

## Year 1 / 2 - Cycle A

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
2021/2022	If you go down to the woods...		Grow it, eat it!		Turrets & Tiaras	
Maths	Number : Place Value Y1: Numbers to 20 Y2: Numbers to 100  Number : Addition and Subtraction	Number : Addition and Subtraction Y1: Numbers within 20 (including recognising money) Y2: Numbers within 100 (including money)  Number : Y1: Place Value to 50/Multiplication Y2: Multiplication	Geometry : Position and Direction  Measurement : Time  Problem Solving and Efficient Methods	Measurement : Y1: Weight/Volume Y2: Mass/Capacity/ Temperature  Consolidation and Investigations	Number : Division  Y1: Place value to 100 Y2: Statistics  Measurement : Length and Height	Geometry : Shape  Number : Fractions
English	Poetry : -Rhyme and nursery rhyme  Fiction : -Can't you sleep little Bear? -Where's my Teddy? -Leaf Man, Stick Man -Repeated text -Comparison of stories about bears  Non-fiction : -Various bear information books -Finding way round nonfiction texts -Knowing that non-fiction texts share common features  Grammar : -Prefix and suffix -Contractions -Nouns & adjectives -Time connectives -Basic punctuation	Fiction : -Peter Rabbit – Beatrix Potter -Sequencing a story -Writing from a different POV -Predicting what might happen based on previous reading -Independent writing of own Peter Rabbit adventure  Christmas performance : -Spoken language, learning words by heart.  Grammar : -Verbs & adverbs -Types of sentences (question, statement etc.) -Proper Nouns -Plurals - +s and + es	Poetry : -Food poems  Fiction : -Tale of Frog Belly Ratbone  Non-fiction : - Recipes  Grammar : -Superlatives -Using question & exclamation marks -Commas in a list -Prepositional phrases	Non-fiction : -Focus on Wonder wise YUM YUM book – link to 'new style' fiction/non-fiction text  Grammar : -Revision	Poetry : -Dragon Poems(John Foster) -Rhyme, rhythm, literary language  Fiction : -The Dragon Machine(Helen Ward) -Words author choose to influence the reader  Grammar : -Editing sentences for punctuation -Past and present tense	Fiction : -The Worst Princess (Anna Kemp) -Traditional tales – comparison to -Story sequencing -Key characters to recognise – princess, dragon – how are they the same/different?  Nonfiction : -Various castle texts  Grammar : -Connectives -Editing own work

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<p>Science</p>	<p>Plants : Y1 -Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees -Identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p><i>Science Project – Classifying leaves and fruits. -Sycamore helicopters v paper helicopters</i></p>	<p>Seasonal Changes : Y1 -Observe changes across the 4 seasons -Observe and describe weather associated with the seasons and how day length varies</p> <p><i>Science Project – Weather diary</i></p>	<p>Living Things and Their Habitats : Y2 -Identify and name a variety of plants and animals in their habitats, including microhabitats -Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p>	<p>Plants : Y2 -Observe and describe how seeds and bulbs grow into mature plants; -Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p><i>Famous scientist – David Attenborough</i></p>	<p>Everyday Materials : Y1 -Distinguish between an object and the material from which it is made -Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock -Describe the simple physical properties of a variety of everyday materials -Compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p><i>Science Project – Which material makes the best Knights shield?</i></p>	<p>Animals including humans : Y1 -Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p> <p>Y2 -Notice that animals, including humans, have offspring which grow into adults -Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) -Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p><i>Science Project - What happens when I exercise? -Food diary</i></p>
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History	<p>Events beyond living memory that are significant Nationally or Globally :</p> <p>The Great Fire of London</p> <ul style="list-style-type: none"><li>-Use common words &amp; phrases related to the passing of time.</li><li>-Use drama to understand why people did things in the past. (e.g. now, yesterday, last week, when I was younger, a long time ago).</li><li>-Compare pictures of people or events from the past.</li></ul>	<p>Past verses Present :</p> <ul style="list-style-type: none"><li>-Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li><li>-Identify similarities and differences between ways of life in different periods.</li><li>-Use common words &amp; phrases related to the passing of time.</li><li>-Sequence events.</li><li>-Look at and describe collections of artefacts.</li></ul>	
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-Sequence events / photos.  
-Lives of significant individuals in the past who have contributed to national and international achievements.

*Walk to the Arboretum as part of our science work. Link this to local history, looking at old photos of Barns Green, then comparing to what they see on their walk. What has changed? What is the same?*

-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)  
-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.)

