

Year 1 / 2 - Cycle B

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
2022/2023	Life in the Freezer		Ingenious Inventions		Animal Magic	
Maths	<p>Number : Place Value Y1: Numbers to 20 Y2: Numbers to 100</p> <p>Number : Addition and Subtraction</p>	<p>Number : Addition and Subtraction Y1: Numbers within 20 (including recognising money) Y2: Numbers within 100 (including money)</p> <p>Number : Y1: Place Value to 50/Multiplication Y2: Multiplication</p>	<p>Number : Division Y1: Place value to 100 Y2: Statistics</p> <p>Measurement : Length and Height</p>	<p>Geometry : Shape</p> <p>Number : Fractions</p>	<p>Geometry : Position and Direction</p> <p>Measurement : Time</p> <p>Problem Solving and Efficient Methods</p>	<p>Measurement : Y1: Weight/Volume Y2: Mass/Capacity/ Temperature</p> <p>Consolidation and Investigations</p>
English	<p>Poetry: -Frost walk poems</p> <p>Fiction : -Repeated text -Can't you sleep little bear? -Other stories by Martin Waddell</p> <p>Non-fiction ; -Labels, lists, sign and posters</p>	<p>Poetry : -List poems</p> <p>Fiction : -Odd Dog Out</p> <p>Non-fiction : -Information texts</p>	<p>Poetry : -Machine poems</p> <p>Fiction : -The most magnificent thing</p> <p>Non-fiction : -Instructions and lists</p>	<p>Poetry : -Poems to perform</p> <p>Fiction : -Faster, faster LRT</p> <p>Non-fiction : -Recounts</p>	<p>Poetry : -Animal poems</p> <p>Fiction : -Cockatoos</p> <p>Non-fiction : -Letters and books</p>	<p>Poetry : -Kennings</p> <p>Fiction : -Giraffes can't dance</p> <p>Non-fiction : -Information text</p>
Science	<p>Seasonal Changes: -Know facts about the Sun & observe its apparent movement across the sky. -Investigate how shadows change during the day. -Discuss the four seasons & varied day length. -Describe the weather associated with each</p>	<p>Living things and their habitats: Y2 -Explore and compare the differences between things that are living, dead, and things that have never been alive -Identify that most living things live in habitats to which they are suited and</p>	<p>Uses of everyday materials: Y2 -Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses -Find out how the shapes of solid</p>		<p>Animals including humans: Y1 -Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals -Identify and name a variety of common animals that are carnivores,</p>	

Year 1 / 2 - Cycle B

	<p>season & the changes this brings. -Science investigations involving hot/cold/insulators & conductors, waterproof/non-waterproof linked to Antarctic explorers.</p>	<p>describe how different habitats -Provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p>	<p>objects made from some materials can be changed by squashing, bending, twisting and stretching</p> <p>Science Project : <i>-Involving suitability of materials within their inventions.</i></p> <p>Famous scientists/inventors – Tarmac & Mackintosh.</p>		<p>herbivores and omnivores -Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <p>Science Project : <i>-(As summer term plant seeds, water etc. -)</i></p>	
<p>History</p>	<p>Events beyond living memory that are significant nationally or globally :</p> <p>Antarctica exploration (Scott's trip) v current day <i>The lives of significant individuals in the past who have contributed to national and international achievements</i></p> <p>-Use common words & phrases related to the passing of time. -Sequence events. -Look at and describe collections of artefacts. -Compare pictures of people or events in the past. -Sort artefacts into then/now. -Use a range of sources to find information by sketching, observing, handling and questioning. -Use a range of vocabulary to talk about the passing of time. -Sequence events on a scale. -Sequence artefacts in chronological order. -Recognize their own lives are different from people in the past. -Develop empathy and understanding using drama.</p>	<p>Changes within living memory: <i>Where appropriate, these should be used to reveal aspects of change in national life.</i></p> <p>-Identify similarities and differences between ways of life in different periods -Use common words & phrases related to the passing of time. -Sequence events. -Look at and describe collections of artefacts. -Compare pictures of people or events in the past. -Sort artefacts into then/now. -Use a range of sources to find information by sketching, observing, handling and questioning. -Use a range of vocabulary to talk about the passing of time. -Sequence events on a scale. -Sequence artefacts in chronological order. -Recognize their own lives are different from people in the past. -Develop empathy and understanding using drama. -Use a range of primary and secondary sources to begin to understand the features of the period. -Identify differences between ways of life (then and now)</p>				

