

Cycle 1 for Year 1 and 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Outdoor Learning Experience	Visit The Common and do a blindfolded activity and a listening activity to focus in on senses.	Go on a walk and look at the materials used in the outdoor world around us. <u>Singing at Glebe Court.</u>	Visit to the Secret Garden to look at the signs of the seasons.	Teddy bear teepees on The Little Common.	Outdoor prayers for thankfulness and serving God with our responsibility of the planet.	Use of outdoor space to test DT moving cars. Look at cars passing – pollution. Sports Day
English	Text: George's Marvellous Medicine Outcome: Instructions Text Type: Non-Fiction	Text: The Elves and the Shoemaker Outcome: Retell traditional tales Text Type: Fiction	Text: The Twits Outcome: Narrative - new chapter of the Twits Text Type: Fiction	Text: Eggs and Chicks Outcome: Explanation text - life cycle of a chick Text Type: Non-fiction	Text: Hurt no living thing Outcome: Minibeast poetry Text Type: Poetry	Text: Just a bit of wind Outcome: character descriptions and pirate adventure stories Text Type: Fiction
Phonics	Year 1: Recap set 1 and 2 sounds and check that children can read simple sentences from RWI texts AND write dictated sentences based on GPCs that have been taught Year 2: Recap set 1 2 and 3 sounds and check that children can read simple sentences from RWI texts AND write dictated sentences based on GPCs that have been taught	Year 1: a, e, i, o, u ay, ee All of set 1- blending to read simple sentences Year 2: ar, or, oor, ore, air, ir, ou, air, air	Year 1: igh, ow, oo, ay, ee, igh, ow Year 2: ee, ea, e, y, igh, i-e, ie, i o-e, a-e.	Year 1: oo, oo, ar, or, air, ir, ou Year 2: oo, ue, u-e, oor, ore, aw, are, air, ir, ur, er, ou, ow, ay, a-e, ai, aigh, a	Year 1: a, e, i, o, u ay A longer read of mostly Set 1 to build up reading fluency Year 2: ow, o-e, oa, o, oo, u-e, ue, ew, ire, ear, ure, ture, tion, ous, cious, tious, able, ible, ably, ibly	Year 1: ee, igh, ow, oo, oo, ar, or, oor ore, air Year 2: Suffixes, common homophones, near homophones, possessive apostrophes, contracted word forms and comprehension .
Maths	Year 1: place value, number bonds, 4 operations Year 2: place value, number bonds, 4 operations	Year 1: reading and writing numbers to 100. Language of more and less. Missing number problems. Fractions ($\frac{1}{2}$), Number Year 2: Comparing and ordering numbers. Estimation Inverse. Fractions ($\frac{1}{2}$ $\frac{1}{4}$ $\frac{1}{8}$) Number	Year 1: Multiplication and division. Time. Coins and money. Measure. Year 2: Multiplication and division including 2,5,10 knowledge. Time. Coins and money. Measure.	Year 1: Fractions. Shape. Statistics. Time Year 2: Fractions. Shape. Statistics. Time	Year 1: 4 operations Year 2: 4 operations	Year 1: Problem solving and reasoning. Place value Year 2: Problem solving and reasoning. Place value
Story Seeds			David – TRUST VALUE -God empowers. David was a young shepherd boy but God empowered him to defeat Goliath.		Moses – SERVE VALUE – God delivers. God delivered Moses as a baby and then used him to deliver the Israelites to freedom through the Red Sea.	
Science	My Body - asking simple questions and recognising that they can be answered in different ways - observing closely, using simple equipment - performing simple tests - identifying and classifying	Everyday Materials - observing closely, using simple equipment - performing simple tests - identifying and classifying - using their observations and ideas to suggest answers to questions - distinguish between an object and the material from which it was made	Seasonal Changes - 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	Materials - observing closely, using simple equipment - identifying and classifying - using their observations and ideas to suggest answers to questions - distinguish between an object and the material from which it was made - identify and name a variety of everyday materials, including	Identifying Animals - asking simple questions and recognising that they can be answered in different ways - observing closely, using simple equipment - identifying and classifying - 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)	Growing Plants - asking simple questions and recognising that they can be answered in different ways - observing closely, using simple equipment - performing simple tests - identifying and classifying

	<ul style="list-style-type: none"> - using their observations and ideas to suggest answers to questions - identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. - pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes. <p>Pupils might work scientifically by: conducting investigations linked to the senses, e.g. a smell investigation.</p>	<ul style="list-style-type: none"> - identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock - describe the simple physical properties of a variety of everyday materials - compare and group together a variety of everyday materials on the basis of their simple physical properties. <p>Pupils might work scientifically by: devising methods for testing materials to determine whether or not they are waterproof.</p> <p>Core component: Investigation: I can carry out an investigation with some accuracy and record my observations using words, pictures and non-standard units.</p>	<ul style="list-style-type: none"> - gathering and recording data to help in answering questions - observe changes across the four seasons - observe and describe weather associated with the seasons and how day length varies. <p>Pupils might work scientifically by: completing given pictograms using given sets of data to show changes in weather, or frequency of different types of clothes worn during each season.</p>	<ul style="list-style-type: none"> wood, plastic, glass, metal, water, and rock - describe the simple physical properties of a variety of everyday materials - compare and group together a variety of everyday materials on the basis of their simple physical properties. - find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching <p>Pupils might work scientifically by: grouping materials in different ways, identifying and describing some common toys that have different properties.</p> <p>Core component: Research: I can use simple books and websites to find things out, and give my opinion about some of my findings.</p>	<p>Pupils might work scientifically by: sorting animals using Venn diagrams or tables, and collect, present and interpret data about pets or minibeasts.</p> <p>Core component: Enquiry: I can ask questions about how things are and the way they work, and suggest sources I could use or a sequence of steps I could follow to help me find out an answer.</p>	<ul style="list-style-type: none"> - using their observations and ideas to suggest answers to questions - explore and compare the differences between things that are living, dead and things that have never been alive - identify that most 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 - identify and name a variety of plants and animals in their habitats, including micro-habitats - 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 <p>Pupils might work scientifically by: plan, carry out and evaluate an investigation into the conditions that affect germination.</p>
Art	<p>Self portrait</p> <ul style="list-style-type: none"> - to use a range of materials creatively to design and make products - to use drawing to develop and share their ideas, experiences and imagination To use painting to develop and share their ideas, experiences and imagination - to use 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, 		<p>Colour creations</p> <ul style="list-style-type: none"> - to use a range of materials creatively to design and make products - to develop and wide range of art and design techniques in using colour, pattern, textile, line, shape, form and space - 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 <p>Ladder link: Use a variety of different brush sizes and types on a range of scales e.g. large brush on large paper etc.</p>		<p>Collage</p> <ul style="list-style-type: none"> - to use a range of materials creatively to design and make products - to use drawing to develop and share their ideas, experiences and imagination - to use painting to develop and share their ideas, experiences and imagination - to use sculpture to develop and share their ideas, experiences and imagination - 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 <p>Ladder link: Use a variety of tools and media, inc. pencils, Begin to explore the use of line, shape and colour COMBINE WITH ASPECTS OF COLLAGE: Use a wide variety of media, including photocopied material, fabric, plastic, tissue, magazines, crepe paper, to create a textured collage linked to topics studied</p>	<p>3D form papier mâché</p> <p>Ladder link: Make a simple papier mâché object. I can combine materials with increasing confidence.</p> <p>NC link: to use drawing painting and sculpture to develop and share their ideas, experiences and imagination.</p>

