

| KS1 CYCLE A 2020 - 21 | | | | | | |
|-------------------------|--|---|--|--|--|--|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | Man on the Moon | Poles Apart | Titanic | Kampong Ayer v Ropley | Hampshire Heroes | We do like to be beside the Seaside |
| Geog and History | <p>History:</p> <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements <p>Neil Armstrong Katherine Johnson – American mathematician for space flights. Tim Peake</p> | <p>Geography:</p> <p>Human and physical geography</p> <ul style="list-style-type: none"> 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 <p>use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> 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 <p>Geographical skills and fieldwork</p> | <p>History:</p> <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements significant historical events, people and places in their own locality | <p>Geography:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> 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>Place knowledge</p> <ul style="list-style-type: none"> 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>use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> 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 <p>Geographical skills and fieldwork</p> | <p>History</p> <p>Significant historical event people and places in their own locality (William Walker, Joanna Salter, King Alfred...)</p> | <p>Geography:</p> <ul style="list-style-type: none"> 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 |
| Trips visits | Star gazing after school | Gilbert white centre – polar exhibition (£15) | Sea City Museum (£15) | Theme Day | Visitor | Southsea (£10) |
| Science | <p>Science Longitudinal Study Year 1: Seasonal Changes - observe changes across the four seasons - observe and describe weather associated with the seasons and how day length varies. (yr1)</p> <p>Sticky Knowledge - Weather can change. - The weather includes the temperature outside, wind direction and strength, as well as rain, cloud, snow and sun. - Daylight is when it is light outside. The amount of daylight changes with the seasons. - There are four seasons: spring, summer, autumn, winter</p> <p>Science Longitudinal Year 2: Plants (over the Summer term)</p> | | | | | |
| | <p>Animals including humans</p> <p>Yr1</p> <ul style="list-style-type: none"> 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>Sticky Knowledge Animals have senses to help individuals survive; when animals sense things they are able to respond</p> <p>Yr2</p> <ul style="list-style-type: none"> Describe the importance for humans of exercise, eating the right amount of different types of food and hygiene. Find out and describe the basic needs of animals including humans for survival (water, food, air) <p>Sticky Knowledge Exercise and a good diet keeps animals' bodies in good condition and increases survival chances To stop illness and infection we need to maintain a healthy lifestyle and keep ourselves clean</p> | <p>Animals including humans</p> <p>Yr1</p> <ul style="list-style-type: none"> Identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure and variety of common animals <p>Sticky Knowledge There are many different animals with different characteristics. Animals need food to survive but different animals have different diets. Animals need a variety of food to help them grow, repair their bodies, be active and stay healthy.</p> <p>Yr2</p> <ul style="list-style-type: none"> Know that animals including humans have offspring which grow into adults Know the basic stages in a life cycle for animals including humans <p>Sticky Knowledge Different animals move in different ways to help them survive. Animals reproduce new animals when they reach maturity. Some animals give birth to live young and some animals lay eggs. Animals grow until maturity and then don't grow any larger. All animals eventually die.</p> | <p>Materials</p> <p>Yr1</p> <ul style="list-style-type: none"> 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 <p>Sticky Knowledge There are many different materials that have different describable and measurable properties. The properties of a material determine whether they are suitable for a purpose</p> <p>Yr2</p> <ul style="list-style-type: none"> 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>Sticky Knowledge Materials can be used for more than one thing e.g. metal: coins, cans, cars, table legs. Different materials can be used for the same thing e.g. a spoon made from wood, metal, plastic. Suitability means having the right properties for a particular purpose.</p> | <p>Materials</p> <p>Yr1</p> <ul style="list-style-type: none"> Compare and group together a variety of everyday materials on the basis of their simple properties. <p>Sticky Knowledge Materials that have similar properties are grouped into metals, rocks, fabrics, wood, plastic, ceramics and glass.</p> <p>Yr2</p> <ul style="list-style-type: none"> Find out shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching (heat) <p>Sticky Knowledge Materials can be changed by physical force (twisting, bending, squashing and stretching).</p> | <p>Plants</p> <p>Yr1</p> <ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees <p>Sticky Knowledge Garden plants are plants people choose to grow in their gardens. Weeds are wild plants that grow in places people don't want them.