KS1 Cycle 1 2021-22

Торіс		Autumn	Sprir		Summer				
including	Incredible me! TRIP: Knighton Park/ Brocks Hill	Once Upon a Time TRIP: Pantomime/ Museum/ Beaumanor Hall	Wild Waves Trip: Sea life centre/ pond dipping	The secret world of Plants TRIP: Bradgate park	Around the World –farm TRIP: Twycross Zoo/ twinlakes				
Science yr 1	Identify, name, draw and label the basic parts of a human body and say which body part is associated with each sense. Seasonal Change, weather and day length- Autumn Using their observations and ideas to suggest answers to questions. Performing simple tests	Identifying and name a variety of everyday materials. Distinguish between an object and the material it is made from. Describe simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple properties. Seasonal Change, weather and day length- Winter Asking simple questions and recognising that they can be answered in different ways. Performing simple tests	. Identify and name a variety of common animals- mammals, birds, reptiles, fish, amphibians. Describe and compare the structure of common animals- mammals, birds, reptiles, fish, amphibians. Identify and name a variety of animals that are herbivore, omnivore and carnivore. Seasonal Change, weather and day length- Spring	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. Observing closely using simple equipment. Gathering and recording data to help in answering questions.	Identify and name a variety of common animals- mammals, birds, reptiles, fish, amphibians. Describe and compare the structure of common animals- mammals, birds, reptiles, fish, amphibians. Seasonal Change, weather and day length- Summer Identify and name a variety of animals that are herbivore, omnivore and carnivore. Identifying and classifying				
Science yr 2	Notice that animals, including humans, have offspring which grow into adults. Describe the importance for humans of exercise, eating the right amounts of different types of	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.	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,	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.	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 the 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				

History	food, and hygiene. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) The lives of significant individuals in the past who have contributed to national and international achievements Mary Seacole	Events beyond living memory that are significant nationally or globally- festivals and anniversaries Great Fire of London The lives of significant individuals in the past who have contributed to national and international achievements. Samuel Pepys/ William Caxton	and how they depend on each other. 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. Events beyond living memory that are significant nationally or globally- festivals and anniversaries Titanic	Significant historical events, people and places in their own locality. Lady Jane Grey	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 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. Identify and name a variety of plants and animals in their habitats, including microhabitats Identify and name a variety of plants and animals in their habitats, including microhabitats Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Transport
Geography	Geographical skills and fieldwork 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	Human and physical geography 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. Autumn/ Winter	Locational knowledge Name and locate the 7 continents and 5 main oceans in the world. Human and physical geography Identify seasonal and daily weather patterns in the United Kingdom and	Locational knowledge Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	 Locational knowledge Name and locate the 7 continents and 5 main oceans in the world. Human and physical geography Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world

	location of features and		the location of hot and		in rolation to the F	quater and the North and South Dalas
						quator and the North and South Poles-
	routes on a map		cold areas of the world in		Summer.	
	Yr 1- near, far etc		relation to the Equator		Place knowledge	
			and the North and South			
	Yr 2- compass		Poles.		Understand geogra	aphical similarities and differences through
	directions.		Spring		studying the huma	n and physical geography of a small area
			Spring		of the United Kingo	dom, and of a small area in a contrasting
	Yr2- use aerial		Geographical skills and		non-European cou	ntry.
	photographs and plan		fieldwork			
	perspectives to recognise		Use world maps, atlases		Yr1- City + country	side (Cumbria)
	landmarks and basic		and globes to identify the		Vr2-Leicester + no	n- EU country (Australia)
	human and physical		United Kingdom,			
	features; devise a simple		countries, continents and		Geographical skill	and fieldwork
	map; and use and		oceans covered at this			
	construct basic symbols		key stage.			ss directions (North, South, East and West)
	in a key					directional language [for example, near
					-	ght], to describe the location of features
	Yr 1- Use simple				and routes on a ma	ар
	fieldwork and observational skills to				Lico porial photogr	aphs and plan perspectives to recognise
	study the geography of					ic human and physical features; devise a
	their school and its					se and construct basic symbols in a key
	grounds and the key				simple map, and us	se and construct basic symbols in a key
	human and physical					
	features.					
	Yr 1- School grounds					
	Yr2- surrounding area					
	Use basic geographical voo	cabulary to refer to:			1	
	•••	uding: beach, cliff, coast, forest, hill	, mountain, sea, ocean, river	, soil, valley, vegetation, s	eason and weather	
		iding: city, town, village, factory, far				
Year 1	Art-Drawing	D&T- Structure	Art- collage	Understand where	Art-Printing	Mechanism- sliders
Art and	To use a range of	Design	To use a range of	food comes from.	To use a range of	Design
design and	materials creatively to	design purposeful,	materials creatively to		materials	design purposeful, functional,
Design	design and make	functional, appealing	design and make	Use the basic	creatively to	appealing products for themselves
&Technology	products	products for themselves and	products	principles of a healthy	design and make	and other users based on design
		other users based on design		and varied diet to	products	criteria
	Learn about the work of	criteria	Learn about the work of	prepare dishes		generate, develop, model and
	a range of artists, craft	generate, develop, model	a range of artists, craft		Learn about the	communicate their ideas through
	makers and designers,	and communicate their ideas	makers and designers,		work of a range	talking, drawing, templates, mock-
	describing the	and communicate their ideas	describing the		of artists, craft	taiking, drawing, templates, motk-

