

KEY STAGE 1 (Mixed Year 1 and 2 Class)

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YEAR A							YEAR B						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sc ie nc e	Working scientifically												
	<p>People and their Pets <u>Animals, including humans</u> Basic parts of the human body</p> <p>Animals, including humans, have offspring</p> <p>The basic needs of animals</p> <p>Exercise, food and hygiene</p>	<p>Weather Art <u>Seasonal Changes</u> Changes across the four seasons</p> <p>Observe and describe weather</p> <p>Observe and name a variety of sources of light</p>	<p>Brilliant Builders (B) <u>Everyday materials</u> Objects and materials</p> <p>Physical properties of materials</p> <p>Suitability of materials</p> <p>Changing the shape of materials</p>	<p>Art and Nature <u>Living things and habitats - plants</u> Name a variety of common wild and garden plants</p> <p>Describe the basic structure of common plants</p> <p>Habitats</p> <p>Food chains</p>	<p>Exploring Changes <u>Everyday materials</u> Objects and materials</p> <p>Physical properties of materials</p> <p>Suitability of materials</p> <p>Changing the shape of materials</p> <p>WORLD EARTH DAY – 22nd APRIL</p>	<p>Habitats and Homes <u>Living things and their habitats</u> The differences between things that are living, dead, and things that have never been alive</p> <p>Different habitats</p>		<p>Amazing Me <u>Animals, including humans</u> Basic parts of the human body</p> <p>Animals, including humans, have offspring</p> <p>The basic needs of animals</p> <p>Exercise, food and hygiene</p>	<p>Wild Weather <u>Seasonal Changes</u> Changes across the four seasons</p> <p>Observe and describe weather</p>	<p>Brilliant Builders (A) <u>Everyday materials</u> Objects and materials</p> <p>Physical properties of materials</p> <p>Suitability of materials</p> <p>Changing the shape of materials</p>	<p>Growing Things <u>Living things and habitats - plants</u> Name a variety of common wild and garden plants</p> <p>Describe the basic structure of common plants</p> <p>Observe and describe how seeds and bulbs grow</p> <p>WORLD WATER DAY – 22nd MARCH</p>	<p>Wild and Wonderful Creatures <u>Animals, including humans</u> Identify and name a variety of common animals</p> <p>Identify carnivores, herbivores and omnivores</p> <p>The structure of a variety of common animals</p> <p>Link to main topic Science</p>	<p>Food Chains <u>Living things and their habitats</u> The differences between things that are living, dead, and things that have never been alive</p> <p>Different habitats</p> <p>Food chains</p>
Top ic	How Can I be Healthy?	Monarchs	Transport	Ice Explorers	Caring for the Earth	Castles		All About Me	Weather Experts	Great Fire of London	Food	Carnival of the Animals	Oceans and Seas
G eo gr ap hy	<p>Use world maps, atlases and globes</p> <p>Name and locate the world's seven continents and five oceans</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>Use world maps, atlases and globes</p> <p>Name and locate the world's seven continents and five oceans</p> <p>Identify mountain ranges</p>	<p>Use world maps, atlases and globes</p> <p>Name and locate the world's seven continents and five oceans</p> <p>Identify countries where Fairtrade items are grown</p>	<p>Use world maps, atlases and globes</p> <p>Name and locate the world's seven continents and capital cities of the United Kingdom and its surrounding seas.</p> <p>Use basic geographical vocabulary to refer to key physical features and key human features, use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Be taught to use aerial photographs and plan perspectives to recognise</p>		<p>Use simple fieldwork and observational skills to study the geography of their school & its grounds + the key human & physical features of its surrounding environment</p> <p>Use simple compass directions and locational and directional language to describe the location of features and routes on a map.</p>	<p>Identify daily weather patterns in the UK</p> <p>Research world locational knowledge and use geographical language</p> <p>Locate hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Understand that climates vary in different parts of the world.</p> <p>Be introduced to the impact of human activity on climate.</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>Use simple fieldwork and observational skills in the local area</p>	<p>Use world maps, atlases and globes</p> <p>Name and locate the world's seven continents and five oceans</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>Use basic geographical vocabulary</p> <p>Use world maps, atlases and globes</p> <p>Develop contextual knowledge of the location of globally significant places.</p> <p>Develop knowledge about diverse places, resources and natural and human environments</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</p>	

