

Study Overview

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Art	Fantasy Sculpture		Island Sculpture		Natural ephemera	
English	Traditional tales Stories in familiar settings, Imaginary texts Postcards and letters , Information texts Instructions, Songs and repetitive poems Traditional poems, Poems about families		Fantasy stories Traditional tales from other cultures Stories about the wild, Instructions Recounts, The senses. Humorous poems Monster and dinosaur poems		Stories by the same author Quest stories, Information Texts Recounts, Favourite poems Really looking (Haikus)	
Computing	Using the computer independently to complete research on the internet safely.	Record images using technology. Email, use a word processor.	Sequencing commands to control a robot and sequence commands in a block based programming language.	Use a word processor to record information, research & present information.	Use a computer to represent a range of data using a computer.	Present information on the computer for a range of audiences.
Mathematics	Place Value Addition and Subtraction Money		Multiplication and Division Statistics Geometry: Properties of Shape Fractions		Length and Height Position and Direction Time Mass, Capacity and Temperature	
Geography	UK countries and oceans Food around the world		Hot and cold places of the world		Local area – map of journey to school	
Religious Education	How should we care for others and the world, and does it matter?	How and why do we celebrate special and sacred times?	Who is a Jew and what do they believe?		What makes some places sacred?	
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	
Resistant Materials	Sewing – Rangoli patterns		Vehicles		We are fashion Designers	
History	Significant historical people/ events beyond living memory.		Clothes and Carnivals		Local History- change over time in families and in locality	
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/zvg4d2p		

