned and body percussion</p>
<b>Autumn Term 2: Around the world</b>									
Home corner	<p>EYFS - Can we explore a variety of materials?</p> <p><b>KS1 Materials Yr1</b> Yr1 What are the properties of everyday materials? How could we compare and group materials?</p> <p>Link to DT - Windmills, Baby Bear's Chair.</p>	<p><b>Chronology/ timeline</b> How is and was our country led – monarchs and influential leaders. The impact of religion.</p> <p><i>Why is remembrance important?</i> <i>Who was Guy Fawkes?</i></p>	<p>EYFS - explore features of our local village</p> <p><b>What is the UK?</b> ENGLAND SCOTLAND WALES NORTHERN IRELAND REPUBLIC OF WALES &amp; their capital cities</p> <p><b>Our World</b> How is the world made up of five oceans and seven CONTINENTS?</p>	<p>EYFS - Why is Christmas special for Christians?</p> <p>KS1 - What do Christians believe God is like?</p>	<p>Reception: <b>Tag Rugby</b></p> <p>Year 1 &amp; 2: <b>Tag Rugby</b></p>		<p><b>Structures: Windmills</b> Through the theme of windmills, pupils design and create their own structure and functioning windmill</p> <p><b>Baby Bear's Chair</b> <i>Pupils experiment with different shapes and manipulate materials to explore and evaluate a range of structural properties. They apply this knowledge to their own design, make and test task</i></p>	<p>EYFS - Children will know how to use a variety of tools to create different <b>textures and patterns</b></p> <p><b>What would the world feel like without any colour?</b> Colour mixing, shades and tints, warm and cold colours How are Rangoli patterns made? What do different colours symbolise? Generate ideas, plan, make and evaluate Rangoli patterns using a variety of media</p>	<p>EYFS - improvise with a range of instruments and listen attentively to music</p> <p>Build a repertoire of songs. Sing and perform a wide range of well-known nursery rhymes and songs in a group or on their own</p> <p>Use voices expressively and creatively by singing songs and speaking chants and rhymes and link to Christmas performance</p> <p>Instruments - untuned and body percussion</p>
<b>Spring Term 1: Whatever the weather!</b>									
Weather forecast studio	<p><b>KS1 Seasonal changes Yr 1</b></p> <p>Yr1 How &amp; why does the <b>weather</b> change? How do the length of days change?</p>		<p>EYFS - recognise important people in our community</p> <p>How do weather patterns change through the seasons in the UK? Why is the weather different all over the world? (i.e. <b>equator, N &amp; S pole</b>) How does <b>this affect the environment?</b> (Physical &amp; human features) How is temperature &amp; rainfall measured?</p>	<p>EYFS - Why is the word 'God' so important to Christians?</p> <p>KS1 - Who is a Muslim and how do they live? Pt 1</p>	<p>Reception: <b>Dance/ Yoga</b></p> <p>Year 1 &amp; 2: <b>Swimming Dance/ Yoga</b></p>	<p><b>ProgrammingScratch Jr:</b> Using the app 'ScratchJr', pupils programme. Algorithms and <b>Debugging Identifying:</b> problems with code and 'debugging'.</p>		<p>EYFS - draw forms using lines and simple shapes. Join natural and manmade 3D objects.</p> <p><b>How do different artists portray the weather?</b></p> <p>Aboriginal weather symbols What materials and colours were used?</p>	<p>EYFS - Children know how to use a variety of instruments to create different sounds</p> <p>Year 1/2 Sing songs linked with the weather. Compose songs to represent the different types of weather using untuned instruments</p> <p>Instruments - glockenspiels and bells (B)</p>
<b>Spring Term 2: Transport &amp; Space,</b>									
Rocket	<p><b>KS1 Materials Yr 1</b> <i>EYFS Explore a variety of materials. talk about similarities &amp; differences of objects..</i> What are the properties of different materials? <b>Materials Yr 2. Which material</b> is best for which job? How can I investigate materials? Link to DT - Puppets</p>	<p>EYFS - To understand events that took place in the past</p> <p><b>Timeline &amp; chronology</b> - How did <b>transport</b> change over time? How did <b>Historical heroes:</b> What did <b>Neil Armstrong</b> achieve? What did <b>Amelia Earhart</b> achieve?</p>	<p>What are the Key human features in our locality? <i>city, town, village, factory, farm, house, office, port, harbour, shop</i></p>	<p>EYFS - Why is Easter special to Christians?