

Study Overview

| | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
|--|---|---|--|---------------------------------------|---|--|
| Art | Portraits | | Investigating materials | | Looking at buildings | |
| English | Repeating patterns Stories with familiar setting, Friendship Labels, lists & signs, Information Texts Commands, Songs & repetitive poems Patterns and rhyme, Funny rhymes | | Traditional tales Stories with repeating patterns Funny stories, Instructions Information texts, Letters and descriptions The senses, Humorous poems | | Funny stories Fantasy stories (super hero) Letters , Information texts Poems about nature, Traditional poems | |
| Computing | Programming | Basic Computer Functionality | Internet safety & reporting Concerns Grouping items based on a binary question. Organise items according to clear rules and criteria. | | Problem Solving and Editing | Recording , editing and storing sounds |
| Mathematics | Place Value within 20 Addition and Subtraction within 10 Shape | | Addition and Subtraction within 20 Place Value within 50 Length, Height, Weight and Volume | | Multiplication and Division Fractions Position and Direction Place Value within 100 Money & Time | |
| Geography | North and South poles & the equator | | Orienteering Making maps, Fieldwork skills Classroom and school grounds | | Locational, place, human and physical | |
| Religious Education | What does it mean to belong to a faith? | How and why do we celebrate special and sacred times? | Who is a Christian and what do they believe ? | | How can we learn from sacred books ? | |
| PE | Core Skills Swimming & Water Safety | Gymnastics Swimming & Water Safety | Dance Swimming & Water Safety | Team Games Swimming & Water Safety | Striking and Fielding Games Swimming & Water Safety | Athletics Swimming & Water Safety |
| PSHE | Families and relationships | Health and wellbeing | Safety and the changing body | Citizenship | Economic wellbeing | Transition |
| Science | Everyday Materials / Seasonal Change | | Everyday Materials / Seasonal Change | | Everyday Materials / Seasonal Change | |
| Design & Technology | Homes- 3D modelling | | Moving Pictures | | Buildings & Structures | |
| History | Homes | | Lives of Significant Individuals | | The Great Fire of London | |
| Music | | | | | | |
| Lessons delivered by Warwickshire county music service | | | | | | |

| | Autumn Term 1&2 | Spring Term 1&2 | Summer Term 1&2 |
|---|--|--|--|
| | Year 1: Portraits Year 2: Fantasy sculpture | Year 1: Investigating materials Year 2: Island sculpture | Year 1: Looking at buildings Year 2: Natural Ephemera |
| Skills and knowledge | <ul style="list-style-type: none"> To use a range of materials creatively to be able to design and make products. Take inspiration from great artists (classic and modern). To be able to give an opinion on a piece of artwork. Painting <ul style="list-style-type: none"> To be able to use thick and thin paintbrushes. To be able to make secondary colours from using primary colours. Collage and textiles <ul style="list-style-type: none"> To be able to use a range of materials to make a collage. To weave materials together to make patterns. Drawing <ul style="list-style-type: none"> To be able to draw lines of different size or thickness to sketch and shade. To be able to colour own work neatly and follow the lines. Show pattern and texture by adding dots and lines. Sculpture <ul style="list-style-type: none"> To be able to use techniques such as rolling, cutting, moulding and carving e.g. using clay to produce a clay pot. To use a combination of shapes in artwork and to include lines and texture. | <ul style="list-style-type: none"> To use a range of materials creatively to be able to design and make products. Take inspiration from great artists (classic and modern). To be able to give an opinion on a piece of artwork. Collage and textiles <ul style="list-style-type: none"> To be able to use a range of materials to make a collage. To weave materials together to make patterns. Print <ul style="list-style-type: none"> To be able to use varied objects or equipment to make prints. To attempt to mimic prints from the environment ie. wallpaper. To be able to overlap shapes. Sculpture <ul style="list-style-type: none"> To be able to use techniques such as rolling, cutting, moulding and carving e.g. using clay to produce a clay pot. To use a combination of shapes in artwork and to include lines and texture. Painting <ul style="list-style-type: none"> To be able to use thick and thin paintbrushes. To be able to make secondary colours from using primary colours. | <ul style="list-style-type: none"> To use a range of materials creatively to be able to design and make products. Take inspiration from great artists (classic and modern). To be able to give an opinion on a piece of artwork. Drawing <ul style="list-style-type: none"> To be able to draw lines of different size or thickness to sketch and shade. To be able to colour own work neatly and follow the lines. Show pattern and texture by adding dots and lines. Digital media <ul style="list-style-type: none"> To be able to use a wide range of tools using IT to create different textures, lines, tones, colours and shapes. To be able to use different effects within an I.T paint package. Print <ul style="list-style-type: none"> To be able to use varied objects or equipment to make prints. To attempt to mimic prints from the environment ie. wallpaper. To be able to overlap shapes. Collage and textiles <ul style="list-style-type: none"> To be able to use a range of materials to make a collage. To weave materials together to make patterns. |
| Key Assessments | Practical based assessment Summative and formative assessment | Practical based assessment Summative and formative assessment | Practical based assessment Summative and formative assessment |
| Important literacy and numeracy developed this year | Literacy: To record observations about artwork using writing methods. Maths: Investigating shapes through art work. | | |
| Wider Skills | <ul style="list-style-type: none"> Computing: Creating a picture on the computers. History: Artist studies. Geography: Looking at islands. Science: Investigating leaves and insects. | | |
| How you can help your child at home | Watching videos from the link provided based around topics done in school. Art and design KS1: https://www.bbc.co.uk/bitesize/subjects/zyg4d2p | | |

| | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
|---|---|--|--|--|---|--|
| Skills and knowledge | <p>Word reading: Match graphemes for all phonemes & read accurately by blending sounds</p> <p>Spelling: words containing each of the 40+ phonemes already taught. Name the letters of the alphabet</p> <p>Composition: write sentences by saying it out loud</p> <p>Grammar: leave space between words</p> <p>Comprehension: listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently, link what they read or hear read to their own experiences</p> <p>Handwriting: Sit correctly at a desk</p> <p>Speaking and Listening: Ask relevant questions</p> | | <p>Word reading: Read common exception words, Read words with very common suffixes, Read contractions & understand the purpose of the apostrophe</p> <p>Spelling: common exception words, days of the week, using letter names, add a prefix and suffix, use prefix un, add s or es for plurals</p> <p>Composition: sequence sentences to make a short narrative, reread to check it makes sense, discuss what they have written</p> <p>Grammar: join words with and. Use CAPS, ,, ? !</p> <p>Comprehension: read for pleasure, become familiar with key stories, join in with predictable phrases, appreciate rhymes and rhythm.</p> <p>Handwriting: form lowercase letter, capitals, digits 0-9</p> <p>Speaking and Listening: Maintain attention and participate</p> | | <p>Word reading: read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings. Read and reread phonics books aloud</p> <p>Spelling: use –ing, –ed, –er and –est, apply simple spelling rules and guidance. Write from memory simple sentences dictated by the teacher</p> <p>Composition: read aloud to teacher and class</p> <p>Grammar: use capital letters for places, names etc. use I, combine words to make short narratives.</p> <p>Comprehension: discuss word meanings. Participate in discussions about books, listening and taking turns. information and vocabulary provided by the teacher. Discussing the significance of the title and events, making inferences on the basis of what is being said and done. Make predictions</p> <p>Handwriting: Understand which letters belong to which handwriting family.</p> <p>Speaking and Listening: Listen & respond appropriately</p> | |
| Key Assessments | Writing assessment as baseline AR assessment | Writing assessment as at end of term AR assessment Phonics assessment catch up | AR assessment | Writing assessment at end of term AR assessment | AR assessment Year 1 Phonics | Writing assessment at end of term AR assessment |
| Important literacy and numeracy developed this year | <p>Literacy: N/A</p> <p>Numeracy: Using the library, dates and times for authors and time periods</p> | | | | | |
| Wider Skills | Communicating, sharing ideas, research for different topics, extending writing perseverance | | | | | |
| How you can help your child at home | BBC Bitesize English/ language and literacy Oxford Owl home learning | | Books and stories on line. | | | |

Subject: Computing

“Computing is not about computers anymore. It’s about living.”

