

Year 1 & Year 2	Year A					
	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
Possible titles	<b>Travel and transport</b>		<b>The United Kingdom</b>	<b>Nurturing Nurses</b>	<b>Amazing Africa</b>	<b>Fire Fire!</b>
Book Spine	Oi Get Off My Train by John Burningham  Bog Baby by Jeanne Willis  <b>Longer End of Day Story:</b> The Dragon in the Library by Louie Stowell	Meerkat Mail by Emily Gravett  The Day the Crayons Quit by Oliver Jeffers  Mog's Christmas by Judith Kerr	Paddington Bear books by Michael Bond (including Paddington Bear in London)	Little People Big Dreams inc Florence Nightingale, Mary Seacole.  <b>Author Focus:</b> Janet and Allan Ahlberg. Funny Bones, Happy Families.	Just So Stories by Rudyard Kipling  Handa's Surprise, Handa's Hen and Handa's Noisy Night by Eileen Browne	Toby and the Great Fire of London by Margaret Nash  Cautionary Tales: Matilda by Hilaire Belloc, The Boy Who Cried Wolf, Aesops Fables.
English <small>units: Grammar is mapped out within each unit.  KS1 pupils continue to use RWInc Get Writing until off programme.</small>	<b>Unit 1: To entertain</b>  Animal Adventure Story  <b>Unit 2: To entertain</b>  Acrostic Poems: Animals  <b>Unit 3: To entertain</b>  Diary writing  To write a recount of a journey.	<b>Unit 4: To inform</b>  Information Text  Fact file (Meerkat Mail)  <b>Unit 5 a: persuade</b>  Formal Letter Writing  <b>Unit 5b: entertain</b>  List Poems based on Christina Rossetti's poem 'What is Pink?'  <b>Unit 6: To entertain</b>  Adventure Story	<b>Unit 7: To entertain</b>  To write informal letters from Paddington Bear.  <b>Unit 8: To inform</b>  To write a non-chronological report about the UK.  <b>Unit 9: To inform</b>  To write instructions – How to make marmalade sandwiches.	<b>Unit 9: To inform:</b>  To write a biography about a famous person. <b>Unit 10: To entertain</b>  Playscript based on a Janet and Allan Ahlberg book.  <b>Unit 11: To entertain:</b>  Poetry: Repeating Patterns	<b>Unit 12: Moderation Window</b>	<b>Unit 13: To entertain</b>  Historical Story  <b>Unit 14: To inform</b>  To write a news report based on the events of the Great Fire of London.  <b>Unit 15: To entertain</b>  To mimic a cautionary tale.
Science	<b>UNIT 1: Living things and their habitats</b>  Animals and plants live in a habitat to which they are suited which means that animals have suitable features that help them move and find food and plants have suitable features that help them to grow well. The habitat provides the basic needs of the animals and plants – shelter, food and water. Within a habitat there are different micro-habitats	<b>UNIT 2: Basic Needs of Animals and Offspring</b> Animals including humans have offspring which grow into adults. In humans and some animals these offspring will be young, such as babies or kittens, that grow into adults. In other animals, such as chickens or insects, there may be eggs laid that hatch to young or other stages which then grow to adults. The young of some animals do not look like their parents e.g. tadpoles.  All animals including humans have basic needs of feeding, drinking and breathing that must be satisfied in order to survive, and to grow into healthy adults they also need the right amounts and types of food and exercise. Good hygiene is also	<b>UNIT 3: KS1 Everyday Materials</b> All objects are made of one or more materials. Some objects can be made from different materials e.g. plastic, metal or wooden spoons. Materials can be described by their properties e.g. shiny, stretchy, rough etc  Classify objects made of one material in different ways e.g. a group of object made of metal  Classify in different ways one type of object made from a range of materials. Test the properties of materials.	<b>UNIT 4: What does a Plant Need to Grow?</b> Pupils should use the local environment to answer questions about plants in their habitat. They should observe the growth of flowers and if possible, vegetables. They should become familiar with the common names of flowers, evergreen and deciduous trees and plant structures (including leaves, flowers, blossom, petals, fruit, root, bulb, seed, trunk, branches, stem). They should observe some of these parts closely using a magnifying glass and use this information to draw diagrams showing the parts of different plants, including trees. Pupils should record how plants have changed overtime, for example growth and/or leaves falling, buds opening.	<b>Unit 5: Food chains</b>  Children should learn about plants and animals which are a source of food for other animals. They should be able to identify whether an animal is a carnivore, omnivore, or herbivore. This knowledge should be used to construct simple food chains that include humans and discuss how the plants and animals in a habitat serve as a source of food. They should ask and answer questions about their local environment to help understand how different animals depend on each other. They should complete this for a range of habitats, for example, the seashore, in woodlands, the ocean or rainforest.	<b>UNIT 6: Living Things and Their Habitat</b>  Animals and plants live in a habitat to which they are suited which means that animals have suitable features that help them move and find food and plants have suitable features that help them to grow well. These features allows us to group animals, such as amphibians, reptiles, birds and mammals. Humans are mammals and have body parts which are suited to their environment.  The habitat provides the basic needs of the animals and plants – shelter, food and water. Within a habitat there are different micro-habitats e.g. in a woodland – in the leaf litter, on the bark of trees, on the leaves. These micro-habitats have different conditions e.g. light or dark, damp or dry. These conditions affect what plants and animals live there. The plants and animals in a habitat depend on each other for food and shelter etc.  It is important that animals taken away from their habitat are returned safely to

		important in preventing infections and illnesses.				increase their chance of living longer/survival.
