KS1 Long Term Planning – Year A

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	'We are Britain'	Wind in the Willows	Once Upon A Time …	Book worms!	Marvellous Minibeasts	Big Wide World
English ICT link: Purple Mash 2 publish/2 write	Familiar & Key stories Traditional Poems – Edward Lear 'The Owl and the Pussycat' Ring a ring a roses	Poems – animals, light and dark, Bonfire night, Christmas	Traditional Tales and alternatives	Julia Donaldson – Acorn Roald Dahl - Beech	Non Fiction and Rhymes (Eric Carle)	Non Fiction
Maths (poss links)	Data collection - weather					
Science Ongoing - I can observe and comment on changes in the seasons. I can name the seasons and suggest the type of weather in each season (Y1) **Working scientifically: Year 1 and Year 2**	Biology: I can name the parts of the human body that I can see. (Y1) I can link the correct part of the human body to each sense (Y1) I can explain the basis stages in a life cycle for humans (Y2) I can describe why exercise, a balanced diet and good hygiene are important to humans (Y2) **I can use simple data to answer questions.** **I can carry out simple tests. (eg. Do children who go to bed earlier than 7pm grow taller?)** ICT link: Purple Mash Themes - PSHE – About me – Paint – my body	Chemistry: I can distinguish between an object a and material it is made from (Y1) I can explain the materials that an object is made from (Y1) I can name wood, metal, plastic, glass, metal , water and rock (Y1) I can describe the properties of everyday materials (Y1) I can group objects based on the materials they are made from (Y1) I can suggest why a material might or might not be used for a specific job (Y2) I can explore how shapes can be changed by squashing, bending, twisting and stretching (Y2)	Chemistry I can distinguish between an object a and material it is made from (Y1) I can explain the materials that an object is made from (Y1) I can name wood, metal, plastic, glass, metal , water and rock (Y1) I can describe the properties of everyday materials (Y1) I can group objects based on the materials they are made from (Y1) I can identify and name a range of materials including wood, metal, plastic, glass, brick, rock, paper and cardboard (Y2)		Biology I can sort living and non-living (Y1) I can name a variety of common wild and garden plants (Y1) I can name the petals, stem, leaf and root of a plant (Y1) I can name the root, truck, branches and leaves of a tree (Y1) I can identify things that are living, dead and never lived (Y2) I can describe how seeds and bulbs grow into plants I can describe what plants need in order to grow and stay healthy (water, light and suitable temperature) **I can carry out simple tests .** **I can ask simple scientific questions.**	Biology I can name and sort a variety of animals including fish, amphibians, reptiles, birds and mammals. (Y1) I can classify and name animals by what they eat carnivore, herbivore and omnivore (Y1) I can describe how a specific habitat provides for the basic needs of things living there (plants and animals Y2) I can identify and name plants and animals in a range of habitats (Y2) I can match living things to their habitat (Y2)

		I can carry out simple tests. I can ask simple scientific questions. I can use simple equipment to make observations. I can suggest what I have found out. I can identify and classify things.	I can suggest why a material might or might not be used for a specific job (Y2) I can carry out simple tests. I can ask simple scientific quaetions. I can use simple equipment to make observations. I can suggest what I have found out. I can identify and classify things.		I can use simple equipment to make observations. I can suggest what I have found out. I can identify and classify things. Y2 I can identify and name plants and animals in a range of habitats (Y2) I can match living things to their habitat (Y2) I can describe how animals find their food (Y2) I can name some different sources of food for animals (Y2) I can explain a simple food chain Y2 I can explain the basic stages in a lifecycle for animals (Y2)	I can describe how animals find their food (Y2) I can name some different sources of food for animals (Y2) I can explain a simple food chain Y2 I can explain the basic stages in a lifecycle for animals (Y2) I can identify and classify things. I can ask simple scientific questions. I can use simple data to answer questions. ICT link: Purple Mash Latest activities – animals – animals groupings
History Ongoing Timeline	Y1: I can use words and phrases like: Old, new, a long time ago. I can recognise that some objects belonged to the past. I can ask and answer questions about old and new objects. I can spot old and new things in a picture. I can explain how some people have helped us to have better lives (Domestic appliances). I can explain what an object from the past might have been used for.	Key Events: **British History** Guy Fawkes and Events – Bonfire Night Y1 I can use words and phrases like: Old, new, a long time ago. I can recognise that some objects belonged to the past. Light sources, fireworks I can spot old and new things in a picture. I can explain what an object from the past	Y2 I can give examples of things that were different when my grandparents were children. I can find things out about the past by talking to an older person.	Y2 I can give examples of things that were different when my grandparents were children. I can find things out about the past by talking to an older person.		Y2 I can research the life of a famous person from the past using different sources of evidence eg. Roald Admumdsen – South Pole 14.12.11