	<p>line, share, form and space</p> <p>- about the work of a range of arts, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p> <p>Ladder link: Use a variety of tools and media, inc. pencils,</p> <p>Begin to explore the use of line, shape and colour</p> <p>Artist link: Paul Cezanne and Vincent Van Gogh</p> <p>Core Component:</p> <p>Sketching: I can use a sketchbook, drawing for a sustained period of time to explore line, shape, and colour</p> <p>Exploring and developing ideas: I can talk about some of the things I like and dislike about Van Gogh's portrait style.</p>		<p>Artist link: Piet Mondrian and Wassily Kandinsky</p> <p>Core Component:</p> <p>Exploring and developing ideas: I can talk about some of the things I like and dislike about Kandinsky's style of art.</p>		<p>Core Component:</p> <p>Sketching: I can use a sketchbook, drawing for a sustained period of time to explore line, shape, pattern and colour.</p>	
DT	N/A	<p>Sewing and combining materials</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>- select from and use a range of tools and equipment to perform practical tasks</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>- explore and evaluate a range of existing products</p> <p>- evaluate their ideas and products against design criteria</p> <p>Ladder links:</p> <ul style="list-style-type: none"> Develop their design ideas through discussion, 	N/A	<p>Food technology</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>- select from and use a range of tools and equipment to perform practical tasks</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>- explore and evaluate a range of existing products</p> <p>- evaluate their ideas and products against design criteria</p> <p>- use the basic principles of a healthy and varied diet to prepare dishes</p> <p>- understand where food comes from</p>	N/A	<p>Resistant materials</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>- select from and use a range of tools and equipment to perform practical tasks</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>- explore and evaluate a range of existing products</p> <p>- evaluate their ideas and products against design criteria</p> <p>- explore and use mechanisms (e.g. levers, sliders, wheels and axles), in their products</p> <p>(shoe box vehicle and dowel and wheel axel)</p> <p>Ladder link:</p> <ul style="list-style-type: none"> Evaluate their product by asking questions about what they have made and how they have gone about it

		<p>observation, drawing and modelling</p> <ul style="list-style-type: none"> Identify simple design criteria, applying findings from their earlier research Make simple drawings and label parts Assemble, join and combine materials in order to make a product Choose and use appropriate finishing techniques to improve the appearance of their product Cut, shape and join fabric to make a simple garment. Begin to use a running stitch to join simple fabrics and pre-cut shapes eg puppets <p>Core components: Design: I can generate ideas for my elf coat based on criteria required for a fashion show and draw a simple picture of my final design</p>		<p>Ladder link:</p> <ul style="list-style-type: none"> Combine materials/ingredients in order to make a product Select and use appropriate fruit and vegetables, processes and tools Follow safe procedures for food safety and hygiene Understand where food comes from. <p>Core components: Evaluate: I can talk about the strengths and weaknesses of my cake against the design criteria (e.g. flavour, appearance.)</p>		<ul style="list-style-type: none"> Evaluate against their design criteria Evaluate their products as they are developed, identifying strengths and possible changes they might make Build structures exploring how they can be stronger, stiffer and more stable Explore and use mechanisms (for example, levers, sliders, wheels and axles) in their products Make their design using appropriate techniques and begin to select tools and materials; use vocab' to name and describe them Measure, cut and score with some accuracy for woodwork (egg box cars) Use hand tools safely and appropriately
Geography	<p>Our School And Local Area</p> <p>Key Knowledge: What is a community? That school is a community. Schools have a fixed geographical location – with an address, place on a map, postcode etc What the geographical features of our school are e.g fences, paths, buildings etc Name different areas within our school e.g. school hall, classrooms, reception etc How is the school linked (interconnectedness) to other places e.g. the church, their homes Be able to say our School is in Highfield which is part of Southampton (a City) which is in the UK AND be able to find the UK on a world map. Be able to locate Southampton on a Map of the UK using the island IOW as a landmark to identifying Southampton.</p>		<p>Weather: Home and Away</p> <p>Key Knowledge: Understand weather varies from day to day What makes up weather – rain, wind, hale etc The difference between weather (day to day) and climate (long term weather pattern). Name the four seasons in the UK and the expected weather pattern. Understand weather pattern in reversed for the southern hemisphere. Read/interpret charts and diagrams to read the weather. Understand the connection between weather and everyday life Name examples of cold places e.g. Antarctica and say why they are cold. Name examples of warm places and explain why they are warm. Understand and name following types of climate: polar, desert and equatorial</p> <p>INCLUDE FIELDWORK SKILLS Weather collection becomes a part of routine learning for the rest of the year.</p>	<p>Geography element within History unit: Children to know where Southampton and New York are and the Titanic's Journey inc where the Iceberg was.</p> <p>Link to the unit on weather just completed – why are there icebergs in the sea and would you find an iceberg in the Solent?</p> <p>School Trip</p>	<p>Routes and Journeys Swallows Migration to Africa</p> <p>Key Knowledge: Explain the difference between a route and a journey. Explain a route that they make within their locality. Talk about a journey they have made e.g. holiday. Understand that migration is a journey. Map migration journeys e.g. animals/human. Continents and oceans Swallows migrate to Africa</p> <p>WEBSITE: RSPB – migration route map BOOK: Snail and the whale – round the world BOOK: Rosies Walk – route map MAP SKILLS BOOK Circle by Jeannie Baker (This is a really lovely book, great illustrations and good links to other areas of KS1 geography ie towns/settlements, Emma F has it if you want a look)</p> <p>NC - Name and locate seven continents and 5 oceans and use an atlas.</p> <p>Substantive Concepts:</p>	<p>Geography element within History unit: Children to know/be shown where England (nightingale),Italy (nightingale) Jamaica (Seacole) and the Crimean Peninsula is/was.</p>

	<p>Local Area: What is our local area? (usually defined by places easily reached on foot so we can probably include Portwsod and the common which would give good examples of different land use) Name human and physical features of our local area.</p> <p>INCLUDE FIELDWORK SKILLS – teach Map skills Geography trip – LOCAL AREA (no cost involved)</p> <p>NC - Name and locate seven continents and 5 oceans and use an atlas. NC – I can identify physical features</p> <p>Substantive Concepts: Place, Space, Interconnectedness, Environment (Hu/phy), Environmental impact/sustainability, Cultural awareness/diversity</p> <p>Core Component: I can talk about my own and others' effects on the environment for good and bad. I can identify physical features such as beaches, cliffs, forests, hills and mountains.</p> <p>Enquiry: Where is our school and what is it like? How do we get to school and what is the safest route? What do we mean by our local area? What are the key features of our local area?</p> <p>Links: Link to next history topic</p>		<p>NC - Name and locate seven continents and 5 oceans and use an atlas.</p> <p>Substantive Concepts: Place, Space, Interconnectedness, Environment (Hu/phy), Environmental impact/sustainability, Cultural awareness/diversity</p> <p>Core Component: I can name and locate the seven continents and five oceans and use an atlas.</p> <p>Enquiry: How do we, measure and record the weather? What do we expect the weather to be like in different seasons? What is the relationship between climate and habitat?</p>		<p>Place, Space, Interconnectedness, Environment (Hu/phy), Environmental impact/sustainability, Cultural awareness/diversity</p> <p>Core Component: I can talk about my own and others' effects on the environment for good and bad. I can name and locate the seven continents and five oceans and use an atlas.</p> <p>Links: Our school and local area (CY 1) UK regions (CY2) Transport -Brunel (History topic)</p>	
History		Highfield School Through The Years		Titanic	Nurses Through The Years:	

