

History

<u>Once upon a time...</u>	<u>Passport to the World</u>	<u>A drop in the ocean</u>
Changes within living memory - where appropriate, these should be used to reveal aspects of change in national life. <i>toys and games from the past)</i>	changes within living memory - where appropriate, these should be used to reveal aspects of change in national life <i>Transport- changes in transportation</i>	Events beyond living memory that are significant nationally or globally- <i>The Titanic</i> The lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods. <i>Jacque Cousteau</i>

Assessment

EM	ARE	EX	EM	ARE	EX	EM	ARE	EX

Geography

<u>Once upon a time...</u>	<u>Passport to the World</u>	<u>A drop in the ocean</u>
<p>Human and physical geography identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (<i>relate to den building- fairy tales</i>)</p> <p>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key (<i>map of woods/fairy tale land</i>)</p> <p>Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map. <i>Route to Nunroyd- map out)</i></p> <p>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. (<i>map of woods/fairy tale land</i>)</p>	<p>Name and locate the world's 7 continents and 5 oceans.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (<i>initial view of the world from space</i>)</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (<i>compare uk coast and tropical coast</i>)</p> <p>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key (<i>Red kites aerial view</i>)</p> <p>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents</p>	<p>Locational knowledge Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Geographical skills and fieldwork use world maps, atlases and globes to identify the United Kingdom and its countries, <i>oceans studied at this key stage</i></p> <p>Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map. (<i>travel/ explorers</i>)</p> <p>use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <i>Mapping out beach</i></p>

Assessment

EM	ARE	EX	EM	ARE	EX	EM	ARE	EX

Art

EM	ARE	EX	EM	ARE	EX	EM	ARE	EX
<p>To use a range of materials creatively to design and make products.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>			<p>To use a range of materials creatively to design and make products.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>			<p>To use a range of materials creatively to design and make products.</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>		

DT				To know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.- Mondrian								
	Assessment											
	EM	ARE	EX	EM	ARE	EX	EM	ARE	EX			
	Fairy Houses Porridge Design Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Make Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Evaluate Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.			Design a bug house- woodwork focus Tartlets Design Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Make Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Evaluate Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.			Boat building/Titanic Banquet Design Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Make Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Evaluate Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.					
	Assessment											
	EM	ARE	EX	EM	ARE	EX	EM	ARE	EX			
	Fairy houses Tomato and Basil tart Porridge Project						Boat building Fishcakes Eton Mess					
	Myself/Belonging			Stories			Leaders and Teachers					
	Year 1 Physical health and wellbeing	Year 1 Keeping safe and managing risk	Year 1 Identity, society and equality	Year 1 Drugs, alcohol and tobacco	Year 1 Mental health and wellbeing	Year 1 Careers, financial capability and economic wellbeing	Year 2 Physical health and wellbeing	Year 2 Mental health and emotional wellbeing	Year 2 Sex and relationship education	Year 2 Sex and relationship education	Year 2 Keeping safe and managing risk	Year 2 Drugs, alcohol and tobacco
	Catching and throwing Bat and ball skills	Skipping Gymnastics- travelling and balancing	Moving skills for invasion games (dribbling) Gymnastics rolling and rocking	OAA (problem solving) Dance	Athletics Skills for striking and fielding games	Passing skills for invasion games Skills for net games						
Multiskills	Quiz	Football	Orienteering	Rounders	Sports Day							

DT Projects

RE

PHSCE

PE

House Competitions

Music	Pulse, rhythm and duration Understand the difference between beat and rhythm Accompany a song playing beat or rhythm Create their own rhythmic patterns Create sequences of long and short sounds on the instruments	Performing together - school play Sing songs with accuracy and expression Learn songs from memory Work together to create a high quality performance Identify ways to improve performance	Pitch Recognise simple patterns repeated at different pitches Sing and play phrases from notation Create a graphic score to represent pitch movement Perform different pitches on tuned percussion	Notation and scores Begin to understand traditional musical notation Perform together using graphic notation Perform together combining the musical elements	Timbre, tempo and dynamics Use voices and instruments to perform at different speeds and volumes Choose sounds to reflect different stimuli Choose, combine and order sounds to describe a story	Sound Listen carefully to and appraise different music Play instruments in different ways Play instruments with control Select sounds in response to a poem or story
Outdoors	Farnley hall - houses for the 3 little pigs- den building		Airpatt		Filey beach?	
Events	Opening event: Nunroyd Park- Fairy hunt Events: Phonics workshop for parents School trips: Toy museum Visitors: Guiseley theatre Celebration event: Once upon a time workshop/fairies Role play: Stage, puppet show, fancy dress show		Opening Event: Airport role play Trip: Leeds Bradford Airport/Pizza Express Visitor: People who have visited different parts of the world Celebration Event: Journey around the world Role Play: Airport/Travel agents		Opening event: The Titanic Events: 'Stay and Write', Sports Day, KSI Graduation School trips: Filey/beach/The Deep Rodley nature reserve /Kirkstall -canal Pond dipping Visitor: Aquarium handling Closing event: Under the sea theme workshop Role play: Aquarium/beach/Titanic	