	I can explain how I have changed since I was born Y2: <u>I can use words and phrases like: before, after, past, present, then and now.</u> <u>I can recount the life of someone famous from Britain, who lived in the past. I can explain what they did earlier and what they did later eg Winston Churchill – local</u> <u>I can give examples of things that were different when my grandparents were children.</u> <u>I can find things out about the past by talking to an older person.</u> <u>I can answer questions using books and the internet.</u> <u>I can research the life of a famous person from the past using different sources of evidence.</u>	might have been used for. Y2: <u>I can use words and phrases like: before, after, past, present, then and now.</u> <u>I can recount the life of someone famous from Britain, who lived in the past. I can explain what they did earlier and what they did later eg Guy Fawkes/Thomas Percy</u> <u>I can answer questions using books and the internet.</u> <u>I can research the life of a famous person from the past using different sources of evidence.</u> ICT link: Purple Mash Latest activities – people –Guy Fawkes			
<u>Geography</u> Seasonal and daily weather patterns throughout the year (Y1)	Y1: I can the four countries in the United Kingdom and locate them on a map. I can name some of the main towns and cities in the united kingdom I can explain how the weather changes throughout the year and name the seasons I can keep a weather chart and answer questions about the weather Y2: <u>I can explain the facilities that a village, town and city may need</u>	Y1: I can explain where I live and tell someone my address Y2: <u>I can say what I like and do not like about the place I live in</u> <u>I can say what I like and do not like about a different place I live in</u> <u>I can describe some of the features of an island</u> <u>I can describe the key features of a place from a picture using words like</u>				Y1: I can explain some of the mail things that are in hot and cold places I can explain the clothes that I would wear in hot and cold places Y2: <u>I can explain how jobs may be different in other locations</u> <u>I can describe a place outside Europe using geographical words (Y2)</u> <u>I can describe some of the features of an island</u> <u>I can explain how an</u>

