



Year A/C	T1	T2	T3	T4	T5	T6
Topic	Seasons ( 2)	Journeys – Food ( 2)	Great Inventions : Transport (1)	The Greatest Explorers (1)	Holidays (2)	Our local area (1)
Humanities G/H	Geography	Geography	History	History	History	Geography
Geography/History objectives covered	<p><b>Knowledge</b> Identify seasonal and daily weather patterns in the United Kingdom</p> <p><b>Skills</b> 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 ( local land use)</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map.</p>	<p><b>Knowledge</b> Name and locate 7 continents and 5 oceans of the world</p> <p>Identify hot and cold places of the world in relation to the Equator, North and South Poles</p> <p><b>Skills</b> Use world maps, atlases, globes to identify the UK, continents and oceans of the world</p> <p>Use basic geographical vocabulary to refer to key physical features</p> <p>Use basic geographical vocabulary to refer to key human features,</p>	<p><b>Knowledge</b> Describe significant historical events, people and places in his/her own locality.</p> <p><b>Skills</b> Use a wide vocabulary of everyday historical terms.</p> <p>Speak about how he/she has found out about the past.</p> <p>Record what he/she has learned by drawing and writing.</p> <p>Show understanding of some of the ways in which we find out about the past (artefact focus)</p>	<p><b>Knowledge</b> Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods</p> <p>Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p> <p><b>Skills</b> Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events.</p> <p>Show understanding of some of the ways in which we find out about the past and identify different sources of evidence</p>	<p><b>Knowledge</b> Describe changes within living memory and aspects of change in national life ( railways in the Victorian age / first flight / motor cars and developments in transport to present day)</p> <p>Describe where events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p> <p><b>Skills</b> Use a wide vocabulary of everyday historical terms.</p> <p>Speak about how he/she has found out about the past.</p> <p>Record what he/she has learned by drawing and writing.</p>	<p><b>Knowledge</b> Use basic geographical vocabulary to refer to key physical and human features</p> <p><b>Skills</b> 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 simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map.</p> <p>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.</p>

English Genres	Narrative with a magical theme  Informal letter  Poetry	Animal Story – Narrative  Non Chronological Report  Animal Poetry	Traditional Tales  Instructions	Legend  Recount	Myth  Information Text	Travel Journal  Humorous Poetry	
Maths Year 1	Place Value within 10 Addition	Addition and Subtraction 2D Shape Place value within 20	Addition and Subtraction within 20 Place Value within 50	Measure : length, height, mass, capacity	Multiplication and Division Fractions	Position and Direction Place Value within 100 Money Time	
Maths Year 2	Place Value Addition with and without regrouping	Subtraction with and without regrouping Money Multiplication and Division	Multiplication and Division Data	Shape Fractions Position and Direction	Measure : Length and Height, mass, capacity, temperature Time	Data Time Problem solving	
Science	Who am I?  <b>Knowledge</b>  Identify, name, draw and label the basic parts of the human body Say which part of the body is associated with each sense <b>Skills</b> Identifying and classifying Gather and record data to help answer questions  Perform simple tests	Celebrations  <b>Knowledge</b> To distinguish between an object and the material from which it is made.  To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.  <b>Skills</b> To describe the simple physical properties of a variety of everyday materials.  <b>Skills</b> Ask questions and recognise they can be answered in different ways  Use observations and ideas to suggest answers to questions  Observe closely Gather and record data to help answer questions  To name animals that are birds, fish and mammals. To name common animals that are carnivores, herbivores and omnivores Identify and name a variety of everyday materials  Compare and group together a variety of everyday materials on the basis of their simple physical properties  <b>Skills</b> Identifying and classifying	Move it  <b>Knowledge</b> To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.  <b>Skills</b> To observe closely.  To perform simple tests.  To identify and classify.  To use observations and ideas to suggest answers to questions.  To gather and record data to help in answering questions	Polar Adventures  <b>Knowledge</b> To name animals that are birds, fish and mammals. To name common animals that are carnivores, herbivores and omnivores Identify and name a variety of everyday materials  Compare and group together a variety of everyday materials on the basis of their simple physical properties  <b>Skills</b> Identifying and classifying Ask questions and recognise they can be answered in different ways Use observations and ideas to suggest answers to questions Gather and record data to help answer questions	Polar Adventures  <b>Knowledge</b> To identify and name a variety of plants.  To observe and describe how seeds and bulbs grow into mature plants.  To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.  To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.  <b>Skills</b> To ask simple questions and recognise that they can be answered in different ways.  To observe closely, using simple equipment.  To perform simple tests.	Young Gardeners  <b>Knowledge</b> To identify and name a variety of plants.  To observe and describe how seeds and bulbs grow into mature plants.  To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.  To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.  <b>Skills</b> To observe closely.  To identify and classify.  To use observations and ideas to suggest answers to questions.  To gather and record data to help in answering questions	Mini-Worlds  <b>Knowledge</b> To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.  To explore and compare the differences between things that are living, dead, and things that have never been alive.  To identify that most living things live in habitats and micro-habitats to which they are suited.  To describe how different habitats provide for the basic needs of different kinds of animals and plants. To describe how animals obtain their food from plants and other animals.  To use the idea of a simple food chain.  To identify and name different sources of food.  <b>Skills</b> To observe closely.  To identify and classify.  To use observations and ideas to suggest answers to questions.  To gather and record data to help in answering questions

		Ask questions and recognise they can be answered in different ways Use observations and ideas to suggest answers to questions Gather and record data to help answer questions			To identify and classify.  To use observations and ideas to suggest answers to questions.  To gather and record data to help in answering questions	
<b>Computing</b>	2.2 Online Safety (3 weeks)  Spreadsheets 2.3	Unit 1.6 Animated Story Books (5 weeks)	Coding Espresso (first 6 weeks)	1.5 Maze Explorers (3 weeks)	2.8 Presenting Ideas (4 weeks)	Coding Espresso (2 <sup>nd</sup> 5 weeks)
<b>ART/DT</b>	DT Mechanism  QCA Unit 1A – Moving Pictures  Children develop their understanding of how movement can be created by investigating everyday products and making simple levers and sliders from given examples.	Art : Painting and Mixed media Focus: <b>Colour Splash</b> (Y1 Unit)  Over 5 lessons children explore colour making through paint play and use a range of tools and surfaces.  Skills: <ul style="list-style-type: none"> <li>Learn to identify primary colours</li> <li>Explore how to mix secondary colours</li> <li>Apply paint mixing knowledge to own painting.</li> <li>Choose the correct brush for the mark they want to make.</li> <li>Explore colour when printing</li> <li>To begin to understand what a 'hue' is.</li> <li>To begin to work in the style of</li> </ul>	DT Food Technology  QCA Unit 1C – Eat more fruit and vegetables  This unit develops children's understanding of designing and making with food and the importance of healthy eating. They make choices based on the properties of different fruit and vegetables in order to design and make a product for a particular occasion or target group to encourage them to eat more fruit and vegetables.	Art: Craft and Design Focus  <b>Map it Out</b> (Y2 Unit)  Over 5 lessons, children respond to a simple design brief, creating a piece of art representative of their local area. They learn 3 techniques of creating a stained glass effect, felt making and tile printing.  