</p> <p>KS1 - Who is Jewish and how do they live? Pt 1</p>	<p>Reception: <b>Football/ handball</b></p> <p>Year 1 &amp; 2: <b>Football/ handball</b></p>		<p>Do you construct with a purpose in mind using a variety of resources? EYFS: Can you select the tools and techniques needed to shape and join materials? Do you safely use tools and techniques? <b>Textiles:</b></p> <p><b>Puppets</b> <i>Children learn the different ways they can join fabrics together through the creation of a puppet</i></p>	<p>EYFS - Children will know how to make new <b>colours</b> using the primary colours.</p> <p><b>Can you create different textures?</b> <b>Represent your own ideas in original ways. Can you talk about the features of your own work and the work of others? Do you recognise the differences between them and the strengths of others?</b> <b>Where do textile artists look for inspiration?</b> Artist study: Poppy Treffry/ Helen Poremba Collect images and inspiration to plan and make an alien puppet ( DT link) Cut, sew,decorate and evaluate</p>	<p>EYFS - improvise and begin to compose songs</p> <p>Sing songs and experiment with ways of changing them linked with their transport topic. Copy a short simple rhythm. Listen to many different Transport songs. Recognise and react to change when musical elements are clear and compose your own song and repeat basic rhythms using quavers, crotchets, minims and semibreves.</p> <p>Instruments -glockenspiels and bells (B)</p>
<b>Summer Term 1: Our Locality – Habitats &amp; Minibeasts</b>									
Bug laboratory	<p>EYFS - To understand how things grow.</p> <p><b>KS1 Plants - Yr2</b> Yr2-How do plants survive and grow? What do we need to do to grow our own food? Life Cycle of plants. (Grow and eat own produce)</p>		<p>EYFS - To identify how things change in different countries.</p> <p>Using maps &amp; aerial photographs: Key physical features in our locality: <i>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation</i> Field work &amp; observation - Link to HABITATS - When I look at <b>our local school &amp; village environment</b></p>	<p>EYFS - What places are special and why?</p> <p>KS1 - Who do Christians say made the world?</p>	<p>Reception: <b>Badminton/ tennis</b></p> <p>Year 1 &amp; 2: <b>Badminton/ tennis</b></p>	<p><b>Stop Motion:</b> Explore how to create an animation use stop motion technology</p>		<p>EYFS - children will be know how to add <b>texture and pattern</b> to their artwork.</p> <p><b>Can you use what you have learnt about media and materials in original ways?</b></p> <p><b>How can you paint with scissors?</b></p> <p>Artist study: Matisse Create a Matisse inspired collage (shape and colour)</p>	<p>EYFS - Children will xplore dance and music. They will <b>express their feelings.</b></p> <p>: Represent your own ideas through dance and music linked with their animal topic</p> <p>Year 1/2 Sing with a developing sense of pitch and duration. Make a response to different moods in music (move or paint) linked with their animal topic.</p>

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			- what habitats can I find? Create simple maps with keys, Compare and contrast - Why are habitats so different all around the world? Focus on small contrasting non-European countries.						Instruments: recorders (B)
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**Summer Term 2: Rainforests**

Rainforest	<p><b>KS1 Living things and their habitats Y2</b> What is a <b>rainforest habitat</b> like? How is it different to other environments?</p> <p>How do environments vary from one to another. What food chains would we find there? How do plants survive?</p>		<p>EYFS- children can make links between their local environment and others further away.</p> <p>How and why have some animals adapted? How are humans changing the rainforest?</p> <p><b>Where do we find rainforests?</b> Why are our <b>rainforests in danger</b> and what can we do about it? What would we find in different rainforest habitats? (South America Focus)</p>	<p>EYFS - What times/stories are special and why?</p> <p><b>KS1</b> - How should we care for the world and for others, and why does it matter?</p>	<p>Reception: <b>Striking and fielding skills</b> Sports day prep</p> <p>Year 1 &amp; 2: <b>Striking and fielding skills</b> Sports day prep</p>		<p>EYFS: Do you experiment with colour, design and function? <b>Mechanisms:</b></p> <p><b>Moving Story Books</b> <i>Children explore levers and sliders to make a moving story book</i></p>	<p>EYFS: Can you represent your own ideas and thoughts? Can you talk about the process which has led to your product?</p> <p><b>Why do artists create sculptures?</b></p> <p>Artist study: Louise Bourgeois</p> <p>Generate ideas, plan, design and make a sculpture, evaluate</p>	<p>EYFS: Represent your own ideas through art and music linked with sounds in the environment</p> <p>Year 1/2 Listen to sounds in the environment and invent own pictorial symbols to represent sound in a Rainforest piece of music</p> <p>Instruments - recorders (B)</p>