History/ Geog	<p><u>Term 1</u></p> <p>Children will talk about how transport changed over time and how these developments change people's lives and lifestyles.</p> <p>Children will learn about the first tank linked to local history and the sculpture in Lincoln. The children will learn about other significant inventions with the first car (Karl Benz) and comparing how cars have changed from then to now and how bicycles have changed with the development of the rubber tyre. They will learn about the first flight with the Wright brothers and the development of Steam trains- George Stephenson. Children will sequence these events on a timeline.</p>	<p><u>Term 2</u></p> <p>Geography- Mapping and movement. Children take part in local fieldwork and complete a tally chart looking at the traffic in Ingham at different times of day. They draw simple maps that use symbols and a key. They can give and receive directions.</p>	<p><u>Term 1</u></p> <p>Geography- Children will use photographs (including aerial pictures), google maps and fieldwork to recognise landmarks.</p> <p>Children will name and locate the four Countries and their surrounding bodies of water and capital cities of the UK on a simple map. They will be able to identify some of their landmarks.</p> <p>They will learn how these cities are different to Ingham village, recognising some similarities and difference such as more shops, more houses.</p>	<p><u>Term 2</u></p> <p>Nurturing Nurses Who were Florence Nightingale, Edith Cavell and Mary Seacole? What did they do and why are they remembered? (hygiene and nurse training link to today) Compare how the social status and colour of skin changed Florence and Mary's experiences.</p>	<p><u>Term 1</u></p> <p>Look at a map of Africa and one of Europe, talk about different animals, food, lifestyle and weather. Zoom in on Zimbabwe and look at photographs to make comparisons.</p>	<p><u>Term 2</u></p> <p>The Great Fire of London</p> <p>Significant historical event</p> <p>How, when and where did it start? Consider reasons why the fire spread and lasted so long. Children will learn about the after effects and how London changed to what we have today.</p>
DT/Art	<p><b>Portraits</b></p> <p>Explore texture with paint and blocks of colour using the Van Gogh portrait as inspiration. Use sketch books to practice layering paint and talking about the effect it makes. Learn about and explore impressionist painters. Contrast and compare with Kilmnt a symbolist painter. Children produce a piece in the style of one of these artists</p>	<p><b>Book Based Art</b> (Check curriculum unit order for this)</p> <p>Mixed Media Opportunity</p> <p>Design a front cover/ dust jacket A2 size</p> <p>Using mixed media eg chalk and oil pastels, watercolours and or ink</p>	<p><b>Exploring Pattern, Shape and Colour</b></p> <p>Historical art- look at stone age cave art and create own learning techniques with chalk and oil pastels to create effects.</p> <p><b>D&amp;T:</b></p> <p>Design and sew a soft toy for cave baby using running stitch. Explore fabric and learn how to make a simple running stitch.</p>	<p><b>D&amp;T:</b></p> <p>Pop up Rome landmark</p> <p>Roman mosaic/ painting a volcano eruption.</p> <p><b>Exploring the Natural World</b></p> <p>Exploring the natural world</p> <p>Printing from natural objects into clay tiles</p>	<p><b>Exploring Sculpture through design and making:</b></p> <p>Exploring sculpture and design through making</p> <p>Exploring vessels and pattern</p> <p>Make a vessel from Modroc and/ or paper mache cast against small balloons and decorate with patterned paper that they have made</p>	