Nicholas Negroponte

| | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
|---|---|--|--|--|---|---|
| Skills and knowledge | <ul style="list-style-type: none"> Programming is a sequence of instructions Be able to develop sequences of instructions and record them Debug their algorithms | <ul style="list-style-type: none"> Able to type and format text in a word processor. Be able to log onto and off the computers Use a mouse to operate a computer Be able to save and retrieve work | <ul style="list-style-type: none"> Be able to safely search the internet for illustrations Select and use appropriate painting tools. Create an illustration for a particular purpose. Recognise where work needs changing and be able to change it. | <ul style="list-style-type: none"> Know what to do if they find something on the internet that causes a concern. Group items based on a binary question Organise items according to clear rules and criteria. | <ul style="list-style-type: none"> Be able to decompose problems. Be able to sequence the smaller parts into a correct sequence. Be able to capture video Be able to edit video on a computer | <ul style="list-style-type: none"> Be able to use technology to record sound Store sounds on the computer Edit sounds on a computer for an audience. |
| Key Assessments | | | | | | |
| Important literacy and numeracy developed this year | <p>Literacy:</p> <p>Numeracy:</p> | | | | | |
| Wider Skills | | | | | | |
| How you can help your child at home | | | | | | |

| | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
|--|---|---------------|---|---------------|--|---------------|
| Skills and knowledge | <p>Number: Place Value (within 10)</p> <ul style="list-style-type: none"> Count, read and write numbers 0- 10 forwards and backwards. Count one more and one less of a given number up to 10. Compare objects and numbers using maths language (equal, more/greater, less/ fewer). Begin to understand how to compare numbers using mathematical symbols < (less than), > (more than) and = (equal to) Order numbers and groups of objects from smallest to biggest or biggest to smallest. Use a number line to consolidate understanding of numbers within 10. <p>Addition and Subtraction (within 10)</p> <ul style="list-style-type: none"> Partition objects using part-whole model. Recognise the +,- and = symbols. Know the addition facts to 5. Know the number bonds to 10. Add and subtract 2 1 digit numbers together up to 10. Use a number line to count back. <p>Geometry: Shape</p> <ul style="list-style-type: none"> Recognise and name common 2D and 3D shapes Create patterns using 3D and 2D shapes <p>Number: Place Value (within 20)</p> <ul style="list-style-type: none"> Count, read and write numbers to 20 in numerals and words. Identify one more and one less of a given number up to 20 Compare numbers up to 20 using maths language (equal, more/greater, less/fewer) Use < > and = to compare numbers to 20. Order numbers up to 20 from smallest to biggest and biggest to smallest. Begin to recognise the tens and ones in a number up to 20. | | <p>Addition and Subtraction (within 20)</p> <ul style="list-style-type: none"> Read, write and interpret mathematical symbols + - and = Represent and use number bonds and subtraction facts to 20. Add and subtract one and two-digit numbers to 20 including 0. Solve one step problems using concrete materials and pictures. Solve missing number problems. <p>Number: Place Value (within 50)</p> <ul style="list-style-type: none"> Count, read and write numbers to 50 (and beyond) Identify one more and one less of a given number up to 50 Compare numbers up to 50 using maths language (equal, more/greater, less/fewer) Use < > and = to compare numbers to 50. Order numbers up to 50 from smallest to biggest and biggest to smallest. <p>Length and Height</p> <ul style="list-style-type: none"> Compare and describe lengths and heights Begin to measure and record lengths and heights using non standard measures. Solve practical problems for lengths and heights. <p>Weight and Volume</p> <ul style="list-style-type: none"> Compare and describe mass, weight, volume and capacity. Begin to measure and record mass/ weight and capacity/ volume. Solve practical problems for mass/weight and volume/ capacity. | | <p>Multiplication and Division</p> <ul style="list-style-type: none"> solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. <p>Fractions</p> <ul style="list-style-type: none"> Recognise, find and name a half as one of two equal parts of an object, shape or quantity Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. <p>Geometry: Position and Direction</p> <ul style="list-style-type: none"> describe position, direction and movement, including whole, half, quarter and three-quarter turns <p>Number: Place Value (within 100)</p> <ul style="list-style-type: none"> Count to and across 100, forwards an backwards, beginning with 0 or 1, or from any given number. Partition numbers into tens and ones using part whole models. Compare numbers up to 100 using language and symbols. Order numbers to 100. Recognise none more and one less of a given number up to 100. <p>Money</p> <ul style="list-style-type: none"> Recognising and know the value of coins and notes Begin counting amounts of coins <p>Time</p> <ul style="list-style-type: none"> Describe, sort and sequence events of time using language such as before and after, next, first, yesterday and tomorrow etc. Tell the time to the hour and to the half hour and draw the hands on a clock. Compare amounts of time using the language faster, slower, earlier and later. | |
| Key Assessments | Marking and Feedback End of block assessments | | | | | |
| Important literacy and numeracy developed this year | Literacy: Reading and writing numbers, understanding simple word problems and the understanding of mathematical symbols. Numeracy: N/A | | | | | |
| Wider Skills | Resilience, application to real life, explaining, communication skills, problem solving, perseverance | | | | | |
| How you can help your child at home | My Maths, Timestables Rockstars https://home.oxfordowl.co.uk/maths/ | | | | | |

| | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
|---|---|---|---|---|---|--|
| Skills and knowledge | <p>Locational knowledge name and locate the world’s seven continents and five oceans</p> <p>Human and Physical – North and south poles and the equator</p> <p>Geography skills &field work use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage</p> | <p>Locational knowledge name, locate and identify characteristics of the four countries of the UK</p> <p>Geography skills &field work use simple compass directions and locational and directional to describe the location of features and routes on a map</p> | <p>Locational knowledge Name capital cities of the United Kingdom and its surrounding seas</p> <p>Geography skills &field work devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features,</p> | <p>Locational knowledge use key vocabulary to demonstrate knowledge and understanding in this strand: ie UK, beach, Wales etc</p> <p>Geography skills &field work using a range of methods use key vocabulary</p> | <p>Place knowledge compare the UK with a contrasting country in the world. Use key vocabulary</p> <p>Human and physical identify seasonal and daily weather patterns in the United Kingdom</p> <p>Geography skills &field work using a range of methods use key vocabulary</p> | <p>Place Knowledge compare a local city/town in the UK with a contrasting city/town</p> <p>Human and Physical identify seasonal and daily weather patterns in locations of hot and cold areas of the world in relation to the Equator and the North and South Poles .</p> <p>Geography skills &field work using a range of methods use key vocabulary</p> |
| Key Assessments | N/A | N/A | N/A | N/A | N/A | N/A |
| Important literacy and numeracy developed this year | <p>Literacy: spelling tier 2 words in context, extended writing in paragraphs, reading – non fiction</p> <p>Numeracy: direction, numbers using larger digits (population, sizes) negative numbers (temperature)</p> | | | | | |
| Wider Skills | Understanding locations , map reading, directions | | | | | |
| How you can help your child at home | <p>National Geographic - https://www.natgeokids.com/uk/teacher-category/geography</p> <p>BBC - https://www.bbc.co.uk/programmes/b006vj4c KS1 https://www.bbc.co.uk/teach/teach/ks1-geography/zkdxbdm</p> | | | | | |

Subject: RE

*“Teach a youth about the way he should go;
even when he is old he won’t depart from it ” Proverbs 22:6*

| | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
|---|--|---|--|---|--|--|
| Skills and knowledge | <p>To understand beliefs and teachings.</p> <p>Describe some of the teachings of a religion.</p> <p>Describe some of the main festivals or celebrations of a religion.</p> | <p>To understand practices and lifestyles</p> <p>Recognise, name and describe some religious artefacts, places and practices.</p> | <p>To understand how beliefs are conveyed</p> <p>Name some religious symbols.</p> <p>Explain the meaning of some religious symbols</p> | <p>To reflect</p> <p>Identify the things that are important in their own lives and compare these to religious beliefs.</p> <p>Relate emotions to some of the experiences of religious figures studied. Ask questions about puzzling aspects of life..</p> | <p>To understand values</p> <p>Identify how they have to make their own choices in life.</p> | <p>To understand values</p> <p>Explain how actions affect others.</p> <p>Show an understanding of the term ‘morals’.</p> |
| Key Assessments | N/A | N/A | N/A | N/A | N/A | Teacher assessment |
| Important literacy and numeracy developed this year | <p>Literacy: Writing in full sentences using correct Grammar, punctuation and spelling. Develop vocabulary skills</p> <p>Numeracy: Times and dates in RE context</p> | | | | | |
| Wider Skills | Considering others opinions and beliefs. Sharing own ideas. Speaking and listening, | | | | | |
| How you can help your child at home | <p>https://www.natre.org.uk/resources</p> <p>BBC bite sized – BBC RE</p> | | | | | |

| | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
|---|--|---|---|--|---|--|
| Skills and knowledge | <p>Multi & Core Skills</p> <p>Running, Jumping, Throwing, catching, learning and exploring how to control the body.</p> <p>Basic relays, small sided games and baseline activities</p> <p>Movement in space, spatial awareness, making use of space and learning how to use lines for various things.</p> <p>Teamwork, cooperation, independence, leadership, listening and resilience.</p> | <p>Gymnastics</p> <p>Body movement and exploring the body different environments, rolls, jumps, travelling and linking actions, shapes and balances, performing to best of ability</p> <p>Watching own and others performance identifying strengths and improvements</p> | <p>Dance</p> <p>Exploring dance and the body through movement, travel, locomotion, speed, style and linking skills.</p> <p>Learning a motif; copy and remember.</p> <p>Linking different skills together through copying or remembering, showing own sense of style.</p> | <p>Team Games</p> <p>Throwing, catching, passing and bouncing.</p> <p>Learning what a team is and that there are two teams that work against each other.</p> <p>Follow simple rules of conditioned activities.</p> <p>Participate in a simple conditioned activity.</p> | <p>Striking and Fielding Games</p> <p>Throwing, catching and bowling.</p> <p>Striking the ball and batting.</p> <p>Work together to get the ball back to the bowler.</p> <p>Target practice.</p> | <p>Athletics</p> <p>Running for distance and running for speed.</p> <p>Throwing – underarm and overarm. Different distances and targets.</p> <p>Jumping for height and distance</p> |
| Key Assessments | Mini assessment in core skills | Create, develop and show a gymnastics routine, including key skills | Create and show a dance routine / sequence | Participate in isolated drills / activities and conditioned games | Participate in isolated drills/ activities and conditioned games | Assessment of knowledge and understanding, technique and performance (times/distances) |
| Important literacy and numeracy developed this year | <p>Literacy: Keywords for each unit of work with key words leading through: run, jump, move, catch, bounce, team, score and performance.</p> <p>Numeracy: Basic counting and comparing of numbers where appropriate, power, distance, height.</p> | | | | | |
| Wider Skills | Teamwork, resilience, exploring how to body works in different situations and environments and learning how the body works and reacts to exercise. | | | | | |
| How you can help your child at home | Be active at home, play different sports and activities, make use of technology to help you keep active as a family/household. Learning how the body responds to exercise, both physically and mentally, promoting the positive effects of exercise. Encourage healthy eating and guide food choices and balance of health and unhealthy foods. | | | | | |