</p> <p>Yr2</p> <ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy <p>Sticky Knowledge Plants grow from seeds/bulbs. Plants need light, water and warmth to grow and survive. Flowers make seeds to make more plants (reproduce). Plants are important. We need plants to survive (to clean air, to eat). We can eat different parts of the plants (leaves, stems, roots, seeds, fruit).</p> | <p>Plants</p> <p>Yr1</p> <ul style="list-style-type: none"> Identify and describe the basic structure of a variety of common flowering plants, including trees. <p>Sticky Knowledge Plants grow from seeds/bulbs. Plants need light and water to grow and survive. We can eat lots of plants. A wild plant grows where the seed lands. It doesn't need to be planted or cared for.</p> <p>Living things and their habitats</p> <p>Yr2</p> <ul style="list-style-type: none"> Explore and compare the difference between things that are living, dead and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including micro-habitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name the different sources of food. <p>Sticky Knowledge Some things are living, some were once living but now dead and some things never lived. All living things move, breathe, sense, grow, make babies, get rid of waste and get their energy from food. Different animals and plants live in different places. Living things are adapted to survive in different habitats. Environmental change can affect plants and animals that live there. Arrows in a food chain show the flow of energy.</p> |
| PSHE | Being Me in my World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing me |

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|------------------|--|---|--|--|---|--|
| | <p>Year1: I understand the rights and responsibilities as a member of my class and can contribute to a Learning Charter. I know how to make my class a safe place for everyone.</p> <p>Year 2: I understand the rights and responsibilities as a member of my class and can contribute to a Learning Charter. I can identify some of my hopes and fears for the coming year. I recognise when I feel worried and know to ask for help.</p> | <p>Year1: I can tell you some ways I am different from my friends. I understand that these difference make us all special and unique.</p> <p>Year 2: I can identify some ways in which my friend is different from me. I can tell you why I value this difference about him/her.</p> | <p>Year1: I can tell you how I felt when I succeeded in a new challenge and how I celebrated it. I know how to store the feelings of success in my internal treasure chest.</p> <p>Year 2: I can explain some of the ways I worked cooperatively in my group to create the end product. I can express how it felt to be working as part of this group.</p> | <p>Year1: I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy.</p> <p>I can recognise how being healthy helps me feel happy.</p> <p>Year 2: I can make some healthy snacks and explain why they are good for my body. I can express how it feels to share healthy food with my friends.</p> | <p>Year1: I can tell you why I appreciate someone who is special to me. I can express how I feel about them.</p> <p>Year 2: I can identify some of the things that cause conflict between me and my friends. I can demonstrate how to use the positive problem solving technique to resolve conflicts with my friends.</p> | <p>Year1: I can identify the parts of the body that make boys different to girls and can use the correct names for these; penis, testicles and vagina. I respect my body and understand which parts are private.</p> <p>Year 2: I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles and vagina) and appreciate that some parts of my body are private. I can tell you what I like/don't like about being a girl/boy.</p> |
| RE | <p>Year 1 – Christianity (Belonging) Enquiry question Creation: 'Who made the world?'</p> <p>Year 2 – Christianity (Belonging) Enquiry question Creation: 'What do Christians believe God is like?'</p> | <p>Year 1 – Christianity (Love) Enquiry question Incarnation: 'Why is Christmas so important to Christians?'</p> <p>Year 2 – Christianity (Community) Enquiry question Incarnation: 'What was the role of the angels in the Nativity?'</p> | <p>Year 1 – Jewish Traditions (Remembering) Enquiry Question 'What are Jews remembering when they celebrate Shabbat?'</p> <p>Year 2 – Jewish Traditions (Remembering) Enquiry Question 'What are Jews remembering during Passover?'</p> | <p>Year 1 – Christianity (Welcoming) Enquiry question Salvation – 'Why was it important for people to welcome Jesus on Palm Sunday?'</p> <p>Year 2 – Christianity (Community) Enquiry question Salvation/ Gospel - 'What is the good news Jesus brings?'</p> | <p>Year 1 – Jewish Traditions (Special) Enquiry question 'Why do we have special things?'</p> <p>Year 2 – Jewish Traditions (Special) Enquiry question 'Why do religions have special books?'</p> | <p>Year 1 – Christianity (Precious) Enquiry question 'How do Christians use water in a way that shows it is precious?'</p> <p>Year 2 – Christianity (Authority) Enquiry question 'How did Jesus show authority?'</p> |