		<p>Changes within living memory</p> <p>Local Link: Specific link to our school. Local speakers who are ex-pupils can talk about what school was like for them, and school records produced for the school's centenary can be used.</p> <p>Key Knowledge: - 150+ years - Junior department is around 50 years old - Used to just be at the infant department - Able to recall some key construction differences between the two e.g. ceiling and window height, different entrances, 'housiness' of the department etc etc, big hall - Children were evacuated to the countryside to be safe during the war (great-grandparents' time) - School life in Victorian times – similarities and differences in terms of lessons, uniform, discipline, transport to and from school etc</p> <p>[NB: Look in cupboard in JD for lots of info and records – more key knowledge could come from this.]</p> <p>Substantive Concepts: City Settlement Society</p> <p>Enquiries: How does the construction of the modern Infant and Junior departments reflect the era they were built in? How has Highfield School changed over time?</p> <p>Links: Lesson(s) on evacuation during WW2 can provide links to Cycle 2's Remembrance topic and the D-Day / Battle of Britain learning done in Year 5/6 as well as Year 3/4 Southampton Over Time.</p>		<p>Significant historical events, people and places in their own locality</p> <p>Local Link: Titanic sailed from Southampton and numerous crew members were residents of the city. Trip to Sea City Museum.</p> <p>Key Knowledge: - Just over 100 years ago - Lots of local families were affected - Was sailing from Southampton to New York - Differences between first- and third-class accommodation, activities and food on board. - Hit an iceberg and sank midway - Not enough lifeboats and lots of people died - After this, ships had to have enough lifeboats for everyone captain passenger unsinkable</p> <p>Vocabulary: lifeboat iceberg voyage engine crew class steerage capacity navigate funnel wreckage survivor propeller disaster collision Carpathia Atlantic Cherbourg Belfast New York Ismay Smith White Star</p> <p>Substantive Concepts Power Society Voyage How were things different for the rich and the poor on the Titanic?</p> <p>Enquiries: How did the Titanic disaster change the history of sea travel?</p> <p>Links: Similar to The Great Fire of London topic, this show children how a change in society can come about through great tragedy. The time period is close to that studied in the Nurses Through Time and Queen Victoria units.</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements</p> <p>Local Link: Florence Nightingale grew up in Hampshire and was later critical of the Netley Abbey hospital design. Mary Seacole wing at Royal South Hants hospital. A local nurse can be invited into school to talk about their role now.</p> <p>Key Knowledge: Florence Nightingale: - 'Lady with the lamp' who checked up on patients at night - Lived in the Victorian times (over 100 years ago) - She was a nurse during a war abroad. - Unlike many other girls at the time, she had a good education. - Hospitals became cleaner thanks to her - She didn't like the design of Netley Hospital because of its small wards and limited ventilation.</p> <p>Mary Seacole - Born before Florence Nightingale but helped in the same war - From Jamaica (part of the British Empire) - Looked after sick people in Jamaica - Wanted to help Florence Nightingale in the war but was turned down, but she went and helped out anyway. - Rode into battle to help soldiers from both sides.</p> <p>- General facts about nurses' roles today vs during the Victorian times</p> <p>Substantive Concepts: Conflict Empire Military Power War How is nursing today similar to, and different from, nursing in the past?</p> <p>Enquiries: How did Florence Nightingale change the history of nursing?</p> <p>Links: Comparison to Queen Victoria as another significant individual from the same time period.</p>
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Computing	<p>Say what an Algorithm is Check there work for mistakes (delay) Plan and Check an algorithm</p> <p>Beebot</p> <ul style="list-style-type: none"> Write and follow step by step instructions (Can be pictorial) Program a Beebot to reach a destination <p>WORD PROCESSING - Have some knowledge of the location of letters and symbols on the keyboard. Save their work in their folder.</p> <p>Blogging – (school blog) understand locate their own blog;</p> <ul style="list-style-type: none"> understand how to blog safely and responsibly. upload photos to a blog. log in and post a blog or comments <p>Core component: Programming: I can program at least five instructions on a Beebot.</p> <p>e-Safety:</p> <ul style="list-style-type: none"> know how to safely search for information online; choose appropriate websites for their age. search using the words "for kids" identify search results that will give some useful information 	<p>Word Processing - Make text bold, italic or underline.</p> <ul style="list-style-type: none"> Format the font. Edit text using backspace, delete and the arrow keys. Select single words Select text in different ways. <p>E-Safety - know when to ask an adult for advice about accessing a website;</p> <ul style="list-style-type: none"> know what to do if a website makes them uncomfortable; talk about what people might want to know about a website; <p>Pupils will use technology purposefully to create, organise, store, manipulate and retrieve digital content, where they will create a video.</p> <p>Explore E-Safety - identify websites suitable for their age</p> <p>Beebot</p> <ul style="list-style-type: none"> Write and follow step by step instructions (Can be pictorial) Program a Beebot to reach a destination 	<p>Word processing: Type with two hands.</p> <ul style="list-style-type: none"> Use shift, space and enter correctly. Use undo and redo. <p>Use 'Book Creator' to create a video page</p> <ul style="list-style-type: none"> Insert pages, add and type in a text box Share completed work Format text and text boxes Search for files on the computer. <p>E-Safety - know how to safely search for information online; choose appropriate websites for their age. Continuous learning – Word processing – Word.</p>	<p>WORD PROCESSING - Have some knowledge of the location of letters and symbols on the keyboard. Save their work in their folder</p> <p>Use 'Book Creator' to create a video page</p> <p>Reorder pages and present their Presentation</p> <p>Set windows side by side. Share completed work Add images, sounds and drawings, including video</p> <p>E-Safety - know how to safely search for information online; choose appropriate websites for their age. Continuous learning – Word processing – Word.</p> <p>Core component: E-safety: I can identify possible dangers online and identify websites suitable for my age.</p>	<p>Word Processing - Make text bold, italic or underline.</p> <ul style="list-style-type: none"> Format the font. Edit text using backspace, delete and the arrow keys. Select single words Select text in different ways. <p>Create and debug simple programs. Logo/Turtle</p> <ul style="list-style-type: none"> Draw different lines of different lengths using the FD command Turn the Turtle using rt90 and lt90 Draw squares and rectangles <p>E-Safety - talk about what people might want to know about a website; give their opinion about a website; say what they like and dislike about a website; begin to consider who a website could be aimed at.</p> <p>Core component: Programming: I can program at least five instructions on a Logo.</p>	<p>Word processing Type with two hands.</p> <ul style="list-style-type: none"> Use shift, space and enter correctly. Use undo and redo. <p>Create and debug simple programs. Logo/Turtle</p> <ul style="list-style-type: none"> Draw different lines of different lengths using the FD command Turn the Turtle using rt90 and lt90 Draw squares and rectangles <p>E-Safety - identify websites suitable for their age; know when to ask an adult for advice about accessing a website; Continuous learning – Word processing – Word.</p>