“The English language is so elastic that you can find another word to say the same thing” - Mahatma Gandhi.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Skills and knowledge	<p>Word reading: continue to apply phonic knowledge and skills until reading is fluent, read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes, read accurately words of two or more syllables</p> <p>Spelling: Spell by segmenting into phonemes, learn new ways of spelling phonemes for which one or more spellings, and learn some words with each spelling, including a few common homophones</p> <p>Composition: Write narratives about personal experiences and those of others about real events and poetry for different purposes Write down ideas and/or key words.</p> <p>Grammar: use punctuation. Write in sentences with GAPS</p> <p>Comprehension: develop pleasure in reading. Discuss the sequence of events in books and how items of information are related. Retell a wider range of stories, fairy stories etc</p> <p>Handwriting: form lower case letters, begin to use joins</p> <p>Speaking and Listening: initiate and respond to comments</p>		<p>Word reading: read accurately words of two or more syllables that contain the same graphemes as above, read words containing common suffixes, read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word, read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>Spelling: spell common exception word, contractions, suffixes and apostrophes</p> <p>Composition: encapsulate what they want to say in a sentence, evaluate their writing, re-read to check understanding</p> <p>Grammar: use expanded noun phrases, use past and present</p> <p>Comprehension: recognise reoccurring language, discuss the meaning of new vocab, build up a repertoire of poems</p> <p>Handwriting: write capital letters with the correct size and orientation</p> <p>Speaking and Listening: Use spoken language to develop ideas</p>		<p>Word reading: read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Re-read these books to build up their fluency and confidence in word reading</p> <p>Spelling: write dictated sentences with correct punctuation.</p> <p>Composition: proof read to check for errors. Read aloud with intonation for meaning</p> <p>Grammar: use when, if, that etc. Use features of written English</p> <p>Comprehension: check a text makes sense, ask and answer questions and make predictions, discuss books and poems</p> <p>Handwriting: use spacing between word that justify the size of letters</p> <p>Speaking and Listening: Articulate and justify answers</p>	
Key Assessments	Writing assessment as baseline AR assessment	Writing assessment as at end of term AR assessment Phonics assessment catchup	AR assessment	Writing assessment at end of term AR assessment	AR assessment KS 1 SATS	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"> Log onto a computer independently Access software independently Be able to complete simple research on the internet Aware of internet safety. 	<ul style="list-style-type: none"> Record images using technology Be able to use email Present information using a word processor. 	<ul style="list-style-type: none"> Be able to sequence commands to control a robot. Be able to sequence commands in a block based programming language. 	<ul style="list-style-type: none"> Use a word processor to record information they have found. Be able to research information in the internet. Be able to use a computer to present information. 	<ul style="list-style-type: none"> Use a computer to represent a range of data using a computer. 	<ul style="list-style-type: none"> Use a desk top publisher to present information clearly <ul style="list-style-type: none"> Add text boxes Change layouts Manipulate text Present information on the computer for a range of audiences.
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</p> <ul style="list-style-type: none"> Count in steps of 2,3 and 5 forwards and backwards from any number. Represent numbers to 100 using concrete objects. Read and write numbers in words and numerals up to 100 Recognise the place value of two digit numbers Partition numbers using part-whole. Compare objects and numbers in words (more than, less than and equal to) and symbols (< > and =) to 100 Order numbers to 100. Use place value and number facts to solve problems. <p>Number: Addition and Subtraction</p> <ul style="list-style-type: none"> Know the number bonds to 20 and 100. Understand the commutative law of addition Check calculations by using the inverse operation. Compare number sentences. Be able to add and subtract 10's and 1's. Add and subtract 1 and 2 digit numbers from a 2 digit number. Add 3 one digit numbers Use written methods to add and subtract. Be able to find 10 more and 10 less of a number. Solve missing number problems Solve problems using addition and subtraction using concrete objects and also using their written and mental methods. <p>Measurement: Money</p> <ul style="list-style-type: none"> Recognise and use the symbols for pounds (£) and pence (p). Find different coins that make the same amount of money. Be able to solve simple problems involving addition and subtraction and be able to give the correct change. 		<p>Number: Multiplication & Division</p> <ul style="list-style-type: none"> Recognise, make and add equal groups Begin to use the multiplication symbol when adding equal groups. Use arrays to calculate multiplication. Know how to double and half. Know the multiplication and division facts for the 2, 5 and 10 times tables. Recognise and make equal groups when sharing and grouping. Recognise odd and even numbers. Solve problems and missing number problems involving multiplication and division. <p>Statistics</p> <ul style="list-style-type: none"> Make tally charts Draw and understand pictograms Make, draw and understand block diagrams. Ask and answer simple questions about data. <p>Geometry: Properties of Shape</p> <ul style="list-style-type: none"> Recognise 2D and 3D shapes and their properties. Draw 2D shapes Understand and recognise the lines of symmetry of 2D shapes Compare and sort common 2D and 2D shapes and everyday objects. <p>Number: Fractions</p> <ul style="list-style-type: none"> Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity. Find equivalent fractions. 		<p>Measurement: Length and Height</p> <ul style="list-style-type: none"> Use standard units to estimate and measure length and heights in any direction (cm/m) using appropriate equipment. Compare and order lengths and record results using < > and = Use the four operations and apply to understanding of measurements. Solve one-step and two-step problems using related measurement facts. <p>Geometry: Position and Direction</p> <ul style="list-style-type: none"> order and arrange combinations of mathematical objects in patterns and sequences use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise). <p>Measurement: Time</p> <ul style="list-style-type: none"> Tell the time using quarter to and quarter past and draw the hands on the clock face. Tell the time in 5 minute intervals and draw the hands on the clock face. Identify the number of minutes in an hour and the number of hours in a day. Compare and sequence durations of time. <p>Measurement: Mass, Capacity and Temperature</p> <ul style="list-style-type: none"> Measure the weight of objects in grams and kilograms. Compare the weight of objects. Compare the mass of objects using symbols learnt in place value 	
Key Assessments	Marking and Feedback End of block assessments					
Important literacy and numeracy developed this year	Literacy: Reading and writing numbers and mathematical language, Understanding 2 step word problems, 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 in a different country 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>Create own short routine / sequence using basic skills</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. Make own short routine / sequence</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>Learning how to work together to try and beat their opponent</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> <p>Learning more specific techniques of running, jumping and throwing.</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"> To contribute to Devising a class charter To Get to know each other To be gin to solve problems To Look after each other To have Happy playtimes To make positive choices 	<ol style="list-style-type: none"> To develop positive friendships To develop strategies to Manage anger To recognise Hazards in the home and fire safety To demonstrate how to cross a Road safely 	<ol style="list-style-type: none"> To be able to recognise and name body parts To demonstrate personal hygiene To sort healthy/unhealthy foods 	<ol style="list-style-type: none"> Our likes and dislikes Feeling proud Being special Recognising worries Staying calm and relaxed Standing up for myself 	<ol style="list-style-type: none"> Asking for help Feeling loved and cared for Managing uncomfortable feelings – proud and jealous Thoughts, feelings and behaviour Dealing with worries Supporting each other 	<ol style="list-style-type: none"> Listening effectively Expressing opinions Knowing right and wrong Needs of living things Developing responsibility – looking after animals 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"> Devising a class charter Getting to know each other Communities we belong to Saving energy around school Recycling Pollution 	<ol style="list-style-type: none"> Medicines Household substances Dangers of smoking Dangers of alcohol Feeling safe: real and imaginary hazards Anti-bullying 	<ol style="list-style-type: none"> Why do we have money? Keeping money safe Can I afford it? Wants and needs What does it mean to be rich? Setting a simple goal 	<ol style="list-style-type: none"> Foods from around the world Customs and rituals Special day foods and celebrations How much chocolate do we eat? Where does chocolate come from? Fairtrade principles 	<ol style="list-style-type: none"> Special people People who help us Feeling lonely Different kinds of families Difficult choices – leaving home People and places around the world 	<ol style="list-style-type: none"> Remembering being a baby What can I do now I am bigger? Similarities and differences Being unique Making change happen Changing our behaviour
Key Assessments	Practical based assessment Summative and formative assessment					
Important literacy and numeracy developed this year	Literacy: Writing in full sentences using correct Grammar, punctuation and spelling. Develop vocabulary skills acting out scenario ,speaking and listening to each other Numeracy: Timings, ordering, counting					
Wider Skills	Considering others opinions and beliefs. Sharing own ideas. Speaking and listening,					
How you can help your child at home	Watching videos from the link provided based around topics in school. Key Stage 1 PSHE https://www.bbc.co.uk/bitesize/subjects/zmpfb9g 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.					