*Significant places in the locality?  
Visit to Lewes castle*

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<p>Computing (Purple Mash)</p>	<p>Unit 2.2 : Online safety -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 the internet or other online technologies.</p> <p>Unit 1.6 : Animated story books <i>Programs – 2create a story</i> -Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Unit 2.7 : Making music <i>Programs – 2sequence</i> -Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Unit 2.3 : Spreadsheet <i>Programs – 2calculate</i> -Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>Unit 1.3 : Pictograms <i>Programs – 2count</i> -Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Unit 2.8 - Presenting ideas <i>Programs – various</i> -Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Unit 1:1 : Online safety <i>Exploring purple mash</i> -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 the internet or other online technologies.</p> <p>Unit 1.5 : Maze Explorers <i>Programs – to go</i> -Create and debug simple programs -Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions -Use logical reasoning to predict the behaviour of simple programs</p>	<p>Unit 2.4 : Questioning <i>Programs – 2question 2investigate</i> -Use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>
<p>Art and Design</p>	<p>Drawing : -Use shape as a basis for their observations -Make rubbings of different surfaces (leaf, bark)</p> <p>Painting : -Use thick and thin brushes -Use ready mixed or powder paints -Paint pictures from their mind</p>	<p>Printing : -Print with fruit, vegetables, sponges and other available surfaces -Print on different surfaces -Make repeated patterns, overlap, rotate and arrange shapes -Print by pressing, rolling, rubbing and stamping</p>	<p>Drawing : -Draw lines of different shapes and thicknesses -Using pencils, chalk and oil pastels, and charcoal in both drawings and observational drawings. -Colouring in neatly, staying in the lines, when appropriate</p>			

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	<p>Colour :</p> <ul style="list-style-type: none"> <li>-Name primary and secondary colours</li> <li>-Mix primary colours to make secondary colours</li> <li>-Talk about how an artist has used colour</li> <li>-Add white to colours to make them lighter</li> <li>-Add darker colours to colours to make them darker (not usually black)</li> </ul> <p>3D :</p> <ul style="list-style-type: none"> <li>-Model-making using a variety of materials, boxes, pots, tubes - experimenting with constructing and joining materials</li> </ul> <p><i>Artist focus: Klimt - woodland art</i></p> <ul style="list-style-type: none"> <li>-Leaf printing</li> </ul>	<ul style="list-style-type: none"> <li>-Look at printing in the environment e.g. wallpaper, fabric</li> </ul> <p><i>Artist focus: Sir Roland Penrose</i></p> <p>Collage :</p> <ul style="list-style-type: none"> <li>-Explore and experiment with lots of collage materials including magazines, different types of paper, fabric, straws, pasta etc.</li> <li>-Fold, crumple, tear, cut and overlap collage materials</li> <li>-Arrange and glue different materials on different backgrounds</li> <li>-Sort and arrange collage materials for a purpose</li> <li>-Use paste, glue and other adhesives e.g. wallpaper paste, PVA</li> </ul> <p><i>Artist focus: Orla Kiely</i></p>	<p>Show different tones (light and dark) using pencil, chalk and oil pastels, and charcoal.</p> <ul style="list-style-type: none"> <li>-Add details to my drawings using lines and dots to show texture</li> <li>-Experience drawing on different surfaces both indoors and outside</li> </ul> <p><i>Artist focus: Paul Klee – Castle &amp; Sun</i></p>
<p>Design Technology</p>	<p>Sliders/Levers : <i>Christmas Cards/books (Link to computing)</i></p> <ul style="list-style-type: none"> <li>-Follow procedures for safety</li> <li>-Use a range of materials and components, including construction materials and kits, mechanical components</li> <li>-Measure, mark out, cut and shape materials and components</li> <li>-Assemble, join and combine materials and components</li> <li>-Use finishing techniques, including those from art and design</li> <li>-About the movement of simple mechanisms such as levers, sliders, wheels and axles</li> </ul>	<p>Food :</p> <p><i>Preparing fruit and vegetables - including cooking and nutrition requirements.</i></p> <ul style="list-style-type: none"> <li>-Follow procedures for safety and hygiene</li> <li>-use a range of food ingredients</li> <li>-That food ingredients should be combined according to their sensory characteristics</li> <li>-That all food comes from plants or animals</li> <li>-That food has to be farmed, grown elsewhere (e.g. home) or caught</li> <li>-How to name and sort foods into the five groups in The Eatwell plate</li> <li>-That everyone should eat at least five portions of fruit and vegetables every day</li> <li>-How to prepare simple dishes safely and hygienically, without using a heat source</li> <li>-How to use techniques such as cutting, peeling and grating</li> </ul>	<p>Structures :</p> <p><i>Free standing structures/pulleys Catapult/ Drawbridge</i></p> <ul style="list-style-type: none"> <li>-Follow procedures for safety</li> <li>-Use a range of materials and components, including construction materials and kits, mechanical components</li> <li>-Measure, mark out, cut and shape materials and components</li> <li>-Assemble, join and combine materials and components</li> <li>-Use finishing techniques, including those from art and design</li> <li>-How freestanding structures can be made stronger, stiffer and more stable.</li> </ul>