Year 1 / 2 - Cycle B

	<ul style="list-style-type: none"> -Use a range of primary and secondary sources to begin to understand the features of the period. -Identify differences between ways of life (then and now) -Be able to describe similarities between old and new artefacts. -Identify the different ways we can learn about the past e.g. books, artefacts, timelines, media etc. -Explain what they have learned about the past using a variety of methods, e.g. diagrams, diaries, stories.) -Describe and sort things that are from the past, comparing them to today's equivalent sources of information about the past (who, what, why or where). -Develop use of time related vocabulary (old, new, then, now) -Ask and answer questions about the past. -Observe or handle -Identify the different ways that we can learn about the past- e.g. books, artefacts, timelines, media etc. -Explain what they have learned about the past using a variety of methods (e.g. diagrams, diaries, stories.) <p><i>Trip to Gilbert White & The Oates Collection House</i></p>	<ul style="list-style-type: none"> -Be able to describe similarities between old and new artefacts. -Identify the different ways we can learn about the past e.g. books, artefacts, timelines, media etc. -Explain what they have learned about the past using a variety of methods, e.g. diagrams, diaries, stories.) -Describe and sort things that are from the past, comparing them to today's equivalent sources of information about the past (who, what, why or where). -Develop use of time related vocabulary (old, new, then, now) -Ask and answer questions about the past. -Observe or handle -Identify the different ways that we can learn about the past- e.g. books, artefacts, timelines, media etc. -Explain what they have learned about the past using a variety of methods (e.g. diagrams, diaries, stories.) <p><i>Trip to Amberley Museum – communication, transport, fire service.</i> <i>Visit from Horsham Museum to look at the History of Toys?</i></p>			
<p>Computing (Purple Mash)</p>	<p>Unit 1.1 : Online Safety & Exploring Purple Mash <i>Weeks – 4</i></p> <ul style="list-style-type: none"> -Use technology safely and respectfully, keeping personal information private -Identify where to go for help and support when they have concerns about content or contact on 	<p>Unit 1.4 : Lego Builders <i>Weeks – 3</i></p> <ul style="list-style-type: none"> -Understand what algorithms are; how they are implemented as programs on digital devices -That programs execute by following precise and unambiguous instructions. 	<p>Unit 1.2 : Grouping & Sorting <i>Weeks – 2</i></p> <ul style="list-style-type: none"> -Use technology purposefully to create, organise, store, manipulate and retrieve digital content <p>Unit 2.6 : Creating Pictures <i>Weeks – 5</i></p>	<p>Unit 1.8 : Spreadsheets <i>Weeks – 3</i></p> <ul style="list-style-type: none"> -Use technology purposefully to create, organise, store, manipulate and retrieve digital content <p>Unit 1.7 : Coding <i>Weeks – 6</i></p> <ul style="list-style-type: none"> -Understand what algorithms are -How they are implemented as 	<p>Unit 2.1 : Coding <i>Weeks – 5</i></p> <ul style="list-style-type: none"> -Understand what algorithms are -How they are implemented as programs on digital devices -That programs execute by following precise and unambiguous instructions. -Create and debug simple programs -Use logical reasoning to predict the behaviour of simple programs <p>Coding challenges</p>

Year 1 / 2 - Cycle B

	<p>the internet or other online technologies</p> <p>Unit 2.5 : Effective Searching <i>Weeks – 3</i></p> <ul style="list-style-type: none"> -Use technology purposefully to retrieve digital content -Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	<p>Unit 1.9 Technology outside school <i>Weeks – 2</i></p> <ul style="list-style-type: none"> -Recognise common uses of information technology beyond school 	<ul style="list-style-type: none"> -Use technology purposefully to create, organise, store, manipulate and retrieve digital content 	<p>programs on digital devices</p> <ul style="list-style-type: none"> -That programs execute by following precise and unambiguous instructions. -Create and debug simple programs 	
<p>Art and Design</p>	<p>Painting :</p> <ul style="list-style-type: none"> -Add white to colours to make them lighter -Add darker colours to colours to make them darker (not usually black) -Experiment in creating moods or feelings with colour -Experiment with tools in paint e.g. scraping through, dabbing, wiping etc. -Create textures in paint by adding e.g. sand 	<p>3D :</p> <ul style="list-style-type: none"> -Explore and experiment with clay, playdoh, salt dough and plasticise -Manipulate materials in a variety of ways including rolling and kneading -Use and explore with tools to add texture to sculptures -Make shapes from rolled up paper, straws, paper and card -Use cutting, rolling and coiling techniques -Manipulate materials for a purpose, e.g. a clay pot or tile -Use simple 2-D shapes to create a 3-D form 	<p>Painting :</p> <ul style="list-style-type: none"> -Talk about how an artist has used colour <p>Collage :</p> <ul style="list-style-type: none"> -Explore and experiment with lots of collage materials including magazines, different types of paper, fabric, straws, pasta etc. -Fold, crumple, tear, cut and overlap collage materials -Arrange and glue different materials on different backgrounds -Sort and arrange collage materials for a purpose -Use paste, glue and other adhesives e.g. wallpaper paste, PVA -Select and use different shapes, textures and colours of collage materials -Refine cutting skills and techniques -Introduce mosaic techniques -Use tessellation and other patterns in my collage <p><i>Artist focus: Quentin Blake</i></p>		