similarities between different practices andtemplates, mock-ups and, where appropriate.similarities between different practices anddesigners, describing theinformation technological	, where appropriate, tion and communication
different practices and where appropriate. different practices and describing the technolog	
disciplines, and making information and disciplines, and making differences and	ogy
links	
communication technology Make	
To use drawing to Select from	om and use a range of tools
develop and share their Make of art and design practices and and equip	ipment to perform practical
ideas, experiences and select from and use a range techniques in using disciplines, and tasks [for	or example, cutting, shaping,
	and finishing]
	om and use a wide range of
To develop a wide range example, cutting, shaping, space To use drawing, materials	ls and components, including
	ction materials, textiles and
	nts, according to their
colour, pattern, texture, range of materials and Ruth Daniels develop and characteria	
line, shape, form and components including share their ideas,	
space experiences and Evaluate	
toxtiles and ingredients	- and evaluate a range of
Artist	C
	-
	e their ideas and products
	design criteria
	al knowledge
	and use mechanisms [for
	e, levers, sliders, wheels and
evaluate their ideas and axles] in the second axles	their products
products against design and space	
criteria	
Technical knowledge Paul Klee	
build structures, exploring	
how they can be made	
stronger, stiffer and more	
stable	
Year 2 Art- Drawing D&T-Mechanism-levers Art- Painting Understand where Art- Sculpture D&T- Textil	tiles
Art and Design Design food comes from.	
design and To use a range of To use a range of materials	
	gn purposeful, functional,
	ealing products for themselves
	other users based on design
prepare dishes criteria	-

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 use drawing 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 Artist LS Lowry	 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 knowledge explore and use mechanisms [for example, levers, sliders, 	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 use drawing and painting 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 To use a range of materials creatively to design and make products Artist Monet	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 use 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 Artist Michelle Reader	 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 knowledge
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		wheels and axles] in their products						
Numeracy			See Separate l	ong-term plan				
PE Yr 1	SAQ Dance – Val Sabin Unit 1/2	Gymnastics	'Games skills' (throwing, catching, kicking) Team based activities	Dance - Val Sabin Unit 3/4	'Games' (Striking and hitting) Team based activities	Athletics		
PE Yr 2a	Dance-Val Sabin Unit 1/2	Gymnastics	'Games skills' (throwing, catching, kicking) Team based activities	Games-Dodgeballl	Games-Quik Cricket	Athletics		
PE Yr 2b	SAQ/Athletics	Dance - Val Sabin Unit 2 (a range of dances)	Dance - Val Sabin Unit 2/3	Gymnastics	Gymnastics	Dance – Val Sabin Unit 3/4		
RE – year 1	Domestic Church: Family		Local church: Special Peop	Local church: Special People		Pentecost – serving: Holydays and Holidays		
	Baptism/Confirmation: belonging		Eucharist – Meals		Reconciliation – in	Reconciliation – inter-relating: Being sorry		
	Advent: Christmas – W	aiting	Lent/Easter – Changes	Lent/Easter – Changes		Universal Church – world: Neighbours		
RE- Year 2	Family: beginning		Local church – community	Local church – community		Pentecost – serving: spread the word		
	Baptism/Confirmation:	belonging signs and symbols	Eucharist – relating and th	Eucharist – relating and thanksgiving		Reconciliation – inter-relating: rules		
	Advent: Christmas – loving and preparing		Lent/Easter – giving – opportunities		Universal Church – world: treasures			
Year 1 Music			Computing 13 weeks		RSE 13 weeks			
Computing RSE	Genre: different styles of music, Latin, blues, folk, funk, baroque, bhangra (6 weeks)		weeks) Unit 1.5 Maze Explorers (3 we Unit 1.7 Coding (6 weeks)	Unit 1.5 Maze Explorers (3 weeks)				
	Unit: Round and Round	I	Unit 1.9 Technology outside s	Unit 1.9 Technology outside school (1 week)				