	<p>and talk about their preferences and emotions.</p> <p>.Van Gogh  <a href="https://www.pinterest.co.uk/vangoghgallery1/van-gogh-lesson-plans/">https://www.pinterest.co.uk/vangoghgallery1/van-gogh-lesson-plans/</a>  <a href="https://www.nga.gov/education/teachers/lessons-activities/self-portraits/van-gogh.html">https://www.nga.gov/education/teachers/lessons-activities/self-portraits/van-gogh.html</a></p> <p>Klimt  <a href="https://www.pinterest.co.uk/patty_palmer2/gustav-klimt-art-projects-for-kids/">https://www.pinterest.co.uk/patty_palmer2/gustav-klimt-art-projects-for-kids/</a></p> <p>Key vocabulary:  gold leaf, highlight, impressionist, mural, wall painting, landscape, symbolist, phase, bright, pastel, warm, cold, light, dark,</p>			<p>Key language</p> <p>Print</p> <p>Impress</p> <p>Position</p> <p>Effect</p> <p>Overlay</p>	<p><b>D&amp;T:</b></p> <p>Creating a circuit and make a lighthouse with a switch.</p>	
<p><b>Computing</b></p>	<p><b>IT Around Us</b></p> <ul style="list-style-type: none"> <li>• Look at information technology at school and beyond.</li> <li>• Investigate how information technology improves our world.</li> <li>• Learn about using information technology responsibly.</li> </ul>	<p><b>Digital Photography</b></p> <ul style="list-style-type: none"> <li>• Recognise that different devices can be used to capture photographs.</li> <li>• Gain experience capturing, editing, and improving photos.</li> <li>• Use this knowledge to recognise that images they see may not be real.</li> </ul>	<p><b>Making Music</b></p> <ul style="list-style-type: none"> <li>• Use a computer to create music.</li> <li>• Listen to music and consider how music makes them think and feel.</li> <li>• Compare creating music digitally and non-digitally.</li> <li>• Look at patterns and purposefully create music.</li> </ul>	<p><b>Pictograms</b></p> <ul style="list-style-type: none"> <li>• Begin to understand what data means and how to collect using a tally chart.</li> <li>• Learn 'attribute' and use to help organise data.</li> <li>• Present data in pictograms and block diagrams.</li> <li>• Answer questions about data.</li> </ul>	<p><b>Robot Algorithms</b></p> <ul style="list-style-type: none"> <li>• Develops understanding of instructions in sequences and logical reasoning to predict outcomes.</li> <li>• Use commands in different orders to investigate how order affects outcome.</li> <li>• Develop artwork and test it for use in a program.</li> <li>• Design algorithms and then them as programs and debug them.</li> </ul>	<p><b>Intro to Quizzes</b></p> <ul style="list-style-type: none"> <li>• Begin to understand that sequences of commands have an outcome, and make predictions based on their learning.</li> <li>• Use and modify designs to create quiz questions in ScratchJr, using blocks of code.</li> <li>• Evaluate their work and make improvements.</li> </ul>

Music	<p><b>Y1 Machines</b> <b>(Unit 5)</b></p> <p><i>Music Focus: Beat</i></p> <ul style="list-style-type: none"> <li>· Play percussion instruments at different speeds (tempi)</li> <li>· Play and control changes in tempo</li> </ul> <p><b>Y1 travel and transport</b></p> <p>Children learn songs about travel and transport around the world.</p>	<p><b>Christmas Performance</b></p> <ul style="list-style-type: none"> <li>· To use voices expressively and creatively by singing songs</li> <li>· To understand how music can tell a story</li> <li>· To explore, place, create and perform vocal and instrumental sounds</li> </ul> <p><b>Y2 Toys</b> <b>(Unit 2)</b></p> <p><i>Music Focus: Beat</i></p> <ul style="list-style-type: none"> <li>· Mark beats within a four-beat metre</li> </ul>	<p><b>Y2 Pattern</b> <b>(Unit 10)</b></p> <p><i>Music Focus: Beat</i></p> <ul style="list-style-type: none"> <li>· Perform and create simple three- and four-beat rhythms using a simple score</li> <li>· Perform and create simple three- and four-beat rhythms using a simple score</li> </ul>	<p><b>Y1 Ourselves</b> <b>(Unit 1)</b></p> <p><i>Music Focus: Exploring Sounds</i></p> <ul style="list-style-type: none"> <li>· Create, respond to, place and change vocal sounds</li> <li>· Explore, create