	and give reasons (London underground, taxis, shopping centres etc. I can name the capital cities of England, Wales, Scotland and Ireland I can find wear I live on a map of the United Kingdom	beech, coast, forest hill, mountain, ocean, valley I can explain how an area has been spoilt or improved and give my reasons ('Window' by Jeannie Baker)				area has been spoilt or improved and give my reasons ('Window' by Jeannie Baker) I can name the continents of the world and locate them on a map I can name the world' oceans and locate them on a map
Computing *Include introduction and frequent visits to school website*	Y1: I can create a series of instructions. I can create digital content (photos/videos). I can store digital content (camera/iPad). I can retrieve digital content (audio/listening). I can use a camera. I can record sound and play back. Y2: I can use a range of instructions eg direction, angles, turns. I can test and amend a set of instructions. I can find errors and amend (debug). I can organise digital content. I can retrieve and manipulate digital content. I use technology respectfully. I can understand that algorithms are used on digital devices. I understand that programs require precise instructions.	Y1: I can create a series of instructions (Bonfire Night) I can create digital content (photos/videos). I can store digital content (camera/iPad). I can retrieve digital content (audio/listening). I can use a camera. I can record sound and play back. Y2: I can use a range of instructions eg direction, angles, turns. I can test and amend a set of instructions. I can find errors and amend (debug). I can organise digital content. I use technology respectfully. I can understand that algorithms are used on digital devices. I understand that programs require precise	*INTERNET SAFETY WEEK 08/02/17 – SAFE COMPUTING TARGETS* Y1: I can create a series of instructions. I can create digital content (photos/videos). I can store digital content (camera/iPad). I can retrieve digital content (audio/listening). I can use a camera. I can record sound and play back. Y2: I can use a range of instructions eg direction, angles, turns. I can test and amend a set of instructions. I can find errors and amend (debug). I can organise digital content. I use technology respectfully. I know where to go for	Y1: I can create a series of instructions. I can create digital content (photos/videos). I can store digital content (camera/iPad). I can retrieve digital content (audio/listening). I can use a camera. I can record sound and play back. Y2: I can use a range of instructions eg direction, angles, turns. I can test and amend a set of instructions. I can find errors and amend (debug). I can organise digital content. I use technology respectfully. I can understand that algorithms are used	Y1: I can create a series of instructions. I can create digital content (photos/videos). I can store digital content (camera/iPad). I can retrieve digital content (audio/listening). I can use a camera. I can record sound and play back. I can use a web site Y2: I can use a range of instructions eg direction, angles, turns. I can test and amend a set of instructions. I can find errors and amend (debug). I can organise digital content. I can navigate the web to complete simple searches. I use technology respectfully. I can understand that algorithms are used on digital devices.	Y1: I can create a series of instructions (Mini beasts) I can create digital content (photos/videos). I can store digital content (camera/iPad). I can retrieve digital content (audio/listening). I can use a camera. I can record sound and play back. I can use a web site Y2: I can use a range of instructions eg direction, angles, turns. I can test and amend a set of instructions. I can find errors and amend (debug). I can organise digital content. I use technology respectfully.

		instructions.	help if I am concerned. I know how technology is used in school and outside of school. I can understand that algorithms are used on digital devices. I understand that programs require precise instructions.	on digital devices. I understand that programs require precise instructions.	I understand that programs require precise instructions.	I can write a simple program and test it. I can predict what outcome of a simple program will be (logical reasoning) I can understand that algorithms are used on digital devices. I understand that programs require precise instructions.
Art and Design ICT link: Purple Mash Any aspect of creative tools Y2: I can make a clay pot! I can join two clay finger pots together	Y1: I can show how people feel in paintings and drawings I can use pencils to create lines of different thickness in drawings I can name the primary and secondary colours (link with London tube) I can use IT to create a picture I can describe what I can see and give an opinion about the work on an artist I can ask questions about a piece of art Y2: I can choose and use three different grades of pencil when drawing I can use charcoal, pencil and pastel to create art I can use a view finder to focus on a specific part of an artefact before drawing it I can use different effects within an IT paint package I can suggest how artists have used colour, pattern and shape I can create a piece of art in response to the work of another	Y1: I can show how people feel in paintings and drawings I can use pencils to create lines of different thickness in drawings I can cut, roll and coil materials I can use IT to create a picture I can describe what I can see and give an opinion about the work on an artist I can ask questions about a piece of art Y2: I can choose and use three different grades of pencil when drawing I can use charcoal, pencil and pastel to create art I can use a view finder to focus on a specific part of an artefact before drawing it I can use different effects within an IT paint package	Y1: I can create moods in art work I can use pencils to create lines of different thickness in drawings I can cut, roll and coil materials I can use IT to create a picture I can describe what I can see and give an opinion about the work on an artist I can ask questions about a piece of art Y2: I can choose and use three different grades of pencil when drawing I can use charcoal, pencil and pastel to create art I can use a view finder to focus on a specific part of an artefact before drawing it I can use different effects within an IT paint package	Y1: I can show how people feel in paintings and drawings I can use pencils to create lines of different thickness in drawings I can use IT to create a picture I can describe what I can see and give an opinion about the work on an artist I can ask questions about a piece of art Y2: I can choose and use three different grades of pencil when drawing I can use charcoal, pencil and pastel to create art I can use a view finder to focus on a specific part of an artefact before drawing it I can use different	Y1 I can use pencils to create lines of different thickness in drawings I can create a repeating pattern in print I can use IT to create a picture I can describe what I can see and give an opinion about the work on an artist I can ask questions about a piece of art Y2: I can choose and use three different grades of pencil when drawing I can use charcoal, pencil and pastel to create art I can use a view finder to focus on a specific part of an artefact before drawing it I can use different effects within an IT paint package I can suggest how artists have used colour, pattern and shape I can create a piece of art in response to the work of	Y1 I can use pencils to create lines of different thickness in drawings I can cut, roll and coil materials I can create a repeating pattern in print I can use IT to create a picture I can describe what I can see and give an opinion about the work on an artist I can ask questions about a piece of art Y2: I can choose and use three different grades of pencil when drawing I can use charcoal, pencil and pastel to create art I can use a view finder to focus on a specific part of an artefact before drawing it