Skills: <ul style="list-style-type: none"> <li>To learn what a design brief is.</li> <li>Use a map as a stimulus for drawing</li> <li>Create a pictorial version of a familiar journey</li> <li>To learn about the process of felt making and apply knowledge to make own piece.</li> <li>To learn about stain glass work</li> </ul>	DT Structures  QCA Unit 1D – Homes  This unit gives children opportunities to develop their understanding of structures. Observation of different types of building gives children experience and information to draw on when developing their own ideas. They develop and model their ideas by creating static models from sheet and reclaimed materials and using construction kits. They gain a basic understanding about structures and how these can be made	Art: Drawing Focus  <b>Make Your Mark</b> ( Y1 Unit)  In this series of 5 lessons children explore mark making and line, experimenting with different materials. They practice observational skills and work on both independent and collaborative pieces.  Skills: <ul style="list-style-type: none"> <li>Learn how to create different types of line.</li> <li>To work in the style of a modern artist</li> <li>To use my sketchbook to experiment with mark making.</li> <li>To evaluate my work and that of others using my growing art vocabulary</li> <li>Draw with different media and begin to appreciate their qualities</li> <li>Trace around a shape</li> <li>Develop observational skills and mark</li> </ul>

		<p>a studied artist</p> <ul style="list-style-type: none"> <li>To evaluate my own work and that of others.</li> </ul> <p>Artists: Jasper Johns, Clarice Cliff</p>		<p>techniques and translate to paper version.</p> <ul style="list-style-type: none"> <li>Develop print making skills</li> <li>Create a printing tile</li> <li>To evaluate all taught processes and explain what was tricky and what went well.</li> <li>To present artwork and evaluate against the design brief</li> </ul> <p>Artists: Susan Stockwell, Kim Soom-Im, Josef Albers, Matthew Cusick</p>	stronger and more stable.	<p>making techniques</p> <ul style="list-style-type: none"> <li>To learn to work independently and collaboratively</li> </ul> <p>Artists: Bridget Riley, Kadinsky, Zaria Forman.</p>
<p><b>To design, make, evaluate and improve</b></p> <ul style="list-style-type: none"> <li>Design products that have a clear purpose and an intended user.</li> <li>Make products, refining the design as work progresses.</li> <li>Use software to design</li> </ul> <p><b>To take inspiration from the greats (classic and modern)</b></p> <ul style="list-style-type: none"> <li>Describe the work of notable artists, artisans and designers.</li> <li>Use some of the ideas of artists studied to create pieces.</li> </ul>						
PE/dance	Multi Skills  Ball Games (Movement Skills/Fitness)	Multi Skills  Invasion Games	Gymnastics  Dance	Multi Skills  Tag Rugby	Striking & Fielding  Net & Wall	Striking & Fielding  Athletics
Music Units	Y2 Unit 3 Musical me (composition)	Y1 Unit 4 Fairytales (dynamics and tempo)	Y2 unit 6 Myths and Legends (structure and graphic score)	Y1 unit 3 Animals (classical music, dynamics and tempo)	Y1 unit 6 By the Sea (vocal and body sounds)	Year 2 unit 5 On this island (British songs and sounds)
RSE	Growing and Changing	Me and My Relationships	Valuing differences	Keeping Myself Safe	Rights and responsibilities	Being my Best
RE	1.2 Who do Christians say made the world? Harvest	1.10 What does it mean to belong to a faith community?	1.1 What do Christians believe God is like?	1.7 Who is Jewish and how do they live? (PART 1)	1.7 Who is Jewish and how do they live? (PART 2)	1.9 How should we care for the world and for others, and why does it matter?

Year B/D	T1	T2	T3	T4	T5	T6
<b>Topic</b>	My Family History (1)	Bonfire Night and the Great Fire of London (2_	People and their communities (1)	Local Heroes or Florence Nightingale	Our Wonderful World (2)	Animals and Habitats (1)
Humanities G/H	History	History	Geography	History	Geography	Geography