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<p>Geography</p>	<p>Geographical skills and fieldwork :</p> <ul style="list-style-type: none"> <li>-Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>-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</li> <li>-Use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li>-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.</li> </ul>		<p>Human and physical geography :</p> <ul style="list-style-type: none"> <li>-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</li> <li>-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</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> <li>-Food from around the world.</li> <li>-Location of hot and cold areas of the world in relation to the Equator and the N and S poles</li> </ul> <p><i>Keep a weather diary.</i></p> <ul style="list-style-type: none"> <li>-Identify seasonal and daily weather patterns in the UK.</li> </ul>	<p>Place knowledge :</p> <ul style="list-style-type: none"> <li>-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</li> </ul> <p><i>Himeji Castle – Japan v Lewes Castle</i></p>		
<p>Music <i>(Music Express)</i></p>	<p>Number :</p> <ul style="list-style-type: none"> <li>- Recognising and developing a sense of steady beat through the use of voices and body percussion</li> <li>- Identifying and performing changes in tempo</li> <li>- Learning to play percussion with control</li> <li>-Keeping a steady beat and using dynamics to vary the musical effect</li> <li>-Identifying and keeping a steady beat using movement, body percussion, and instruments</li> </ul>	<p>Animals :</p> <ul style="list-style-type: none"> <li>-Understanding pitch, and making high and low vocal sounds</li> <li>-Relating pitch to high and low body posture</li> <li>-Understanding pitch by singing a song with contrasting high and low melodies</li> <li>-Identifying and playing high and low pitches in music</li> <li>-Exploring and developing an understanding of pitch using the voice and body movements</li> <li>-Recognising and performing pitch</li> </ul>	<p>Seasons :</p> <ul style="list-style-type: none"> <li>-Identifying changes in pitch and responding to them with movement</li> <li>-Contrasting changes in pitch with changes in dynamics (volume)</li> <li>-Relating pitch changes to graphic symbols and performing pitch changes vocally</li> <li>-Listening and responding to a falling pitch signal</li> <li>-Distinguishing between pitched and unpitched percussion sounds</li> </ul>	<p>Pattern :</p> <ul style="list-style-type: none"> <li>-Marking a steady beat with voices and body percussion</li> <li>-Counting and performing a steady beat in patterns of two, three, and four beats (metre)</li> <li>-Exploring different ways to emphasise the first beat in a repeating pattern or metre</li> <li>-Identifying metre by recognising its pattern</li> <li>-Dividing the number 12 into twos, threes, and fours</li> </ul>	<p>Machines :</p> <ul style="list-style-type: none"> <li>-Maintaining a steady beat</li> <li>-Sequencing sounds</li> <li>-Playing to a steady beat</li> <li>-Playing at different speeds (tempi)</li> <li>-Controlling changes in speed (tempi)</li> </ul> <p>Storytime :</p> <ul style="list-style-type: none"> <li>-Discussing basic musical terms – fast, slow, loud, quiet</li> <li>-Understanding how music can tell a story</li> <li>-Performing with concentration</li> <li>-Playing fast, slow, loud, and quiet</li> </ul>	<p>Our School :</p> <ul style="list-style-type: none"> <li>-Exploring different sound sources and materials</li> <li>-Analysing the dynamics and duration of sounds around the school</li> <li>-Exploring these elements/dimension on instruments</li> <li>-Creating two contrasting textures</li> <li>-Singing a song</li> <li>-Interpreting sounds and exploring instruments</li> <li>-Creating a soundscape as part of a song performance</li> </ul>

