

Curriculum Map A – Kingfisher Class (2021-22)

Cycle A	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Enrichment Activities		Hedgehog Charity Visit to School	Visit to Warwick	Visit Herb Centre	Motor Museum	Visit Dasset Hills
<p>History/ Geography</p> <p>KS1 History</p>	<p><u>History</u> Neil Armstrong – The Moon Landing KS1 National Curriculum Link Lives of significant individuals in the past who have contributed to national and international achievements</p> <p><u>Progressive Skills</u></p> <p>Chronological Understanding Yr 1 - Sequence 3 Or 4 artefacts from distinctly different periods of time. Yr 2 - Sequence artefacts closer together in time – check with reference books</p> <p>Interpretations of History Yr 1 - Use stories to encourage children to distinguish between fact and fiction Yr 2 – Discuss reliability of photos/ accounts/ Stories.</p>	<p><u>Geography</u> Lets Explore London KS1 National Curriculum Link Name and locate the worlds seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas Identify seasonal and daily weather patterns in the UK 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 etc Use basic geographical vocab to refer to key human features including city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><u>Progressive Skills</u></p> <p>Locational Knowledge Geographical Language Enquiry Yr 1 Use simple geographical vocabulary to describe features or location e.g. hill, local, a road, coastline, woods, Consider geographical questions e.g. what is it like to live in this place? Express own views about a place, people, environment recognise how places have become the way they are e.g. shops</p> <p>Name the four countries of the UK Name some of the main towns and cities in the United Kingdom</p> <p>Identify similarities and differences between the local environment and one other place</p> <p>Yr 2 Describe key features of a place, using words like, beach, coast, forest, hill, mountain, ocean, valley, farmland, woods, coastline, local, vegetation, cliff, sea, season Consider geographical questions – Where is this place? What is it like? How has it changed?</p> <p>Fieldwork: where, why? Use fieldwork techniques Map work/ atlas work</p> <p>YR1</p>	<p><u>History</u> The Great Fire of London – links to the Great Fire of Warwick KS1 National Curriculum Link Learn about events beyond living memory that are significant nationally. Understand where the people and events fit within a chronological framework. Identify similarities and differences between ways of life in different periods Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> <p><u>Progressive Skills</u></p> <p>Chronological Understanding Yr1 – Match objects to people of different ages Range and depth of historical knowledge Yr1 Recognise the difference between past and present in their own lives and others lives They know and recount episodes from stories about the past Yr 2 Recognise why people did thing, why events happened and what happened as a result. Identify differences between ways of life at different times. Historical enquiry Yr 1 Find answer to simple questions about the past from sources of information e.g. artefacts Yr 2 Use a source – observe or handle sources to answer questions about the past on the basis of simple observations</p>	<p><u>Geography</u> Map Makers KS1 National Curriculum Link Geographical skills and fieldwork Use world maps, atlases and globes to identify the United Kingdom and its countries Use simple compass directions (NSEW) and locational and directional language (near, far, left, right to describe the location of features Devise a simple map and use and construct basic symbols in a key. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Use simple fieldwork and observational skills to study the geography of their school and its grounds. Locational Knowledge Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world's seven continents and five oceans.</p> <p><u>Progressive Skills</u> Locational Knowledge Geographical Language Enquiry YR1 Communicate in different ways e.g. pictures, pictograms simple maps, sketches, labelled diagrams</p> <p>YR2 Recognise how places have become the way they are e.g. shops Observe and record in different ways e.g. sketches, diagrams, ICT, charts</p> <p>Fieldwork: where, why? Use fieldwork techniques Map work/ atlas work</p> <p>Yr1 Recognise simple human and physical features on an aerial photograph or simple map, showing an awareness that objects look different from above Make simple maps and plan</p> <p>Yr2 Use plan view or aerial photos to recognise landmarks and to describe geographically the human and physical features Explain what facilities a town or village might need</p>	<p><u>History</u> The History of Transport KS1 National Curriculum Link Understand changes within living memory Recognise similarities and differences between ways of life in different periods Develop an awareness of the past and use appropriate vocabulary Know where forms of transport fit within a broad chronological framework. Learn about changes within living memory. Ask and answer questions about the past. Begin to understand some of the ways we know about the past and understand the different ways in which it is represented.