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**Year B (2021/22)**

Role play & memory Hooks	Science	History	Geography	RE	PE	Computing	DT	ART	Music
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**Autumn Term 1: Once Upon a Time**

The three little pigs houses /Gingerbread mans house/ Baker shop	<p>EYFS - How can we keep healthy - food and exercise?</p> <p><b>KS1 Animals Including Humans Yr1</b> Yr 1 What are the basic parts of the human body?Why do we have a skeleton? How do we use our senses?</p>	How and why do we celebrate Harvest?	<p>EYFS - Recognising the signs of seasonal changes (autumn)</p> <p><b>What is the UK?</b> ENGLAND SCOTLAND WALES NORTHERN IRELAND REPUBLIC OF WALES &amp; their capital cities</p> <p><b>Our World</b> How is the world made up of five oceans and seven CONTINENTS?</p>	<p>EYFS - Being special: Where do we belong?</p> <p><b>KS1</b> - Who is a Muslim and how do they live? Pt 2 <i>Harvest</i></p>	<p>Reception: <b>Multi Skills</b></p> <p>Year 1 &amp; 2: <b>Athletics</b></p>	<p><b>Getting Started:</b> <i>logging in and using technology for a purpose.</i></p> <p><b>Programming: Beebots</b> <i>Using Bee-Bots simple algorithms</i></p>	EYFS cutting, sticking and colouring skills.-	<p>EYFS - mixing and blending colour</p> <p><b>Can you create simple representations of people, events and objects?</b></p> <p><b>What does drawing from memory, imagination and observation mean?</b> Draw using a variety of media Formal art elements - line, colour, pattern and shape.</p>	<p><i>Express feelings and responses to music by talking about it and by moving and making a dance</i></p> <p>Year 1/2 <i>Identify the pulse and copy basic rhythms including quavers, crotchets, minims and semibreves</i> <i>Compose music linked to traditional tales - use the song, 'The Muffin Man' (Have you seen some ....)</i></p> <p><i>Instruments - bamboo tamboo and percussion (B)</i></p>
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**Autumn Term 2: Around the world – Sid travels the UK**

Cafe	<p>EYFS - Can we explore a variety of materials?</p> <p><b>KS1 Animals Including Humans Yr2</b> Yr 2 How do humans survive? How can we stay healthy - exercise, food as fuel, hygiene, hydration? What happens to our body when we exercise?.</p> <p>Link to DT - Fruit Smoothies and balanced diet.</p>	<p>Sid travels to countries in the British Empire. Compare and contrast.</p> <p>How does democracy work in our locality and what does it mean? How has that changed over time? How does it work all over the world?</p> <p><b>Chronology/ timeline</b> <i>Why is remembrance important?</i> <i>Who was Guy Fawkes?</i></p> <p>What was health, hygiene &amp; medicine like through the ages Historical Figures Mary Seacole, Florence Nightingale</p>	<p>EYFS - explore features of our local village</p> <p>Where do you live? How is it different to other areas of the UK?</p>	<p>EYFS - Why is Christmas special for Christians?</p> <p><b>KS1</b>- Why does Christmas matter to Christians? <i>Advent</i></p>	<p>Reception: <b>Tag Rugby</b></p> <p>Year 1 &amp; 2: <b>Tag Rugby</b></p>		<p><b>Food:</b>Learn to use simple tools and techniques competently and appropriately</p> <p><b>Fruit &amp; Veg Smoothie</b> <i>Children learn how to identify fruits and vegetables and then design and make a smoothie</i></p> <p><b>A balanced diet</b> Pupils explore what makes a balanced diet and taste test combinations of different food groups before designing and making a wrap</p>	<p>EYFS - Children will know how to use a variety of tools to create different <b>textures and patterns</b></p> <p><b>Do you choose particular colours for a purpose? What happens when you mix colours?</b></p> <p><b>What colours can you see around you?</b> Colour mixing using a variety of media Textures - different painting techniques (layering, mixed media, scraping) Having fun with textures - Tate.org.uk</p> <p>Artist study: Jackson Pollock Mixing shades and tints to create firework splatter paintings</p>	<p>EYFS - improvise with a range of instruments and listen attentively to music.</p> <p>Build up a repertoire of songs</p> <p>Year 1/2 Use voices expressively and creatively by singing songs and speaking chants and rhymes and link to Christmas performance</p> <p>Instruments - bamboo tamboo and percussion (B)</p>
