

Topic including	Autumn		Spring		Summer	
	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	<p>Identify, name, draw and label the basic parts of a human body and say which body part is associated with each sense.</p> <p>Seasonal Change, weather and day length- Autumn</p> <p>Using their observations and ideas to suggest answers to questions.</p> <p>Performing simple tests</p>	<p>Identifying and name a variety of everyday materials.</p> <p>Distinguish between an object and the material it is made from.</p> <p>Describe simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple properties.</p> <p>Seasonal Change, weather and day length- Winter</p> <p>Asking simple questions and recognising that they can be answered in different ways.</p> <p>Performing simple tests</p>	<p>. Identify and name a variety of common animals- <i>mammals, birds, reptiles, fish, amphibians.</i></p> <p>Describe and compare the structure of common animals- <i>mammals, birds, reptiles, fish, amphibians.</i></p> <p>Identify and name a variety of animals that are herbivore, omnivore and carnivore.</p> <p>Seasonal Change, weather and day length- Spring</p>	<p>Identify and name a variety of common wild and garden plants including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants including trees.</p> <p>Observing closely using simple equipment.</p> <p>Gathering and recording data to help in answering questions.</p>	<p>Identify and name a variety of common animals- <i>mammals, birds, reptiles, fish, amphibians.</i></p> <p>Describe and compare the structure of common animals- <i>mammals, birds, reptiles, fish, amphibians.</i></p> <p>Seasonal Change, weather and day length- Summer</p> <p>Identify and name a variety of animals that are herbivore, omnivore and carnivore.</p> <p>Identifying and classifying</p>	
Science yr 2	<p>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of</p>	<p>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> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>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,</p>	<p>Observe and describe how seeds and bulbs grow into mature plants</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>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</p>	

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

	<p>location of features and routes on a map</p> <p>Yr 1- near, far etc</p> <p>Yr 2- compass directions.</p> <p>Yr2- 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</p> <p>Yr 1- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features.</p> <p>Yr 1- School grounds Yr2- surrounding area</p>		<p>the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Spring</p> <p>Geographical skills and fieldwork</p> <p>Use world maps, atlases and globes to identify the United Kingdom, countries, continents and oceans covered at this key stage.</p>		<p>in relation to the Equator and the North and South Poles- Summer.</p> <p>Place knowledge</p> <p>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> <p>Yr1- City + countryside (Cumbria)</p> <p>Yr2- Leicester + non- EU country (Australia)</p> <p>Geographical skill and fieldwork</p> <p>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</p> <p>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</p>	
<p>Use basic geographical vocabulary to refer to:</p> <p>- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>						
<p>Year 1 Art and design and Design &Technology</p>	<p>Art-Drawing</p> <p>To use a range of materials creatively to design and make products</p> <p>Learn about the work of a range of artists, craft makers and designers, describing the</p>	<p>D&T- Structure</p> <p>Design</p> <p>design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>generate, develop, model and communicate their ideas</p>	<p>Art- collage</p> <p>To use a range of materials creatively to design and make products</p> <p>Learn about the work of a range of artists, craft makers and designers, describing the</p>	<p>Understand where food comes from.</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes</p>	<p>Art-Printing</p> <p>To use a range of materials creatively to design and make products</p> <p>Learn about the work of a range of artists, craft</p>	<p>Mechanism- sliders</p> <p>Design</p> <p>design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-</p>

	<p>differences and similarities between different practices and disciplines, and making links.</p> <p>To use drawing to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Artist Van Gogh</p>	<p>through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>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</p> <p>Evaluate explore and evaluate a range of existing products evaluate their ideas and products against design criteria</p> <p>Technical knowledge build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p>differences and similarities between different practices and disciplines, and making links.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Artist Ruth Daniels</p>		<p>makers and designers, describing the differences and similarities between different practices and disciplines, and making links.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Artist Paul Klee</p>	<p>ups and, where appropriate, information and communication technology</p> <p>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</p> <p>Evaluate explore and evaluate a range of existing products evaluate their ideas and products against design criteria</p> <p>Technical knowledge explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products</p>
Year 2 Art and design and Design & Technology	<p>Art- Drawing</p> <p>To use a range of materials creatively to design and make products</p>	<p>D&T-Mechanism- levers Design</p> <ul style="list-style-type: none"> • design purposeful, functional, appealing products for themselves 	<p>Art- Painting</p> <p>To use a range of materials creatively to design and make products</p>	<p>Understand where food comes from.</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes</p>	<p>Art- Sculpture To use a range of materials creatively to design and make products</p>	<p>D&T- Textiles Design</p> <ul style="list-style-type: none"> • design purposeful, functional, appealing products for themselves and other users based on design criteria

<p>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.</p> <p>To use drawing to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Artist LS Lowry</p>	<p>and other users based on design criteria</p> <ul style="list-style-type: none"> generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> 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 <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria <p>Technical knowledge</p> <p>explore and use mechanisms [for example, levers, sliders,</p>	<p>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.</p> <p>To use drawing and painting to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>To use a range of materials creatively to design and make products</p> <p>Artist Monet</p>			<p>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.</p> <p>To use sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Artist Michelle Reader</p>	<ul style="list-style-type: none"> generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> 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 <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria <p>Technical knowledge</p>
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		wheels and axles] in their products				
Numeracy	See Separate long-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-Dodgeball	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		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: 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		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