Music	<p>Singing - Join in with group singing, building a repertoire of songs.</p> <p>Play tuned and untuned instruments – focus on melody. Listens to their own compositions and that of others and suggests improvements</p> <p>Using the body to create sounds. Keep a steady pulse. Watch ‘Connect it’ (Anna Neredith, BBC Ten Pieces)</p> <p>Talk about how bodies are used to create sounds and how music was put together. Use your body to create a class piece of music (see Twinkl/ You tube links in planning)</p>	<p>Singing - Use chants and rhymes to build rhythmic capability.</p> <p>Play tuned and untuned instruments – focus on timbre</p> <p>Composing soundscapes - use music to represent feelings and emotions.</p> <p>Look at ways to represent sounds which match a graphic score.</p> <p>Explore instruments and create a dinosaur soundscape with a graphic score.</p>	<p>Singing - Use chants and rhymes to build rhythmic capability.</p> <p>Ocarina - Perform using simple graphic notation Can play simple patterns on tuned percussion instruments with increasing control Play tuned and untuned instruments with a sense of tempo and dynamics</p> <p>Perform using graphic scores and other simple notations</p>	<p>Singing - Sing with increasing awareness of pitch, demonstrating the shape of the melody</p> <p>Ocarina - Perform using simple graphic notation Can play simple patterns on tuned percussion instruments with increasing control Play tuned and untuned instruments with a sense of tempo and dynamics</p> <p>Perform using graphic scores and other simple notations</p>	<p>Singing - Sing with increasing awareness of pitch, demonstrating the shape of the melody</p> <p>Saint-Saens <i>Carnival of the Animals</i> – <i>listening to the music and appreciating Pitch</i>. Identify changes in music and respond with movement. Listens to a range of high-quality music identifying key instruments, changes in pitch and tempo, leading to understanding the effect of these changes on the piece itself.</p>	<p>Singing - Sing unison songs with control and simple rounds with an awareness of how the part should fit</p> <p>Composing – Soundscapes - music that represents weather - focus on duration and tempo. Listens to their own compositions and that of others and suggests improvements</p> <p>Listen to Britten’s Storm and extract from Beethoven’s Pastoral Symphony. How do they represent a storm?</p>
PE Games through PPA provider	<p>Gym</p> <p>Copies and explores basic movements with some control and coordination. Can perform different body shapes Can use equipment safely Balances with some control Can comment on own and others performance Can describe the effect exercise has on the body Can explain the importance of exercise and a healthy lifestyle</p> <p>Games – Team Spirit</p> <p>Core component: Healthy Lifestyle: I can explain some reasons why a healthy lifestyle is important..</p>	<p>Dance</p> <p>Copies and explores basic movements and body patterns with increasing control Remembers simple movements and dance steps Links movements to sounds and music. Responds to range of stimuli. Uses space well and negotiates space clearly. Can use equipment safely Can describe the effect exercise has on the body Can explain the importance of exercise and a healthy lifestyle.</p> <p>Games – Team Spirit</p> <p>Core component: Teamwork: I can work together and communicate effectively with my peers to participate in a variety of physical based games.</p>	<p>Gym</p> <p>Can perform 2 footed jump Can link 2-3 simple movements Performs at different levels Can use equipment safely Can describe the effect exercise has on the body Can explain the importance of exercise and a healthy lifestyle.</p> <p>Games – Team Spirit</p> <p>Core component: Body Movement: I can demonstrate and identify a range of movements with control and coordination. I show understanding of my own space, scanning eyes and how to plan a route.</p>	<p>Dance</p> <p>Varies levels and speed in sequence Can vary the size of their body shapes Can use equipment safely</p> <p>Use appropriate vocabulary when giving feedback. Can describe the effect exercise has on the body Can explain the importance of exercise and a healthy lifestyle.</p> <p>Games – Team Spirit</p>	<p>Gym</p> <p>Explores and creates different pathways and patterns. Uses equipment in a variety of ways to create a sequence Link movements together to create a sequence Can use equipment safely Can give comments on how to improve performance. Can describe the effect exercise has on the body Can explain the importance of exercise and a healthy lifestyle. Games – Team Spirit</p>	<p>Dance</p> <p>Add change of direction to a sequence Can describe a short dance using appropriate vocabulary. Responds imaginatively to stimuli. Can use equipment safely</p> <p>Athletics – Team Spirit Can run at different speeds. Can jump from a standing position Performs a variety of throws with basic control. Can change speed and direction whilst running. Can jump from a standing position with accuracy. Performs a variety of throws with control and co-ordination. Can use equipment safely Can describe the effect exercise has on the body Can explain the importance of exercise and a healthy lifestyle.</p>
PSHE/SRE	<p>Physical health and fitness.</p> <p><u>Aim of these sessions:</u> To know the characteristics and mental and physical benefits of an active lifestyle. To understand the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to</p>	<p>Mental wellbeing - managing emotions.</p> <p><u>Aim of these sessions:</u> To learn that mental wellbeing is a normal part of daily life, in the same way as physical health. Pupils should know that there is a normal range of emotions (e.g., happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions humans experience in relation to different experiences and situations. Children</p>	<p>Families and people who care for me.</p> <p><u>Aim of these sessions:</u> To identify their special people (family, friends, and carers), know that families are important for children growing up because they can give love, security and stability. Understand the characteristics of healthy family life, commitment to each other, protection and care for children and other</p>	<p>Caring friendships.</p> <p><u>Aim of these sessions:</u> How important friendships are in making us feel happy and secure, and how people choose and make friends. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust,</p>	<p>Rights and responsibilities.</p> <p><u>Aim of these sessions:</u> To know why we have rules in class and in school (link to British values – the rule of law). To know that people and other living things have needs and to recognise their own responsibility to meet those needs. To take part in discussions/simple debate with others about topical issues. To know the importance of being polite and courteous and well mannered. To</p>	<p>Growing and changing.</p> <p><u>Aim of these sessions:</u> To understand that change and loss can affect feelings, including moving home, class, losing a pet etc. To know that people can do different things according to age and development and that people grow from young to old. To recognise that peoples' needs change with age. To understand that difficulties can be overcome and to identify people who have overcome challenges.</p>

	school, a daily active mile or other forms of regular, vigorous exercise. To know the risks associated with an inactive lifestyle (including obesity). To know how and when to seek support including which adults to speak to in school if they are worried about their health.	should know how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. Pupils should know how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. <i>Additional lesson/circle time for National Anti-Bullying Week (usually 16th-20th Nov).</i>	family members, the importance of spending time together and sharing each other's lives. To know that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. To understand that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.	sharing interests and experiences and support with problems and difficulties. To learn that people's bodies and feelings can be hurt. To communicate their feelings to others, to recognise how to show feelings and how to respond. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	take part in discussions and express opinions, agreements and disagreements. To understand everyone is unique and can belong to different groups and communities.	<i>(Prep for next year): Focus on change, loss and associated feelings –moving classroom, change of friends, new teacher.</i>
RE	GOD What is God like? (linked to Harvest)	SYMBOLS What is a symbol? How are they used in Advent and Hannukah?	RULES Are rules important? (link to 10 Commandments/New Year's Resolutions)	SALVATION Why does Easter matter to Christians?	GOSPEL Special books (Bible/Torah/Their own)	WELCOMING How are people welcomed into a community? (Baptism & Judaism)

