

In Science, pupils should

- ask simple questions and recognising that they can be answered in different ways observing closely, using simple equipment
- perform simple tests
- identify and classify
- using their observations and ideas to suggest answers to questions
- gather and record data to help in answering questions.

Year 1

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

In Computing, pupils should

- use technology safely and respectfully, keeping personal information private
- identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

In PE, pupils should

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.



Autumn 1- Cycle A Myself, My Family and My Neighborhood

In Music, pupils should

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

In Religious Education and Worldviews, pupils should

- name some religious festivals and celebrations
- describe and explain some traditions linked to religious festivals
- compare similarities and differences in religious festivals reflect on important days in the year and how faith members celebrate them
- ask questions about the ways in which people of faith celebrate suggest reasons why festivals and rituals are important

In Geography, pupils should

- 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
- to include key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;
- devise a simple map
- use and construct basic symbols in a key

In Art and Design, pupils should

- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

In Design and Technology, pupils should

- 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.

In PSHE, pupils should;

- to recognise what they like and dislike, what is fair and unfair, and what is right and wrong
- to share their opinions on things that matter to them and explain their views
- to recognise, name and deal with their feelings in a positive way
- to think about themselves, learn from their experiences and recognise what they are good at
- how to set simple goals.
- that family and friends should care for each other
- know that family and friends should care for each other
- recognise, name and deal with their feelings in a positive way
- think about themselves, learn from their experiences and recognise what they are good at
- about food that is associated with special times, in different cultures
- about active playground games from around the world

In Science, pupils should

- ask simple questions and recognising that they can be answered in different ways observing closely, using simple equipment
- perform simple tests
- identify and classify
- using their observations and ideas to suggest answers to questions
- gather and record data to help in answering questions.

Year 1

Everyday Materials

- 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.

Year 2

Uses of Everyday Materials

- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.



Autumn 2-Cycle A

The Great Fire of London

In Music, pupils should

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and detuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

In Computing, pupils should

- use technology safely and respectfully, keeping personal information private
- identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

In Religious Education and Worldviews, pupils should

- name some religious festivals and celebrations
- describe and explain some traditions linked to religious festivals
- compare similarities and differences in religious festivals reflect on important days in the year and how faith members celebrate them
- ask questions about the ways in which people of faith celebrate suggest reasons why festivals and rituals are important

In History, pupils should

- develop an awareness of the past, using common words and phrases relating to the passing of time.
- know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- use a wide vocabulary of every day historical terms.
- ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- understand some of the ways in which we find out about the past and identify different ways in which it is represented.
- Study events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals and anniversaries]

In Art and Design, pupils should

- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

In Design and Technology, pupils should

- 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.

In PSHE, pupils should;

- realise that money comes from different sources and can be used for different purposes
- know that family and friends should care for each other
- recognise, name and deal with their feelings in a positive way
- think about themselves, learn from their experiences and recognise what they are good at

In Science, pupils should

- ask simple questions and recognising that they can be answered in different ways observing closely, using simple equipment
- perform simple tests
- identify and classify
- using their observations and ideas to suggest answers to questions
- gather and record data to help in answering questions.
- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment, performing simple tests
- identifying and classifying using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions.

Living Things & Their Habitat

- explore and compare the differences 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 different sources of food.

In Art and Design, pupils should

- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

In Design and Technology, pupils should

- 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.



Spring 1-Cycle A

Let's Go on Safari

In Music, pupils should

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and detuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

In Religious Education and Worldviews, pupils should

- name some religious festivals and celebrations
- describe and explain some traditions linked to religious festivals
- compare similarities and differences in religious festivals reflect on important days in the year and how faith members celebrate them
- ask questions about the ways in which people of faith celebrate suggest reasons why festivals and rituals are important

In Geography, pupils should

- name and locate the world's seven continents and five oceans
- 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
- 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
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- name and locate the world's seven continents and five oceans

In Computing, pupils should

- use technology safely and respectfully, keeping personal information private
- use logical reasoning to predict the behaviour of simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private;
- identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

In PSHE, pupils should;

- realise that money comes from different sources and can be used for different purposes
- know that family and friends should care for each other
- recognise, name and deal with their feelings in a positive way
- think about themselves, learn from their experiences and recognise what they are good at

In Science, pupils should

- ask simple questions and recognising that they can be answered in different ways observing closely, using simple equipment
- perform simple tests
- identify and classify
- using their observations and ideas to suggest answers to questions
- gather and record data to help in answering questions.
- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment, performing simple tests
- identifying and classifying using their observations and ideas to suggest answers to questions• gathering and recording data to help in answering questions.