	Genre: Latin Bossa Nova, Film music, Big band Jazz, Mash up, Latin fusion (7 weeks)		
	2 weeks Nativity		
	Nativity		
Year 2	Computing	Music	RSE 13 weeks
	13 weeks	13 weeks	
Music			
Computing	Unit 2.2 Online safety (3 weeks)	Unit: I Wanna Play In A Band by Joanna Mangona	
RSE	Unit 2.3 Spreadsheets (3 weeks) Crash course	Genre: Rock (6 weeks)	
	Unit 2.4 Questioning (4 weeks)		
	Unit 2.8 Presenting ideas (3 weeks)	Unit: Friendship Song by Joanna Mangona and Pete	
		Readman	
	2 weeks Nativity	Genre: Pop, soul, Film, musicals (7 weeks)	
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KS1 Cycle 2 2020-21

Торіс	Autumn		S	pring	Summer	
including	Marvellous me!	Toys	Water World	Food Glorious Food!	Animal Kingdom	
	TRIP:			TRIP: Botanical gardens	TRIP –farm/ animal man in / Twycross Zoo/ twinlakes	

	Knighton Park/ Brocks Hill	TRIP: Pantomime/ Museum/ Beaumanor Hall	TRIP: Sea life centre/ pond dipping			
English yr 1	Fiction: Silly Daisy- Pie story (character flaw)	Fiction- The Gingerbread Man (meeting Tale)	Non-fiction: Non-fiction page - octopus.	Fiction: The Little Red Hen finding Tale)	Fiction: where the wild things are (Description/ journey)	How tortoise got his shell (meeting tale)
	Poetry: What isPoem	Non-fiction: Instructions		Non-fiction: Instructional text	Non-fiction: 1 st Person recount	Poetry- tongue twisters
English yr 2	Fiction: Super Me! (A TALE OF FEAR) Poetry: Julia Donaldson – Hands (RHYMING COUPLETS)	Fiction: Pinocchio (Wishing Tale) Non-fiction: Recount letter (Elf visits)	Fiction: The Storm Whale (A FINDING TALE)	Fiction: Jack and the Jelly Bean Stalk (RAGS TO RICHES) Non-fiction: Instructions	Short burst writing (descriptions The Day the Crayons Quit SATs Non-fiction: Non-chronological Poetry: Riddles	
Science yr 1	Identify, name, draw and label the basic parts of a human body and say which body part is associated with each sense.	Identifying and name a variety of everyday materials. Distinguish between an object and the material it is made from.	Identify and name a variety of common animals- mammals, birds, reptiles, fish, amphibians. Describe and compare the structure of common animals- mammals, birds,	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	Identify and name a variety of mammals, birds, reptiles, fish, a Describe and compare the strue mammals, birds, reptiles, fish, a Seasonal Change, weather and Identify and name a variety of a	mphibians. cture of common animals- mphibians. day length- Summer
	Seasonal Change, weather and day length- Autumn	Describe simple physical properties of a variety of everyday materials.	Identify and name a variety of animals that	of common flowering plants including trees.	omnivore and carnivore.	
	Using their observations and ideas to suggest answers to questions.	Compare and group together a variety of everyday materials on the basis of their simple	are herbivore, omnivore and carnivore.	Observing closely using simple equipment. Gathering and recording data to help in answering		
	Performing simple tests	properties. Seasonal Change, weather and day length- Winter		questions. Seasonal Change, weather and day length- Spring		