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	<ul style="list-style-type: none"> <li>- Recognising and responding to changes in tempo in music</li> </ul> <p><i>Christmas performance</i></p>	<p>changes and contrasts</p> <p>Weather :</p> <ul style="list-style-type: none"> <li>-Exploring and controlling dynamics (volume), duration, and timbre with voices, body percussion, and instruments</li> <li>-Improvising descriptive music</li> <li>-Identifying a sequence of sounds (structure) in a piece of music</li> <li>-Responding to music through movement</li> </ul>	<ul style="list-style-type: none"> <li>-Listening in detail to a piece of orchestral music</li> </ul> <p>Travel :</p> <ul style="list-style-type: none"> <li>-Combining voices, movement, and instruments to perform a chant and a song</li> <li>-Keeping a steady beat, including on instruments</li> <li>-Creating word rhythms</li> <li>-Performing word rhythms with movement</li> <li>-Responding to music in movement</li> <li>-Playing and combining simple word rhythms</li> </ul>	<ul style="list-style-type: none"> <li>-Exploring different ways to emphasise beats to form a group (metre)</li> <li>-Exploring sounds on instruments and finding different ways to vary their sound</li> </ul> <p>Water :</p> <ul style="list-style-type: none"> <li>-Creating a picture in sound</li> <li>-Understanding musical structure by listening and responding</li> <li>-Performing a simple repeated pattern</li> </ul>	<ul style="list-style-type: none"> <li>-Creating music that matches an event in a story</li> <li>-Rehearsing and performing with others</li> <li>-Learning new songs and chants</li> </ul>	<p>Our Bodies :</p> <ul style="list-style-type: none"> <li>-Performing a steady beat at two different speeds (tempi)</li> <li>-Responding to change of mood in a piece of music with a slow and fast steady beat</li> <li>-Identifying a repeated rhythm pattern</li> <li>-Combining a rhythm pattern and a steady beat</li> <li>-Performing together with concentration</li> <li>-Performing rhythm patterns on body percussion to a steady beat</li> <li>-Inventing and performing new rhythms to a steady beat</li> </ul>
Religious Education	<p>Religious Festivals</p> <ul style="list-style-type: none"> <li>-Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them</li> <li>-Harvest</li> <li>-Diwali (Hindu)</li> <li>-Christmas</li> </ul>		<p>Symbols</p> <ul style="list-style-type: none"> <li>-Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities</li> <li>-Religious Stories based on food</li> <li>-Sammy Spider's</li> </ul>		<p>Community</p> <ul style="list-style-type: none"> <li>-Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make</li> <li>-What does it mean to belong?</li> <li>-Easter</li> <li>-Vaisakhi (Sikh)</li> </ul>	
P.S.H.E	<p>Relationships</p> <p>Families and friendships :</p> <ul style="list-style-type: none"> <li>-Making friends</li> <li>-Feeling lonely and getting help</li> </ul> <p>Safe relationships :</p> <ul style="list-style-type: none"> <li>-Managing secrets</li> <li>-Resisting pressure and getting help</li> <li>-Recognising hurtful behaviour</li> </ul>		<p>Health and Wellbeing</p> <p>Physical health and Mental wellbeing :</p> <ul style="list-style-type: none"> <li>-Why sleep is important</li> <li>-Medicines and keeping healthy</li> <li>-Keeping teeth healthy</li> <li>-Managing feelings and asking for help</li> </ul> <p>Growing and changing :</p> <ul style="list-style-type: none"> <li>-Growing older</li> </ul>		<p>Living in the wider world</p> <p>Belonging to a community :</p> <ul style="list-style-type: none"> <li>-Belonging to a group</li> <li>-Roles and responsibilities</li> <li>-Being the same and different in the community</li> </ul> <p>Media literacy and digital resilience :</p> <ul style="list-style-type: none"> <li>-The internet in everyday life</li> <li>-Online content and information</li> </ul>	

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	Respecting ourselves and others : -Recognising things in common and differences -Playing and working cooperatively -Sharing opinions		-Naming body parts -Moving class or year  Keeping safe : -Safety in different environments -Risk and safety at home -Emergencies		Money and work : -What money is -Needs and wants -Looking after money	
P.E	SAQ  Dance (Complete PE)	Attack v Defence (Complete PE)  <b>Locomotion</b> (Complete PE)	Gymnastics  Dance	SAQ  Ball Skills (Complete PE)	SAQ  Health and Well-being (Complete PE)  Swimming -Y2 only	Swimming  Team Building (Complete PE)