	artist I can mix paint to create all the secondary colours I can create brown with paint I create tints with paint by adding white I can create tones with paint by adding black	I can suggest how artists have used colour, pattern and shape I can create a piece of art in response to the work of another artist I can mix paint to create all the secondary colours I can create brown with paint I create tints with paint by adding white I can create tones with paint by adding black I can create a printed piece of art by pressing, rolling, rubbing and stamping	I can suggest how artists have used colour, pattern and shape I can create a piece of art in response to the work of another artist I can create a printed piece of art by pressing, rolling, rubbing and stamping	effects within an IT paint package I can suggest how artists have used colour, pattern and shape I can create a piece of art in response to the work of another artist I can mix paint to create all the secondary colours I can create brown with paint I create tints with paint by adding white I can create tones with paint by adding black	another artist I can mix paint to create all the secondary colours I can create brown with paint I create tints with paint by adding white I can create tones with paint by adding black I can create a printed piece of art by pressing, rolling, rubbing and stamping	I can use different effects within an IT paint package I can suggest how artists have used colour, pattern and shape I can create a piece of art in response to the work of another artist I can mix paint to create all the secondary colours I can create brown with paint I create tints with paint by adding white I can create tones with paint by adding black I can create a printed piece of art by pressing, rolling, rubbing and stamping
Design and Technology	Y1: I can use my own ideas to make something I can choose appropriate resources and tools I can make a simple plan before making Y2 I can think of an idea and plan what to do next I can choose tools and materials and explain why I have chosen them I can explain what went well with my work	Y1: I can use my own ideas to make something I can choose appropriate resources and tools I can make a simple plan before making I can describe how something works I can cut food safely (Christmas food) I can make a product that moves (Christmas) I can explain to someone else how I want to make my product I can make my model stronger Y2	Y1: I can use my own ideas to make something I can choose appropriate resources and tools I can make a simple plan before making I can make my model stronger Y2 I can think of an idea and plan what to do next I can choose tools and materials and explain why I have chosen them I can explain what went well with my work	Y2: I can join materials and components in different ways (eg. lift flap/moving books) I can explain what went well with my work	Y1: I can use my own ideas to make something I can choose appropriate resources and tools I can make a simple plan before making I can make my model stronger Y2 I can think of an idea and plan what to do next I can choose tools and materials and explain why I have chosen them I can explain what went well with my work I can explain why I have chosen specific textile	