</p> <p><u>Progressive Skills</u></p> <p>Interpretations of History Yr1 Compare adults talking about the past – how reliable are their memories? Yr2 Compare pictures or photographs of people or events in the past</p> <p>Organisation and Communication Communicate their knowledge through discussion, making models, writing.</p>	<p><u>Geography</u> Our school and local area KS1 National Curriculum Link Geographical skills and fieldwork 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 Use simple compass directions and locational and directional language to describe the location of features and routes on a map.</p> <p><u>Progressive Skills</u></p> <p>Locational Knowledge Geographical Language Enquiry YR1 Use simple geographical vocabulary to describe features or location e.g. hill, local, a road, coastline, woods, Consider geographical questions e.g. what is it like to live in this place? Express own views about a place, people, environment recognise how places have become the way they are e.g. shops Observe and record e.g. identify buildings on a street Communicate in different ways e.g. pictures, pictograms simple maps, sketches, labelled diagrams</p> <p>YR2 Describe key features of a place, using words like, beach, coast, forest, hill, mountain, ocean, valley, farmland, woods, coastline, local, vegetation, cliff, sea, season Consider geographical questions – Where is this place? What is it like? How has it changed? Express own views and preferences about a place, people, environment, location and give detailed reasons Recognise how places have become the way they are e.g. shops Observe and record in different ways e.g. sketches, diagrams, ICT, charts</p> <p>Fieldwork: where, why? Use fieldwork techniques Map work/ atlas work</p> <p>YR1 Explore maps of the local area Draw a simple picture map (could be from a story) and label particular features Locate the four countries of the United Kingdom on a map</p>

			Use maps, pictures and stories to find out about different places Recognise simple human and physical features on an aerial photograph or simple map, showing an awareness that objects look different from above Locate the four countries of the United Kingdom on a map Locate hot and cold areas of the world on a map YR2 Locate the four countries of the United Kingdom on a map Locate hot and Name and locate the main cities of England, Wales, Scotland and Ireland cold areas of the world on a map Use simple compass directions and locational/directional language when using maps Draw simple maps or plans using symbols for a key Locate the equator and North and South Poles and explain how the weather affects these areas									YR2 Describe how a physical or human process has changed an aspect of the local environment – consider questions such as Do you think that people ever spoil the area or make it better?	
English	Power of Reading Text <i>Man on the Moon – Simon Bartrum</i> <u>Genres: - Fiction</u> <u>Writing opportunities - Fiction</u> Sentence types Instruction Writing – How to fly a rocket Story writing Power of Reading Text <i>Out and About Poems – Shirley Hughes</i> <u>Writing opportunities</u> Expanded noun phrases Poetry		Power of Reading Text <i>The Hodgeheg – Dick King Smith</i> <u>Writing Opportunities – Non-Fiction</u> Non chronological Report – Hedgehogs Instruction Writing Power of Reading Text <i>The secret Sky Garden - Linda Sarah and Fiona Lumbers</i> <u>Writing Opportunities</u> Character descriptions Persuasive Writing	Power of Reading Text <i>The lonely Beast -Chris Judge</i> <u>Writing Opportunities</u> Character description Newspaper Report Diary entry Power of Reading Text Poems to Perform Julia Donaldson <u>Writing Opportunities</u> Poetry	Power of Reading Text <i>The last wolf – Mini Grey</i> (Little Red Riding Hood) (Traditional Tale with a Twist) <u>Writing Opportunities</u> Non chronological Report – Wolves Speech and thought bubbles Letter Writing Story Writing Power of Reading Text <i>The Jolly Postman – Janet and Allan Ahlberg</i>	Power of Reading Text <i>The Bee Who Spoke - Al MacCuish</i> <u>Writing Opportunities</u> Diary Entry Information booklet Instructions Recipes Power of Reading Text The Adventures of Egg Box Dragon – Richard Adams <u>Writing Opportunities</u> Instructions Narrative Persuasive letter	Power of Reading Text <i>10 Things I can do to Help my World – Melanie Walsh</i> <u>Writing Opportunities</u> Information Leaflet Poetry Letter Writing Power of Reading Text Out and About Poetry – Shirley Hughes <u>Writing Opportunities</u> Poetry						
