



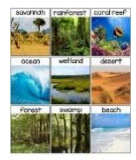





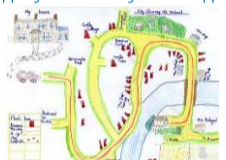


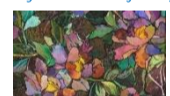

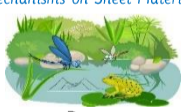




Getting to Know You	Remember, Remember	Blue Planet	Are You Strong Enough?	The Great Outdoors	Exploring My World	
SCIENCE						
<p>Introduction to the Seasons (Y1)</p>  <p>Seasonal Changes Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.</p>	<p>Identifying & Classifying Everyday Materials (Y1)</p>  <p>Everyday Materials Compare and group together a variety of everyday materials on the basis of their simple physical properties. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Distinguish between an object and the material from which it is made. Describe the simple physical properties of a variety of everyday materials.</p>	<p>Living Things and Their Habitats (Y2)</p>  <p>Living Things and Their Habitats 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 microhabitats.</p>	<p>Uses of Everyday Materials (Y2)</p>  <p>Uses of Everyday Materials Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses. Find out how the shapes of solid objects, made from some materials can be changed by squashing, bending, twisting, stretching.</p>	<p>Living Things and Their Habitats (Y2)</p>  <p>Living Things and Their 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>	<p>Living, Dead, Never Alive (Y2)</p>  <p>Living Things and Their Habitats Explore and compare the differences between things that are living, dead and things that have never been alive.</p>	
Seasonal Changes (Y1) Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.						
HISTORY						
<p>Shopping</p>  <p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life - shopping. Outcome: Family Tree, Timeline of shopping within living memory.</p>	<p>Joseph Briggs</p>  <p>Significant historical events, people and places in their own locality – Joseph Briggs and Tiffany's. Outcome: Diary entry of Joseph Briggs.</p>		<p>Queen Victoria</p>  <p>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods – Queen Victoria. Outcomes: Non-fiction book about the changes Queen Victoria made.</p>			
GEOGRAPHY						
		<p>Our Place in the World</p>  <p>Location Knowledge Name and locate the world's seven continents and five oceans. Geographical Skills and Fieldwork Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Location Knowledge Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas. Outcome: Describe the characteristics of London, Edinburgh, Cardiff and Belfast.</p>		<p>Mapping Our Journeys (The Coppice)</p>  <p>Human and Physical Geography Use basic geographical vocabulary to refer to: key physical features, including: woodland, hill, vegetation. Use basic geographical vocabulary to refer to: key human features, including: town, factory, farm, house, office, and shop. Geographical Skills and Fieldwork Use simple fieldwork and observational skills to study the geography of their school and the key human and physical features of its surrounding environment. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Outcome: Write a recount of an adventure to find treasure in The Coppice.</p>	<p>From Accrington to Australia</p>  <p>Place Knowledge Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Manchester) and of a small area in a contrasting non-European country (Sydney, Australia). Human and Physical Geography Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. Geographical Skills and Fieldwork Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Outcome: Create a travel guide for Sydney.</p>	
Weather Patterns Human and Physical Geography Identify seasonal and daily weather patterns in the United Kingdom						
ART & DESIGN						
<p>Collage - Picasso</p>  <p>To use a range of materials creatively to design and make products. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To know 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. Outcome: Seasonal portraits in mixed media.</p>	<p>Painting – Lewis Comfort Tiffany</p>  <p>To use a range of materials creatively to design and make products. To use painting 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. To know 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. Outcome: - Painting in the style of Tiffany mosaics.</p>				<p>Textiles – Lynette Amelie</p>  <p>To use a range of materials creatively to design and make products. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. To know 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. Outcome: Seaside scene on a bag made with homemade fabric.</p>	
Drawing Use a variety of media to draw lines and shapes, experimenting with tone and texture.						
DESIGN & TECHNOLOGY						
		<p>Mechanisms on Sheet Materials</p>  <p>Design Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, ICT. Make 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 according to their characteristics. Evaluate Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. Technical Knowledge Explore and use mechanisms. Outcome: Habitat picture with sliders and levers.</p>	<p>Food</p>  <p>Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from. Outcome: Afternoon tea sandwiches.</p>	<p>Construction</p>  <p>Design Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, ICT. Make 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, according to their characteristics. Evaluate Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. Technical Knowledge Build structures, exploring how they can be made stronger, stiffer and more stable. Outcome: Animal feeders.</p>		