		I can think of an idea and plan what to do next I can choose tools and materials and explain why I have chosen them I can explain what went well with my work I can explain what went well with my work (jacket for Mole/Ratty) I can describe the ingredients I am using (Christmas, Divali)	I can explain what went well with my work (bedding/clothes for characters)		(sewing Minibeasts) I can measure materials to use in a model or structure (Bug hotels)	
Music	Y1: I can use my voice to speak, sing and chant. I can clap short rhythmic patterns. I can make different sounds with my voice and with instruments. I can repeat short rhythmic and melodic patterns. I can follow instructions about when to play and sing. Y2 I can sing and follow a melody. I can play simple rhythmic patterns on an instrument. I can create music in response to different starting points. I can listen out for particular things when listening to music. I can improve my own work.	Y1: I can use my voice to speak, sing and chant I can repeat short rhythmic and melodic patterns. I can follow instructions about when to play and sing. I can use instruments to perform. Y2 I can sing and follow a melody. I can create music in response to different starting points. I can perform simple patterns and accompaniments keeping a steady pulse. I can use symbols to represent sounds. I can make connections between notations and musical sounds. I can improve my own work.	Y1: I can use my voice to speak, sing and chant I can make different sounds with my voice and with instruments. I can make a sequence of sounds. I can choose sounds to represent different things. Y2 I can sing and follow a melody I can listen out for particular things when listening to music. I can use symbols to represent sounds. I can improve my own work.	Y1: I can use my voice to speak, sing and chant I can clap short rhythmic patterns. I can repeat short rhythmic and melodic patterns. I can use instruments to perform. I can respond to different moods in music. I can say whether I like or dislike a piece of music. Y2 I can sing and follow a melody. I can play simple rhythmic patterns on an instrument. I can listen out for particular things when listening to music. I can perform simple patterns and accompaniments	Y1: I can use my voice to speak, sing and chant I can use instruments to perform. I can respond to different moods in music. I can say whether I like or dislike a piece of music. Y2 I can sing and follow a melody. I can create music in response to different starting points. I can sing or clap increasing and decreasing tempo. I can choose sounds which create an effect. I can improve my own work.	Y1: I can use my voice to speak, sing and chant I can make different sounds with my voice and with instruments. I can make a sequence of sounds. I can respond to different moods in music. I can say whether I like or dislike a piece of music. I can choose sounds to represent different things. Y2 I can sing and follow a melody I can sing or clap increasing and decreasing tempo. I can choose sounds which create an effect. I can improve my own work.

				keeping a steady pulse. I can use symbols to represent sounds. I can make connections between notations and musical sounds. I can improve my own work.		
Physical Education	Y1:Gymnastics/Games/General	Y1: Gymnastics/ Dance (Let's Move/Time to move)/General	Y1: Dance (Let's Move/Time to move)/General	Y1: General	Y1: Gymnastics/Games/General	Y1:Games/General
Religious Education New Oxfordshire Curriculum 2015	Is everybody special? (Y1) Who should you follow (Y2)	Should we celebrate Harvest or Christmas? (Y1) Should you wear religious symbols (Y2)	How should people care for the world? (Y1) Is it important to celebrate the New Year (Y2)	Should everyone follow Jesus? (Y1) Is Easter important for the Church (Y2)	Are some stories more important than others? (Y1) Can stories change people (Y2)	Do we need shared special places? (Y1) How should you spend the weekend (Y2)

KS1 Long Term Planning – Year B

YearA	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	**Family Album**	**Flotsam & Jetsam** Art/sculpture/science	**Towers & Turrets** Visit to Oxford Castle	**Super Sibford!** **Our local area** **'Spring!'**	**Animal Magic!** The carnival of the animals	**Sizzle and Shiver** Science investigation term eg. The Snowman's coat (cross curricular)
English To focus on Genre but include others for Big writing etc	Familiar stories/Key stories	Poems	Fairy Stories – Rapunzel, Cinderella, The paper bag Princess, George & the Dragon (alternative), Jack & the Beanstalk	Non – fiction	Non Fiction, stories & poetry	Non Fiction
Maths **(poss links)**						
Science Ongoing - **Y1:** I can observe and comment on changes in the seasons. I can name the seasons and suggest the type of weather in each season	Biology: Identify & name basic Body Parts (Y1) **Y1:** **I can sort living and non-living things** **I can name the parts of the human body that I can see** **I can link the correct part of the human body to each sense (Lit link – poetry/senses)** **Working scientifically:** **I can identify and classify things** **I can ask simple scientific questions.** **I can use simple equipment to make observations** <u>(Y2) Differentiate living, dead and non-living.</u> <u>Basic needs of animals & Offspring (Y2)</u> *Also Year A term 5 & Year B term*	Chemistry: Materials Distinguish; Identify; name; describe properties; compare and classify (Y1) **Y1:** **I can distinguish between an object and the material it is made from.** **I can explain the materials that an object is made from.** **I can name wood, plastic, glass, metal, water and rock.** **I can describe the properties of everyday materials.** **I can group objects based on the materials they are made from.** **Working scientifically:** **I can identify and classify**	Chemistry: Materials Distinguish; Identify; name; describe properties; compare and classify (Y1) **Y1:** **I can distinguish between an object and the material it is made from.** **I can explain the materials that an object is made from.** **I can name wood, plastic, glass, metal, water and rock.** **I can describe the properties of everyday materials.** **I can group objects based on the materials they are made from.** **Working scientifically:**	Biology: Identify basic plants Identify basic plant parts (roots, leaves, flowers, etc.) (Y1) **Y1:** **I can name a variety of common wild and garden plants** **I can name the petals, stem, leaf and root of a plant** **I can name the roots, trunk, branches and leaves of a tree.** **Working scientifically:** **I can ask simple scientific questions.** **I can use simple equipment to make observations.** **I can carry out simple tests.**	Biology: Identify & compare common animals (Y1) **Y1:** **I can name a variety of animals including fish, amphibians, reptiles, birds & mammals** **I can classify and name animals by what they eat (carnivore, omnivore, herbivore).** **I can sort animals into categories (including fish, amphibians, reptiles, birds & mammals).** **Working scientifically:** **I can ask simple scientific questions.** **I can identify and classify things.** **I can suggest what I**	Exceeding Exp: **Y1:** **I can explain what happens to certain materials when they are heated or cooled, eg. bread, ice, chocolate, jelly etc.** <u>**Working scientifically:**</u> **Y1:** **I can ask simple scientific questions.** **I can use simple equipment to make observations.** **I can carry out simple tests.** **I can identify and classify things.** **I can suggest what I have found out.** **I can use simple data**