and place vocal and body percussion sounds</li> </ul> <p><b>Y2 Our Bodies</b> <b>(Unit 4)</b></p> <p><i>Music Focus: Beat</i></p> <ul style="list-style-type: none"> <li>· Chant and sing in two parts while playing a steady beat</li> <li>· Listen to and repeat rhythmic patterns on body percussion and instruments</li> </ul>	<p><b>Y2 Animals</b> <b>(Unit 5)</b></p> <p><i>Music Focus: Pitch</i></p> <ul style="list-style-type: none"> <li>· Play pitch lines on tuned percussion</li> <li>· Understand and perform rising and falling pitch direction</li> <li>· Read and write simple pitch line notation</li> <li>· Combine pitch changes with changes in other elements/dimensions</li> </ul> <p><b>Y2 Travel</b> <b>(Unit 12)</b></p> <p><i>Music Focus: Performance</i></p> <ul style="list-style-type: none"> <li>· Prepare and improve a performance using movement, voice and percussion</li> <li>· Use instruments expressively in response to visual stimuli</li> <li>· Use simple musical vocabulary to describe music</li> <li>· Listen, describe and respond to contemporary orchestral music</li> <li>· Understand and play from simple notation</li> </ul>	<p><b>Y1 Water</b> <b>(Unit 12)</b></p> <p><i>Music Focus: Pitch</i></p> <ul style="list-style-type: none"> <li>· Use voices to create descriptive sounds</li> <li>· Use instruments to create descriptive sounds</li> <li>· Understand musical structure by listening and responding through movement</li> </ul> <p><b>Y2 Weather</b> <b>(Unit 9)</b></p> <p><i>Music Focus: Exploring Sounds</i></p> <ul style="list-style-type: none"> <li>· Perform a rhythmic chant and play an independent rhythm pattern accompaniment</li> <li>· Perform an updated version of a traditional nursery rhyme with a rap section</li> <li>· Listen in detail to a piece of orchestral music (e.g. identify how it depicts a season)</li> <li>· Compose music to illustrate a story</li> </ul>
	PE	GetSet4PE (Ball skills) GetSet4PE (Fitness)	<b>Football</b> GetSet4PE (Sending and Receiving)	GetSet4PE (Gymnastics) GetSet4PE (Yoga)	<b>Netball: GetSet4PE (Invasion)</b> GetSet4PE (Target Games)	<b>Tennis: GetSet4PE (Net and Wall)</b> GetSet4PE (Dance)
RE	<p><b>Ingham KS1 Unit 1</b></p> <p><b>LAS Compulsory</b></p> <p>God – Christianity <b>Believing</b></p> <p><b>Big Question:</b> What do Christians learn and understand about God through Old Testament and New Testament Bible stories?</p>	<p><b>Ingham KS1 Unit 2</b></p> <p><b>LAS Compulsory</b></p> <p>Community - Christianity <b>Living</b></p> <p><b>Big Question:</b> What do Christians do to express their beliefs?</p>	<p><b>Ingham KS1 Unit 3</b></p> <p><b>LAS Compulsory</b></p> <p>God – Islam <b>Believing</b></p> <p><b>Big Question:</b> What do Muslims learn about Allah and their faith through the Qur'an?</p>	<p><b>Ingham KS1 Unit 4</b></p> <p><b>LAS Compulsory</b></p> <p>Community – Islam <b>Living</b></p> <p><b>Big Question:</b> What do Muslims do to express their beliefs?</p>	<p><b>Ingham KS1 Unit 5 - Places of Worship</b></p> <p><b>LAS Additional</b></p> <p><b>Places of worship</b></p> <p><b>Believing, Living, Thinking</b></p> <p><b>Big Question:</b> Why are places of worship important in religions?</p>	
Class Assembly Theme PSHE	<b>Respecting ourselves and others</b>		<b>Growth Mind-set</b>		<b>Looking after our mental health</b>	
PSHE/RSE	<b>Families and Friendships</b>	<b>Safe Relationships</b>	<b>Belonging to a Community</b>	<b>Money and Work</b>	<b>Growing and Changing</b>	<b>Keeping Safe</b>
		Managing secrets; resisting pressure and getting help;	Belonging to a group; roles and			Safety in different environments; risk and
	Recognising things in common and differences; playing and working cooperatively; sharing opinions				<b>Sports Week: Physical Health and Mental Wellbeing</b> – Why sleep is important; medicines and keeping healthy, keeping teeth health; managing feelings and asking for help.	