Science yr 2	Notice that animals, including humans, have offspring which grow into adults. Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)	Asking simple questions and recognising that they can be answered in different ways. Performing simple tests 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.	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. 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.	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.	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 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 how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name a variety of plants and animals in their habitats, including microhabitats Identify and name a variety of plants and animals in their habitats, including microhabitats
History	Significant historical events, people and places in their own locality.	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	The lives of significant individuals in the past who have contributed to national and international	The lives of significant individuals in the past who have contributed to national and international achievements	Events beyond living memory that are significant nationally or globally- <i>festivals and anniversaries</i> First female aeroplane Amelia Earhart.
	Alice Hawkins	Toys Events beyond living memory that are significant nationally or globally or events commemorated	achievements. Grace Darling	Elizabeth the l	

	through festivals and anniversaries. Bonfire Night			
GeographyGeographical skills and fieldworkUse simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and 	Human and physical geography 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. Autumn/ Winter	Locational knowledge Name and locate the 7 continents and 5 main oceans in the world. Geographical skills and fieldwork Use world maps, atlases and globes to identify the United Kingdom, countries, continents and oceans covered at this key stage.	Locational knowledge Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Human and physical geography 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. Spring	 Locational knowledge Name and locate the 7 continents and 5 main oceans in the world. Human and physical geography 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-Summer. Place knowledge 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. Yr1- City + countryside (Cumbria) Yr2- Leicester + non -EU country (Australia) Geographical skills and fieldwork 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

	Yr2- surrounding area								
	Use basic geographical voca	bulary to refer to:							
		ding: beach, cliff, coast, forest, hil	l, mountain, sea, ocean, river	, soil, valley, vegetation, seaso	n and weather				
		ing: city, town, village, factory, fa							
Numeracy	See Separate long-term plan								
Year 1 Art	Art-Drawing	D&T- Structure	Art- collage	Understand where food	Art-Printing	Mechanism- sliders			
and Design	To use a range of	Design	To use a range of	comes from.	To use a range of	Design			
&	materials creatively to	design purposeful,	materials creatively to		materials creatively to	design purposeful,			
Technology	design and make products	functional, appealing	design and make products	Use the basic principles of	design and make products	functional, appealing			
		products for themselves		a healthy and varied diet		products for themselves			
	Learn about the work of a	and other users based on	Learn about the work of a	to prepare dishes	Learn about the work of a	and other users based			
	range of artists, craft		range of artists, craft		range of artists, craft				
	makers and designers,	design criteria	makers and designers,		makers and designers,	on design criteria			
	describing the differences	generate, develop, model	describing the differences		describing the differences	generate, develop,			
	and similarities between	and communicate their	and similarities between		and similarities between	model and			
	different practices and	ideas through talking,	different practices and		different practices and	communicate their			
	disciplines, and making	drawing, templates, mock-	disciplines, and making		disciplines, and making	ideas through talking,			
	links.	ups and, where	links.		links.	drawing, templates,			
		appropriate, information				mock-ups and, where			
	To use drawing to	and communication	To develop a wide range		To use drawing, painting	appropriate,			
	develop and share their	technology	of art and design		and sculpture to develop	information and			
	ideas, experiences and	0,	techniques in using		and share their ideas,	communication			
	imagination.	Make	colour, pattern, texture,		experiences and	technology			
	To develop a wide range	select from and use a range	line, shape, form and		imagination.				
	of art and design	of tools and equipment to	space		To develop a wide range	Make			
	techniques in using	perform practical tasks [for	Artist		of art and design	select from and use a			
	colour, pattern, texture,	example, cutting, shaping,	Ruth Daniels		techniques in using	range of tools and			
	line, shape, form and		Ruth Dameis		colour, pattern, texture,	u u u u u u u u u u u u u u u u u u u			
	space	joining and finishing]			line, shape, form and	equipment to perform			
	55400	select from and use a wide			space	practical tasks [for			
	Artist	range of materials and			space	example, cutting,			
	Van Gogh	components, including			Artist	shaping, joining and			
		construction materials,			Paul Klee	finishing]			
		textiles and ingredients,				select from and use a			
		according to their				wide range of materials			
		characteristics				and components,			
						including construction			
		Evaluate				materials, textiles and			
		explore and evaluate a				ingredients, according			
		range of existing products				to their characteristics			