	4	things **I can ask simple scientific questions.** **I can use simple equipment to make observations** **I can suggest what I have found out** **I can carry out simple tests** Identify and compare uses of different materials (Y2) Compare how things move on different surfaces (Y2)	**I can ask simple scientific questions.** **I can use simple equipment to make observations** **I can suggest what I have found out** **I can carry out simple tests** **I can use simple data to answer questions** Identify and compare uses of different materials (Y2) Compare how things move on different surfaces (Y2)	**I can identify and classify things.** **I can suggest what I have found out.** **I can use simple data to answer questions.** Differentiate living, dead and non-living. Growing plants (Y2) water, light, warmth *Year A Term 5*	have found out. Simple food chains and habitats (Y2) Basic needs of animals & Offspring (Y2) *Also year A term 1*	to answer questions.
<u>History Ongoing Timeline</u> Y1 & Y2 Curriculum Overview is the same	Changes in Living Memory – British Values Key Individuals: **Artists** – Bruegel & Lowry through art (see art objectives) Day to Day roles in the past: **Y1:** **I can use words and phrases like: Old, new, a long time ago.** **I can recognise that some objects belonged to the past.** **I can ask and answer questions about old and new objects.** **I can spot old and new things in a picture.** **I can explain how some people have helped us to have better lives (Domestic appliances).** **I can explain what an object from the past might have been used for.**	Key Events: Bonfire Night Key Individuals/Events: **Explorers** *Captain James Cook (link with Science/Geography)* • New Zealand • Australia • Hawaii **Y1:** **I can use words and phrases like: Old, new, a long time ago.** **I can spot old and new things in a picture.** **I can explain what an object from the past might have been used for.**	Lives of significant historical figures, including comparison of those from different periods (Y1) *Charles I & the* Duke & Duchess of Cambridge • Lives of Monarchs (Paste & Present) **Y1:** **I can use words and phrases like: Old, new, a long time ago.** **I can recognise that some objects belonged to the past.** **I can spot old and new things in a picture.** **I can explain what an object from the past**	Events of local importance. (Y1) *The Battle of Edge Hill* Significant local people: Post office man, doctor, nurse, Rev Ron, Mr Wykham Arms, Fire fighters, police. MP, PTA, Head Teacher **Y1:** **I can use words and phrases like: Old, new, a long time ago.** **I can spot old and new things in a picture.** **I can explain what an object from the past might have been used for.**	Lives of significant historical figures, including comparison of those from different periods (Y1) Charles Darwin/Karl Linnaeus & Chris Packham /David Attenborough **Y1:** **I can use words and phrases like: Old, new, a long time ago.**	Lives of significant historical figures, including comparison of those from different periods (Y1) Roald Amundsen (South pole) & Levison Wood (Nile) **Y1:** **I can use words and phrases like: Old, new, a long time ago.**

