

Year 1	Autumn -	Spring -	Summer -
<b>Geog</b>	<p align="center"><b><u>What is the United Kingdom?</u></b></p> <ul style="list-style-type: none"> <li>-What are the four countries of the United Kingdom and their capital cities?</li> <li>-How are the countries the same and different?</li> <li>-What seas surround us?</li> <li>-What are the features of the capital cities?</li> <li>-Why is London so important? (tourism)</li> </ul>		<p align="center"><b><u>What is meant by hot and cold places in the world?</u></b></p> <ul style="list-style-type: none"> <li>-What is a continent and where are the seven continents of the world?</li> <li>-What is an ocean and where are the five oceans of the world?</li> <li>-Where are the hot and cold places in the world?</li> <li>- What is it like to live in a hot place? (equator, weather, animals, plants, people)</li> <li>-What is it like to live in a cold place? (North Pole, South Pole, weather, animals, plants, people)</li> </ul>
<b>History</b>	<p align="center"><b><u>What sorts of castles do we have in the UK today?</u></b></p> <ul style="list-style-type: none"> <li>-What is the purpose of castles?</li> <li>-When were castles built?</li> <li>-Who lived in and around castles in the past?</li> <li>-What do different castles look like today?</li> <li>-Where is the nearest castle to me?</li> </ul>		<p align="center"><b><u>Why was the Great Fire of London a significant event?</u></b></p> <ul style="list-style-type: none"> <li>-Why were so many people living in London?</li> <li>-When did the fire happen and how do we know about them?</li> <li>-Why did the fire spread so quickly and for how long did it burn?</li> <li>-How has the way we deal with fires changed over the years?</li> <li>-What was the impact of the fire on London?</li> </ul>
<b>Sci</b>	<p><b><u>Animals including humans - How are animals classified?</u></b></p> <ul style="list-style-type: none"> <li>-Know what we mean by omnivore, carnivore and herbivore</li> <li>-Know about and identify fish, reptiles, mammals, amphibians and birds</li> <li>-Recognise some of the birds in the locality</li> </ul> <p><b><u>What are our seen body parts called and what do we mean by the five senses?</u></b></p> <ul style="list-style-type: none"> <li>-Know the names of the seen parts of the human body</li> <li>-Know the names of the five senses</li> </ul>	<p><b><u>Materials - What are the materials that are around us called?</u></b></p> <ul style="list-style-type: none"> <li>-Know the name of the materials that make up the school</li> <li>-Know why some materials have been used for certain tasks</li> <li>-Work out which materials are suitable for certain things</li> <li>-Design a suitable bed for a favourite toy</li> </ul> <p><b><u>Seasonal changes - How do the seasons change?</u></b></p> <ul style="list-style-type: none"> <li>-Name the seasons and know the months associated with each</li> <li>-Know about the type of weather in</li> </ul>	<p><b><u>Plants - What are the names of the different parts of plants?</u></b></p> <ul style="list-style-type: none"> <li>-Know the name of the main parts of plants, including roots, stem, leaf and petal</li> <li>-Know the role that each part of a plant plays in keeping a plant healthy</li> <li>-Name a number of wild and garden flowers , deciduous and evergreen trees</li> <li>-Name the main parts of a tree</li> <li>-Plant a seed or bulb and watch it grow</li> </ul> <p><b><u>Seasonal changes - How do the seasons change?</u></b></p> <ul style="list-style-type: none"> <li>-Name the seasons and know the months associated with each</li> </ul>

	<p><b>Seasonal changes -</b>  <u>How do the seasons change?</u>  <b>-Name the seasons and know the months associated with each</b>  <b>-Know about the type of weather in each season</b>  <b>-Observe and know about the changes in seasons</b></p>	<p><b>each season</b>  <b>-Observe and know about the changes in seasons</b></p>	<p><b>-Know about the type of weather in each season</b>  <b>-Observe and know about the changes in seasons</b></p>
<b>Art</b>	<p><b>Autumn 1 Art- Drawing Animals/</b> To investigate the possibilities of a range of different mark makers and use different surfaces. To make their own tools for mark making using different found materials. To look closely at natural objects, talk about different aspects and make a controlled drawing. To represent texture.</p>	<p><b>Spring 1 Art - Art- Printing Castles/</b> To explore direct printmaking with a variety of objects.o make, and print with, negative stencils. To use colour, light to dark tones. To make a clay slab relief block for printmaking. To use a collograph block to make rubbings and for printing onto a range of surfaces.</p>	<p><b>Summer 1 Painting The Great Fire of London/</b> To explore the use of thick and thin paint. To develop painting techniques. To develop painting techniques using different brush strokes. To use visual elements of line, shape and colour. To make responses to the work of artist Jasper Johs.</p>
<b>DT</b>	<p><b>How can we make different enclosures to classify the animals in the zoo?</b>          -find out about different animal enclosures          -test different structures          -design and initial idea which is free standing          -assemble, join and combine materials to make a free standing structure          -evaluate the final product against the brief</p>	<p><b>How can we make an Easter Card with a moving part?</b>          -investigate card designs with moving parts          -design and initial idea which focuses on a slider          -gather resources and make a product that incorporates a slider          -evaluate the final product against the brief and consider how they might make changes</p>	<p><b>Which products make the tastiest smoothie?</b>          -find out about different smoothie recipes          -research and taste different produce          -design an initial idea which focuses on selecting ingredients          -gather resources and make the product          -evaluate the final product against the brief</p>
<b>Music (Junior Jam)</b>	<ul style="list-style-type: none"> <li>• Musical Theory Lite level 1 with keyboards</li> <li>• Singing Lite level 1</li> </ul>	<ul style="list-style-type: none"> <li>• Songwriting with glockenspiels Lite level 1</li> <li>• Steel Pans Lite level 1</li> </ul>	<ul style="list-style-type: none"> <li>• Boom Whackers Lite level 1</li> <li>• Ukuleles Lite level 1</li> </ul>

<b>IT (Junior Jam)</b>	<ul style="list-style-type: none"> <li>• Lite level 1: iAnimate lite</li> <li>• Lite level 1: iProgram-iCode</li> </ul>	<ul style="list-style-type: none"> <li>• Lite level 1: iOffice</li> <li>• Lite level 1: iJam lite-iLoop</li> </ul>	<ul style="list-style-type: none"> <li>• Lite level 1: iCommunicate</li> <li>• Lite level 1: iTech-ilvent</li> </ul>
<b>PSHEC Jigsaw</b>	<p><u>Being Me in My World</u>  Feeling special and safe  Being part of a class  Rights and responsibilities  Rewards and feeling proud  Consequences  Owning the Learning Charter</p> <p><u>Dreams and Goals</u>  Setting goals  Identifying successes and achievements  Learning styles  Working well and celebrating achievement with a partner  Tackling new challenges  Identifying and overcoming obstacles  Feelings of success</p>	<p><u>Celebrating Differences</u>  Similarities and differences  Understanding bullying and knowing how to deal with it  Making new friends  Celebrating the differences in everyone</p> <p><u>Healthy Me</u>  Keeping myself healthy  Healthier lifestyle choices  Keeping clean  Being safe  Medicine safety/safety with household items  Road safety  Linking health and happiness</p>	<p><u>Relationships</u>  Belonging to a family  Making friends/being a good friend  Physical contact preferences  People who help us  Qualities as a friend and person  Self-acknowledgement  Being a good friend to myself  Celebrating special relationships</p> <p><u>Changing Me</u>  Life cycles – animal and human  Changes in me  Changes since being a baby  Differences between female and male bodies (correct terminology)  Linking growing and learning  Coping with change  Transition</p>