Cycle 2

Cycle 2 for Year 1 and 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Outdoor Learning Experience	Tadpole life cycle activity	Outdoor trips to monitor Changes over the time- look at differences in temperature and consider climate change influences	Outdoor building shelters on The Common	Nature walk to collect materials for natural printing in artwork	Bug hunt/ animal hunt on the common - looking at nests, water spots, clues for animal dent etc	Outdoor natural artwork on the common (Andy Goldsworthy)
Story Seeds			Daniel – TRUST VALUE – God brings life out of death. God saved Daniel from the lions and Shadrach, Meshack and Abednigo from the firey furnace. When the situation was bleak, God transformed it.	The Prodigal Son and Lost Sheep – TRUST VALUE – repentance and acceptance. The son says sorry and he is forgiven. He doesn't think it's possible but it is. His father's love for him is unconditional. It is the same with us and God.		
English	<u>Text: Pumpkin soup</u> Outcome: Instructions Outcome text type: Non-fiction	<u>Text: The Snowman</u> Outcome: Setting description (contrasting and complimentary) Outcome text type: fiction and poem	<u>Text: The Clockwork Dragon</u> Outcome: Recount Outcome text type: Fictional and non-fiction recount ADDITIONAL OPPORTUNITIES- Trip to Beaulieu	<u>Text: The Great Fire of London</u> Outcome: Fictional recount	<u>Text: The Enormous Crocodile</u> Outcome: Non Chronological Reports Outcome text type: Non- fiction	<u>Text: The Lighthouse Keeper's Lunch</u> Outcome: Letters/ Letters to new teacher Outcome text type: Non fiction
Phonics	Year 1: Recap set 1 and 2 sounds and check that children can read simple sentences from RWI texts AND write dictated sentences based on GPCs that have been taught Year 2: Recap set 1 2 and 3 sounds and check that children can read simple sentences from RWI texts AND write dictated sentences based on GPCs that have been taught	Year 1: a, e, i, o, u ay, ee All of set 1- blending to read simple sentences Year 2: ar, or, oor, ore, air, ir, ou, air, air	Year 1: igh, ow, oo, ay, ee, igh, ow Year 2: ee, ea, e, y, igh, i-e, ie, i o-e, a-e.	Year 1: oo, oo, ar, or, air, ir, ou Year 2: oo, ue, u-e, oor, ore, aw, are, air, ir, ur, er, ou, ow, ay, a-e, ai, aigh, a	Year 1: a, e, i, o, u ay A longer read of mostly Set 1 to build up reading fluency Year 2: ow, o-e, oa, o, oo, u-e, ue, ew, ire, ear, ure, ture, tion, ous, cious, tious, able, ible, ably, ibly	Year 1: ee, igh, ow, oo, oo, ar, or, oor ore, air Year 2: Suffixes, common homophones, near homophones, possessive apostrophes, contracted word forms and comprehension .
Maths	Year 1: place value, number bonds, 4 operations	Year 1: reading and writing numbers to 100. Language of	Year 1: Multiplication and division. Time. Coins and money. Measure.	Year 1: Fractions. Shape. Statistics. Time	Year 1: 4 operations Year 2: 4 operations	Year 1: Problem solving and reasoning. Place value

	Year 2: place value, number bonds, 4 operations	more and less. Missing number problems. Fractions ($\frac{1}{2}$), Number Year 2: Comparing and ordering numbers. Estimation Inverse. Fractions ($\frac{1}{2}$ $\frac{1}{4}$ $\frac{1}{3}$) Number	Year 2: Multiplication and division including 2,5,10 knowledge. Time. Coins and money. Measure.	Year 2: Fractions. Shape. Statistics. Time		Year 2: Problem solving and reasoning. Place value
Science	<p><u>Growth and Survival</u></p> <ul style="list-style-type: none"> - asking simple questions and recognising that they can be answered in different ways - performing simple tests - identifying and classifying - using their observations and ideas to suggest answers to questions - notice that animals, including humans, have offspring which grow into adults - find out about and describe the basic needs of animals, for survival (water, food and air) - describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <p>Pupils might work scientifically by: match and sort animals, learn about the ways in which the body grows over time, and conduct a height investigation, and thinking about how different exercises, sports and activities affect parts of the body.</p>	<p><u>Seasonal Changes</u></p> <ul style="list-style-type: none"> - 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 - observe changes across the four seasons - observe and describe weather associated with the seasons and how day length varies. <p>Pupils might work scientifically by: completing given pictograms using given sets of data to show changes in weather, or frequency of different types of clothes worn during each season.</p>	<p><u>Materials</u></p> <ul style="list-style-type: none"> - 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 - distinguish between an object and the material from which it is made - identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock - describe the simple physical properties of a variety of everyday materials <p>Pupils might work scientifically by: grouping objects in a variety of ways, looking closely at rocks when sorting and describing them.</p> <p>Core component: Enquiry: I can ask questions about how things are and the way they work, and suggest sources I could use or a sequence of steps I could follow to help me find out an answer.</p>	<p><u>The Secret World of Plants</u></p> <ul style="list-style-type: none"> - observing closely, using simple equipment - identifying and classifying - using their observations and ideas to suggest answers to questions - gathering and recording data to help in answering questions - explore and compare the differences between things that are living, dead, and things that have never been alive - 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 <p>Pupils might work scientifically by: conducting a simple comparative test to determine how light levels affect seed germination, identify features of young seedlings, observe and explain how plants grow.</p> <p>Core component: Investigation: I can carry out an investigation with some accuracy and record my observations using words, pictures and non-standard units</p>	<p><u>Living in Habitats</u></p> <ul style="list-style-type: none"> - observing closely, using simple equipment - identifying and classifying - using their observations and ideas to suggest answers to questions - explore and compare the differences between things that are living, dead, and things that have never been alive - 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 - Identify and name a variety of plants and animals in their habitats, including micro-habitats - 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>Pupils might work scientifically by: identifying and sorting objects and organisms into groups of living/non-living things, habitats. Describe and categorise given sets of minibeasts according to some of their characteristics.</p> <p>Core component: Research: I can use simple books and websites to find things out, and give my opinion about some of my findings.</p>	<p><u>Identifying Plants</u></p> <ul style="list-style-type: none"> - asking simple questions and recognising that they can be answered in different ways - observing closely, using simple equipment - identifying and classifying - using their observations and ideas to suggest answers to questions - gathering and recording data to help in answering questions - 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. <p>Pupils might work scientifically by: sorting trees into groups or go tree hunting. They will examine plants (and identify features) or draw and label plant diagrams, and identify ways in which plants around the school have changed over time.</p>