Subject: Science

*“The important thing is not to stop questioning.
Curiosity has its own reason for existing.” Albert Einstein*

	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 <ul style="list-style-type: none"> •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 <ul style="list-style-type: none"> •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 <ul style="list-style-type: none"> • Observe and describe the weather associated with the current season • Discuss observations of trees (deciduous and evergreen), plants and animals <ul style="list-style-type: none"> • 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. Textiles: to be able to join materials using templates and stitching. Construction: To practice essential skills including; drilling, screwing, gluing and nailing materials to make and strengthen products. 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 equipment and understand basic principles of a healthy and varied diet. Construction: To practice essential skills including; drilling, screwing, gluing and nailing materials to make and strengthen products. Mechanics: to create products using levers, wheels and winding mechanisms. 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. Electricals and electronics: to diagnose faults in battery operated devices. 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	<p>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</p>		

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	Significant historical people/ events beyond living memory.		Clothes and Carnivals		Local History- change over time in families and in locality	
	<p>Pupils will know;</p> <ul style="list-style-type: none"> • What Remembrance Day is and why we celebrate it. • Why we celebrate Bonfire Night • Who Guy Fawkes is • Monarchs in different time periods and their importance. • Who Shakespeare was and his influence on Theatre and literature. <p>Pupils will be able to</p> <ul style="list-style-type: none"> • Recall specific dates and events in History • Place dates and events on a timeline. • Describe how significant people and events have shaped the life of today. • Ask and answer key questions about key people and events. 		<p>Pupils will know;</p> <ul style="list-style-type: none"> • Who Saint Sean was • Why he was important • The history of the Carnival of Animals • What a Carnival is • What carnivals look like in different countries. <p>Pupils will be able to;</p> <ul style="list-style-type: none"> • Observe photographs to find out about the past. • Recognise similarities and differences of carnivals in different countries. • Describe their own personal experiences of seeing a carnival. 		<p>Pupils will know;</p> <ul style="list-style-type: none"> • Where they live and the local surroundings • How buildings have changed in the local area. • How families have changed • Key local History (e.g. Coventry Cathedral, Lady Godiva, George Eliot) <p>Pupils will be able to;</p> <ul style="list-style-type: none"> • Observe photographs to find about the past. • Make simple observations and ask simple questions about the past. • Describe memories and changes that have happened in their own lives. • Recognise similarities and differences between the past and the present. 	
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	<p>Take part in singing, accurately following the melody.</p> <p>Sing songs, repeat chants and rhymes.</p> <p>Follow instructions on how and when to sing or play tuned and untuned instruments musically.</p> <p>Make and control long and short sounds, using voice and instruments.</p> <p>Imitate changes in pitch.</p>	<p>Create a sequence of long and short sounds.</p> <p>Clap rhythms.</p> <p>Create a mixture of different sounds (long and short, loud and quiet, high and low).</p> <p>Choose sounds to create an effect.</p> <p>Sequence sounds to create an overall effect.</p> <p>Create short, musical patterns.</p> <p>Create short, rhythmic phrases.</p>	<p>Listen with concentration to high quality live and recorded music.</p> <p>Identify the beat of a tune.</p> <p>Recognise changes in timbre, dynamics and pitch.</p>	<p>Use symbols to represent a composition and use them to help with a performance.</p>		
Key Assessments	<p>Lessons delivered by Warwickshire County Music service.</p>					
Important literacy and numeracy developed this year	<p>Literacy: vocabulary of musical terms</p> <p>Numeracy: counting</p>					
Wider Skills	<p>Being able to give opinions, work together, practice with an instrument, overcome barriers</p>					
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>					