		evaluate their ideas and products against design criteria Technical knowledge build structures, exploring how they can be made stronger, stiffer and more stable				Evaluate explore and evaluate a range of existing products evaluate their ideas and products against design criteria Technical knowledge explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products
Year 2 Art and Design	Art- Drawing	D&T-Mechanism- levers Design	Art- Painting	Understand where food comes from.	Art- Sculpture To use a range of	D&T- Textiles Design
& Technology	To use a range of materials creatively to design and make products 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 use drawing to develop and share their ideas, experiences and imagination.	 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 	To use a range of materials creatively to design and make products 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 use drawing and painting to develop and share their ideas, experiences and imagination.	Use the basic principles of a healthy and varied diet to prepare dishes	materials creatively to design and make products 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 use sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and 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

	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Artist LS Lowry	 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 knowledge explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products 	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space To use a range of materials creatively to design and make product Artist Monet	ts	techniques in using colour, pattern, texture, line, shape, form and space Artist Michelle Reader	 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 knowledge
PE Yr 1	SAQ Dance – Val Sabin Unit 1/2	Gymnastics	'Games skills' (throwing, catching, kicking) Team based activities	Dance - Val Sabin Unit 3/4	'Games' (Striking and hitting) Team based activities	Athletics
PE Yr 2a	Dance-Val Sabin Unit 1/2	Gymnastics	'Games skills' (throwing, catching, kicking) Team based activities	Games-Dodgeballi	Games-Quik Cricket	Athletics

PE Yr 2b	SAQ/Athletics	Dance - Val Sabin Unit 2 (a range of dances)	Dance - Val Sabin Unit 2/3	Gymnastics	Gymnastics	Dance – Val Sabin Unit 3/4	
RE – year 1	Domestic Church: Family Baptism/Confirmation: belonging Advent: Christmas – Waiting		Local church: Special People Eucharist – Meals Lent/Easter – Changes		Reconciliation – inter-r	Pentecost – serving: Holydays and Holidays Reconciliation – inter-relating: Being sorry Universal Church – world: Neighbours	
RE- Year 2	Family: beginning Baptism/Confirmation: belonging signs and symbols Advent: Christmas – loving and preparing		Local church – community Eucharist – relating and thanksgiving Lent/Easter – giving – opportunities		Pentecost – serving: sp Reconciliation – inter-r	Pentecost – serving: spread the word Reconciliation – inter-relating: rules Universal Church – world: treasures	
Year 1 Music Computing RSE	Music 13 weeks Unit: In the Groove by Joanna Mangona Genre: different styles of music, Latin, blues, folk, funk, baroque, bhangra (6 weeks) Unit: Round and Round Genre: Latin Bossa Nova, Film music, Big band Jazz, Mash up, Latin fusion (7 weeks)		Computing 13 weeks Unit 1.1 Online safety and Exploring Purple Mash (3 weeks) Unit 1.5 Maze Explorers (3 weeks) Unit 1.7 Coding (6 weeks) Unit 1.9 Technology outside school (1 week)		RSE 13 weeks		
Year 2 Music Computing RSE	Computing 13 weeks Unit 2.2 Online safety Unit 2.3 Spreadsheets Unit 2.4 Questioning (4 Unit 2.8 Presenting idea	(3 weeks) Crash course 4 weeks)	Genre: Rock (6 weeks)	Band by Joanna Mangona y Joanna Mangona and Pete nusicals (7 weeks)	RSE 13 weeks		