| Computing | <p>X1 Online safety lesson</p> <p>Computing systems and networks Yr1 Technology all around us <i>Recognising technology in school and using it responsibly.</i></p> <p>Yr2: IT around us <i>Identifying IT and how its responsible use improves our world in school and beyond.</i></p> | <p>X1 Online safety lesson</p> <p>Creating media 1 Yr1: Digital Painting <i>Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally</i></p> <p>Yr2: Digital photography <i>Capturing and changing digital photographs for different purposes.</i></p> | <p>X1 Online safety lesson</p> <p>Creating media 2 Yr1: Digital writing <i>Using a computer to create and format text, before comparing to writing non-digitally.</i></p> <p>Yr2: Making Music <i>Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.</i></p> | <p>X1 Online safety lesson</p> <p>Data and info Yr1: Grouping and data <i>Exploring object labels, then using them to sort and group objects by properties.</i></p> <p>Yr2: Pictograms <i>Collecting data in tally charts and using attributes to organise and present data on a computer.</i></p> | <p>X1 Online safety lesson</p> <p>Programming A Yr1: Programming a moving robot <i>Writing short algorithms and programs for floor robots, and predicting program outcomes.</i></p> <p>Yr2: Programming a robot algorithm <i>Creating and debugging programs, and using logical reasoning to make predictions.</i></p> | <p>X1 Online safety lesson</p> <p>Programming B Yr1: Intro into animation <i>Designing and programming the movement of a character on screen to tell stories.</i></p> <p>Yr2: Intro into quizzes <i>Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz</i></p> |
| Music | <p><i>Man on the Moon (HMS)</i></p> <p>https://charanga.com/1364056-music-curriculum-22-23</p> | <p><i>As Cold as Ice (HMS) & Nativity</i></p> | <p><i>Journeys – KS1 Charanga</i></p> | <p><i>Teacher Led</i></p> | | |
| Art / DT | <p>DT: 3D design and mechanisms- moon buggies Vehicles, wheels and axels – to create moon buggies. see SOW</p> <ul style="list-style-type: none"> design purposeful, functional and appealing produces- generate, develop, model and communicate ideas through talking, drawing, templates, drawing, templates etc. generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups, and IT Make use a range of tools and equipment to perform practical tasks (cutting, joining, finishing; select from and use a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics explore and evaluate existing products evaluate their ideas and products against a design criteria | <p>Art: Art-' responding to an arctic world' Artist: Catherine Rayner Outome: painting</p> <ul style="list-style-type: none"> Learn about the work of a range of artists, craft makers and designers, describing differences and similarities between different practices and disciplines, and making links to their own work Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. MTP | <p>DT: Structures - Winders and winding up Children to design a winder / winch that could be used to rescue life boats Follow SOW To understand that the shape of materials can be changed to improve the strength and stiffness of structures</p> <ul style="list-style-type: none"> To understand that cylinders are a strong type of structure (e.g. the main shape used for windmills and lighthouses) To understand that axles are used in structures and mechanisms to make parts turn in a circle To begin to understand that different structures are used for different purposes To know that a structure is something that has been made and put together | <p>Art: 'Something about 3D' Moodle SOW • Craftmaker: Ella Bailey Outcome: Create 3d models of animals</p> <ul style="list-style-type: none"> Learn about the work of a range of artists, craft makers and designers, describing differences and similarities between different practices and disciplines, and making links to their own work To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination | <p>DT: Glove puppet Moodle SOW honeybees year 1: To join two fabrics together accurately, using different methods, to use a template to create my design</p> <p>Carpenter bees year 2: Outcomes Sew a running stitch with regular-sized stitches and understand that both ends must be knotted.</p> <p>Prepare and cut fabric to make a pouch from a template.</p> <p>Use a running stitch to join the two pieces of fabric together.</p> <p>Decorate their pouch using the materials provided.</p> | <p>Art: artist – Van Gogh</p> <ul style="list-style-type: none"> colour – fishing boats on the beach at Saintes-Maries-de-la-mer Outome: collage Learn about the work of a range of artists, craft makers and designers, describing differences and similarities between different practices and disciplines, and making links to their own work Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. MTP (exploring different textures using media to creat e landscape colours and shades painting over texturebeach collage) |
| Outdoor Learning | <p><i>Launch rockets</i> <i>Planets</i> <i>Star gazing after school</i></p> | <p><i>Gilbert white centre – polar exhibition</i> <i>Forest school survival.</i></p> | <p><i>Titantic museum</i> <i>Boat launching / inveigating materials outside.</i></p> | <p><i>Local area walk</i> <i>House survey</i> <i>Making water villages.</i></p> | <p><i>Trip ot Winchester.</i> <i>Forest school – naturalists</i></p> | <p><i>TripOutdoor learning to sea side!!!!</i></p> |

| KS1 CYCLE B 2021 - 22 | | | | | | |
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| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | School Detectives & Binky Bear | Fire! Fire! | Magical mapping | Florence Nightingale & Mary Seacole | Nature Detectives | What happened here? |