Geography/History objectives covered	<p><b>Knowledge</b> Describe changes within living memory and how these reflect changes in national life</p> <p>Explore how toys have changed from the Victorian, War time era, 1980's and now.</p> <p><b>Skills</b> Sort artefacts from 'then' and 'now'. Show understanding of some of the ways in which we find out about the past and identify different ways in which it is represented Record what he/she has learned by drawing and writing.</p>	<p><b>Knowledge</b> Explore how homes have changed over time : Iron Age Romans Tudors Victorian era</p> <p>Describe events beyond living memory that are significant nationally or globally (Great Fire)</p> <p><b>Skills</b> Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. Show an awareness of the past, using common words and phrases relating to the passing of time.</p>	<p><b>Knowledge</b> Name, locate and identify characteristics of the seas surrounding the United Kingdom.</p> <p>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.</p> <p><b>Skills</b>Use basic geographical vocabulary to refer to key physical features Use basic geographical vocabulary to refer to key human features, Use aerial photographs to recognise land marks and physical and human features Use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map.</p>	<p><b>Knowledge</b> Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods</p> <p><b>Skills</b> Use a wide vocabulary of everyday historical terms. Speak about how he/she has found out about the past. Record what he/she has learned by drawing and writing.</p>	<p><b>Knowledge</b> Identify seasonal and daily weather patterns in the UK</p> <p>Name, locate and identify characteristics of the seas surrounding the United Kingdom.</p> <p><b>Skills</b> Use basic geographical vocabulary to refer to key physical features Use basic geographical vocabulary to refer to key human features, Use aerial photographs to recognise local land marks and physical and human features</p>	<p><b>Knowledge</b> Name and locate the world's seven continents and five oceans. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area of Zambia</p> <p><b>Skills</b> 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. Use basic geographical vocabulary to refer to key physical features Use basic geographical vocabulary to refer to key human features,</p>

<p><b>English</b> <b>texts and</b> <b>genre</b></p>	<p>Traditional Tales</p> <p>Non Chronological Report</p> <p>Sound Poem</p>	<p>Historical diaries</p> <p>Narrative in a familiar setting</p> <p>Firework poetry</p>	<p>Science fiction</p> <p>Information text</p>	<p>The Fluffy Squishy Itsy Bitty ( Story in familiar setting)</p> <p>Recount : based on a school trip</p>	<p>Humorous Story : Traction Man</p> <p>Persuasive Letter ( The Day the Crayons Quit)</p>	<p>Wombat goes walkabout ( Story from other cultures)</p> <p>Instructions : How to care for Bog Baby</p> <p>Rhythmic Poetry</p>
<p><b>Maths</b> <b>Year 1</b></p>	<p>Place Value within 10</p> <p>Addition</p>	<p>Addition and Subtraction</p> <p>2D Shape</p> <p>Place value within 20</p>	<p>Addition and Subtraction within 20</p> <p>Place Value within 50</p>	<p>Measure : length, height, mass, capacity</p>	<p>Multiplication and Division</p> <p>Fractions</p>	<p>Position and Direction</p> <p>Place Value within 100</p> <p>Money</p> <p>Time</p>
<p><b>Maths</b> <b>Year 2</b></p>	<p>Place Value</p> <p>Addition with and without regrouping</p> <p>Shape</p>	<p>Subtraction with and without regrouping</p> <p>Money</p>	<p>Multiplication and Division</p> <p>Data</p>	<p>Measure : Length and Height, mass, capacity, temperature</p> <p>Time</p>	<p>Fractions</p> <p>Position and Direction</p>	<p>Data</p> <p>Time</p> <p>Problem solving</p>
<p><b>Science</b></p>	<p>Healthy Me</p> <p><b>Knowledge</b> To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p><b>Skills</b> To observe closely.</p> <p>To perform simple tests.</p> <p>To identify and classify.</p> <p>To use observations and ideas to suggest answers to questions.</p> <p>To gather and record data in answering questions.</p>	<p>Materials Monster</p> <p><b>Knowledge</b> To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p><b>Skills</b> To observe closely .</p> <p>To perform simple tests.</p> <p>To identify and classify.</p> <p>To use observations and ideas to suggest answers to questions.</p> <p>To gather and record data to help in answering questions</p>	<p>Young Masterchef</p> <p><b>Knowledge</b> To find out about and describe the basic needs of humans, for survival (water, food and air).</p> <p>To describe the importance for humans of eating the right amounts of different types of food, and hygiene.