Maths White Rose	Number: Place Value Yr1 – Numbers to 20 Yr2 – Numbers to 100	Number: Addition and Subtraction Yr1 – Numbers to 20 (recognising money Yr 2- Numbers to 100 (including Money)	Number: Year 1: Place Value to 50 Multiplication: Year 2: Multiplication	Number: Yr1 Division & Consolidation Yr2 Division Division	Yr1: Place Value to 100 Yr2 Statistics	Measurement: Length and Height	Geometry: Yr 1s: Shape and Consolidation Yr 2: Properties of Shape	Number: Fractions	Geometry: Position and Direction	Measurement: Time	Problem Solving and efficient methods	Measurement: Yr1 Weight and Volume Yr2 Mass Capacity and Temperature	Consolidation and Investigations

Science Hamilton	<p>Amazing Me! Animals, including humans (1AH) i) identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Animals, including humans (2AH) i) notice that animals, including humans, have offspring which grow into adults. ii) find out about and describe the basic needs of animals, including humans, for survival (water, food and air). iii) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Working scientifically (KS1 WS) 1)asking simple questions and recognising that they can be answered in different ways 2)observing closely, using simple equipment 3)performing simple tests 4)identifying and classifying 5)using their observations and ideas to suggest answers to questions 6)gathering and recording data to help in answering questions.</p>	<p>Seasonal Changes Seasonal Changes (1SC) i)observe changes across the four seasons. ii) observe and describe weather associated with the seasons and how day length varies. Working scientifically (KS1 WS) 1)asking simple questions and recognising that they can be answered in different ways 2)observing closely, using simple equipment 3)performing simple tests 4)identifying and classifying 5)using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions.</p>	<p>Brilliant Builders Everyday materials (1EM) i)distinguish between an object and the material from which it is made. ii)identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. iv)describe the simple physical properties of a variety of everyday materials. v)compare and group together a variety of everyday materials on the basis of their simple physical properties. Uses of everyday materials (2EM) 1)identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. 2)find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Working scientifically (KS1 WS) 1)asking simple questions and recognising that they can be answered in different ways 2)observing closely, using simple equipment 3)performing simple tests 4)identifying and classifying 5)using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions.</p>	<p>Plants Plants (1P) 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. Plants (2P) 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. Working scientifically (KS1 WS) 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.</p>	<p>Wild and Wonderful Creatures Animals, including humans (1AH) Pupils should be taught to: identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates ii) identify and name a variety of common animals that are carnivores, herbivores and omnivores iii) describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, and including pets) iv) identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense Animals, including humans (2AH) notice that animals, including humans, have offspring which grow into adults. ii) find out about and describe the basic needs of humans for survival (water, food and air). iii) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Working scientifically (KS1 WS) 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.</p>	<p>Food Chain</p>
Design and Technology Kapow	<p>Structure – (Baby bears Chair) Rocket chair <u>KS1 National Curriculum Link</u> Explore and evaluate a range of existing products Explore and use mechanisms - Wheel and Axles in their products. Progressive Skills Developing, planning and communicating ideas Yr1 Draw on their own experience to help generate ideas Suggest ideas and explain what they are going to do Develop their design ideas applying findings from their earlier research Yr 2 Generate ideas by drawing on their own and other people’s experiences Develop their design ideas through discussion, observation drawing and modelling Working with tool, equipment, materials and components to make a quality product Yr1 Make their design using appropriate techniques With help measure, mark out, cut and shape a range of materials Use tools e.g., scissors Assemble, join and combine materials and components together using a variety of temporary methods, e.g. glues or masking tape Yr 2 Begin to select tools and materials; using vocab to name and describe them Measure, cut and score with some accuracy</p>	