| | Autumn 1 We're all stars | Autumn 2 Be Friendly Be Wise | Spring 1 Daring to be Different | Spring 2 Living Long Living Strong | Summer 1 Dear Diary | Summer 2 Daring to be Different |
|---|--|---|--|---|--|---|
| Skills and knowledge Year A | <ol style="list-style-type: none"> 1.To contribute to Devising a class charter 2. To Get to know each other 3. To be gin to solve problems 4. To Look after each other 5. To have Happy playtimes 6. To make positive choices | <ol style="list-style-type: none"> 1. To develop positive friendships 3. To develop strategies to Manage anger 5. To recognise Hazards in the home and fire safety 6. To demonstrate how to cross a Road safely | <ol style="list-style-type: none"> 1. To be able to recognise and name body parts 2. To demonstrate personal hygiene 3. To sort healthy/unhealthy foods | <ol style="list-style-type: none"> 1. Our likes and dislikes 2. Feeling proud 3. Being special 4. Recognising worries 5. Staying calm and relaxed 6.Standing up for myself | <ol style="list-style-type: none"> 1. Asking for help 2. Feeling loved and cared for 3. Managing uncomfortable feelings – proud and jealous 4. Thoughts, feelings and behaviour 5. Dealing with worries 6. Supporting each other | <ol style="list-style-type: none"> 1. Listening effectively 2. Expressing opinions 3. Knowing right and wrong 4. Needs of living things 5. Developing responsibility – looking after animals 6. Who else looks after animals? |
| Year B | IT'S OUR WORLD | SAY NO! (Drugs education) | MONEY MATTERS | WHO LIKES CHOCOLATE? | PEOPLE AROUND US | GROWING UP |
| | <ol style="list-style-type: none"> 1. Devising a class charter 2. Getting to know each other 3. Communities we belong to 4. Saving energy around school 5. Recycling 6. Pollution | <ol style="list-style-type: none"> 1. Medicines 2. Household substances 3. Dangers of smoking 4. Dangers of alcohol 5. Feeling safe: real and imaginary hazards 6. Anti-bullying | <ol style="list-style-type: none"> 1. Why do we have money? 2. Keeping money safe 3. Can I afford it? 4. Wants and needs 5. What does it mean to be rich? 6. Setting a simple goal | <ol style="list-style-type: none"> 1. Foods from around the world 2. Customs and rituals 3. Special day foods and celebrations 4. How much chocolate do we eat? 5. Where does chocolate come from? 6.Fairtrade principles | <ol style="list-style-type: none"> 1. Special people 2. People who help us 3. Feeling lonely 4. Different kinds of families 5. Difficult choices – leaving home 6. People and places around the world | <ol style="list-style-type: none"> 1. Remembering being a baby 2. What can I do now I am bigger? 3. Similarities and differences 4. Being unique 5. Making change happen 6. Changing our behaviour |
| Key Assessments | Practical based assessment Summative and formative assessment | | | | | |
| Important literacy and numeracy developed this year | <p>Literacy: Writing in full sentences using correct Grammar, punctuation and spelling. Develop vocabulary skills acting out scenario ,speaking and listening to each other</p> <p>Numeracy: Timings, ordering, counting</p> | | | | | |
| Wider Skills | Considering others opinions and beliefs. Sharing own ideas. Speaking and listening, | | | | | |
| How you can help your child at home | <p>Watching videos from the link provided based around topics in school.</p> <p>Key Stage 1 PSHE https://www.bbc.co.uk/bitesize/subjects/zmpfb9q</p> <p>Talking about the topics, teaching independence, reinforcing the “fundamental British values” as democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths.</p> | | | | | |

| | Autumn Term 1&2 Year 1: Everyday materials / Seasonal Change | Spring Term 1&2 Year 1: | Summer Term 1&2 Year 1: |
|---|---|---|---|
| Skills and knowledge | <ul style="list-style-type: none"> •Recognise the difference between an object and the material from which it is made •Describe physical properties of materials •Begin to sort and classify materials •Compare materials and their qualities •Identify materials for particular purposes •Observe and describe the weather associated with the current season •Discuss observations of trees(deciduous and evergreen), plants and animals •Discuss varying length of days across the seasons | <ul style="list-style-type: none"> • Identify/Name through drawing and labelling the basic parts of the human body. •Name the 5 senses and be able to discuss which body part is associated with each sense •Observe and describe the weather associated with the current season •Discuss observations of trees (deciduous and evergreen), plants and animals •Identify and discuss animals/pets that can be found at home •Name a variety of common animals including their collective name •Name and show understanding of carnivores, herbivores and omnivores •Describe and compare the structure of common animals and be able to name some of these •Observe and describe the weather associated with the current season •Discuss observations of trees (deciduous and evergreen), plants and animals •Discuss varying length of days across the seasons | <ul style="list-style-type: none"> • Identify and name a variety of wild and garden plants • Identify and name a variety of trees and be able to categorise these as evergreen or deciduous • Recognise and describe the basic structure of common flowering plants and trees • Observe and describe the weather associated with the current season • Discuss observations of trees (deciduous and evergreen), plants and animals • Discuss varying length of days across the seasons |
| Key Assessments | Practical based assessment Summative and formative assessment | Practical based assessment Summative and formative assessment | Practical based assessment Summative and formative assessment |
| Important literacy and numeracy developed this year | <p>Literacy: To be able to write instructions in cooking or making a design.</p> <p>Numeracy: Maths using measurements and numbers.</p> | | |
| Wider Skills | | | |
| How you can help your child at home | | | |