</p> <p>To observe and describe how seeds and bulbs grow into mature plants.</p> <p>To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p><b>Skills</b> To observe closely.</p> <p>To perform simple tests.</p> <p>To identify and classify.</p>	<p>Treasure Island</p> <p><b>Knowledge</b> Identify and name a variety of common animals including fish.</p> <p>Identify and name a variety of common plant.</p> <p><b>Need to include catch up work on food chains and habitats</b></p> <p>Describe the simple 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><b>Skills</b> To ask simple questions and recognise that they can be answered in different ways.</p> <p>To observe closely, using simple equipment.</p> <p>To perform simple tests.</p> <p>To identify and classify.</p> <p>To use their observations and ideas to suggest answers to questions.</p> <p>To gather and record data to help in answering questions</p>	<p>Holiday – Lets go to the seaside</p> <p><b>Knowledge</b> Identify and name a variety of common animals including fish, birds and mammals</p> <p>Describe the simple properties of a variety of everyday materials</p> <p><b>Need to include catch up work on food chains and habitats</b></p> <p><b>Skills</b> To ask simple questions and recognise that they can be answered in different ways.</p> <p>To observe closely, using simple equipment.</p> <p>To perform simple tests.</p> <p>To identify and classify.</p> <p>To use observations and ideas to suggest answers to questions.</p> <p>To gather and record data to help in answering questions</p>	<p>On Safari</p> <p><b>Knowledge</b> Identify and name a variety of common animals – invertebrates</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p><b>Skills</b> To ask simple questions and recognise that they can be answered in different ways.</p> <p>To observe closely.</p> <p>To perform simple tests.</p> <p>To identify and classify.</p> <p>To gather and record data to help in answering questions.</p> <p>To describe the simple physical properties of a variety of everyday materials.</p>

			<p>To use observations and ideas to suggest answers to questions.</p> <p>To gather and record data to help in answering</p>			
<b>Computing</b>	<p>1.1 Online Safety and Exploring Purple Mash and 2.5 Effective searching (4-5 weeks)</p> <p>1.9 Technology outside school (2) weeks</p>	Unit 2.6 creating pictures (5 weeks)	Coding Espresso (first 6 weeks)	Unit 2.7 Making music (3 weeks)	Unit 1.3 pictograms (3 weeks)	Coding Espresso (2 <sup>nd</sup> 6 weeks)
<b>ART/DT</b>	<p>DT Textiles</p> <p>QCA Unit 2B – Puppets</p> <p>This unit involves children making a textile product by marking out, cutting and joining pieces of fabric. Children look at a selection of hand puppets and base their design on their investigations into how the puppets have been made and who they have been designed for.</p> <p>OR</p>	<p>Art : Painting and Mixed media focus <b>Beside the Seaside</b> (Landscape Unit KS1 – Kapow)</p> <p>In this series of 5 lessons children learn about composition and work with different art materials to create texture in a piece based on the sea side landscape.</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Generate ideas from stimuli</li> <li>• Explore different media</li> <li>• Use sketchbooks to experiment and record</li> <li>• Develop some control when painting</li> <li>• Learn about colour</li> </ul>	<p>DT Structures</p> <p>QCA Unit 1B – Playgrounds</p> <p>This unit gives children opportunities to learn about framework structures and how to make them stable and able to support loads. They investigate materials used for the play equipment, what the different parts of the equipment are, and how they have been assembled. Through a range of focused tasks they develop their use of construction kits, combined with reclaimed materials. The main outcome of this unit will be to design and make a model of an item of</p>	<p>Art: Sculpture Focus</p> <p><b>Paper Play</b> (Kapow KS1 Unit)</p> <p>Over 5 lessons, children learn about creating simple 3 dimensional shapes and structures using familiar materials such as card and paper. They learn the techniques of folding, rolling and scrunching and how to work collaboratively.</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Exploring own ideas using a range of media.</li> <li>• Use sketchbooks to explore ideas.