						landmarks and basic human and physical features. Devise a simple map; and use and construct basic symbols in a key							small area in a contrasting non-European country
History	Learn about the lives of significant individuals Understand about changes in living memory	Learn about the lives of significant individuals in the past who have contributed to national and international achievements Compare aspects of life, identifying similarities and differences between different periods.	Develop an awareness of the past and use appropriate vocabulary Understand some of the ways in which we can obtain information about the past.	Learn about the lives of significant individuals in the past who have contributed to national and international achievements Compare aspects of life, identifying similarities and differences between different periods	Compare aspects of life, identifying similarities and differences between different periods Learn about the lives of significant individuals in the past who have contributed to national and international achievements	Understand changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Learn about significant historical events, people and places in their own locality		Compare aspects of life, identifying similarities and differences between different periods. BLACK HISTORY MONTH - OCTOBER	Learn about events beyond living memory that are significant nationally Know where the people and events fit within a chronological framework Ask and answer questions Understand some of the ways in which we find out about the past	Learn about events beyond living memory that are significant nationally Know where the people and events fit within a chronological framework Ask and answer questions Understand some of the ways in which we find out about the past	Compare aspects of life, identifying similarities and differences between different periods	Develop an awareness of the past Learn about the lives of significant individuals in the past who have contributed to national and international achievement	Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections Learn about changes in living memory; to identify similarities and differences between ways of life in different periods
Art & Design	Use a range of materials creatively to design and make products Learn about the work of a range of artists	Use drawing, painting and sculpture to share their ideas, experiences and imagination Design techniques in using colour, pattern, texture, line, shape, form and space	Design techniques in using colour, pattern, texture, line, shape, form and space Learn about the work of a range of artists	Design techniques in using colour, pattern, texture, line, shape, form and space 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 Use a range of materials creatively to design and make products	Use a range of materials creatively to design and make products Design techniques in using colour, pattern, texture, line, shape, form and space		Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Learn about the work of a range of artists	Use a range of materials creatively to design and make products Design techniques in using colour, pattern, texture, line, shape, form and space Learn about the work of a range of artists	Use a range of materials creatively to design and make products Design techniques in using colour, pattern, texture, line, shape, form and space Learn about the work of a range of artists	Design techniques in using colour, pattern, texture, line, shape, form and space	Design techniques in using colour, pattern, texture, line, shape, form and space	Use a range of materials creatively to design and make products Use drawing and painting to develop and share their ideas
Design & Technology	Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from	Generate, develop, model and communicate ideas Explore and evaluate a range of existing products	Design purposeful, functional, appealing products Select from and use a range of tools and materials Build structures	Explore and evaluate a range of existing products Generate, develop, model and communicate ideas	Design purposeful, functional, appealing products Evaluate their ideas and products against design criteria Explore and use mechanisms	Design purposeful, functional, appealing products Select from and use a range of tools and materials Evaluate their ideas and products against design criteria		Design purposeful, functional, appealing products Generate, develop, model and communicate Select from and use a range of tools and materials	Select and use materials based on their characteristics Build structures Explore and evaluate a range of existing products evaluate their ideas and	Design purposeful, functional, appealing products Generate, develop, model and communicate ideas Select from and use a range of	Use the basic principles of a healthy and varied diet to prepare dishes	Design purposeful, functional, appealing products Generate, develop, model and communicate Select from and use a range of	<u>Design</u> Design purposeful, functional, appealing products <u>Make</u> Select from and use a range of tools and materials

