



Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Subject focus	Geography – Our Local area	Geography – The UK	History – Victoria and Elizabeth 11 (significant Monarchs and their impact)	History – Changes of Toys over time	History – Brunel’s inventions	Geography – from Bratton to Beachside
Texts which may be used to support the Curriculum						
History			-The lives of significant individuals in the past who have contributed to national and international achievements.	-Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	-Significant historical events, people and places in their own locality.	
Geography	<p>-Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>-Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>-Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>-Identify seasonal and daily weather patterns in the United Kingdom</p> <p>-Use world maps, atlases and globes to identify the United Kingdom and its countries</p>				<p>-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</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>

<p>Design and Technology Kapow Scheme</p>	<p><b>Cooking and nutrition: Fruit and vegetables</b></p> <p>To understand the difference between fruits and vegetables. To understand that some foods typically known as vegetables are actually fruits (e.g. cucumber). To know that a blender is a machine which mixes ingredients together into a smooth liquid. To know that a fruit has seeds and a vegetable does not. To know that fruits grow on trees or vines. To know that vegetables can grow either above or below ground. To know that vegetables can come from different parts of the plant.</p> 	<p><b>Structures: Constructing a windmill</b></p> <p>To understand that the shape of materials can be changed to improve the strength and stiffness of structures. To understand that cylinders are a strong type of structure (and, therefore, they are the main shape used for windmills and lighthouses). To understand that axles are used in structures and mechanisms to make parts turn in a circle. To begin to understand that different structures are used for different purposes. To know that a structure is something that has been made and put together.</p> 	<p><b>Mechanisms: Wheels and axles</b></p> <p>To know that wheels need to be round to rotate and move. To understand that for a wheel to move it must be attached to a rotating axle. To know that an axle moves within an axle holder which is fixed to the vehicle or toy. To know that the frame of a vehicle (chassis) needs to be balanced. To know some real-life items that use wheels.</p> 	<p><b>Mechanisms: Making a moving story book</b></p> <p>To know that a mechanism is the parts of an object that move together. To know that a slider mechanism moves an object from side to side. To know that a slider mechanism has a slider, slots, guides and an object. To know that bridges and guides are bits of card that purposefully restrict the movement of the slider.</p> 	<p><b>Textiles: Puppets</b></p> <p>To know that 'joining technique' means connecting two pieces of material together. To know that there are various temporary methods of joining fabric by using staples, glue or pins. To understand that different techniques for joining materials can be used for different purposes. To understand that a template (or fabric pattern) is used to cut out the same shape multiple times. To know that drawing a design idea is useful to see how an idea will look.</p> 	
<p>Art and Design</p>	<p><b>Printing – Natural materials (poster paint)</b></p>	<p><b>Portraits – self-portraits (pencils and felt tips)</b></p>	<p><b>Villagescapes – drawing from real life (sketching)</b></p>	<p><b>Architecture – painting famous buildings (watercolours)</b></p>	<p><b>Graphic Design – typography (posters/poster paint)</b></p>	<p><b>Sculpture – Animals (foil)</b> <b>Alberto Giacometti</b></p>

Science	The Human Body	Materials	Planting and animals	Caring for the planet and planting	Plants and planting	Growing and cooking
	Name and identify parts of the human body. Draw and label parts of the human body. Explore: Sight, Sound, Taste, Touch, Smell	Explore materials: wood, plastic, glass and metal, rock Explore: Objects and materials Melt and freeze Float or sink? Does it absorb water? Investigate using materials	Exploring: Mammals Birds Fish Amphibians Reptiles Compare and group animals Carnivores, Herbivores Omnivores	Exploring and discussing: Why is it important to care for our planet? How can we care for our planet?	Exploring: Plant parts Tree parts Wildflowers and garden plants Plants in my local area Deciduous trees Evergreen trees Trees in my local area	Exploring and observing: Where does my food come from? What have I planted and grown this year? Can I cook with what I have grown?
	SEASONAL CHANGES (Y1)					
<p>Forest School:</p> <p>Use the local environment throughout the year to explore and answer questions about plants growing in their habitat. Explore and answer questions about animals in their local environment.</p>						
Computing Kapow Scheme	Computing systems and networks: Improving mouse skills	Programming 1: Algorithms unplugged	Online safety: Year 1  Safer Internet Day	Programming 2: Bee-Bot	Creating media: Digital imagery	Data handling: Introduction to data
Physical Education  REAL PE Scheme	REAL PE – Unit 1 – Personal Co-ordination: Footwork Static balance: One leg  Outdoor Adventurous Activities	REAL PE – Unit 2 – Social Dynamic Balance to Agility: Jumping and Landing Static Balance: Seated  REAL GYM – Unit 1 – Social Shape and travel	REAL PE – Unit 3 – Cognitive Dynamic Balance: On a Line Static Balance: Stance  REAL DANCE – Unit 1 – Cognitive Shapes Solo Artistry Musicality Partnering Shapes Circles Solo Artistry Abstraction Artistry (Making)	REAL PE – Unit 4 – Creative Coordination: Ball Skills Counter Balance: With a Partner  REAL GYM – Unit 2 – Creative Flight and rotation	REAL PE – Unit 5 – Physical Coordination: Sending and Receiving Agility: Reaction / Response  Team Game – Rounders (with tennis rackets) Striking and fielding principles	REAL PE – Unit 6 – Health and Fitness Agility: Ball Chasing Static Balance: Floor Work  Athletics

PSHE / RSE Jigsaw Scheme	Being Me Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Celebrating Differences Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Dreams and Goals 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	Healthy Me Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Relationships 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	Changing Me Bodies 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.
Music Charanga Scheme	Hey you!	Rhythm in the way we walk and the Banana Rap Nativity songs.	In the groove	Round and round	Your imagination	Reflect, rewind, replay
Religious Education Wiltshire Syllabus	What does it mean to belong?	Why do we celebrate special times? (Christmas focus)	What do some people believe about God?	Why do we celebrate special times? (Easter focus)	Why and how do special places and symbols help people show what they believe?	How does being Jewish make a difference to family and celebration?