	Making friends; feeling lonely and getting help.	recognising hurtful behaviour	responsibilities; being the same and different in the community	What money is; needs and wants; looking after money.	Growing older; naming body parts; moving class or year	safety at home; emergencies.
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Y1 & Y2	Year B - KS1					
KS1	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>
Possible titles	<b>One Giant Leap</b>	<b>China</b>	<b>Ice Explorers</b>	<b>Ice Worlds</b>	<b>Things that Grow</b>	<b>Things that Grow</b>
Book Spine	The Darkest Dark by Chris Hadfield The Man on the Moon by Simon Bartram Curiosity by Markus Motum Hidden Figures by Margot Lee Shetterly and Laura Freeman	The Firework Maker's Daughter by Philip Pullman Mooncakes by Lorreta Seto	Shackleton's Journey Lost and Found by Oliver Jeffers	The Penguin Who Wanted to Find Out Jill Tomlinson & Paul Howard Author Focus: Jill Tomlinson Somebody Stole Stanley by Sarah Robert	George's Marvellous Medicine by Roald Dahl Author Focus: Roald Dahl	The Tunnel by Anthony Browne Author Focus: Anthony Brown: Voices in the Park, Hansel and Gretel, Into the Forrest
English units: Grammar is mapped out within each unit. KS1 pupils continue to use RWInc Get Writing until off programme.	Unit 1: To <b>entertain</b> Narrative Adventure Story, set in space Unit 2: To <b>entertain</b> To write a diary entry. Recount informal Unit 3: To <b>entertain</b> Poetry ??/	Unit 4: To <b>inform</b> Non -Chronological Report Unit 5: To <b>entertain</b> To write an informal letter. Unit 6: To <b>entertain</b> Poetry: Shape and Diamante Linked to Christmas/Winter	Unit 7: To <b>inform</b> : To write a biography. (about Ernest Shakelton) Unit 8: To <b>persuade</b> Job application. (Formal) Unit 8: To <b>entertain</b> . Lost and Found: Write a different version of the story changing the lost item.	Unit 9: To <b>inform</b> : Instructions Unit 10: To <b>persuade</b> Persuasive Leaflet To persuade people to recycle plastic/look after our planet. Unit 11: To <b>entertain</b> Poetry: Riddles	Moderation Window: (all units this term are suggestions/flexible in order to meet the needs of the children) Unit 12: To <b>entertain</b> : To write a <b>character description</b> . (e.g unpleasant adult – grandma) Compare to the Twits. Unit 13: To <b>inform</b> . Instruction Writing: How to make George's Marvellous Medicine.	Unit 14: <b>inform</b> Non-Chronological Report: Castles Unit 15: To <b>entertain</b> To write and perform a playscript. Based on a well-known fairy tale Unit 16: To <b>entertain</b> : To invent and describe a fantasy land. Setting description
Science	<b>UNIT 7: Animals including humans</b> Humans have specific body parts which are adapted to the environment and our way of living. Children should be able to label these (head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) and associate these with the five human senses. It is important that humans exercise to ensure these	<b>UNIT 8 KS1 Uses of everyday materials</b> All objects are made of one or more materials that are chosen specifically because they have suitable properties for the task Objects made of some materials can be changed in shape by bending, stretching, squashing and twisting. For example, clay can be shaped by squashing, stretching, rolling, pressing etc. This can be a property of the material	<b>Unit 9 Plants:</b> Children will be able to name common names of plants and trees. Pupils might work scientifically by: observing closely, perhaps using magnifying glasses, and comparing and contrasting familiar plants; describing how they were able to identify and group them, and drawing diagrams showing the parts of different plants including trees. Pupils should use the local environment to observe how plants grow. Pupils should be introduced to the	<b>UNIT 10 Seasonal Change</b> In the UK, the day length is longest at mid-summer (about 16 hours) and gets shorter each day until mid-winter (about 8 hours) before getting longer again. The weather also changes with the seasons. In the UK, it is usually colder and rainier in Winter and hotter and dryer in the	Scientific skills investigative focus	<b>UNIT 11: Basic Needs of Animals and Offspring</b> Animals including humans have offspring which grow into adults. In humans and some animals these offspring will be young, such as babies or kittens, that grow into adults. In other animals, such as chickens or insects, there may be eggs laid that hatch to young or other stages which then grow to adults. The young of some animals do not look like their parents e.g.