Art		<p>Sketching and drawing Drawing plants and natural objects</p> <p>NC link: to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Ladder link: Draw for a sustained period of time from the figure and real objects, including single and grouped objects. Experiment with the visual elements; line, shape, pattern and colour using pastels Ladder link: Record and explore ideas from experience and imagination. Ask and answer questions about the starting points for their work, and develop their ideas. Use a variety of tools and media, inc. pencils, Begin to explore the use of line, shape and colour</p> <p>Core Component: Sketching Exploring and developing ideas</p>		<p>Pattern and printing Using leaves and flowers to create patterns and design</p> <p>NC link: 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</p> <p>Ladder link: Design patterns of increasing complexity and repetition.</p> <p>Core Component: Exploring and developing ideas</p>	<p>Collage and painting Using materials and equipment to safely create a collage</p> <p>NC link: to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Ladder link: Use a variety of different brush sizes and types on a range of scales e.g. large brush on large paper etc. Create different textures e.g. use of sawdust.</p> <p>Core Component: Exploring and developing ideas</p>	<p>3D form and outdoor sculpture Outdoor 3D sculpture based on the work of other artists</p> <p>Ladder link: Experiment with, construct and join recycled, natural and man-made materials more confidently. Explore shape and form. Compare artwork to other artists previously studied. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures.</p> <p>NC link: 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</p> <p>Artist link: Susanna Bouer and Andy Goldsworthy</p> <p>Core Component: Exploring and developing ideas</p>
DT	<p>Food technology</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 - select from and use a range of tools and equipment to perform practical tasks - select from and use a wide range of materials and components, including construction materials, 			<p>Graphic 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 - select from and use a 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 		<p>Woodworking and resistant materials</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 - evaluate their ideas and products against design criteria <p>Ladder link: Develop their design ideas through discussion, observation, drawing and modelling</p>

	<p>textiles and ingredients, according to their characteristics</p> <ul style="list-style-type: none"> - evaluate their ideas and products against design criteria - use the basic principles of a healthy and varied diet to prepare dishes - understand where food comes from <p>Ladder links:</p> <p>Combine materials/ingredients in order to make a product</p> <p>Select and use appropriate fruit and vegetables, processes and tools</p> <p>Follow safe procedures for food safety and hygiene</p> <p>Use the basic principles of a healthy and varied diet to prepare dishes</p> <p>Understand where food comes from.</p> <p>Core Component:</p> <p>Design: I can generate a range of ideas and do a simple drawing of my final design.</p>			<ul style="list-style-type: none"> - explore and evaluate a range of existing products - evaluate their ideas and products against design criteria - explore and use mechanisms (e.g. levers, sliders, wheels and axles), in their products <p>Ladder link:</p> <p>Develop their design ideas through discussion, observation, drawing and modelling</p> <p>Identify a purpose for what they intend to design and make</p> <p>Model their ideas in card and paper.</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</p> <p>Core Component:</p> <p>Design: I can generate a range of ideas for my lever/slider picture and do a simple drawing of my final design.</p>		<p>Identify a purpose for what they intend to design and make</p> <p>Model their ideas in card and paper.</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</p>
Geography	<p><u>UK Regions</u></p> <p>Key Knowledge</p> <p>(Recap previous learning – Whole world, continents and oceans before zone in on UK).</p> <p>Children can identify where each of the four countries of the UK are.</p> <p>Children to understand what a ‘landmark’ is.</p> <p>Children can name, locate and identify at least two characteristics/landmarks of each of the 4 countries which make up the UK.</p> <p>Children can name/label basic physical AND human geographical features of the UK e.g:</p> <p>England: England (largest at about half the area of GB):</p> <p>Mostly lowland terrain</p> <p>Capital city = London,</p> <p>National symbol = Rose,</p>		<p><u>Village, towns and cities: Beaulieu, Totton, Southampton</u></p> <p>Key Knowledge:</p> <p>*Children to understand what ‘settlement’ is and that settlement is a feature of ‘human geography.’</p> <p>*Children can use aerial photographs to and areal plans to recognise landmarks - human and physical</p> <p>*Villages: smallest of the three types of settlement, usually self-sufficient (they’ll need help to understand this concept)</p> <p>*Towns: bigger than a village, smaller than a city. Have lots more facilities than villages.</p> <p>*Cities: largest and will be significant in some way. For example *Southampton has a University and Big Hospital (previous to 1889 a city would have had a cathedral, Birmingham was the first non-cathedral city in 1989).</p>	<p>Geography element within History unit:</p> <p>Children to be able to locate the UK on a world Map and use the Thames River as a landmark to locate where London is.</p> <p>Children to know London is our capital city.</p>	<p><u>Mountains, Rivers and Coasts</u></p> <p>Key Knowledge:</p> <p>Know the shape of the land is always changing due to both physical and human causes.</p> <p>Name some ways that the land is naturally changed. Wind erosion, water erosion, heat, tectonic plates.</p> <p>Name some ways that the land is changed through human impact.</p> <p>Global warming changes climate, sea level etc, and land use via building.</p> <p>Explain what a mountain is and say what the highest UK and world mountain is.</p> <p>Explain what a river is and give an example of a local river (River Itchen) as well as a famous river (River Nile – longest River).</p> <p>Explain what a coast is and identify and talk about the different features you might expect to see at a coastline (see vocab list).</p> <p>Sustainability – looking after our environment</p>	