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**Spring Term 1: Super Heroes/ people who help us!**

Doctors/ Veterinary surgery	<p><b>KS1 Materials - Y1</b>Can we explore a variety of materials? How are they different from one another? What material would be best for shoes- why?</p> <p>Explore and test different types of materials.</p> <p>Yr 1 /2 <b>SCIENTIFIC HEROES</b> – What did Charles Macintosh achieve? What can I discover about materials?</p>	<p><b>Chronology/ timeline</b> <i>People who help HEROES: Greta Thumberg/ Sir Tom</i> Who were the most influential people through History up to present day? Monarchs, inventors, charity campaigners setc</p>	<p>EYFS - recognise important people in our community</p> <p><b>GEOGRAPHICAL HEROES</b> What did Christopher Columbus achieve? How did he navigate around the world? Simple compass directions &amp; locational language.</p>	<p>EYFS - Why is the word 'God' so important to Christians?</p> <p><b>KS1</b> - Who is Jewish and how do they live?</p>	<p>Reception: <b>Dance/ Yoga</b></p> <p>Year 1 &amp; 2: <b>Swimming</b> <b>Dance/ Yoga</b></p>		<p>:Learn to use simple tools and techniques competently and appropriately</p> <p><b>Mechanisms:</b></p> <p><b>Wheels and Axles</b> <i>Pupils experiment with mechanisms and troubleshoot why some wheels don't rotate, before designing and building a moving vehicle</i></p> <p><b>Ferris Wheels</b></p>	<p>EYFS - draw forms using lines and simple shapes Join natural and manmade 3D objects.</p> <p><b>Select and use technology for a particular purpose (UW-Technology)</b></p> <p><b>How to take a perfect photograph!</b></p> <p>Collect and select Winter themed resources for a photo composition. (Think about the elements of art) Take a digital photo ( zoom and control focus) of the</p>	<p>EYFS - Children know how to use a variety of instruments to create different sounds</p> <p>Explore the different sounds of instruments Make music and experiment with ways of changing it linked to the super heroes topic</p> <p>Year 1/2 Listen to many different super hero songs Recognise and react to change when musical elements are clear and compose your own song</p>
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							Pupils explore existing mechanisms in order to design, test and make their own big wheel style ride Go to topic	Winter composition and manipulate. Artist study: Ansel Adams/ Anne Geddes/Andy Goldworthy	Instruments - glockenspiel and bells (B)
<b>Spring Term 2: Dinosaurs and Prehistoric Earth.</b>									
Dinosaur museum	<b>KS1 Animals Yr1</b> Yr 1 What is a carnivore, herbivore & omnivore? (Dinosaurs & other animals). Yr1 What are the common animals found now in our local env? Describe and compare a variety of common animals and their offspring	<b>EYFS</b> - To understand events that took place in the past  <b>Chronology/ timeline</b> – When were dinosaurs alive? What was prehistoric earth like?  Historical Figure: Mary Anning	Explore locations around the world where evidence of dinosaurs and stone age man has been found!	<b>EYFS</b> - Why is Easter special to Christians?  <b>KS1</b> - Why does Easter matter to Christians?	Reception: <b>Football/ handball</b>  Year 1 & 2: <b>Football/ handball</b>	<b>Algorithms Unplugged:</b> <i>how computers handle information 'unplugged' algorithms- completing tasks away from the computer.</i> <b>Digital Imagery:</b> <i>Taking and manipulating digital photographs,</i>		<b>EYFS</b> - Children will know how to make new <b>colours</b> using the primary colours.  <b>Can you manipulate materials to achieve a planned effect? Do you select the tools and techniques needed to shape your dough? How can we manipulate salt dough?</b>  Use manipulation techniques to create dinosaur fossils, footprints, bones, textured relief tile Artist study : Anthony Gormley- Field Sculpture The Terracotta Army (China)	<b>EYFS</b> - improvise and begin to compose songs  Year 1/2 Sing dinosaur songs, use hand signals to show pitch and compose your own using the song, 'Merrily we Roll Along' (Dinosaurs have great big feet ...)  Instruments - glockenspiel and bells
