





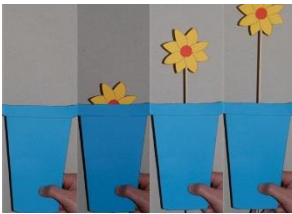


Local Study	<p>Geography</p> <ul style="list-style-type: none"> Look at the school and school grounds Locate Staining on maps and aerial photos Make maps of school and the local area Visit the area and look the physical and human features - including the windmill Recognise local landmarks - windmill, caravan park, community centre N,S,E,W on a compass Invite local residents to talk about Staining - counsellor, shop keeper etc. Contrast Staining with Kenya in terms of human and physical features <p>History</p> <ul style="list-style-type: none"> Look at Staining past and present - area and school - how has it changed - compare and contrast and look for similarities and differences <p>DT</p> <ul style="list-style-type: none"> Make paper windmill - paper cutting and folding and using split pin to attach. Decorate using different patterns in blue pen - link to delft pottery
Oceans and Seas	<p>Geography</p> <ul style="list-style-type: none"> Name and locate seven continents and five oceans of the world Use maps, atlases and globes to identify UK and its four countries Key physical features - sea, ocean and weather Learn about the Great Barrier Reef - locate on map and learn about its features <p>Art</p> <ul style="list-style-type: none"> Develop and use colour wash techniques 3d sculpture - clay to make coral and fish Create a large class display - great barrier reef
Weather Experts	<p>Geography</p> <ul style="list-style-type: none"> Identify daily weather patterns in the UK Find and locate countries of UK Use simple compass directions Locate London and know it is the capital city Complete weather observations Name and locate seven continents Understand that climates vary in different parts of the world Understand the significance of the equator in relation to climate Identify and locate Antarctic Introduce the impact of human activity on climate <p>DT</p> <ul style="list-style-type: none"> Design and make a flood resistant house Experiment with materials to make models that meet a brief Evaluate their effectiveness
Changes within Living memory	<p>History</p> <ul style="list-style-type: none"> Compare and contrast daily life within living memory - in terms of school life, transport, phones, letters, toys, food and music Compare jobs and pastimes in the past by speaking to grandparents Write a narrative about what they have learned Place events on a timeline Develop a growing awareness of chronology (past and present)



	<p>Art</p> <ul style="list-style-type: none"> • Printing with different types of wheels • Look at the artwork of Jackson Pollock • Photograph toys and manipulate digital images <p>DT</p> <ul style="list-style-type: none"> • Investigate and evaluate axels and wheels • Design a car with an axel and wheels • Design and make a seasonal soup or fruit salad • Bake a sweet treat following a recipe
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Autumn	<p>Geography</p> <ul style="list-style-type: none"> • Visit the school grounds - use fieldwork techniques to compare and contrast the effect of the current weather/ climate/ season on the environment/ vegetation • Use cameras/ digital/ audio equipment to record the observed change <p>Art</p> <ul style="list-style-type: none"> • Observational drawing of the painting 'Autumn Leaves' by Everett Millais using oil pastels
Winter	<p>Geography</p> <ul style="list-style-type: none"> • Visit the school grounds - use fieldwork techniques to compare and contrast the effect of the current weather/ climate/ season on the environment/ vegetation • Use cameras/ digital/ audio equipment to record the observed change <p>Art</p> <ul style="list-style-type: none"> • Use paint and potato printing to create a version of the painting 'Waterloo Bridge' by Monet. • Colour mixing techniques - tones
Spring	<p>Geography</p> <ul style="list-style-type: none"> • Visit the school grounds - use fieldwork techniques to compare and contrast the effect of the current weather/ climate/ season on the environment/ vegetation • Use cameras/ digital/ audio equipment to record the observed change <p>Art</p> <ul style="list-style-type: none"> • Make a spring collage picture in the style of Guiseppe Arcimboldo.
Summer	<p>Geography</p> <ul style="list-style-type: none"> • Visit the school grounds - use fieldwork techniques to compare and contrast the effect of the current weather/ climate/ season on the environment/ vegetation • Use cameras/ digital/ audio equipment to record the observed change <p>Art</p> <ul style="list-style-type: none"> • Create a beach scene based on the painting 'Southwold' by Stanley Spencer. • Use spatter effect and different brush strokes to achieve effects