Year 1 / 2 - Cycle B

Design Technology	Food : <i>Preparing fruit and vegetables - including cooking and nutrition requirements.</i> -Follow procedures for safety and hygiene -Use a range of food ingredients -That food ingredients should be combined according to their sensory characteristics -That food ingredients should be combined according to their sensory characteristics -That all food comes from plants or animals		Mechanisms : <i>Design vehicles (wheels/axles)</i> -Follow procedures for safety -Use a range of materials and components, including construction materials and kits, mechanical components -Measure, mark out, cut and shape materials and components -Assemble, join and combine materials and components -Use finishing techniques, including those from art and design -About the movement of simple mechanisms such as levers, sliders, wheels and axles		Textiles : <i>Templates + joining techniques</i> -Follow procedures for safety -Measure, mark out, cut and shape materials and components -Assemble, join and combine materials and components -Use finishing techniques, including those from art and design -That a 3-D textiles product can be assembled from two identical fabric shapes	
Geography	Human + Physical Geography : -To locate the equator, North Pole and South Pole on a globe. -Identify hot and cold regions of the world. Geographical skills and fieldwork : -Use maps, atlases and globes. Geographical vocabulary : Beach, cliff, forest, hill, mountain, sea, Ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, shop, harbour.		Geographical skills and fieldwork : -Add main features onto an outline map linked to topic. -Construct basic symbols in a key. Record on simple prepared tables and graphs. -Use maps, atlases and globes. Place Knowledge : -Identify similarities and differences of our school environment. -Name, locate and identify Barns Green, Horsham, London, England, Ireland, Scotland & Wales on a map of the UK.		Locational Knowledge : -Name, locate and identify the 7 Continents and 5 oceans of the world. Arctic and Antarctic circle. -Locate areas of the world meaningful to the cohort. e.g. where children and their families originate	
Music (Music Express)	Ourselves : -Learn to use their voices -Learn to sing -Explore pitch, dynamics, and structure -Create music on their own and with others <i>Christmas performance</i>	Our land : -Explore timbre, texture, and structure -Use their voices expressively and creatively by speaking chants -Learn to play a musical instrument - Understand and explore how music is created, produced, and communicated	Machines : -Explore tempo, duration, and structure -Learn to play a musical instrument - Listen to, review, and evaluate music, including the works of the great composers	Our School : -Learn to play a musical instrument -Explore dynamics, timbre, and structure -Learn to sing -Create music with others Toys : -Explore tempo, dynamics, and timbre	Weather : -Listen to, review, and evaluate music, including the works of the great composers -Learn to sing and play a musical instrument -Create music on their own and with others	Water : -Play tuned and untuned instruments musically -Learn to sing • Pupils explore pitch, structure, and dynamics -Listen to, review, and evaluate music, including the works of the great composers

Year 1 / 2 - Cycle B

		Our Bodies : -Explore timbre, structure, and tempo -Learn to play a musical instrument -Understand and explore how music is created -Listen to music from different traditions -Play untuned instruments musically	Seasons : -Learn to sing and to play a musical instrument -Explore pitch, structure, and duration -Understand and explore how music is communicated -Listen to, review, and evaluate music, including the works of the great composers	-Use their voices expressively and creatively by speaking chants -Learn to play a musical instrument -Create music on their own and with others	-Explore structure, timbre, and dynamics Pattern : -Explore structure, duration, and appropriate musical notations -Understand and explore how music is created -Use their voices expressively	Travel : -Learn to sing and play a musical instrument -Explore structure, tempo, and dynamics -Create music with others -Use their voices expressively by performing a chant
Religious Education	Celebrations Why to Christians give gifts at Christmas?	How do Jewish people express the beliefs? Why did Jesus tell stories?	Why did Jesus tell Stories? <i>Visiting a place of worship</i>			
P.S.H.E	Relationships Families and friendships : - Roles of different people -Families -Feeling cared for Safe relationships : - Recognising privacy -Staying safe -Seeking permission Respecting ourselves and others : - How behaviour affects others -Being polite and respectful	Living in the wider world Belonging to a community : - What rules are -Caring for others' needs -Looking after the environment Media literacy and digital resilience : - Using the internet and digital devices -Communicating online Money and work : -Strengths and interests -Jobs in the community	Health and Wellbeing Physical health and Mental wellbeing : - Keeping healthy -Food and exercise -Hygiene routines -Sun safety Growing and changing : - Recognising what makes them unique and special -Feelings -Managing when things go wrong Keeping safe : - How rules and age restrictions help us -Keeping safe online			
P.E	SAQ Dance (Complete PE)	Attack v Defence (Complete PE) Locomotion (Complete PE)	SAQ Health and Well-being (Complete PE) Swimming -Y2 only	Swimming Team Building (Complete PE)	Gymnastics Dance	SAQ Ball Skills (Complete PE)

Year 1 / 2 - Cycle B