Plants

- explore and compare the differences 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 common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees.
- 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.

In Art and Design, pupils should

- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

In Design and Technology, pupils should

- 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.



Spring 2-Cycle A

Storyland

In Music, pupils should

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and detuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

In Religious Education and Worldviews, pupils should

- name some religious festivals and celebrations
- describe and explain some traditions linked to religious festivals
- To understand that some people celebrate new beginnings. To find out about the Easter story.
- To learn about traditions during Easter.
- To understand how Christians celebrate Easter. To understand how Christians prepare for Easter.
- Compare similarities and differences in religious

In Geography, pupils should

- name and locate the world's seven continents and five oceans
- 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
- 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
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- name and locate the world's seven continents and five oceans

In Computing, pupils should

- use technology safely and respectfully, keeping personal information private
- use logical reasoning to predict the behaviour of simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- use technology safely and respectfully, keeping personal information private;
- identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

In PSHE, pupils should;

- realise that money comes from different sources and can be used for different purposes
- know that family and friends should care for each other
- recognise, name and deal with their feelings in a positive way
- think about themselves, learn from their experiences and recognise what they are good at



Summer 1-Cycle A Toys Past and Present

In Science, pupils should

- ask simple questions and recognising that they can be answered in different ways observing closely, using simple equipment
- perform simple tests
- identify and classify
- using their observations and ideas to suggest answers to questions
- gather and record data to help in answering questions.

Year 1

Everyday Materials

- 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.

Year 2

Uses of Everyday Materials

- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

In Music, pupils should

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and detuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

In Computing, pupils should

- use technology safely and respectfully, keeping personal information private
- identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions

In Religious Education and Worldviews, pupils should

- name some religious festivals and celebrations
- describe and explain some traditions linked to religious festivals
- compare similarities and differences in religious festivals reflect on important days in the year and how faith members celebrate them

In History, pupils should

- develop an awareness of the past, using common words and phrases relating to the passing of time.
- know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- use a wide vocabulary of every day historical terms.
- ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- understand some of the ways in which we find out about the past and identify different ways in which it is represented.
- Study events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals and anniversaries]

In Design and Technology, pupils should

- 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 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
- explore and evaluate a range of existing products• evaluate their ideas and products against design criteria
- 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.

In PSHE, pupils should;

- understand rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe
- be taught to realise that people and other living things have needs, and that they have responsibilities to meet them
- know about the process of growing from young to old and how people's needs change

In Science, pupils should

- ask simple questions and recognising that they can be answered in different ways observing closely, using simple equipment
- perform simple tests
- identify and classify
- using their observations and ideas to suggest answers to questions
- gather and record data to help in answering questions.

Year 1 Everyday Materials

- 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 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 animals including fish, amphibians, reptiles, birds and mammals

Year 2

identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses

In Geography, pupils should

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- 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
- use basic geographical vocabulary to refer to:• key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation,



Summer 2-Cycle A

Seaside

In Music, pupils should

Using the Charanga Scheme of work pupils in Year 1 and 2 will learn to:

use their voices expressively and creatively by singing songs and speaking chants and rhymes

play tuned and detuned instruments musically

listen with concentration and understanding to a range of high-quality live and recorded music• experiment with,

create, select and combine sounds using the inter-related dimensions of music.

In PSHE, pupils should

- To agree and follow rules, and understand how rules help us
- To know what improves and harms our local, natural and built environments, and about some of the ways people look after them
- To recognise what they like and dislike, what is fair and unfair, and what is right and wrong
- To realise that people and other living things have needs, and that they have responsibilities to meet them
- To recognise how their behaviour affects other people
- To identify and respect the differences and similarities between people

In Religious Education and Worldviews, pupils should

- To understand what a rite of passage is
- To explore Christian marriage ceremony
- To understand what happens in baptism
- To learn about Holy Communion
- To explore the death and funeral ceremony of a Christian person

In History, pupils should

- develop an awareness of the past, using common words and phrases relating to the passing of time.
- know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- use a wide vocabulary of every day historical terms.
- ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- understand some of the ways in which we find out about the past and identify different ways in which it is represented.
- Study events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals and anniversaries

In Art and Design, pupils should

- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

In Computing, pupils should

- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school

In Design and Technology, pupils should

Cooking & Nutrition• use the basic principles of a healthy and varied diet to prepare dishes• understand where food comes from.

