



We Are Britain	<p>Geography</p> <ul style="list-style-type: none"> <li>• Learn the 4 nations of the UK</li> <li>• Use a map, atlas and globe to identify the UK and its countries.</li> <li>• UK compared to Great Britain - what is the difference?</li> <li>• Know London is the Capital city, know the capitals of the four countries in the UK</li> <li>• Identify famous buildings and landmarks in London</li> <li>• Know physical geographic vocabulary such as town, city, countryside, village, moor, peak and lake.</li> <li>• Know what a seaside town is</li> </ul> <p>History</p> <ul style="list-style-type: none"> <li>• Know who the King is</li> <li>• Learn about who the Royal family are and their significance in British history</li> <li>• Know how your own life is different from the Royal family and why</li> <li>• Timeline of their own life</li> <li>• know the difference between past and present</li> </ul> <p>Art</p> <ul style="list-style-type: none"> <li>• Proportional face. Build up skills practising drawings eyes, noses, mouths then apply these to a final piece - pencil skills</li> <li>• Outcome: Self-portrait - drawn in pencil, applying proportion and skills developed - paint using tints and tones (skin colours/ colour mixing )</li> </ul>
Seaside Local Study	<p>Geography</p> <ul style="list-style-type: none"> <li>• Recap naming and locating the four countries in the UK and their capital cities and locate these on a map/ atlas.</li> <li>• Know the surrounding seas</li> <li>• Key physical and human features of Blackpool - local study/ seaside town</li> <li>• Look at aerial maps of how Blackpool has changed and grown.</li> <li>• Key Blackpool landmarks - Blackpool Tower, piers, illuminations, beaches, trams</li> </ul> <p>History</p> <ul style="list-style-type: none"> <li>• Learn about how seashores have changed over time - compare Victorian seaside to now.</li> <li>• Look at why the railway was important for Blackpool's growth and identity</li> <li>• Compare past and present in terms of seaside/ daily life (clothing, food, seaside pastimes)</li> <li>• Look at Punch and Judy puppet shows and how they have changed over time</li> </ul> <p>DT</p> <ul style="list-style-type: none"> <li>• Make a puppet show theatre.</li> <li>• Measure and cut dowel accurately</li> <li>• Join using glue guns</li> <li>• Test different methods of enabling structures to remain stable</li> <li>• Explore how to make structures stronger.</li> <li>• Make finger puppets to use in the theatres</li> </ul>
Rivers and Canals	<p>Geography</p> <ul style="list-style-type: none"> <li>• Identify major rivers and canals in the UK</li> <li>• Know difference between rivers and canals - and their different purposes</li> <li>• Look at features of a river and how river shape changes</li> <li>• Look at the water cycle and how this links to rivers/ mountains - story of a Raindrop (English Link)</li> </ul> <p>Art:</p> <p>Weaving looms made from paper plates</p> <p>Weaving wool into these to make a basket</p>