			Explore and use mechanisms Evaluate their ideas and products against design criteria			Explore and use mechanisms			products against design criteria	tools and materials		tools and materials Evaluate ideas and products against design criteria	
C o m p u t i n g	Online safety Internet and email (effective searching)	Coding Communication and networks	Coding	Creating pictures Spreadsheets	Coding			Online safety Coding	Databases Graphing	Online safety Animated story books Making music		Spreadsheets Databases Graphing Presenting ideas	
D u n t o n M u s i c	Year 1 Use their voices expressively and creatively Experiment with create, select and combine sounds Year 2 Use their voices expressively and creatively Listen with concentration and understanding to a range of high-quality live and recorded music	Year 1 Use their voices expressively and creatively Experiment with create, select and combine sounds Listen with concentration and understanding to a range of high-quality live and recorded music Year 2 Use their voices expressively and creatively Listen with concentration and understanding to a range of high-quality live and recorded music	Year 1 Experiment with, create, select and combine sounds Year 2 Play tuned and untuned instruments musically	Year 1 Use their voices expressively and creatively by singing songs and speaking chants and rhymes Listen with concentration and understanding to a range of high-quality live and recorded music Year 2 Use their voices expressively and creatively Listen with concentration and understanding to a range of high-quality live and recorded music Play tuned and untuned instruments musically	Year 1 Use their voices expressively and creatively Experiment with create, select and combine sounds Year 2 Use their voices expressively and creatively Listen with concentration and understanding to a range of high-quality live and recorded music Play tuned and untuned instruments musically	Year 1 Use their voices expressively and creatively Experiment with create, select and combine sounds Listen with concentration and understanding to a range of high-quality live and recorded music Year 2 Use their voices expressively and creatively Listen with concentration and understanding to a range of high-quality live and recorded music Play tuned and untuned instruments musically		Year 1 Use their voices expressively and creatively Experiment with create, select and combine sounds Year 2 Use their voices expressively and creatively Listen with concentration and understanding to a range of high-quality live and recorded music	Year 1 Use their voices expressively and creatively Experiment with create, select and combine sounds Listen with concentration and understanding to a range of high-quality live and recorded music Year 2 Use their voices expressively and creatively Listen with concentration and understanding to a range of high-quality live and recorded music	Year 1 Experiment with, create, select and combine sounds Year 2 Play tuned and untuned instruments musically	Year 1 Use their voices expressively and creatively by singing songs and speaking chants and rhymes Listen with concentration and understanding to a range of high-quality live and recorded music Year 2 Use their voices expressively and creatively Listen with concentration and understanding to a range of high-quality live and recorded music Play tuned and untuned instruments musically	Year 1 Use their voices expressively and creatively Experiment with create, select and combine sounds Listen with concentration and understanding to a range of high-quality live and recorded music Year 2 Use their voices expressively and creatively Listen with concentration and understanding to a range of high-quality live and recorded music Play tuned and untuned instruments musically	Year 1 Use their voices expressively and creatively Experiment with create, select and combine sounds Listen with concentration and understanding to a range of high-quality live and recorded music Year 2 Experiment with, create, select and combine sounds using the inter-related dimensions of music
W r e s t i n g w o r t M u s i c	Year 1/2 Use their voices expressively and creatively Experiment with create, select and combine sounds	Year 1/2 Use their voices expressively and creatively Experiment with create, select and combine sounds	Year 1/2 Use their voices expressively and creatively Experiment with create, select and combine sounds Play untuned instruments musically	Year 1/2 Use their voices expressively and creatively Experiment with create, select and combine sounds	Year 1/2 Use their voices expressively and creatively Experiment with create, select and combine sounds Play untuned instruments musically	Year 1/2 Use their voices expressively and creatively Experiment with create, select and combine sounds		Year 1/2 Use their voices expressively and creatively Experiment with create, select and combine sounds	Year 1/2 Use their voices expressively and creatively Experiment with create, select and combine sounds	Year 1/2 Use their voices expressively and creatively Experiment with create, select and combine sound Play untuned instruments musically	Year 1/2 Use their voices expressively and creatively Experiment with create, select and combine sound	Year 1/2 Use their voices expressively and creatively Experiment with create, select and combine sound	Year 1/2 Use their voices expressively and creatively Experiment with create, select and combine sounds

RE	What makes some places significant?	Why does Christmas matter to Christians? INCARNATION	Who is Jewish? What do they believe and how do they live?	What can we learn from sacred books and stories?	What is the "good news" Christians believe Jesus brings? GOSPEL	How do we show care for the Earth? RE day CREATION		What do Christians believe God is like? GOD	Who is a Muslim? What do they believe and how do they live?	How and why do we celebrate significant times?	Why does Easter matter to Christians? SALVATION RE trip St Albans Abbey (Cathedral) Easter Trail	How do we show we care for others? Why does it matter?	Who is an inspiring person? RE day PEOPLE OF GOD
PE	Tag Rugby Basic ball skills	Gym ActEi	Dance ActEi	Gym Dance	Circuits Basketball	Athletics		Football Basic ball skills	Gym ActEi	Dance ActEi	Gym Dance	Circuits Cricket	Athletics
PSHE	Health and Wellbeing Healthy lifestyles Keeping safe Growing and changing		Relationships Healthy relationships Feelings and emotions Valuing difference		Living in the Wider World Rights and responsibilities Taking care of the environment Money			Health and Wellbeing Healthy lifestyles Keeping safe Growing and changing SEAL New Beginnings / Getting on and Falling Out / Anti-Bullying		Relationships Healthy relationships Feelings and emotions Valuing difference SEAL Good to be Me / Going For Goals		Living in the Wider World Rights and responsibilities Taking care of the environment Money SEAL Changes / Relationships	