| Geog and History | Geography: 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 • Geographical skills and fieldwork • Use aerial photographs | History: • events beyond living memory that are significant nationally or globally • the lives of significant individuals in the past who have contributed to national and international achievements | Geography Use world maps, atlases and globes to identify the UK and its countries, as well as the continents, continents and oceans Name and locate world 7 continents and 5 oceans. Name, locate and identify characteristics of the 4 continents and capital cities of the UK. | History: the lives of significant individuals in the past who have contributed to national and international achievements Changes within living memory – aspects of change in national life (coronavirus) | Geography: Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.. | History: Significant historical events, people and places in their own locality. Travel School |
| Trips visits | Watercress line (£15) | Hampshire fire service visit | Village Walk | Theme Day / Barnaby Bear (£9) | Hilliers Arboretum (£15) | Village Walk – church visit (?) Parent tea party |
| Science | <p>Science Longitudinal Study Year 1: Seasonal Changes - observe changes across the four seasons - observe and describe weather associated with the seasons and how day length varies. (yr1) Sticky Knowledge - Weather can change. - The weather includes the temperature outside, wind direction and strength, as well as rain, cloud, snow and sun. - Daylight is when it is light outside. The amount of daylight changes with the seasons. - There are four seasons: spring, summer, autumn, winter Science Longitudinal Year 2: Plants (over the Summer term)</p> | | | | | |
| | <p>Materials Yr1</p> <ul style="list-style-type: none"> 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 <p>Sticky Knowledge There are many different materials that have different describable and measurable properties. The properties of a material determine whether they are suitable for a purpose</p> <p>Yr2</p> <ul style="list-style-type: none"> 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>Sticky Knowledge Materials can be used for more than one thing e.g. metal: coins, cans, cars, table legs. Different materials can be used for the same thing e.g. a spoon made from wood, metal, plastic. Suitability means having the right properties for a particular purpose.</p> | <p>Materials Yr1</p> <ul style="list-style-type: none"> Compare and group together a variety of everyday materials on the basis of their simple properties. <p>Sticky Knowledge Materials that have similar properties are grouped into metals, rocks, fabrics, wood, plastic, ceramics and glass</p> <p>Yr2</p> <ul style="list-style-type: none"> Find out shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching (heat) <p>Sticky Knowledge Materials can be changed by physical force (twisting, bending, squashing and stretching).</p> | <p>Animals including humans Yr1</p> <ul style="list-style-type: none"> Identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure and variety of common animals <p>Sticky Knowledge There are many different animals with different characteristics. Animals need food to survive but different animals have different diets. Animals need a variety of food to help them grow, repair their bodies, be active and stay healthy.</p> <p>Yr2</p> <ul style="list-style-type: none"> Know that animals including humans have offspring which grow into adults Know the basic stages in a life cycle for animals including humans <p>Sticky Knowledge Different animals move in different ways to help them survive. Animals reproduce new animals when they reach maturity. Some animals give birth to live young and some animals lay eggs. Animals grow until maturity and then don't grow any larger. All animals eventually die.</p> | <p>Animals including humans Yr1</p> <ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <p>Sticky Knowledge Animals have senses to help individuals survive; when animals sense things they are able to respond</p> <p>Yr2</p> <ul style="list-style-type: none"> Describe the importance for humans of exercise, eating the right amount of different types of food and hygiene. Find out and describe the basic needs of animals including humans for survival (water, food, air) <p>Sticky Knowledge Exercise and a good diet keeps animals' bodies in good condition and increases survival chances To stop illness and infection we need to maintain a healthy lifestyle and keep ourselves clean</p> | <p>Plants Yr1</p> <ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees <p>Sticky Knowledge Garden plants are plants people choose to grow in their gardens. Weeds are wild plants that grow in places people don't want them.</p> <p>Yr2</p> <ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and warmth to stay healthy <p>Sticky Knowledge Plants grow from seeds/bulbs. Plants need light, water and warmth to grow and survive. Flowers make seeds to make more plants (reproduce). Plants are important. We need plants to survive (to clean air, to eat). We can eat different parts of the plants (leaves, stems, roots, seeds, fruit).</p> | <p>Plants Yr1</p> <ul style="list-style-type: none"> Identify and describe the basic structure of a variety of common flowering plants, including trees. <p>Sticky Knowledge Plants grow from seeds/bulbs. Plants need light and water to grow and survive. We can eat lots of plants. A wild plant grows where the seed lands. It doesn't need to be planted or cared for.</p> <p>Living things and their habitats Yr2</p> <ul style="list-style-type: none"> Explore and compare the difference between things that are living, dead and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including micro-habitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name the different sources of food. <p>Sticky Knowledge Some things are living, some were once living but now dead and some things never lived. All living things move, breathe, sense, grow, make babies, get rid of waste and get their energy from food. Different animals and plants live in different places. Living things are adapted to survive in different habitats. Environmental change can affect plants and animals that live there. Arrows in a food chain show the flow of energy.</p> |