In Science, pupils should

- ask simple questions and recognising that they can be answered in different ways observing closely, using simple equipment
- perform simple tests
- identify and classify
- using their observations and ideas to suggest answers to questions
- gather and record data to help in answering questions.

Year 1 Everyday Materials

- 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 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 animals including fish, amphibians, reptiles, birds and mammals

Year 2

identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses

In Geography, pupils should

Year 1 and 2

Locational Knowledge

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



Autumn 1- Cycle B Once upon a time

In PSHE, pupils should

- recognise what they like and dislike, what is fair and unfair, and what is right and wrong
- share their opinions on things that matter to them and explain their views
- recognise, name and deal with their feelings in a positive way
- think about themselves, learn from their experiences and recognise what they are good at

In Music, pupils should

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and detuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- create, select and combine sounds using the inter-related dimensions of music.

In Design and Technology, pupils should

Design• 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

Make• 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

Evaluate• explore and evaluate a range of existing products• evaluate their ideas and products against design criteria
Technical

In Art and Design, pupils should

- use a range of materials creatively to design and make products
- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

In Computing, pupils should

- recognise keys on the keyboard
- be able to log on and log off
- use a paint programme
- control a mouse/pad
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the

In PE, pupils should

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

In Religious Education and Worldviews, pupils should

- understand that many values come from holy books
- recognise special rules that religious people follow
- talk about important promises made by a faith member
- recognise symbols that show commitment in the life of a religious person
- recognise the need for values for living
- make links between some religious rules and rules at school say why people of faith make promises
- say why symbols of commitment are important to belonging



Autumn 2 - Cycle B Arctic Explorers

In Science, pupils should

- ask simple questions and recognising that they can be answered in different ways observing closely, using simple equipment
- perform simple tests
- identify and classify
- using their observations and ideas to suggest answers to questions
- gather and record data to help in answering questions.

Year 1

Seasonal Changes

observe changes across the four seasons • and describe weather associated with the seasons and how day length varies

Year 2

find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

In Geography, pupils should

use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

- 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

Locational Knowledge

name and locate the world's seven continents and five oceans

In Music, pupils should

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and detuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music • experiment with,
- create, select and combine sounds using the inter-related dimensions of music.

In Art and Design, pupils should

to use a range of materials creatively to design and make products

to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

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.

In Design and Technology, pupils should

Design • 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

Make • 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

Evaluate • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria

In History, pupils should

- understand some of the ways in which we find out about the past and identify different ways in which it is represented.
- 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 Christopher Columbus / Robert Falcon Scott

In Religious Education and Worldviews, pupils should

- understand the Nativity Story and the meaning of Christmas

In PSHE, pupils should

- realise that money comes from different sources and can be used for different purposes
- know that family and friends should care for each other (
- to recognise, name and deal with their feelings in a positive way
- to think about themselves, learn from their experiences and recognise what they are good at

In Computing, pupils should

- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- to use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.



Spring 1-Cycle B Outer Space

In Science, pupils should

- ask simple questions and recognising that they can be answered in different ways observing closely, using simple equipment
- perform simple tests
- identify and classify
- using their observations and ideas to suggest answers to questions
- gather and record data to help in answering questions.

Everyday Materials

- 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.

In PSHE, pupils should

- identify and respect the differences and similarities between people
- Take part in discussions
- to recognise what they like and dislike, what is fair and unfair, and what is right and wrong
- Pupils should be taught to recognise, name and deal with their feelings in a positive way
- Pupils should be taught how to set simple goals.
- To consider social and moral dilemmas that they come across in life

In Music, pupils should

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and detuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music• experiment with,
- create, select and combine sounds using the inter-related dimensions of music.

In Religious Education and Worldviews pupils should

- recognise some different symbols and actions, including prayer, attending a place of worship and reading from a sacred text, which express faith communities' ways of life
- present ideas about two different religions using key words for each faith
- studied, including naming the place of worship, two symbols or artefacts found there, one key figure and one core belief
- Appreciate some similarities between faith communities

In Design and Technology, pupils should

- 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

In History, pupils should

- develop an awareness of the past, using common words and phrases relating to the passing of time.
- know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- use a wide vocabulary of every
- -day historical terms.
- ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- understand some of the ways in which we find out about the past and identify different ways in which it is represented.
- the lives of significant individuals in the past who have contributed to national and international achievements.
- Study Neil Armstrong and Buzz Aldrin

In Art and Design, pupils should

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to 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 the differences and similarities between different practices and disciplines, and making links to their own work.