	I can explain how I have changed since I was born (photo homework).		**might have been used for.**			
<u>Geography</u> Ongoing – Identify seasonal/daily weather patterns in the UK (Y1) Y1: **I can explain how the weather changes throughout the year and name the seasons**	Use basic geographical vocabulary to refer to local and familiar features. (Y1) **Y1:** **I can explain where I live and tell someone my address**	<u>Name and locate worlds. Continents and oceans. (Y2)</u> <u>Use aerial images and other models to create simple plans and maps using symbols. (Y2)</u> <u>I can describe some of the features of an island. (Y2)</u> <u>I can describe the key features of a place from picture using words like Beach, Coast, Forest, Hill, Mountain, Ocean, Valley. (Y2)</u>	Name and locate the four countries and capital cities of the UK using atlases and globes. Use four compass directions and simple vocab. (Y1) **Y1:** **I can name the four countries in the UK and locate them on a map.** **I can name some of the main towns and cities in the UK.** <u>Use basic vocabulary to describe a less familiar area (Y2)</u>	Use basic geographical vocabulary to refer to local and familiar features. (Y1) **Y1:** **I can explain where I live and tell someone my address.** **I can name some of the main towns and cities in the UK.** <u>Compare local area to a non-European country. (Y2)</u> <u>Use aerial images and other models to create simple plans and maps using symbols. (Y2)</u> <u>Use simple field work and observational skills to study the immediate environment (Y2)</u>		Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world. (Y1) **Y1:** **I can explain some of the main things that are in hot and cold places.** **I can explain the clothes that I would wear in hot and cold places** <u>Name and locate worlds. Continents and oceans. (Y2)</u> <u>Compare local area to a non-European country. (Y2)</u> <u>Use basic vocabulary to describe a less familiar area. (Y2)</u>
<u>Computing</u> **Recognise use of ICT outside of school – setting of homework objectives linked to Purple Mash** **ICT link: Purple Mash**	Understanding use of algorithms (D&T link – cooking & following recipes)	Write and test simple programs (Roamer 'space' journey) Understanding use of algorithms (D&T link – cooking & following recipes)	Write and test simple programs (Geography)		Research	

Use 2 investigate to share information *Organise, store, retrieve and manipulate data.* *Work saved in Acorn & Beech Purple Mash folders can be retrieved and manipulated in class or at home*						
<u>Art and Design</u> Y1 & Y2 Curriculum Overview is the same	**Artists** – Bruegel & Lowry Learn about a range of artists, craftsmen & designers. Use drawing, painting & sculpture. Develop techniques of colour, pattern, texture, line, shape, form and space. Drawing, painting and sculpture Use a range of materials **Y1:** **I can use pencils to create lines of different thickness in drawings.** **I can name primary and secondary colours.** **I can use IT to create a picture.** **I can describe what I can see and give an opinion about the work of an artist.** **I can ask questions about a piece of art.** **I can show how people feel in paintings and drawings.** **I can create moods in art work.**	Use a range of materials. Learn about range of artists, craftsmen and designers. Develop techniques of colour, pattern, texture, line, shape, form and space. Use drawing, painting & sculpture Andy Goldsworthy – sculpture, photography & environmentalist. Seasonal art. Janet Bell – British artist. **Y1:** **I can name primary and secondary colours.** **I can describe what I can see and give an opinion about the work of an artist.** **I can ask questions about a piece of art.**	Use a range of Materials Develop techniques of colour, pattern, texture, line, shape, form and space. Use drawing, painting & sculpture Gargoyles – castles/churches (clay sculptures) Coat of Arms KS 1 collage of George & the dragon **Y1:** **I can use pencils to create lines of different thickness in drawings.** **I can name primary and secondary colours.** **I can use IT to create a picture.** **I can describe what I can see and give an opinion about the work of an**	Learn about local artists, craftspeople and designers Develop techniques of colour, pattern, texture, line, shape, form and space. Use drawing, painting & sculpture Andy Goldsworthy – sculpture, photography & environmentalist. Seasonal art. Observation drawing in Sibford. **Y1:** **I can use pencils to create lines of different thickness in drawings.** **I can name primary and secondary colours.** **I can describe what I can see and give an opinion about the work of an artist.**	Use a range of materials. Learn about range of artists, craftsmen and designers. Develop techniques of colour, pattern, texture, line, shape, form and space. Use drawing, painting & sculpture Henri Rousseau – post Impressionist painter (animals) **Y1:** **I can use pencils to create lines of different thickness in drawings.** **I can name primary and secondary colours.** **I can describe what I can see and give an opinion about the work of an artist.**	Use a range of materials. Learn about range of artists, craftsmen and designers. Develop techniques of colour, pattern, texture, line, shape, form and space. Use drawing, painting & sculpture Andy Goldsworthy – sculpture, photography & environmentalist. Seasonal art. Georgia O'Keefe – colour art (controlled pallet) **KS1** **I can name primary and secondary colours.** **I can describe what I can see and give an opinion about the**