| PSHE | Being Me in my World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing me |
|--|---|---|--|---|---|--|
| RE | Year 1 – Creation Year 2 – Creation deeper learning | Year 1 – Incarnation Yr 2 –Incarnation deeper learning | Year 1 – Gospel Year 2 – Gospel Deeper learning | Year 1 – salvation Yr 2 – Salvation deeper learning. | Year 1 – God Year 2 – God Deeper learning | Year 1 – The Jewish family life Year 2 – Special books |
| Computing | X1 Online safety lesson | X1 Online safety lesson | X1 Online safety lesson | X1 Online safety lesson | X1 Online safety lesson | X1 Online safety lesson |
| | Computing systems and networks Yr1 Technology all around us <i>Recognising technology in school and using it responsibly.</i> Yr2: IT around us <i>Identifying IT and how its responsible use improves our world in school and beyond.</i> | Creating media 1 Yr1:Digital Painting <i>Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally</i> Yr2: Digital photography <i>Capturing and changing digital photographs for different purposes.</i> | Creating media 2 Yr1: Digital writing <i>Using a computer to create and format text, before comparing to writing non-digitally.</i> Yr2: Making Music <i>Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.</i> | Data and info Yr1:Grouping and data <i>Exploring object labels, then using them to sort and group objects by properties.</i> Yr2: Pictograms <i>Collecting data in tally charts and using attributes to organise and present data on a computer.</i> | Programming A Yr1:Programming a moving robot <i>Writing short algorithms and programs for floor robots, and predicting program outcomes.</i> Yr2: Programming a robot algorithm <i>Creating and debugging programs, and using logical reasoning to make predictions.</i> | Programming B Yr1: Intro into animation <i>Designing and programming the movement of a character on screen to tell stories.</i> Yr2: Intro into quizzes <i>Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz</i> |
| Music https://charanga.com/1384056-music-curriculum-72-73 | | is coming & the great fire of London | | | | |
| Art / DT | Art: Printing- Andy Warhol Outcome: print <ul style="list-style-type: none"> Learn about the work of a range of artists, craft makers and designers, describing differences and similarities between different practices and disciplines, and making links to their own work Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. print with a growing range of objects Identify different forms printing takes Develop a wide range of art and design techniques using pattern, shape and texture | DT:3D design & mechanics – creating tudor houses with winding mechanisms Moodle SOW <ul style="list-style-type: none"> Measure and mark out to the nearest centimetre. Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). Construction: practise drilling, screwing, gluing and nailing materials to make and strengthen products | Art: – Andy Goldsworthy- transient art Outcome: transient art piece <ul style="list-style-type: none"> To use a range of materials creatively to design and make products Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Learn about the work of a range of artists, craft makers and designers, describing differences and similarities between different practices and disciplines, and making links to their own work Andy Goldsworthy- transient nature art use natural objects from the school grounds to create nature art patterns – repeating patterns- observe natural and man made patterns | <ul style="list-style-type: none"> DT: Easter cards / story – using mechanisms Kapow planning Year 1 honeybees: Create a moving Easter card using moving mechanisms Year 2 carpenter bees: create a moving Easter story <ul style="list-style-type: none"> 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 | DT: Create a healthy dish use the basic principles of a healthy and varied diet Kapow planning Use some seasonal foods, some harvested from the school's garden area (herbs) to create a fruit and veg smoothie <ul style="list-style-type: none"> understand where food comes from Cut, peel or grate ingredients safely and hygienically. Measure or weigh using measuring cups or electronic scales. Assemble or cook healthy ingredients. | Art Form- 3D/sculptures- clay minibeasts Attainment targets <ul style="list-style-type: none"> To use a range of materials creatively to design and make products Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. |
| PE | | | | | | |
| Outdoor Learning | Walks around the village Investigation the school grounds. | Visit from fire Hampshire fire service. Forest school visitor for campfire? | Outside compass skills Farm visit Local area animal study survey | Forest school well being Being healthy outdoor exercise – walk around the village, daily mile, scavenger hunt Outdoor café. | Planting opps Plants in the environment Forest weather activities weather diaries | Transport survey Train visit |