Autumn

Forwards and Backwards

London's Burning: The Great Fire and Guy Fawkes

SCIENCE
- Recognise that they need light in order to see things and that dark is the absence of light
- Notice that light is reflected from surfaces
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- Recognise that shadows are formed when the light from a light source is blocked by an opaque object
- Find patterns in the way that the size of shadows change.

PRACTICAL SCIENCE
- 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.

COMPUTING
- 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,

HISTORY
- Changes within living memory: Where appropriate, these should be used to reveal aspects of change in national life
- Events beyond living memory that are significant nationally or globally
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
- Significant historical events, people and places in their own locality.

GEOGRAPHY
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- 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 (e.g. near and far; left and right) to describe the location of features and routes on a map
- 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.

PE
- 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

MUSIC
- Use their voices expressively and creatively by singing songs and speaking chants and rhymes

DT
- 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 wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- Build structures, exploring how they can be made stronger, stiffer and more stable
- Use the basic principles of a healthy and varied diet to prepare dishes

ART
- 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.

Spring 1
Explorers & Exploring
Space

SCIENCE • Describe the movement of the Earth, and other planets, relative to the Sun in the solar system • Describe the movement of the Moon relative to the Earth • Describe the Sun, Earth and Moon as approximately spherical bodies • Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky. PRACTICAL SCIENCE ▪ 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. COMPUTING • 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 Use technology purposefully to create, organise, store, manipulate and retrieve digital content HISTORY • Events beyond living memory that are significant nationally or globally • The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods	Geography • 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. PE • Participate in team games, developing simple tactics for attacking and defending • Perform dances using simple movement patterns DT • Select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing • Evaluate their ideas and products against design criteria MUSIC • Use their voices expressively and creatively by singing songs and speaking chants and rhymes

Exploring Authors

Year 1 – Julia Donaldson Year 2 – Roald Dahl

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- Describe the movement of the Moon relative to the Earth
- Describe the Sun, Earth and Moon as approximately spherical bodies
- Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

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COMPUTING
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- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs
Use technology purposefully to create, organise, store, manipulate and retrieve digital content

HISTORY

- Significant historical events, people and places in their own locality.

Geography

- 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.

PE

- Participate in team games, developing simple tactics for attacking and defending
- Perform dances using simple movement patterns

DT

- Explore and evaluate a range of existing products

MUSIC

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

Summer

Saving the World

Rainforests/Savannah

SCIENCE

- 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.
- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

PRACTICAL SCIENCE

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COMPUTING

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Recognise common uses of information technology beyond school.

GEOGRAPHY

- 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
- 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
- Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- Use simple compass directions (North, South, East and West) and locational and directional language (e.g. 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

PE

- 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

DT

- Explore and evaluate a range of existing products
- Evaluate their ideas and products against design criteria

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