	<p>DT:</p> <p>Investigate different techniques for stiffening a variety of materials (weaving)</p>
Beyond Living Memory	<p>Remembrance Day</p> <p>History</p> <ul style="list-style-type: none"> <li>To recognise the poppy as a symbol representing Remembrance, learn about Remembrance Day and to begin to understand what is being remembered and why.</li> </ul> <p>Art</p> <ul style="list-style-type: none"> <li>Paper sculpture to create a poppy wreath - using a template to draw round and then cut out shapes</li> <li>Thumbprint poppy field - printing</li> <li>Poppy field printing - relief printing</li> <li>Take rubbings from cenotaph - impression printing. Create a large scale class collage with the images</li> </ul> <p>Guy Fawkes</p> <p>History</p> <ul style="list-style-type: none"> <li>Learn about Guy Fawkes as a significant individual - what he did/ didn't do and why this is important in British History (Gunpowder Plot)</li> <li>Look at Guy Fawkes' role in the plot</li> <li>Look at why and how we celebrate Bonfire Night</li> </ul> <p>Art</p> <ul style="list-style-type: none"> <li>Printing and experimenting with different tools (e.g. layering, mixing media, scrapping through)</li> <li>Build up to a large scale whole class piece.</li> </ul>
Ice Explorers	<p>Research the polar expeditions of Shackleton and Norgay.</p> <p>Follow their journeys and understand what they needed to take on an expedition in cold extreme conditions.</p> <p>Geography</p> <ul style="list-style-type: none"> <li>Locate Antarctica on a map</li> <li>Explore the physical geography of Antarctica and compare to UK</li> <li>Locate the Himalayas and Everest on a map</li> <li>Explore the physical geography of Himalayas/ Everest</li> </ul> <p>History</p> <ul style="list-style-type: none"> <li>Learn about Ernest Shackleton as a significant individual - where he explored and why he is important</li> <li>Learn about Tenzing Norgay as a significant individual - where he explored and why he is important</li> </ul> <p>Art</p> <ul style="list-style-type: none"> <li>Inspired by artist France Hatch - recreate the shape of Antarctica using 3d materials. Photograph their work using digital camera. Adapt their work using line and fill tools, basic selection and cropping tools</li> <li>Make prayer flags - using cotton square - decorate using various techniques. Cut out felt shapes accurately using scissors/ snips and apply with glue or stitching. Apply decoration using beads, feathers etc. Create cords and plaits for decoration. Apply colour using fabric crayons/ paints</li> </ul>
Great Fire of London	<p>Learn about a significant historic event from the 17th Century - The Great Fire of London</p> <p>History</p> <ul style="list-style-type: none"> <li>Place events on a timeline to understand how long ago it happened.</li> <li>Understand the origin of the fire and why it spread so quickly linked to the types of housing and lack of fire-fighting know how of the time</li> </ul>



	<ul style="list-style-type: none"> <li>• Use secondary sources to explore Tudor housing structures and design, building methods</li> <li>• Formulate and record questions about what happened in the great fire.</li> <li>• Look at Samuel Pepys as a significant individual and use primary sources to explore Tudor life at the time</li> <li>• Compare and contrast fire equipment from Tudor times and now</li> <li>• Compare and contrast food between rich and poor Tudors</li> </ul> <p>DT</p> <ul style="list-style-type: none"> <li>• Create a 3d representation of a Tudor house</li> <li>• Bake bread following a recipe</li> </ul> <p>Art</p> <ul style="list-style-type: none"> <li>• Tudor house collage using lolly sticks and paper</li> <li>• Weaving to represent wattle and daub using lolly sticks, salt dough and twigs</li> <li>• Observational drawing using charcoal</li> <li>• Create an abstract drawing of a fire inspired by Paull Klee</li> </ul>
Flight Explorers	<p>History</p> <ul style="list-style-type: none"> <li>• Learn about Leonardo Da Vinci as a significant individual. Why is he famous as an artist, engineer and designer?</li> <li>• Learn about the Wright Brothers as significant individuals. Why are they famous as aviation engineers? Why was their invention significant?</li> <li>• Order their inventions on a timeline</li> </ul> <p>DT</p> <ul style="list-style-type: none"> <li>• Children to make a paper aeroplane following instructions and test them.</li> <li>• Look at how folding stiffens and strengthens materials - adapt and modify designs to improve the outcome.</li> </ul> <p>Structures:</p> <ul style="list-style-type: none"> <li>• Explore how to make structures stronger.</li> <li>• Investigate different techniques for stiffening a variety of materials</li> </ul> <p>Mechanisms:</p> <ul style="list-style-type: none"> <li>• Fold, tear and cut paper and card.</li> </ul> <ul style="list-style-type: none"> <li>• Children to make an elastic band powered car.</li> </ul> <p>Mechanisms:</p> <ul style="list-style-type: none"> <li>• Join appropriately for different materials and situations e.g. glue, tape.</li> <li>• Try out different axle fixings and their strengths and weaknesses.</li> <li>• Make vehicles with construction kits which contain free running wheels.</li> <li>• Use a range of materials to create models with wheels and axles e.g. tubes, dowel, cotton reels.</li> <li>• Attach wheels to a chassis using an axle.</li> </ul>