Christmas Card	<p>Paper collage in shape of tree</p> <p>Use different textures of paper/ collage</p> <p>Decorate with pom pom/ wool</p>	
Calendar	<p>Button tree collage</p>	
Mothers Day	<p>Pop up mechanism</p>	
Fathers Day	<p>Mixed Media - rosette</p>	
Easter	<p>Finger paint over masking tape 'cross'</p> <p>Colour mixing</p>	




Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science 	Animals including Humans	Animals including Humans	Everyday Materials	Everyday Materials	Seasonal Changes	Plants
	Ourselves	Our Pets	Let's Build	Marvellous Materials	Wonderful Weather	What's growing in our garden?
	<p>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p>	<p>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p>	<p>distinguish between an object and the material from which it is made</p> <p>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>describe the simple physical properties of a variety of everyday materials</p> <p>compare and group together a variety of everyday materials on the basis of their simple physical properties</p>	<p>distinguish between an object and the material from which it is made</p> <p>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock</p> <p>describe the simple physical properties of a variety of everyday materials</p> <p>compare and group together a variety of everyday materials on the basis of their simple physical properties</p>	<p>observe changes across the four seasons.</p> <p>observe and describe weather associated with the seasons and how day length varies.</p>	<p>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>identify and describe the basic structure of a variety of common flowering plants, including trees.</p>
MUSIC 	<p>Original scheme (2022)</p> <p>Hey you</p> <ul style="list-style-type: none"> -Hey You -Me, Myself and I -The Fresh Prince -Rapper's Delight -U Can't touch this -It's like that <p>-Banana Rap</p> <p>-Happy</p>	<p>Introducing beat</p> <p>How can we make friends when we sing together?</p> <ul style="list-style-type: none"> -Find the Beat -1,2,3,4,5, head,shoulders, knees and toes -Shapes -We talk to animals -We are together <p>Nativity play music/ songs</p>	<p>Explore sound and create a story</p> <p>How does music teach us about looking after the planet?</p> <ul style="list-style-type: none"> -The Bear Went Over the Mountain - In The Sea - Alice The Camel - Ten Green Bottles - Zootime - She'll Be Coming 'Round The Mountain 	<p>Introducing tempo and dynamics</p> <p>How does music make the world a better place?</p> <ul style="list-style-type: none"> -If you're happy and you know it -Sing me a song -Sparkle _ Rhythm in the way we walk -Big Bear Funk -Assessment checkpoint 	<p>Combining pulse, rhythm and pitch</p> <p>How does music help us understand our neighbours</p> <ul style="list-style-type: none"> -Days of the Week -Name song -Cuckoo -Upside down -Hush little baby -Who took the cookie? 	<p>Adding Rhythm and Pitch</p> <p>How does music tell stories about the past</p> <ul style="list-style-type: none"> -Twinkle, twinkle -In the orchestra -Daisy Bell -Dancing Dinosaurs -Rock a bye baby -Assessment checkpoint
ICT 	<p>Online safety/exploring Purple Mash</p> <p>1- Safe logging on</p> <p>1b-Creating an avatar (why we should use one)</p>	<p>Tech outside school</p> <p>1/2-Explore examples of technology in wider community</p> <p>Lego builders</p>	<p>Coding</p> <p>1/2- Understand what an instruction/ object and action is</p> <p>3- Create a simple program using code blocks</p>	<p>Pictograms</p> <p>(Transport topic)</p> <p>*1/ 3-completed in Maths lessons on data handling</p> <p>2/3- Use 2Count program to collect</p>	<p>Spreadsheets</p> <p>1-Introduction to spreadsheets</p> <p>2- Adding images</p> <p>3- Use tools to calculate</p> <p>Maze explorers</p>	<p>Animated stories</p> <p>1- Explore tools of the 2Create program</p> <p>2- Add animation</p> <p>3- Add sound/ music</p>