Commented [HL1]: Plants moved so things that grow no longer works.

	<p>needs are met and we stay healthy.</p> <p>Animals also have features which makes them suitable for a specific habitat. Children should learn about the structure of a fish, amphibian, reptile, bird and mammal (including pets).</p>	<p>or depend on how the material has been processed e.g. thickness.</p>	<p>requirements of plants for germination, growth and survival, as well as the processes of reproduction and growth in plants.</p>	<p>Summer. The change in weather causes many other changes; some examples are numbers of mini-beasts found outside, seed and plant growth, leaves on trees and type of clothes worn by people.</p>		<p>tadpoles. All animals including humans have basic needs of feeding, drinking and breathing that must be satisfied in order to survive, and to grow into healthy adults they also need the right amounts and types of food and exercise. Good hygiene is also important in preventing infections and illnesses.</p>
History/ Geog	<p><b>Space Race</b></p> <p>Changes within living memory: space race. Moon landings.</p> <p>Significant Individuals: Neil Armstrong, Katherine Johnson.</p> <p>Identify <b>key countries and continents</b> involved in the space race in atlases, including UK and Lincoln/Ingham.</p>	<p><b>China:</b></p> <p>Children will learn about the location and geography of the People's Republic of China, the culture, schooling, and the landmark of the Great wall of China, Children will compare how China is similar and different to UK.</p>	<p><b>Ice Explorers</b></p> <p>Children will find out about the seasonal and daily weather in cold areas (Arctic and Antarctic) of the world and compare with the UK;</p> <p>They will identify the continents and oceans of the world using world maps to identify the UK and other continents.</p> <p>They will compare and know about the lives and achievements of Shackleton and Norgay expeditions and Matthew Henson. They will consider the effects of human activity on these landscapes.</p>		<p><b>Mapping The world</b></p> <p>Children make links between their learning, finding the places they have studied on a globe or map (China, Antarctica, America, Russia) and comparing and contrasting what it would be like to live in those places studied. Children will decorate a map to share their knowledge through pictures and labels. Children will be able to name the 7 continents and 5 oceans of the world.</p>	<p><b>Castles</b></p> <p>–link to local history and the significance of Lincoln.</p> <p>Children will find out about the Magna Carta</p> <p>And learn about the 2 significant battles here and how William the Conqueror ordered the building of Lincoln Castle in 1068.</p>
DT	<p><b>Moving Parts:</b></p> <p>Create moon buggies with moving wheels on an axles.</p>		<p><b>Stable Shelters</b></p> <p>Waterproofing testing</p>		<p><b>Perfect Pizzas:</b> Grow the ingredients for a pizza and make pizzas.</p>	
Art	<p><b>Observational Drawing</b></p> <p><a href="https://theartling.com/en/artzine/10-artists-capturing-nature-their-works/">https://theartling.com/en/artzine/10-artists-capturing-nature-their-works/</a></p> <p>Observational drawing with a focus on textures both natural and manmade</p> <p>Children will use a variety of media including pencils, ink, pastels to draw a variety of textures from observation.</p> <p>Careful observation and expansion of sections of textures can be used.</p> <p>Children can explore and draw a variety of textures and weaves eg basket weaves, barks, feathers as well as man made objects.</p>	<p><b>Paint</b></p> <p>Create willow pattern designs on paper plates, exploring colour tints and brush techniques.