	<p>Patron Saint = St George (Know flag) Scotland: Scotland is the second largest country in the UK and is mostly mountainous Capital city = Edinburgh , National symbol = thistle, Patron Saint = St Andrew (Know flag) Wales: Wales is mainly mostly mountainous although the south is less Capital city = Cardiff, National symbol = leek, Patron Saint = St David (Know flag) Nth Ireland: Ireland has a hilly landscape and has the largest body of water in the UK (Lough Neagh) Capital city = Belfast, National symbol = clover, Patron Saint = St Patrick(Know flag)</p> <p>Understand GB is made up of four countries and what its flag looks like. GB is the 8TH largest island in the world</p> <p>Map Work: Name the seas and oceans that surround the UK Locate GB on a world map and describe where it is in relation to other countries and places including which hemisphere, continent (See NC – place knowledge). Use maps (different types) to show features studied e.g. physical relief of the country, main rivers, population density etc.</p> <p>Suggestion for lesson structure: 1. Introduce UK (positional language – northern hemisphere, equator etc) Where is the UK in relation to other countries? 2. Scotland What is the United Kingdom like? 3. England 4. Northern Ireland 5. Wales</p>		<p>*Children can name a UK city (London) and three other worldwide cities e.g. Paris, Berlin, Sydney, New York</p> <p>INCLUDE FIELDWORK/MAP SKILLS Map work skills – looking at human features Map work - symbols</p> <p>Town mouse country mouse</p> <p>Key vocab: Farm or hamlet, Villages, large/small towns, city, settlement, urban, rural, urban growth, population, significant, community</p> <p>Substantive Concepts: Place, Space, Interconnectedness, Environment (Human/phy), Environmental impact/sustainability, Cultural awareness/diversity</p> <p>Core Component: I can talk about my own and others' effects on the environment for good and bad.(Effect of settlement as it experiences urban growth on the physical environment). Consider ways that settlements can reduce their environmental impact e.g. park and ride schemes, promoting cycling etc.</p> <p>Enquiry What is the difference between a village, town and city? What is Southampton?</p>		<p>Geography field trip – coast (see notes below)</p> <p>Light keeper's Lunch</p> <p>Key vocab: Cliff, hill, peak, ride, rocky outcrop, river, stream, valley, bank, flow, mouth, source, tributary beach, cliff, coast, dune, headland, marsh, mudflat, ocean, rock stack, sea</p> <p>Substantive Concepts: Place, Space, Interconnectedness, Environment (Hu/phy), Environmental impact/sustainability, Cultural awareness/diversity</p> <p>Core Component: I can identify physical features such as beaches, cliffs, forests, hills and mountains. I can name and locate the seven continents and five oceans and use an atlas. Lepe Beach Fieldwork: *take photos/sketch coastal features *How do people use the area? Survey/ interviews/counting *BACK IN CLASS – create maps of the area with labelled features</p> <p>Enquiry: What is the difference between a hill and a mountain? At what point does a river end and the sea begin?</p>	
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	<p>6. Enquiry to bring it all together- differences and similarities What are the differences between the countries of the United Kingdom?</p> <p>Key vocab: Mountain, terrain, hilly, body of water, coast, ocean, Patron Saint, location, physical feature</p> <p>Substantive Concepts: Place, Space, Interconnectedness, Environment (Hu/phy), Environmental impact/sustainability, Cultural awareness/diversity I can identify physical features such as beaches, cliffs, forests, hills and mountains.</p> <p>Core Component: I can name and locate the seven continents and five oceans and use an atlas.</p> <p>Enquiry: What is the United Kingdom like? What are the differences between the countries of the United Kingdom? Where is the UK in relation to other countries?</p> <p>Links: KS1 – Our local area – England</p>					
History		<p><u>Southampton Remembers:</u></p> <p>Significant historical events, people and places in their own locality Changes within living memory</p> <p>Local Link: Look into how Highfield was affected by the World Wars, including Highfield War Walk. See memorials at Highfield Church and the Southampton Cenotaph.</p>		<p><u>The Great Fire of London</u></p> <p>Events beyond living memory that are significant nationally or globally</p> <p>Key Knowledge: - The fire started on Pudding Lane, in a baker's. - It lasted four days – it took this long because the houses were close together, made of wood and there was no fire brigade. - It was about 400 years ago in 1666 (long before our time and the Victorian times)</p>		<p><u>Isambard Kingdom Brunel</u></p> <p>The lives of significant individuals in the past who have contributed to national and international achievements</p> <p>Key Knowledge: Brunel was born in Portsmouth - He was an engineer in the Victorian times, nearly 200 years ago - He built bridges, railways and steam ships</p>

		<p>Key knowledge:</p> <ul style="list-style-type: none">- There were two big wars in the last 100 years or so, both before their grandparents’ time.- We remember the soldiers who fought for our country on Remembrance Day every November.- Poppies are the symbol of Remembrance Day.- There is a memorial in town (the Cenotaph)- Name at least one way that Highfield was affected by World War 2 and one way that the people of Highfield protected themselves from the war.- Children were evacuated to the countryside to be safe during the war (great-grandparents’ time) <p>Vocab:</p> <p>armistice front line trenches poppy remembrance war</p> <p>Substantive Concepts</p> <p>Conflict Country Peace War</p> <p>Enquiry:</p> <p>Why is Remembrance Day a significant event?</p> <p>How was Southampton different in World War 2 times?</p> <p>Links:</p> <p>Links to Highfield School Through The Years topic as it touches on evacuation during the war. Future link to Year 5/6 D-Day / Battle of Britain topic as well as Year 3/4 Southampton Over Time.</p>		<ul style="list-style-type: none">- Thousands of houses were burnt down.- What were the consequences? (Children should remember at least two of the following)<ul style="list-style-type: none">- Insurance companies- Fire brigade- Houses had to be made of brick- Streets were widened across London <p>Vocab:</p> <p>bakery St Paul’s Cathedral diary firebreak</p> <p>Substantive concepts:</p> <p>Settlement Society</p> <p>Enquiry:</p> <p>Why was the Great Fire of London a significant historical event?</p> <p>Links:</p> <p>Similar to the Titanic topic, this show children how a change in society can come about through great tragedy.</p>		<ul style="list-style-type: none">- His work helped develop trade links in Britain <p>(See History Association unit)</p> <p>Vocab:</p> <p>engineer significant Industrial Revolution design structure</p> <p>Substantive Concepts:</p> <p>Trade Voyage</p> <p>Enquiry:</p> <p>Why is Isambard Kingdom Brunel considered a significant individual?</p> <p>Links:</p> <p>Similar to the nursing topic, Brunel was a significant individual living in the Victorian times</p>
Computing	<p>WORD PROCESSING - Have some knowledge of the location of letters and symbols on the keyboard.</p> <p>Save their work in their folder.</p> <ul style="list-style-type: none">Learn to log on and use technology safely. <p>E-Safety - begin to identify possible dangers online;</p>	<p>Word Processing - Make text bold, italic or underline.</p> <ul style="list-style-type: none">• Format the font.•Edit text using backspace, delete and the arrow keys.• Select single words• Select text in different ways. <p>E-Safety - talk about what people might want to know about a website; give their opinion about a website; say what they like and dislike about a website; begin to consider who a website could be aimed at;</p>	<p>Type with two hands.</p> <ul style="list-style-type: none">• Use shift, space and enter correctly.• Use undo and redo. <p>Understand what algorithms are using ‘SkratchJr’ (on iPads)</p> <p>Changing characters.</p> <p>E – Safety Week - identify unkind online behavior; know what to do if they think someone is being unkind to them online; know how to safely search for information online;</p>	<p>WORD PROCESSING - Have some knowledge of the location of letters and symbols on the keyboard.</p> <p>Save their work in their folder</p> <p>Use ‘Book Creator’ to create a video page.</p> <p>E-Safety - Recognise common websites to which search results are often linked.</p> <p>know when to ask an adult for advice about accessing a website; know what to do if a website makes them uncomfortable;</p>	<p>Word Processing - Make text bold, italic or underline.</p> <ul style="list-style-type: none">• Format the font.•Edit text using backspace, delete and the arrow keys.• Select single words• Select text in different ways. <p>Understand what algorithms are using ‘SkratchJr’ (on iPads)</p> <p>Adding 2 or more characters with instructions.</p> <p>E-safety– ‘Hectors World’ Begin to identify possible dangers online; identify websites suitable for their age</p>	<p>Type with two hands.</p> <ul style="list-style-type: none">• Use shift, space and enter correctly.• Use undo and redo. <p>Understand what algorithms are using ‘SkratchJr’ (on iPads)</p> <p>Adding 2 or more characters with instructions.</p> <p>Book Creator – add videos and include weblinks</p> <p>E-Safety - know what to do if a website makes them</p>

