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| Term | Autumn | Spring | Summer |
| Topic  | **MAGICAL KINGDOMS** | **PAWS AND CLAWS** | **SUPERHEROES** |
| English | **Fiction**Zog**Story Pattern**Wishing tale**Focus** Charac-ter | **Non -Fiction**Knights **Text Type**Explanation  | **Fiction**Rapunzel**Story Pattern**Defeating the monster tale**Focus** Settings | **Non -Fiction**Castles and Cannons**Text Type**Information | **Fiction**The Tiger Who Came to Tea **Story** **Pattern**Cumulative**Focus** Description | **Non -Fiction**Afternoon Tea**Text Type**Recipe instruct-tions | **Fiction**Dear GreenPeace**Story Pattern**Meeting Tale**Focus** Questions | **Non -Fiction**Write letter from Emily**Text Type**Letter Writing | **Fiction**Supertato**Story Pattern**Defeating the monster tale**Focus** Dialogue | **Non -Fiction**Pandas**Text Type**Info | **Fiction**Avocado Baby**Story Pattern**Journey**Focus** Openings and Endings | **Non -Fiction**Growing Plants**Text Type**Information |
| Maths |  |  |  |
| Science | **Sc2/1.1 asking simple questions and recognising that they can be answered in different ways** **Sc2/1.2 observing closely, using simple equipment****Sc2/1.3 performing simple tests** **Sc2/1.4 identifying and classifying** **Sc2/1.5 using their observations and ideas to suggest answers to questions** **Sc2/1.6 gathering and recording data to help in answering questions.**Ask simple questions and recognise that they can be answered in different ways Use simple equipment to observe closelyPerform simple testsIdentify and classifyUse his/her observations and ideas to suggest answers to questionsGather and record data to help in answering questions |
| **Sc1/2.1b identify and describe the basic structure of a variety of common flowering plants, including trees****Sc1/2.2d identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.****Sc1/4.1a observe changes across the 4 seasons****Sc1/4.1b observe and describe weather associated with the seasons and how day length varies**Identify and describe the basic structure of a variety of common flowering plants, including trees.Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.Observe changes across the four seasons.Observe and describe weather associated with the seasons and how day length varies. | **Sc1/2.1a identify and name a variety of common wild and garden plants, including deciduous and evergreen trees****Sc1/2.2a identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals****Sc1/2.2b identify and name a variety of common animals that are carnivores, herbivores and omnivores****Sc1/2.2c describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)**Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.Group animals according to what they eat.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). | **Sc1/3.1a distinguish between an object and the material from which it is made****Sc1/3.1b identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock****Sc1/3.1c describe the simple physical properties of a variety of everyday materials****Sc1/3.1d compare and group together a variety of everyday materials on the basis of their simple physical properties**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.  |
| Computing | **Co2/1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content****Co2/1.5 recognise common uses of information technology beyond school**Use technology purposefully to create digital content.Recognise common uses of information technology in the home and school environment  | **Co2/1.6 use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies**Understand where to go for help and support when he/she has concerns about content or contact on the internet or other online technologies  | **Co2/1.1 understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Co2/1.2 create and debug simple programs Co2/1.3 use logical reasoning to predict the behaviour of simple programs**Understand what algorithms are and how they are implemented on digital devices Predict the behaviour of simple programs |
| P.E | **FOLLOWING GETSET4PE SCHEME OF WORK** |
| Fundamentals (1-5)DanceTeam Building | Yoga GymnasticsFitness | Ball SkillsAthletics |
| History | **Hi1/1.2 events beyond living memory that are significant nationally or globally** **Hi1/1.3 significant historical events, people and places in their own locality**Understand key features of events.Talk, draw or write about aspects of the past.  | **Hi1/1.1 changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life**Sequence events and recount changes within living memory. Place known events and objects in chronological order. Use common words and phrases relating to the passing of time.Talk, draw or write about aspects of the past.  | **Hi1/1.3 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** Ask and answer relevant basic questions about the past. Find answers to some simple questions about the past from simple sources of information. Sort artefacts from 'then' and 'now'. Describe some simple similarities and differences between artefacts.Relate his/her own account of an event and understand that others may give a different version.Talk, draw or write about aspects of the past.  |
| Geography | **Ge1/1.3b 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****key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop****Ge1/1.4c 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**Ask simple geographical questions e.g. What is it like to live in this place?Understand how some places are linked to other places e.g. roads, trainsUse simple maps of the local area e.g. large scale, pictorial etc.Make simple maps and plans e.g. pictorial place in a story | **Ge1/1.2a 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**Name, describe and compare familiar places | **Ge1/1.1b name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas** **Ge1/1.4b use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map** Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routesName, locate and identify characteristics of the four countries and capital cities of the United Kingdom |