| | Autumn Term 1&2 Year 1: Homes- 3D modelling Year 2: Sewing – Rangoli patterns | Spring Term 1&2 Year 1: Moving Pictures Year 2: Vehicles | Summer Term 1&2 Year 1: Buildings and structures Year 2: We are fashion designers |
|---|--|---|---|
| Skills and knowledge | <ul style="list-style-type: none"> To design purposeful, functional appealing products. To be able to improve ideas by refining design work. To be able to make products using a range of tools. To be able to take inspiration from design throughout history. To be able to evaluate a range of products against a design criteria. To be able to use technical knowledge to build structures, exploring ways to make them more stable. To be able to master practical skills including: <p>Materials: to be able to use a range of equipment and cutting/shaping techniques.</p> <p>Textiles: to be able to join materials using templates and stitching.</p> <p>Construction: To practice essential skills including; drilling, screwing, gluing and nailing materials to make and strengthen products.</p> <p>Mechanics: to create products using levers, wheels and winding mechanisms.</p> | <ul style="list-style-type: none"> To design purposeful, functional appealing products. To be able to improve ideas by refining design work. To be able to make products using a range of tools. To be able to take inspiration from design throughout history. To be able to evaluate a range of products against a design criteria. To be able to use technical knowledge to build structures, exploring ways to make them more stable. To be able to master practical skills including: <p>Food: prepare ingredients, use measuring and understand basic principles of a healthy and varied diet.</p> <p>Construction: To practice essential skills including; drilling, screwing, gluing and nailing materials to make and strengthen products.</p> <p>Mechanics: to create products using levers, wheels and winding mechanisms.</p> <p>Materials: to be able to use a range of equipment and cutting/shaping techniques.</p> | <ul style="list-style-type: none"> To design purposeful, functional appealing products. To be able to improve ideas by refining design work. To be able to make products using a range of tools. To be able to take inspiration from design throughout history. To be able to evaluate a range of products against a design criteria. To be able to use technical knowledge to build structures, exploring ways to make them more stable. To be able to master practical skills including: <p>Food: prepare ingredients, use measuring equipment and understand basic principles of a healthy and varied diet.</p> <p>Electricals and electronics: to diagnose faults in battery operated devices.</p> <p>Computing: to model designs using software.</p> |
| Key Assessments | Practical based assessment Summative and formative assessment | Practical based assessment Summative and formative assessment | Practical based assessment Summative and formative assessment |
| Important literacy and numeracy developed this year | <p>Literacy: To be able to write instructions in cooking or making a design.</p> <p>Numeracy: Maths using measurements and numbers.</p> | | |
| Wider Skills | <ul style="list-style-type: none"> Literacy: writing a set of instructions. RE: understanding some religions and the importance of sacred times. Maths: taking measurements and timings during cooking. History: looking at transport and fashion over time. | | |
| How you can help your child at home | Watching videos from the link provided based around topics done in school. Key Stage 1 D&T: https://www.bbc.co.uk/bitesize/subjects/zb9d7ty | | |