<b>Summer Term 1: Our Locality – Growing Grub.</b>									
Garden Centre  Visit: Village walk	<b>EYFS</b> - To understand how things grow.  <b>KS1 Plants Yr 1</b> EYFS How do plants change? Yr 1 What green plants can we find around us? Can I name plants and identify the parts of plants (inc trees)? What shall we grow in the school garden?	How has our local community changed over the years? Were there any significant historical events that shaped the community?	<b>EYFS</b> - To identify how things change in different countries.  Plants in our local environment - how is this affected by local physical features? Use aerial photographs to recognise landmarks, physical features Devise and construct simple maps with a key. What affects the <b>local farms</b> and what they produce? Farm Safety. Why are food products produced so differently all around the world?	<b>EYFS</b> - What places are special and why?  <b>KS1</b> - What is the 'good news' Christians believe Jesus brings?	Reception: <b>Badminton/ tennis</b>  Year 1 & 2: <b>Badminton/ tennis</b>		Select the tools and techniques needed to assemble and join your materials, Safely use tools and techniques. <b>Textiles:</b> <b>Pouches</b> <i>Children design and make their own wallet or purse, learning to use running stitch to join two pieces of fabric together</i>	<b>EYFS</b> - children will know how to add <b>texture and pattern</b> to their artwork.  <b>Can you use what you have learnt about media and materials in original ways?</b>  <b>How can we use nature in art?</b>  Printing/rubbings (pattern) Use natural materials to print onto a variety of materials Artist study: Arcimboldo (fruit faces)	<b>EYFS</b> - Children will explore dance and music. They will <b>express their feelings</b> .  Represent feelings through dance  Year 1/2 Sing with developing sense of pitch and duration Make a response to different moods in music (move or paint)  Instruments - ukuleles
<b>Summer Term 2: Our Locality – The Seaside.</b>									
Pirate ship/beach shop  Visit: Seaside trip	<b>KS1 Living things and their habitats Yr2</b> EYFS Compare school environments with other environments. What can we find out about habitats at the seaside? (rock pools, cliffs, sand dunes)	<b>Chronology/ timeline</b> <b>British History</b> change so dramatically during the Victorian Era? How did Queen Victoria influence this? What were seaside holidays like in Victorian times?	<b>EYFS</b> - children can make links between their local environment and others further away.  What are the key physical & human features of the <b>seaside</b> ? What different types of coastline do we live near? How have the coast lines changed? How and why are they all so different? (e.g. <b>rock formations</b> creating bays, ports, harbours, cliffs) Using aerial photos & maps - what physical ( <i>beach, cliff, coast, forest, hills etc</i> ) and human features ( <i>village, town, harbour, farm, shop</i> ) can we recognise <b>locally</b> ?	<b>EYFS</b> - What times/stories are special and why?  <b>KS1</b> - What makes some places sacred to believers?	Reception: <b>Striking and fielding skills</b> <b>Sports day prep</b>  Year 1 & 2: <b>Striking and fielding skills</b> <b>Sports day prep</b>	<b>Introduction to Data:</b> What data is and how it can be represented <b>Rocket to the Moon:</b> Appreciating the value of computers, understanding that they helped us get to the moon.		<b>EYFS:</b> Can you represent your own ideas and thoughts? Can you talk about the process which has led to your product?  <b>Can you represent your own ideas and thoughts? Can you talk about the process which has led to your product?</b>  <b>Why do artists create textiles?</b>  Artist study: Gunta Stolzl (Weaving)  Weaving (sea colours) Tate.org.uk - Weave a sculpture Plan,make and evaluate a big organic woven structure to celebrate textiles, weaving and the sea! Use a variety of materials and embellishments	<b>EYFS:</b> Represent your own ideas through art and music linked with sounds in the environment:  Represent your own ideas through art and music. (Pirate song/water music)  Year 1/2 Listen to sounds in the environment and invent own pictorial symbols to represent sound  Instruments - ukuleles