	2/3- Completing 2Dos and saving/ submitting work 4-Using PM tools	1/2- Follow simple instructions in class and on the computer 3- Identify mistakes and debug simple programs	4-Use event, object and action code blocks <i>Continue in Spring 2</i> 5-Edit a background/ objects 6-Plan a simple program	and record own data in pictogram form	-Challenges 1&2 -Challenges 3&4 <i>* Also use and program Beebots linked to position/ direction in Maths this half term</i>	4- Change the background/ font and size 5- Create new pages using copy and paste
PSHE 	Me and my relationships Why we have classroom rules How are you listening? <i>*Thinking about feelings/ Our feelings (Mental health week activities)</i> Feelings and bodies Good friends British Values lessons- linked to We Are Britain topic	Valuing Difference Same or different? Unkind, tease or bully? Harold's school rules It's not fair! Who are our special people? Our special people balloons	Keeping Myself Safe Super sleep Who can help? (1) Good or bad touches? <i>*Sharing pictures (Internet safety week)</i> What could Harold do? Harold loses Geoffrey	Rights and Respect Harold has a bad day Around and about the school Taking care of something Harold's money How should we look after our money? Basic first aid	Being my Best I can eat a rainbow Eat well Harold's wash and brush up Catch it! Bin it! Kill it! Harold learns to ride his bike Pass on the praise! Inside my wonderful body! (OPTIONAL)	Growing and Changing Healthy me Then and now Taking care of a baby Who can help? (2) Surprises and secrets Keeping privates private
PE 	Underarm throwing -Demonstrate an underarm throw with some accuracy/ side galloping -Demonstrate underarm accuracy at different targets -Demonstrate 1/2 simple tactic in a game Overarm throwing -Demonstrate overarm throw with some accuracy/ fast running -Demonstrate overarm accuracy at different targets -Demonstrate overarm accuracy in a game -Demonstrate tactics in a game	Dance- Christmas play Lessons 1/2/3/4/5 explore/compose/ perform a dance through a range of actions Rehearse and work as a class (Through school Nativity) 6- To perform a sequence	Rolling a ball -Roll a ball with some accuracy -Roll different equipment with some accuracy -Develop simple tactics in a game Catch and bounce a ball -Catch a ball with some accuracy -Catch and bounce with some accuracy -Catch and bounce with accuracy in a small group -Develop simple tactics in a game	Dance- Moving Along -Link 4 contrasting travelling movements -Teamwork skills (create and perform short unison dance) -Share movement ideas to create a short dance -Plan and follow a pathway -Create a sequence with a partner containing 4 dance elements	Gymnastics 1 -Demonstrate a travel and pencil roll/ jump 2 feet to 2 feet -Demonstrate travelling actions (frog & bunny hop)/ show an egg roll/ Show a tuck jump -Demonstrate travelling actions/Show a travel and roll with a shape/ Jump 2 feet to 2 feet with a wide shape -Apply travelling/ rolling jumping in a sequence -Show the skills of travelling, rolling, and jumping into a sequence with two different shapes using apparatus Gymnastics 2 -Demonstrate a sequence using travelling and balances	Dance- Seaside -Explore a range of actions related to activities at the seaside -Compose and perform a dance phrase showing movements of the ocean/ respond to a stimulus -explore body shapes and movements which communicate different creatures found at the seaside -explore movements and create a short dance to represent seaside village life Athletics (Sports Day) -hopping -running and changing direction -good running technique - jumping and landing safely



						. - complete a running and jumping course
RE 	Hinduism What is God like?	Christianity (Jesus) Why is Jesus special to Christians?	Islam Where is God?	Christianity (God) Why do Christians say that God is a 'Father'?	Judaism What do some people do because they believe in God?	Christianity (Church) How might some people show that they belong to God?