| Languages | NON-COMPULSORY AT KS1 |
| R.E | **Special People and Places****- Special me****- People/pets who are special to me****- Making people feel special at birthdays and other times** **- Stories about Jesus****- The Christmas story****- Christmas lights** **- The story of Rama and Sita****- Lights at Divali** **- Stories about the childhood of Guru Nanak****- Celebrating Guru Nanak’s birthday**Recognise religious objects/places/people/practices. Express his/her own experiences and feelings, recognising what is important in his/her own life. Recount elements of religious stories. | **Special Symbols & Objects****- Special things in the home****- Animals we resemble****- Symbols** **- Special things in a Christian home****- The cross****- Easter symbols** **- The Buddha image****- Remembering the Buddha’s life at the festival of Wesak/Vesak/****Vaisakhi** **- The Torah scroll****- The story of how Moses led his people to freedom****- Remembering the story at the Seder meal during Pesach**Recognise some religious symbols and use some religious vocabulary correctly.Express what is of value and concern to himself/herself and others in relation to matters of right and wrong.Recount elements of religious stories. | **Special Things in Nature****- Nature all around us****- Looking after the natural world** **- The Genesis 1 creation story****- The Christian duty to care for the natural world****- Stories of Jesus and hymns about the beauty of the natural world****- St Francis of Assisi and his relationship with things in nature** **- Gods associated with the elemental forces of nature (sky, sun, fire, etc)****- A Hindu story of creation** **- The cave on Mount Hira where the Qur’an was revealed to Muhammad****- Remembering the revelation of the Qur’an during Laylat al-Qadr****- Stories about Muhammad’s kindness to animals**Recount elements of religious stories. Recognise interesting/puzzling aspects of life. |
| Art & Design | **Ar1/1.2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.****Ar1/1.3 to develop a wide range of art & design techniques in using colour, pattern, texture, line, shape, form & space****Ar1/1.1 to use a range of materials creatively to design and make products.****Ar1/1.4 about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.****•** Use artwork to record ideas, observations and experiences. • Experiment with different materials to design and make products.• Explain what he/she likes about the work of others.• Know the names of tools, techniques and elements that he/she uses. |
| **ARTIST:** Paul Klee (Expressionism)Pablo Picasso (Surrealism)**Painting (Compulsory – No Year 1 TT objective)**•**Develop control with brushes. Know when to use a thick and when to use a thin brush.****•Create colour wheels.****•Mix primary colours to make secondary.** •Mix variety of oranges, greens, purples in paints. •Mix different shades of secondary colours. •Know the names of all the colours. •Find collections of colour – different sorts of green, blue, purple etc. Use language to evaluate – light/dark. •Explore different ways of applying paint (brushes, sponges, blowing, bubbles, wax crayon relief etc). **Collage**• Cut, glue and trim material to create images from a variety of media e.g. photocopies, fabric, crepe paper, magazines.• Sort, cut and shape fabrics and experiment with ways of joining them. | **ARTIST:**Andy Warhol (Pop Art)Henri Rousseau (Post-impressionist)**Print / Printing**• Make marks in print using found objects and basic tools and use these to create repeating patterns. | **ARTIST:** Julian Beever (3D Artist)Guiseppe Arcimboldo (Renaissance)**Drawing (Compulsory)**• Use a variety of tools including pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media to represent objects in lines.• Explore mark-making using a variety of tools.**Sculpture / 3D**• Make structures by joining simple objects together. |
| Design Technology | **Use the basic principles of a healthy and varied diet to prepare dishes****Understand where food comes from.**Talk about what he/she eats at home and begin to discuss what healthy foods areUse simple tools with help to prepare food safelySay where some food comes from and give examples of food that is grown | **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****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**Create simple designs for a productUse pictures and words to describe what he/she wants to doAsk simple questions about existing products and those that he/she has made | **Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing****Build structures, exploring how they can be made stronger, stiffer and more stable****Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.**Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishingUse a range of simple tools to cut, join and combine materials and components safelyBuild structures, exploring how they can be made stronger, stiffer and more stable (using glue)Use wheels and axles in a product |
| Music | **Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes****Mu1/1.2 play tuned and untuned instruments musically****Mu1/1.3 listen with concentration and understanding to a range of high-quality live and recorded music****Mu1/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music** |
| Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture.Learn and perform chants, rhythms, raps and songs.Listen to music with sustained concentration.Discuss feelings and emotions linked to different pieces of music.Listen to, copy and repeat a simple rhythm or melody.Use the correct musical language to describe a piece of music. | Find the pulse whilst listening to music and using movement. Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse.Understand that pitch describes how high or low sounds are.Understand that tempo describes how fast or slow the music is.Understand that dynamics describe how loud or quiet the music is. | Recognise different instruments.Learn to follow the conductor or band leader. |