In Computing, pupils should

- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content

In Science, pupils should

- ask simple questions and recognising that they can be answered in different ways observing closely, using simple equipment
- perform simple tests
- identify and classify
- using their observations and ideas to suggest answers to questions
- gather and record data to help in answering questions.

Year 1

Animals including humans describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets

Year 2

Living Things and their Habitats

explore and compare the differences 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 different sources of food.

Animals, Including Humans

notice that animals, including humans, have offspring which grow into adults• find out about and describe the basic needs of animals, including humans, for survival (water, food and air)



Spring 2-Cycle B

Food and Farming

In Music, pupils should

use their voices expressively and creatively by singing songs and speaking chants and rhymes

play tuned and detuned instruments musically

listen with concentration and understanding to a range of high-quality live and recorded music• experiment with,

create, select and combine sounds using the inter-related dimensions of music.

In Geography, pupils should

- identify seasonal and daily weather patterns in the United Kingdom
- 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
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

In Computing, pupils should

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs

In History, pupils should

- develop an awareness of the past, using common words and phrases relating to the passing of time.
- use a wide vocabulary of everyday historical terms.
- ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- understand some of the ways in which we find out about the past and identify different ways in which it is represented.
- To understand and learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

In Religious Education and Worldviews, pupils should

Easter Day - Jesus' resurrection, Looking at the complete story of Easter and using what has been learnt to answer the enquiry question for this unit – Why is Easter the most important festival for Christians?

In PSHE, pupils should

- Understand that family and friends should care for each other
- think about themselves, learn from their experiences and recognise what they are good at
- share their opinions on things that matter to them and explain their views.
- recognise choices they make and recognise the difference between right and wrong.
- To listen to other people, and play and work co-operatively
- be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships

In Design and Technology, pupils should

Cooking & Nutrition

- use the basic principles of a healthy and varied diet to prepare dishes• understand where food comes from.

In Science, pupils should

- ask simple questions and recognising that they can be answered in different ways observing closely, using simple equipment
- perform simple tests
- identify and classify
- using their observations and ideas to suggest answers to questions
- gather and record data to help in answering questions.

Year 1

Plants

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees.

Year 2

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

In PSHE, pupils should

- realise that other people and living things have needs, and that they have responsibilities to meet them know about the process of growing from young to old and how people's needs change
- understand rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe
- understand rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe
- realise that people and other living things have needs, and that they have responsibilities to meet them



Summer 1 -Cycle B Keeping Healthy

In Music, pupils should

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and detuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music• experiment with,
- create, select and combine sounds using the inter-related dimensions of music.

In Art and Design, pupils should

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- 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 artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

In Design and Technology, pupils should

Cooking & Nutrition

- use the basic principles of a healthy and varied diet to prepare dishes
- understand where food comes from.

In History, pupils should

Year 1 and 2

- develop an awareness of the past, using common words and phrases relating to the passing of time.
- know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- use a wide vocabulary of every
- -day historical terms.
- ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- understand some of the ways in which we find out about the past and identify different ways in which it is represented. the lives of significant individuals in the past who have contributed to national and international achievements.
- Study of Florence Nightingale

In Computing, pupils should

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- Create and debug simple programs



Summer 2-Cycle B Transport and Journeys

In Science, pupils should

- ask simple questions and recognising that they can be answered in different ways observing closely, using simple equipment
- perform simple tests
- identify and classify
- using their observations and ideas to suggest answers to questions
- gather and record data to help in answering questions.

Year 1

Everyday Materials

- 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.

Year 2

Uses of Everyday Materials

- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

In Geography, pupils should

- 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

In Music, pupils should

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and detuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

In PSHE, pupils should

- To agree and follow rules, and understand how rules help us
- To know what improves and harms our local, natural and built environments, and about some of the ways people look after them
- To recognise what they like and dislike, what is fair and unfair, and what is right and wrong
- To realise that people and other living things have needs, and that they have responsibilities to meet them
- To recognise how their behaviour affects other people
- To identify and respect the differences and similarities between people

In Design and Technology, pupils should

- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

In History, pupils should

- develop an awareness of the past, using common words and phrases relating to the passing of time.
- know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- use a wide vocabulary of every day historical terms.
- ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- understand some of the ways in which we find out about the past and identify different ways in which it is represented.
- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life

In Art and Design, pupils should

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- 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 artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

In Computing, pupils should

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- Create and debug simple programs