</p> <p><b>Exploring Textures and Textiles</b></p> <p>Children to explore textures and textiles with a focus on weaving with a variety of different materials</p> <p>Children to explore the techniques of wax resist onto fabric, tie dye and experiment with natural dyes then use running stitch and buttons etc to embellish</p> <p><a href="https://www.tyedyemary.com/">https://www.tyedyemary.com/</a> <a href="https://www.craftscouncil.org.uk/stories/twelve-titans-thread">https://www.craftscouncil.org.uk/stories/twelve-titans-thread</a></p>	<p><b>Book Based Art</b></p> <p>Mixed Media Opportunity</p> <p>Design a front cover/ dust jacket A2 size</p> <p>Using mixed media eg chalk and oil pastels, watercolours and or ink</p>	<p><b>Exploring Landscapes</b></p> <p>Exploring Landscapes and Cityscapes</p> <p>Suggested starting points</p> <p><a href="http://www.twinkl.co.uk/resources/planit-art-primary-teaching-ks1-landscapes-and-cityscapes">www.twinkl.co.uk/resources/planit-art-primary-teaching-ks1-landscapes-and-cityscapes</a></p> <p>Key Language</p> <p>Background</p> <p>Foreground</p> <p>Distance</p> <p>Colour Wash</p> <p>Perspective</p>	<p><b>Exploring the Natural World</b></p> <p>Exploring the natural world</p> <p>Printing from natural objects into clay tiles</p> <p>Key language</p> <p>Print</p> <p>Impress</p> <p>Position</p> <p>Effect</p> <p>Overlay</p>	<p><b>Exploring Sculpture through Design and Making</b></p> <p>Exploring sculpture and design through making</p> <p>Exploring vessels and pattern</p> <p>Make a vessel from Modroc and/ or paper mache cast against small balloons and decorate with patterned paper that they have made</p> <p>Key language</p> <p>Sculpt</p> <p>Sculpture</p> <p>3 dimensional</p> <p>Decorate</p> <p>Form</p> <p>function</p>

Computing	<b>Connecting Computers</b> <ul style="list-style-type: none"> <li>Develop understanding of digital devices, with focus on inputs, processes, and outputs.</li> <li>Compare digital and non-digital devices.</li> <li>Introduce computer networks, including infrastructure devices.</li> <li>Discover benefits of networking.</li> </ul>	<b>Animation</b> <ul style="list-style-type: none"> <li>Use range of techniques to create stop-frame animation.</li> <li>Apply skills to create a story-based animation.</li> <li>Add other types of media to their animation, such as music and text.</li> </ul>	<b>Desktop Publishing</b> <ul style="list-style-type: none"> <li>Use terms 'text' and 'images' and understand that they can be used to communicate messages.</li> <li>Consider careful choices of font size, colour and type to edit and improve premade documents.</li> <li>Explore how 'templates', 'orientation', and 'placeholders' support template making.</li> <li>Explore page layouts thinking carefully about purpose; evaluate how and why DTP is used in the real world.</li> </ul>	<b>Branching Databases</b> <ul style="list-style-type: none"> <li>Develop understanding of branching databases and how to create one.</li> <li>Gain understanding of attributes and how to use them to sort groups of objects by using yes/no questions.</li> <li>Create physical and on-screen branching databases.</li> <li>Evaluate effectiveness of branching databases and decide what types of data should be presented this way.</li> </ul>	<b>Sequence in Music</b> <ul style="list-style-type: none"> <li>Explore concept of sequencing in programming through Scratch.</li> <li>Introduce the programming environment</li> <li>Introduce a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences.</li> <li>Make a representation of a piano.</li> </ul>	<b>Events and Actions</b> <ul style="list-style-type: none"> <li>Explores links between events and actions,</li> <li>Move a sprite in four directions (up, down, left, and right); explore movement within context of a maze.</li> <li>Introduce programming extensions, using Pen blocks.</li> <li>Draw lines with sprites and change size and colour of lines.</li> <li>Design and code own maze-tracing program.</li> </ul>