Subject: History

*“The more we know about the past,
the better prepared you are for the future” - Theodore Roosevelt*

| | Autumn Term 1 | Autumn Term 2 | Spring Term 1 | Spring Term 2 | Summer Term 1 | Summer Term 2 |
|---|--|---------------|---|---------------|---|---------------|
| Skills and knowledge | Homes | | Lives of Significant Individuals | | The Great Fire of London | |
| | <p>Pupils will know;</p> <ul style="list-style-type: none"> The changes in homes over different time periods. The different styles of buildings. What a family tree is and how they are used. What family life looked like in the past and how it has changed. What memorabilia is and what people do with it. <p>Pupils will be able to</p> <ul style="list-style-type: none"> Use timelines to sequence types of buildings in different time periods. Examine objects from the past and the present and what has happened to them. Identify similarities and differences between different homes, buildings, families. Describe their own memories and changes that have happened in their own lives. | | <p>Pupils will know;</p> <ul style="list-style-type: none"> What makes someone a significant individual Who the significant individual is. Why they were important How they impacted society. How they lived. <p>Significant Individuals could include but not limited to; Neil Armstrong, Sir Issac Newton, Florence Nightingale, Christopher Columbus, Henry VIII, Queen Elizabeth, Tim Peake, William Shakespeare, Martin Luther King, Muhammed Ali, Anne Frank.</p> <p>Pupils will be able to;</p> <ul style="list-style-type: none"> Describe significant individuals from the past. Understand that there are reasons why people in the past acted as they did. Identify why they were important and how they influenced today's society. | | <p>Pupils will know;</p> <ul style="list-style-type: none"> When the great fire of London happened and how it started, spread and stopped. What people's lives were like in 1666. How London has changed including its buildings, people and transport. Who Samuel Pepys and Thomas Farriner were. Who the reigning monarch was at the time of the fire (King Charles II) <p>Pupils will be able to;</p> <ul style="list-style-type: none"> Recall specific dates in history Place dates and events on a timeline Ask and answer key questions about the event. Identify similarities and differences between ways of life today and people in 1666. Describe how events have shaped our lives today. | |
| Key Assessments | N/A | | N/A | | Teacher Assessment | |
| Important literacy and numeracy developed this year | <p>Literacy:</p> <ul style="list-style-type: none"> Show an understanding of historical terms related to topics. Talk, write and draw about things in the past. Retelling simple stories about the past. Use role play/ drama to communicate their knowledge of the past. <p>Numeracy: Times and Dates related to topic in History.</p> | | | | | |
| Wider Skills | Speaking and Listening, critical thinking and reasoning, interpreting historical evidence. | | | | | |
| How you can help your child at home | BBC Bitesize- History History books and TV programmes. Visiting historical places / Museums. | | | | | |

Subject: Music - delivered by County music

“Music education opens doors that help children pass from school into the world around them – a world of work, culture, intellectual activity, and human involvement. The future of our nation depends on providing our children with a complete education that includes music.” – Gerald Ford

| | Perform | Compose | Describe music | Transcribe | | |
|---|--|--|--|---|--|--|
| Skills and knowledge | Take part in singing, accurately following the melody. Sing songs, repeat chants and rhymes. Follow instructions on how and when to sing or play tuned and untuned instruments musically. Make and control long and short sounds, using voice and instruments. Imitate changes in pitch. | Create a sequence of long and short sounds. Clap rhythms. Create a mixture of different sounds (long and short, loud and quiet, high and low). Choose sounds to create an effect. Sequence sounds to create an overall effect. Create short, musical patterns. Create short, rhythmic phrases. | Listen with concentration to high quality live and recorded music. Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch. | Use symbols to represent a composition and use them to help with a performance. | | |
| Key Assessments | Lessons delivered by Warwickshire County Music service. | | | | | |
| Important literacy and numeracy developed this year | <p>Literacy: vocabulary of musical terms</p> <p>Numeracy: counting</p> | | | | | |
| Wider Skills | Being able to give opinions, work together, practice with an instrument, overcome barriers | | | | | |
| How you can help your child at home | <p>https://www.bbc.co.uk/teach/bring-the-noise</p> <p>Listening to music from different composers, performers, time periods.</p> | | | | | |