<p>Fruit and Vegetables <u>KS1 National Curriculum Link</u> Design Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make Select from and use a wide range of tools and equipment to perform practical tasks 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 Cooking and Nutrition Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from Progressive Skills Developing, planning and communicating ideas Yr1 Draw on their own experience to help generate ideas Suggest ideas and explain what they are going to do Yr 2 Generate ideas by drawing on their own and other people’s experiences Working with tool, equipment, materials and components to make a quality product Yr1 Select and use appropriate fruit and vegetables processes and tools</p>	<p>Mechanisms: Wheels and axles <u>KS1 National Curriculum Link</u> Explore and evaluate a range of existing products Explore and use mechanisms - Wheel and Axles in their products. Design Design purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make Select from and use a wide range of tools and equipment to perform practical tasks 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 mechanism in their products Progressive Skills Developing, planning and communicating ideas Yr1 Identify a target group for what they intend to design and make Model their ideas in card and paper Yr2 Identify a purpose for what they intend to design and make Identify simple design criteria Make simple drawings label parts</p>			

	<p>Use hand tools safely and appropriately Assemble, join and combine materials in order to make a product <u>Evaluating process and products</u> Yr1 Evaluate their product by discussion how well it works in relation to the purpose Evaluate their products as they are developed, identifying strengths and possible changes they might make Evaluate their product by asking questions about what they have made and how they have gone about it. Yr 2 Evaluate against their design criteria Evaluate their products as they are developed, identifying strengths and possible changes they might make Talk about their ideas, saying what they like and dislike about them.</p>		<p>Use basic food handling, hygienic practices and personal hygiene Yr2 Follow safe procedures for food safety and hygiene <u>Evaluating process and products</u> Yr1 Evaluate their product by discussion how well it works in relation to the purpose Evaluate their products as they are developed, identifying strengths and possible changes they might make Evaluate their product by asking questions about what they have made and how they have gone about it. Yr 2 Evaluate against their design criteria Evaluate their products as they are developed, identifying strengths and possible changes they might make Talk about their ideas, saying what they like and dislike about them.</p>		<p><u>Working with tool, equipment, materials and components to make a quality product</u> Yr1 Use simple finishing techniques to improve the appearance of their product. Yr2 Choose and use appropriate finishing touches <u>Evaluating process and products</u> Yr1 Evaluate their product by discussion how well it works in relation to the purpose Evaluate their products as they are developed, identifying strengths and possible changes they might make Yr 2 Evaluate against their design criteria Evaluate their products as they are developed, identifying strengths and possible changes they might make</p>	
Computing Purple Mash	<p>Unit 1.1 Online safety and Exploring Purple Mash 4wks Programs – Various</p> <p>Unit 2.5 Effective Searching Program – Browsers 3wks</p>	<p>Unit 1.4 Lego builders Programs – 2DIY 3wks</p> <p>Unit 1.9 Technology outside of school 2wks Programs – Various</p>	<p>Unit 1.2 Grouping and sorting</p> <p>Programs – 2DIY</p> <p>Unit 2.6 Creating Pictures Programs – 2PaintApicture</p>	<p>Unit 1.8 Spreadsheets</p> <p>Programs: 2Calculate</p>	<p>Unit 1.7 Coding</p> <p>Programs: 2Code</p>	<p>Unit 2.1 Coding</p> <p>Programs: 2Code</p>
R.E. SACRE	<p><u>Who is a Christian and what do they believe?</u></p> <p>National Curriculum: Subject content Key stage 1- engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own. Know that Christians believe in God and follow the example of the Prophet Muhammad. Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr. Recognise that Muslims do not draw Allah or the Prophet but use calligraphy to say what God is like. Explain simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah. Re-tell a story about the life of the Prophet Muhammad. Recognise some objects used by Muslims and suggest why they are important. Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel. Make links between what the Holy Qur'an says and how Muslims behave. Ask some questions about God that are hard to answer and offer some ideas of their own. Find out about and respond with ideas to examples of cooperation between people who are different.