Music	<b>Y2 Ourselves (Unit 1)</b> <i>Music Focus: Exploring Sounds</i> <ul style="list-style-type: none"> <li>Develop the use of vocal sounds to express feelings</li> <li>Notate pitch shape and duration using simple line graphics</li> </ul> <b>Y2 Number (Unit 6)</b> <i>Music Focus: Beat</i> <ul style="list-style-type: none"> <li>Perform a steady beat and simple rhythms using movement, percussion, and body percussion</li> <li>Understand and differentiate between beat and rhythm</li> </ul>	<b>Christmas Performance</b> <ul style="list-style-type: none"> <li>To use voices expressively and creatively by singing songs</li> <li>To understand how music can tell a story</li> <li>To explore, place, create and perform vocal and instrumental sounds</li> </ul>	<b>Y2 Our Land (Unit 3)</b> <i>Music Focus: Exploring Sounds</i> <ul style="list-style-type: none"> <li>Identify ways of producing sounds (e.g. shake, strike, pluck)</li> <li>Match descriptive sounds to images</li> <li>Explore timbre and texture to understand how sounds can be descriptive</li> </ul>	<b>Y2 Storytime (Unit 7)</b> <i>Music Focus: Exploring Sounds</i> <ul style="list-style-type: none"> <li>Explore voices to create descriptive musical effects</li> <li>Combine sounds to create a musical effect in response to visual stimuli</li> </ul>	<b>Y1 Storytime (Unit 9)</b> <i>Music Focus: Exploring Sounds</i> <ul style="list-style-type: none"> <li>Perform a rhythmic chant and play an independent rhythm pattern accompaniment</li> <li>Perform an updated version of a traditional nursery rhyme with a rap section</li> <li>Listen in detail to a piece of orchestral music (e.g. identify how it depicts a season)</li> <li>Compose music to illustrate a story</li> </ul>	<b>Y1 Our school</b> <b>Children explore sounds in the environment and how to record them using ICT</b>
PE	<b>GetSet4PE (Ball skills)</b> <b>GetSet4PE (Fitness)</b>	<b>Football</b> <b>GetSet4PE (Sending and Receiving)</b>	<b>GetSet4PE (Gymnastics)</b> <b>GetSet4PE (Yoga)</b>	<b>Netball: GetSet4PE (Invasion)</b> <b>GetSet4PE (Target Games)</b>	<b>Tennis: GetSet4PE (Net and Wall)</b> <b>GetSet4PE (Dance)</b>	<b>Cricket: GetSet4PE (Striking and Fielding)</b> <b>GetSet4PE (Athletics)</b>
RE	<b>Ingham KS1 Unit 6</b> <b>LAS Compulsory</b> Being Human – Islam <b>Believing</b> <i>Big Question: What does the Qur'an say about how Muslims should treat others and live their lives?</i>	<b>Ingham KS1 Unit 7</b> <b>LAS Compulsory</b> Life Journey – Islam <b>Living</b> <i>Big Question: How do Muslim's show they belong to their community?</i>	<b>Ingham KS1 Unit 8</b> <b>LAS Compulsory</b> Being Human – Christianity <b>Believing</b> <i>Big Question: What does the Bible say about how Christians should treat others and live their lives?</i>	<b>Ingham KS1 Unit 9</b> <b>LAS Compulsory</b> Life Journey – Christianity <b>Living</b> <i>Big Question: How do Christian's show they belong to their community?</i>	<b>Ingham KS1 Unit 10</b> <b>LAS Additional</b> <b>Thankfulness</b> <i>Believing, Living, Thinking</i> <i>Christianity, Islam E.g. harvest in Christianity,</i>	

<p>Class Assembly Theme  PSHE</p>	<p><b><u>Respecting ourselves and others</u></b></p> <p><b>Respecting ourselves and others:</b> Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</p>		<p><b><u>Growth Mind-set</u></b></p>		<p><b><u>Looking after our mental health</u></b></p> <p><b>Sports Week: Physical Health and Mental Wellbeing</b> – Health choices and habits, what affects feelings; expressing feelings</p>	
<p>PSHE</p>	<p><b><u>Families and Friendships</u></b></p> <p>What makes a family; features of family life.</p>	<p><b><u>Safe Relationships</u></b></p> <p>Personal boundaries; safely responding to other; the impact of hurtful behaviour.</p>	<p><b><u>Belonging to a community</u></b></p> <p>The value of rules and laws; rights, freedoms and responsibilities.</p>	<p><b><u>Money and Work</u></b></p> <p>Different Jobs and skills; job stereotypes; setting personal goals.</p>	<p><b><u>Growing and Changing</u></b></p> <p>Personal strengths and achievements; managing and reframing setbacks.</p>	<p><b><u>Keeping Safe</u></b></p> <p>Risks and hazards; safety in the local environment and unfamiliar places.</p>