	Understand what algorithms are using 'ScratchJr' (on iPads) Use different end blocks.	Understand what algorithms are using 'ScratchJr' (on iPads) Use different end blocks. Book Creator – Dinosaurs.				uncomfortable; talk about what people might want to know about a website
Music REF:	<p><u>Singing - Join in with group singing. building a repertoire of songs.</u></p> <p>Tell super hero stories using sound focus on tempo Listens to a range of high-quality live and recorded music identifying key instruments, changes in pitch and tempo, leading to understanding the effect of these changes on the piece itself – Link to Superhero theme tune.</p> <p>Play tuned and untuned instruments</p>	<p><u>Singing - Use chants and rhymes to build rhythmic capability.</u></p> <p>Creating art work from music – listening and learning about graphic scores. Focus on structure. Create a graphic score for a dinosaur of their choice.</p> <p>Listens to a range of high-quality live and recorded music identifying key instruments, changes in pitch and tempo, leading to understanding the effect of these changes on the piece itself. (Jurassic Park)</p>	<p><u>Singing - Use chants and rhymes to build rhythmic capability.</u></p> <p>Handel's <i>The Fireworks</i> -, choose sounds which create an effect, use symbols to represent sounds (soundscapes) _ focus on pitch and duration</p> <p>Play the ocarina</p>	<p><u>Singing - Sing with increasing awareness of pitch. demonstrating the shape of the melody</u></p> <p>Vivaldi's <i>Four Seasons</i> - choose sounds to represent different things, choose sounds which create an effect. Focus on Texture</p> <p>Play the ocarina</p> <p>Create a group piece based on a season - Create short sequences of sound in response to given starting points Listens to their own compositions and that of others and suggests improvements.</p>	<p><u>Singing - Sing with increasing awareness of pitch. demonstrating the shape of the melody.</u></p> <p>Writing a story based on a piece of music (Hall of the Mountain King). Focus on Dynamics</p> <p>Children choose own character eg troll, ogre, princess, knight and plan a three section piece.</p> <p>Listen to Fantasia – responding to the moods of a piece, understanding the effect of these changes</p>	<p><u>Singing - Sing unison songs with control and simple rounds with an awareness of how the part should fit.</u></p> <p>Sing a sea shanty in rounds.</p> <p>Telling stories through sounds e.g. of the Lighthouse Keeper's lunch.</p> <p>Continuous – singing – to build a repertoire of songs Play tuned instruments with a sense of timbre</p>
PE	<p>Gym</p> <p>Copies and explores basic movements with some control and coordination. Can perform different body shapes Can use equipment safely Balances with some control Can comment on own and others performance Can describe the effect exercise has on the body Can explain the importance of exercise and a healthy lifestyle</p> <p>Games – Team Spirit</p> <p>Core component: Healthy Lifestyle: I can explain some reasons why a healthy lifestyle is important.</p>	<p>Dance</p> <p>Copies and explores basic movements and body patterns with increasing control Remembers simple movements and dance steps Links movements to sounds and music. Responds to range of stimuli. Uses space well and negotiates space clearly. Can use equipment safely Can describe the effect exercise has on the body Can explain the importance of exercise and a healthy lifestyle.</p> <p>Games – Team Spirit</p> <p>Core component: Teamwork: I can work together and communicate effectively with my peers to participate in a variety of physical based games.</p>	<p>Gym</p> <p>Can perform 2 footed jump Can link 2-3 simple movements Performs at different levels Can use equipment safely Can describe the effect exercise has on the body Can explain the importance of exercise and a healthy lifestyle.</p> <p>Games – Team Spirit</p> <p>Core component: Body Movement: I can demonstrate and identify a range of movements with control and coordination. I show understanding of my own space, scanning eyes and how to plan a route.</p>	<p>Dance</p> <p>Varies levels and speed in sequence Can vary the size of their body shapes Can use equipment safely</p> <p>Use appropriate vocabulary when giving feedback. Can describe the effect exercise has on the body Can explain the importance of exercise and a healthy lifestyle.</p> <p>Games – Team Spirit</p>	<p>Gym</p> <p>Explores and creates different pathways and patterns. Uses equipment in a variety of ways to create a sequence Link movements together to create a sequence Can use equipment safely Can give comments on how to improve performance. Can describe the effect exercise has on the body Can explain the importance of exercise and a healthy lifestyle. Games – Team Spirit</p>	<p>Dance</p> <p>Add change of direction to a sequence Can describe a short dance using appropriate vocabulary. Responds imaginatively to stimuli. Can use equipment safely</p> <p>Athletics – Team Spirit Can run at different speeds. Can jump from a standing position Performs a variety of throws with basic control. Can change speed and direction whilst running. Can jump from a standing position with accuracy. Performs a variety of throws with control and co-ordination. Can use equipment safely Can describe the effect exercise has on the body Can explain the importance of exercise and a healthy lifestyle.</p>
PSHE/SRE	<p>Healthy Lifestyles - Looking at the importance of physical activity, diet, teeth, personal hygiene, and mental wellbeing to stay healthy.</p> <p><u>Aim of these sessions:</u></p>	<p>Keeping Safe – Boundaries and understanding when to say no.</p> <p><u>Aim of these sessions:</u> To learn rules for, and ways of keeping emotionally safe, who to go to if they are worried and how to attract their attention. Recognising privacy Know they have a</p>	<p>Feelings and emotions.</p> <p><u>Aim of these sessions:</u> To recognise and name feelings (anger, fear & worry). To know what makes me happy. To know what to do if I feel sad. To recognise that behaviour affects others and that when I am sad, I will feel better and how to enable me to</p>	<p>Healthy relationships..</p> <p><u>Aim of these sessions:</u> Pupils should know the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p>	<p>Money.</p> <p><u>Aim of these sessions:</u> To understand the importance of money. A basic understanding of enterprise. To be aware of how money plays an important part in people's lives, where it comes from, keeping it safe and the importance of managing it</p>	<p>Friendships – Managing conflict.</p> <p><u>Aim of these sessions:</u> To know that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. To know</p>

	<p>To understand what constitutes a healthy diet (including understanding calories and other nutritional content). Understanding the principles of planning and preparing a range of healthy meals. Including the benefits of physical activity, rest, healthy eating, and dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. Pupils should know that mental wellbeing is a normal part of daily life, in the same way as physical health. They should know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p>	<p>responsibility to keep themselves and others safe and understand when to say “yes”, “no”, “I’ll ask” and “I’ll tell”. To know about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. Understand that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p>Stranger Danger.</p> <p><i>Additional lesson/circle time for National Anti-Bullying Week (usually end of Nov).</i></p>	<p>achieve this (Resilience). To know it is okay to have bad feelings as long as I know ways to feel happy again. To know that sometimes things will go the way we want them to and other time they won’t. To understand the importance to try and to have a Growth Mindset and not a Fixed Mindset.</p>	<p>practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority How our behaviour affects others, being polite and respectful</p>	<p>effectively. To understand that there are some things people have to buy and some things we choose to buy. To know what charities are for and what some might do. To recognise the coins and notes we use and know different ways that money can be acquired, looked after and used for different choices. To understand some of the essentials that must be paid for and know that we can pay for things in a range of ways.</p>	<p>how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p><i>(Prep for next year): Focus on change, loss and associated feelings –moving classroom, change of friends, new teacher.</i></p>
RE	<p>Key Concept: Creation</p> <p>Theme: Harvest Festival Stewardship.</p>	<p>Key Concept: Incarnation</p> <p>Theme: Jesus’ Birthday – why does Christmas matter?</p>	<p>Key Concept: Remembering</p> <p>Theme: Shabbat</p>	<p>Key Concept: New Life</p> <p>Theme: Easter and Passover</p>	<p>Key Concept: Gospel</p> <p>Theme: what is the ‘good news’ that Christians believe Jesus brings?</p>	<p>Key Concept: Special Places</p> <p>VISIT TO A SYNAGOGUE Synagogue and church Why are special places important?</p>