		I can create a repeating pattern in print. I can cut, roll and coil materials.	artist. I can ask questions about a piece of art.	I can ask questions about a piece of art.	I can ask questions about a piece of art.	work of an artist. I can ask questions about a piece of art. I can create a repeating pattern in print. I can cut, roll and coil materials. I can create moods in art work.
Design and Technology	**Build and improve structures and mechanisms** (Moving parts of the body) **Use a range of tools & materials to complete practical tasks** **Evaluate existing products & own ideas** (cooking) **Understand where food comes from**	**Design purposeful, functional and appealing products** (rocket?) **Evaluate existing products & own ideas** (inventions) **Use a range of tools & materials to complete practical tasks** **Evaluate existing products & own ideas** (cooking)	**Generate, model and communicate ideas** **Use a range of tools & materials to complete practical tasks** (Make a magical kingdom) **Evaluate existing products & own ideas**	**Use a range of tools & materials to complete practical tasks** (Building different types of houses seen in the village)	**Generate, model and communicate ideas** (Mini-beast models)	**Understand where food comes from** **Use a range of tools & materials to complete practical tasks** **Evaluate existing products & own ideas** (cooking)
Music	Sing songs: Harvest Festival Play tuned & untuned instruments musically Listen & understand live & recorded music Make and combine sounds musically Year 1:	Sing songs: Nativity songs Play tuned & untuned instruments musically Listen & understand live & recorded music Make and combine sounds musically	Sing songs Play tuned & untuned instruments musically Listen & understand live & recorded music Make and combine sounds musically	Sing songs Play tuned & untuned instruments musically Listen & understand live & recorded music Make and combine sounds musically	Sing songs Listen & understand live & recorded music Make and combine sounds musically	Sing songs Listen & understand live & recorded music Make and combine sounds musically
Physical Education	**Multi-skills** **Master basic movement eg running, jumping, throwing, catching, balance, agility & co-ordination.** **Participate in team games.**	**Gym** **(Drama)** **Master basic movement eg running, jumping, throwing, catching, balance, agility & co-**	**Dance** **Perform dance using simple movement.**	**Gym** **(Large Apparatus)** **Master basic movement eg running, jumping, throwing, catching, balance,**	**Games** **Master basic movement eg running, jumping, throwing, catching, balance, agility & co-ordination.**	**Games (Sports Day)** **Multi-skills** **Master basic movement eg running, jumping, throwing, catching, balance,**

		ordination. Perform dance using simple movement.		agility & co-ordination.	Participate in team games.	agility & co-ordination. Participate in team games.
Religious Education New Oxfordshire Curriculum 2015	Is everybody special? (Y1) Who should you follow (Y2)	Should we celebrate Harvest or Christmas? (Y1) Should you wear religious symbols (Y2)	How should people care for the world? (Y1) Is it important to celebrate the New Year (Y2)	Should everyone follow Jesus? (Y1) Is Easter important for the Church (Y2)	Are some stories more important than others? (Y1) Can stories change people (Y2)	Do we need shared special places? (Y1) How should you spend the weekend (Y2)