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

KS1 Cycle 2 2020-21

Topic including	Autumn		Spring		Summer
	Marvellous me! TRIP:	Toys	Water World	Food Glorious Food! TRIP: Botanical gardens	Animal Kingdom 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) Poetry: What is...Poem	Fiction- The Gingerbread Man (meeting Tale) Non-fiction: Instructions	Non-fiction: Non-fiction page - octopus.	Fiction: The Little Red Hen finding Tale) Non-fiction: Instructional text	Fiction: where the wild things are (Description/ journey) Non-fiction: 1 st Person recount	How tortoise got his shell (meeting tale) 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, instructions, recounts) The Day the Crayons Quit SATs Non-fiction: Non-chronological report 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. 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	Identify and name a variety of common animals- <i>mammals, birds, reptiles, fish, amphibians.</i> Describe and compare the structure of common animals- <i>mammals, birds, reptiles, fish, amphibians.</i> Identify and name a variety of animals that are herbivore, omnivore and carnivore.	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. Seasonal Change, weather and day length- Spring	Identify and name a variety of common animals- <i>mammals, birds, reptiles, fish, amphibians.</i> Describe and compare the structure of common animals- <i>mammals, birds, reptiles, fish, amphibians.</i> Seasonal Change, weather and day length- Summer Identify and name a variety of animals that are herbivore, omnivore and carnivore. Identifying and classifying	

		Asking simple questions and recognising that they can be answered in different ways. Performing simple tests			
Science yr 2	<p>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p>	<p>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> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>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.</p> <p>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.</p>	<p>Observe and describe how seeds and bulbs grow into mature plants</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>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</p> <p>Notice that animals, including humans, have offspring which grow into adults</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>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.</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats</p>
History	<p>Significant historical events, people and places in their own locality.</p> <p><i>Alice Hawkins</i></p>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Toys</p> <p>Events beyond living memory that are significant nationally or globally or events commemorated</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Grace Darling</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements</p> <p>Elizabeth the I</p>	<p>Events beyond living memory that are significant nationally or globally- <i>festivals and anniversaries</i> First female aeroplane Amelia Earhart.</p>

		<p>through festivals and anniversaries.</p> <p>Bonfire Night</p>			
Geography	<p>Geographical skills and fieldwork</p> <p>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</p> <p>Yr 1- near, far etc</p> <p>Yr 2- compass directions.</p> <p>Yr2- 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</p> <p>Yr 1- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features.</p> <p>Yr 1- School grounds</p>	<p>Human and physical geography</p> <p>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> <p>Autumn/ Winter</p>	<p>Locational knowledge</p> <p>Name and locate the 7 continents and 5 main oceans in the world.</p> <p>Geographical skills and fieldwork</p> <p>Use world maps, atlases and globes to identify the United Kingdom, countries, continents and oceans covered at this key stage.</p>	<p>Locational knowledge</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Human and physical geography</p> <p>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> <p>Spring</p>	<p>Locational knowledge</p> <p>Name and locate the 7 continents and 5 main oceans in the world.</p> <p>Human and physical geography</p> <p>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.</p> <p>Place knowledge</p> <p>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> <p>Yr1- City + countryside (Cumbria)</p> <p>Yr2- Leicester + non -EU country (Australia)</p> <p>Geographical skills and fieldwork</p> <p>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</p> <p>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</p>

	Yr2- surrounding area					
	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					
Numeracy	See Separate long-term plan					
Year 1 Art and Design & Technology	<p>Art-Drawing</p> <p>To use a range of materials creatively to design and make products</p> <p>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.</p> <p>To use drawing to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Artist Van Gogh</p>	<p>D&T- Structure</p> <p>Design</p> <p>design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make</p> <p>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate</p> <p>explore and evaluate a range of existing products</p>	<p>Art- collage</p> <p>To use a range of materials creatively to design and make products</p> <p>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.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Artist Ruth Daniels</p>	<p>Understand where food comes from.</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes</p>	<p>Art-Printing</p> <p>To use a range of materials creatively to design and make products</p> <p>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.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Artist Paul Klee</p>	<p>Mechanism- sliders</p> <p>Design</p> <p>design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make</p> <p>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>

		<p>evaluate their ideas and products against design criteria</p> <p>Technical knowledge build structures, exploring how they can be made stronger, stiffer and more stable</p>				<p>Evaluate explore and evaluate a range of existing products evaluate their ideas and products against design criteria</p> <p>Technical knowledge explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products</p>
Year 2 Art and Design & Technology	<p>Art- Drawing</p> <p>To use a range of materials creatively to design and make products</p> <p>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.</p> <p>To use drawing to develop and share their ideas, experiences and imagination.</p>	<p>D&T-Mechanism- levers Design</p> <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 <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and 	<p>Art- Painting</p> <p>To use a range of materials creatively to design and make products</p> <p>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.</p> <p>To use drawing and painting to develop and share their ideas, experiences and imagination.</p>	<p>Understand where food comes from.</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes</p>	<p>Art- Sculpture</p> <p>To use a range of materials creatively to design and make products</p> <p>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.</p> <p>To use sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design</p>	<p>D&T- Textiles Design</p> <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

	<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Artist LS Lowry</p>	<p>equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <ul style="list-style-type: none"> select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria <p>Technical knowledge</p> <p>explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products</p>	<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>To use a range of materials creatively to design and make products</p> <p>Artist Monet</p>		<p>techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Artist Michelle Reader</p>	<p>Make</p> <ul style="list-style-type: none"> 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 <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria <p>Technical knowledge</p>
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-Dodgeball	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		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: 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 (3 weeks) Unit 2.3 Spreadsheets (3 weeks) Crash course Unit 2.4 Questioning (4 weeks) Unit 2.8 Presenting ideas (3 weeks)	Music 13 weeks Unit: I Wanna Play In A Band by Joanna Mangona Genre: Rock (6 weeks) Unit: Friendship Song by Joanna Mangona and Pete Readman Genre: Pop, soul, Film, musicals (7 weeks)	RSE 13 weeks			