Autumn	<p>Geography</p> <ul style="list-style-type: none"> <li>• Visit the school grounds - use fieldwork techniques to compare and contrast the effect of the current weather/ climate/ season on the environment/ vegetation</li> <li>• Use cameras/ digital/ audio equipment to record the observed change</li> </ul> <p>Art</p> <ul style="list-style-type: none"> <li>• Leaf collage</li> <li>• Autumn painting - colour wash in the background - inspired by above pictures</li> <li>• Colour mixing to get different tints/ tones of oranges and reds. Finger paint</li> </ul>
Winter	<p>Geography</p> <ul style="list-style-type: none"> <li>• Visit the school grounds - use fieldwork techniques to compare and contrast the effect of the current weather/ climate/ season on the environment/ vegetation</li> </ul>



	<ul style="list-style-type: none"> <li>Use cameras/ digital/ audio equipment to record the observed change</li> </ul> <p>Art</p> <ul style="list-style-type: none"> <li>Inspired but folk art - watercolour wash and pen art - mixed media</li> </ul>
Spring	<p>Geography</p> <ul style="list-style-type: none"> <li>Visit the school grounds - use fieldwork techniques to compare and contrast the effect of the current weather/ climate/ season on the environment/ vegetation</li> <li>Use cameras/ digital/ audio equipment to record the observed change</li> </ul> <p>DT</p> <ul style="list-style-type: none"> <li>Make plant pots using coil technique and slab technique</li> <li>Plant a sunflower in it!</li> </ul>
Summer	<p>Geography</p> <ul style="list-style-type: none"> <li>Visit the school grounds - use fieldwork techniques to compare and contrast the effect of the current weather/ climate/ season on the environment/ vegetation</li> <li>Use cameras/ digital/ audio equipment to record the observed change</li> </ul> <p>Art</p> <p>Sunflower progression:</p> <ul style="list-style-type: none"> <li>Inspired by Van Gogh art - sunflower painting</li> <li>Observational drawings (build sketching skills)</li> <li>Paint sunflowers</li> <li>Jackson Pollock splatter art</li> </ul>

Christmas Card	Watercolour
Calendar	4 seasons depicted as a tree - quilling Paper sculpture
Mother's Day	Camera card - slider mechanism of pictures
Father's Day	Sewing a keyring 'tie' using different stitches
Easter	Andy Warhol inspired card. Paint picture of egg with patterns Experiment manipulating digital image - repeat to produce final card



Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Science</b> 	<b>Animals including Humans</b>  notice that animals, including humans, have offspring which grow into adults  ii) find out about and describe the basic needs of animals, including humans, for survival (water, food and air)  iii) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	<b>Living things and their habitats</b>  explore and compare the differences between things that are living, dead, and things that have never been alive  ii) 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	<b>Everyday Materials</b>  identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses  ii) find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	<b>Everyday Materials</b>  identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses  ii) find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	<b>Plants</b>  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.	<b>Living things and their habitats</b>  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.  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.
	<b>MUSIC</b>  <u>Exploring simple patterns</u> 1 - Music is in my soul 2 - Music is in my soul 2 3 - Hey friends 4 - Hey friends 2 5 - hello 6 - assessment	<u>Music that makes you dance</u> (nativity) 1-I wanna play in a band. Part 1 and 2 2- music is all around me. Part 1 and 2 3 - Nativity 4- Nativity 5 - Nativity 6 - saying sorry/assessment	<u>Exploring feelings through music</u> 1-Rainbows 2- Rainbows 2 3 - Hands, feet, heart 4 - Hands, feet, heart part 5 - All around the world 6 - assessment	<u>Focus on dynamics and tempo</u> 1 -sparkle in the sun 2- sparkle in the sun part 2 3 -listen part 1 4 - listen part 2 5 - the orchestra song	<u>Inventing a musical story</u> 1-helping each other part 1 2- helping each other part 2 3- the music man part 1 4- the music man part 2 5--let's sing together 6- assessment	<u>Exploring improvisation</u> 1-The sunshine song part 1 2-the sunshine song part 2 3-four white horses part 1 4 - four white horses part 2 5 -down by the bay 6 -assessment
<b>ICT</b> 	1 -Introduction to REN - Coding 2 - Algorithms 3-collision detection 4 - outdoor learning coding/lesson 3 - using a timer 5 - different object types 6 - buttons/ lesson 6 - debug	<u>Effective searching</u> 1 - understanding the internet and searching 2/3- searching the internet/ sharing the knowledge on the internet/ <u>Online safety</u> 1 searching and sharing 2- email using to respond 3- digital footprint	<u>Spreadsheets</u> 1-evaluating a spreadsheet 2 copying, cutting and pasting 3- add amounts 4-creating a graph <u>Making music</u> 1-2 sequence 2- make music 3 -sound track	<u>Questioning</u> 1-Pictograms 2/3- yes/no questions - binary trees 4-a computer binary tree 5 -a non- binary database	<u>Creating pictures</u> 1 - impression 2-pointillism art 3-piet Mondrian 4 -William Morris and patterns 5- surrealism and collage	<u>Presenting</u> 1 - presenting a story three ways 2- presenting ideas as a quiz 3-making a non-fiction fact file 4 -making a presentation
<b>PSHE</b> 	<u>Me and my relationships</u> 1 - Our ideal classroom 2 - How are you feeling 3-Being a good friend 4-How are you feeling 5-let's all be happy 6-Bullying and teasing 7- Don't do that	<u>Keeping safe</u> 1-Harold's picnic 2-How safe would you feel 3-what should Harold say 4-I don't like that 5- Fun or not 6- should I tell	<u>Valuing difference</u> what makes us who we are - My special people - How do we make others feel -when someone is feeling left out -an act of kindness -solve the problem	<u>Rights and respect</u> 1-getting on with others 2-when I feel like erupting 3-feeling safe 4-playing games 5-Harold saves for something special 6-how can we look after our environment? 7- Harold goes camping	<u>Being my best</u> 1-You can do it 2-My day 3-Harold's postcard 4-Harold's bathroom 5-what does my body do 6-Basic first aid	<u>Growing and changing</u> 1-A helping hand 2-Sam moves away 3-Haven't you grown 4-My body/your body 5-Respecting Privacy 6-some secrets should never be told



<b>PE</b> 	Overarm throw striking and fielding 1-Overarm throw with some accuracy/distance 2- Overarm throw with some accuracy/ strike a ball for distance. 3- Overarm throw/fast run technique/strike a ball for distance 4-Play a simple game using a tactic 5- Use a tactic to play a game 6-group work/working cooperatively	Dance Xmas nativity 1/2/3/4/5 explore/compose/perfor m a dance through a range of actions Rehearse and work as a class (Through school Nativity) 6- To perform a sequence	<b>Gymnastics</b> 1- jumping high 2-sequences involving travelling and 3 balances 3-travelling/2 balances 4-travel/balance and 2 rolling actions 5-travelling, balance, 3 jumps and apparatus 6- developed a sequence	Playground games 1-dodging and changing direction in a game 2-hopping when playing a game 3-catching a ball with control 4-throw a ball with some accuracy, catch a ball, side gallop. 5- ready position, catch a ball, side gallop. 6-strike a ball/apply a simple tactic	Athletics 1-Throw underarm into a target 2-Overarm throw accurately with distance 3-Throw using a push, overarm for distance 4- underarm for accuracy, overarm for distance 5-to complete an obstacle course with speed and agility. 6- underarm throw, overarm for distance	Fundamental skills assessments Sports day 1-underarm in a target, to throw as far as possible 2-to throw overarm with distance and accuracy 3-to jump for distance and control 4-To kick a ball with distance, catch a ball 5- to throw overarm and underarm 6- to complete an obstacle (sports day)
<b>RE</b> 	<a href="#">Hinduism - How do we show devotion?</a>	<a href="#">Christianity - Jesus - why do Christians say Jesus is the light of the world?</a>	<a href="#">Christianity - God - Does how we treat the world matter?</a>	<a href="#">Islam - why do Muslims believe it is important to obey God?</a>	<a href="#">Judaism - what aspects of life really matter?</a>	<a href="#">Christianity - Church - what unites the community?</a>