</li> <li>• Use hands to manipulate</li> </ul>	<p>DT Mechanisms</p> <p>QCA Unit 2C – Winding Up</p> <p>This unit introduces the children to the concept of winding mechanisms, building on previous knowledge of wheels and axles. The children explore how to make winding mechanisms using construction kits, then, after discussion, make their own toy using a winding mechanism out of reclaimed materials.</p>	<p>Art: Drawing Focus</p> <p><b>Tell a Story</b> (Kapow KS1 Unit)</p> <p>Using storybook illustration as a stimulus, children develop their mark making skills by using a wider range of tools and materials. They try to create texture and begin to add more detail.</p> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Generate ideas from a wider range of stimuli.</li> <li>• Use sketchbooks to help make decisions about what to do next.</li> <li>• Further develop mark making with a greater range of media and</li> </ul>

	<p>Unit 2D – Joseph’s Coat</p> <p>Through this unit children will learn to use a graphics program to design a model of a simple coat linked to the story of Joseph’s coat of many colours. They learn to use simple paper patterns to make a coat and simple joining techniques for fabrics. They learn to communicate their ideas through talking, freehand drawing and using a graphics program.</p> <p><i>Links –History</i></p> <p><i>Victorian Puppets vs 1980s Puppets (Toys through time)</i></p>	<p>mixing and how paint behaves.</p> <ul style="list-style-type: none"> <li>• Make collage material choices</li> <li>• Discuss art developing vocabulary</li> <li>• Explain their ideas and opinions about own and others work</li> <li>• Begin to think about how they could improve their work.</li> </ul> <p><b>Artists: Renoir, Sorolla, Kroyer</b></p>	<p>playground equipment.</p> <p><i>Link – Topic (People and their communities) Designing a playground for the local community</i></p>	<p>modelling materials</p> <ul style="list-style-type: none"> <li>• Create 3d forms from imagination or inspired by objects they have seen.</li> <li>• Describe similarities and differences between different areas of art (eg painting and sculpture)</li> <li>• Describe and compare features of own and others art work.</li> </ul> <p><b>Artist: Louise Bourgeois</b></p>	<p><i>Link – Science</i></p> <p><i>Designing winding toy character of a seaside animal</i></p>	<p>demonstrate increased control.</p> <ul style="list-style-type: none"> <li>• Develop observational skills</li> <li>• Experiment with substrate</li> <li>• Explore tone with graded pencils</li> <li>• Begin to represent form</li> <li>• Talk about art they have seen using appropriate vocab.</li> <li>• Explain their ideas and opinions about own and others work</li> <li>• Begin to think about how they could improve their work.</li> </ul>
		<p><b>To design, make, evaluate and improve</b></p> <ul style="list-style-type: none"> <li>• Design products that have a clear purpose and an intended user.</li> <li>• Make products, refining the design as work progresses.</li> <li>• Use software to design</li> </ul> <p><b>To take inspiration from the greats (classic and modern)</b></p> <ul style="list-style-type: none"> <li>• Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces.</li> </ul>				
<b>PE/dance</b>	<p>Multi Skills</p> <p>Ball Games</p>	<p>Multi Skills</p> <p>Invasion Games</p>	<p>Dance</p> <p>Gymnastics</p>	<p>Multi Skills</p> <p>Tag Rugby</p>	<p>Striking &amp; Fielding</p> <p>Tennis</p>	<p>Striking &amp; Fielding</p> <p>Athletics</p>
<b>Music Units</b>	<p>Year 1 unit 2 All about me (pulse and rhythm)</p>	<p>Y2 unit 2 Traditional western stories (orchestral instruments)</p>	<p>Year 2 unit 4 Space (links with English text) dynamics, timbre, tempo and motifs</p>	<p>Year 1 unit 5 Superheroes (pitch and tempo)</p>	<p>Year 1 unit 1 Under the Sea (musical vocabulary)</p>	<p>Year 2 unit 1 Animals (West African call and response)</p>
<b>PSHE /P4C</b>	<p>Me and My relationships (1)</p>	<p>Valuing Differences (2)</p>	<p>Being My Best (1)</p>	<p>Growing and Changing (2)</p>	<p>Keeping myself safe (1)</p>	<p>Rights and responsibilities (2)</p>
<b>RE</b>	<p>1.6 Who is Muslim and how do they live? (PART 1)</p>	<p>1.3 Why does Christmas matter to Christians?</p>	<p>1.6 Who is Muslim and how do they live? (PART 2)</p>	<p>1.5 Why does Easter matter to Christians?</p>	<p>1.4: What is the ‘good news’ Christians believe Jesus brings?</p>	<p>1.8 What makes some places sacred to believers?</p>