</p>	<p><u>Who is a Christian and what do they believe?</u></p> <p>National Curriculum: Subject content Key stage 1- engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own. Know that Christians believe in God and follow the example of the Prophet Muhammad. Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr. Recognise that Muslims do not draw Allah or the Prophet but use calligraphy to say what God is like. 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Make links between what the Holy Qur'an says and how Muslims behave. Ask some questions about God that are hard to answer and offer some ideas of their own. Find out about and respond with ideas to examples of cooperation between people who are different.</p>	<p><u>Who is Muslim and what do they believe?</u></p> <p>National Curriculum: Subject content Key stage 1- engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own. Know that Jewish people believe in God. Recognise that Muslims do not draw Allah or the Prophet but use calligraphy to say what God is like. Explain simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah. Re-tell a story about the life of the Prophet Muhammad. 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Art and Design	<u>Portraits</u> <u>KS1 National Curriculum Link</u> To use a range of materials creatively to design and make products To use drawing to develop and share their ideas, experience and imagination To use painting to develop and share their ideas, experiences and imagination To use sculpture to develop and share their ideas, experience and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space About the work of a range of artist, craft maker and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work	<u>Andy Goldworthy</u> <u>KS1 National Curriculum Link</u> To use a range of materials creatively to design and make products To use drawing to develop and share their ideas, experience and imagination To use painting to develop and share their ideas, experiences and imagination To use sculpture to develop and share their ideas. Experience and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space About the work of a range of artist, craft maker and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work	<u>Sparks and Flames</u> <u>KS1 National Curriculum Link</u> To use a range of materials creatively to design and make products To use drawing to develop and share their ideas, experience and imagination To use painting to develop and share their ideas, experiences and imagination To use sculpture to develop and share their ideas, experience and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space		<u>Giuseppe Arcimboldo</u> <u>KS1 National Curriculum Link</u> To use a range of materials creatively to design and make products To use drawing to develop and share their ideas, experience and imagination To use painting to develop and share their ideas, experiences and imagination To use sculpture to develop and share their ideas, experience and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space About the work of a range of artist, craft maker and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work
Music	Pulse and Rhythm Harvest and Christmas celebrations		Exploring pitch Carnival of the animals Easter Celebrations		Exploring instruments Symbols Drama Games/ xylophone skills
PE	ABC – Agility, Balance Coordination games	Ball games – throwing and catching	Team games – including attacking and defending Swimming	Outdoor Adventurous Activities Swimming	Sports Day athletics Batting and fielding games
PSHE Kapow	<u>Family and Relationships</u> Introduction to RSE and setting the ground rules. What is family? What is friendships? Recognising other peoples' emotions Working with others Friendship problems and how to overcome them. Healthy friendships Stereotyping - gender	<u>Safety and the Changing Body</u> Communication safely and effectively with adults at school Communicating safely and effectively with adults outside of school. What to do if I get lost Making a call to emergency services Appropriate contact – acceptable physical contact Safety with substances – what should and shouldn't go on or in our body Safety at home – potential hazards in the home. People who help keep us safe in our local community.	<u>Health and Wellbeing</u> Understanding my feelings What am I like? – identifying strengths and qualities? Ready for bed – effects of good quality sleep Relaxation – laughter and progressive muscle relaxation Handwashing and personal hygiene Sun Safety Allergies People who help us stay healthy.	<u>Citizenship</u> Rules Caring for others: Animals The need of others Similar, yet different Belonging Democratic decisions	<u>Economic wellbeing</u> Introduction to money Looking after money Banks and building societies. Saving and spending Jobs in school