

Penguins & Robins

<u>Cycle A- Term 1</u> <u>My pets and wild animals</u>	<u>Cycle A- Term 2</u> <u>Holiday fun</u>	<u>Cycle A- Term 3</u> <u>Let's Get Growing!</u>
<p>Year 1 Animals including humans (all PoS but not the last PoS)</p> <ul style="list-style-type: none">• 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, herbivores and omnivores• describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) <p>WS Methods(Must be done) Using different types of scientific enquiry to answer their own questions, including:</p> <ul style="list-style-type: none">• observing changes over a period of time,• noticing patterns,• grouping and classifying things,• carrying out simple comparative tests,• and finding things out using secondary sources <p>Year 2 Living things and their habitats (focus on humans and animals)</p> <ul style="list-style-type: none">• 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 describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other• identify and name a variety of plants and animals in their habitats, including micro-habitats• describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify	<p>Year 1 Everyday materials</p> <ul style="list-style-type: none">• 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 simple physical properties. <p>WS Methods(Must be done) Using different types of scientific enquiry to answer their own questions, including:</p> <ul style="list-style-type: none">• observing changes over a period of time,• noticing patterns,• grouping and classifying things,• carrying out simple comparative tests, <p>and finding things out using secondary sources</p> <p>Year 2 Uses of everyday materials</p> <ul style="list-style-type: none">• 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 objects made from some materials can be changed by squashing, bending, twisting and stretching. <p>WS Methods(Must be done) Using different types of scientific enquiry to answer their own questions, including:</p> <ul style="list-style-type: none">• observing changes over a period of time,• noticing patterns,• grouping and classifying things,	<p>Year 1 Plants</p> <ul style="list-style-type: none">• 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>WS Methods (Must be done) Using different types of scientific enquiry to answer their own questions, including:</p> <ul style="list-style-type: none">• observing changes over a period of time,• noticing patterns,• grouping and classifying things,• carrying out simple comparative tests,• and finding things out using secondary sources <p>Year 2 Plants</p> <ul style="list-style-type: none">• 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>WS Methods(Must be done) Using different types of scientific enquiry to answer their own questions, including:</p> <ul style="list-style-type: none">• observing changes over a period of time,• noticing patterns,• grouping and classifying things,• carrying out simple comparative tests, <p>and finding things out using secondary sources</p> <p>Year 2 Habitats (local micro habitats)</p> <ul style="list-style-type: none">• 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>and name different sources of food.</p> <p>WS Methods(Must be done) Using different types of scientific enquiry to answer their own questions, including:</p> <ul style="list-style-type: none"> observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources 	<ul style="list-style-type: none"> carrying out simple comparative tests, and finding things out using secondary sources 	<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> <ul style="list-style-type: none"> identify and name a variety of plants and animals in their habitats, including micro-habitats 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>WS Methods(Must be done) Using different types of scientific enquiry to answer their own questions, including:</p> <ul style="list-style-type: none"> observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources <p>Seasonal Change</p> <p>To be able to observe and describe weather associated with the seasons and how day length varies.</p> <p>To be able to observe changes across the four seasons</p>
<p>Collage & Printing Year 1 I have explored and experimented with lots of collage materials. I cut and tear paper, textiles and card for my collages. I can sort and arrange collage materials for a purpose. I use: Paste Glue and other adhesives.</p>	<p>Drawing and Painting Focus Year 1 I can draw lines of different shapes and thicknesses. I can draw with crayons and pencils. I can describe the shapes and patterns I see. I can use thick and thin brushes. I can use ready mixed or powder paints to show my ideas. I paint pictures of what I see. I can</p>	<p>3d and textiles Year 1 I have used: Clay Dough Plasticine. I add texture to my models using tools. I make shapes from rolled up paper, straws, paper and card. I sort threads and fabrics. I group fabrics and threads by colour and texture. I make weavings with fabrics or threads.</p>

<p>I use printing tools such as fruit, vegetables and sponges. I can print onto fabric or paper. I make my own printing blocks eg: string patterns or Plasticine shapes. I explore techniques such as repeating, overlapping, rotating and arranging shapes</p> <p>Year 2</p> <p>I create collages sometimes in a group and sometimes on my own. I mix paper and other materials with different textures and appearances. I use printing tools such as fruit, vegetables and sponges. I can print onto fabric or paper. I make my own printing blocks eg: string patterns or Plasticine shapes. I describe what I think about my own and others' work I explore techniques such as repeating, overlapping, rotating and arranging shapes. Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South Poles. Mary Seacole – famous person in history.</p> <p>Guy Fawkes – One week topic</p> <p>Food (Christmas Cakes)</p> <p>I use knives safely to cut food (with help) I use a mixing bowl to prepare a mixture. I have made a food product. I know that I have to wash my hands and keep work surfaces clean when preparing food. I prepare food safely and hygienically and can describe what this means. I describe the properties of the food ingredients: taste, smell, texture, and consistency. I weigh or measure my ingredients accurately. I describe my food product using its properties.</p>	<p>colour in neatly, following the lines very carefully. I can name the primary and secondary colours. I can say how an artist has used colour.</p> <p>Year 2</p> <p>I use pencils, pastels and charcoal in my drawings. I show patterns and textures in my drawings by adding dots and lines. I show different tones using coloured pencils. I mix primary colours to make secondary colours. I add white to colours make tints. I add black to colours to make tones.</p> <p>Use geographical vocabulary to identify key physical and human features. Story of Grace Darling– famous person in history. Look at the history of lifeboats etc around our coast.</p> <p>Mechanisms</p> <p>I have made a product that moves using a turning mechanism (e.g. wheels, winding) or a lever or a hinge (to make a movement) I cut materials using scissors. I describe the properties of the materials I have used. I have made a product that uses movement. The materials I use are just right for the job and this helps my product to work well. I have used a number of materials and joined them so they are strong.</p>	<p>I make a fabric by weaving or 'teasing' out wool.</p> <p>Year 2</p> <p>I have made a clay pot. I have made a carving using dry clay. I use glue to join fabrics. I use running stitch to join fabrics. I have explored plaiting and understand the basic method.</p> <p>Food (Salads)</p> <p>I use knives safely to cut food (with help) I use a mixing bowl to prepare a mixture. I have made a food product. I know that I have to wash my hands and keep work surfaces clean when preparing food. I prepare food safely and hygienically and can describe what this means. I describe the properties of the food ingredients: taste, smell, texture, and consistency. I weigh or measure my ingredients accurately. I describe my food product using its properties.</p>
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<p align="center"><u>Cycle B Term 1</u> <u>All about me and who I want to be</u></p>	<p align="center"><u>Cycle B Term 3</u> <u>We are builders!</u></p>	<p align="center"><u>Cycle B Term 2</u> <u>How things Grow</u></p>
<p>To be able to observe changes across the four seasons</p> <p>Year 1 Animals including humans (last PoS)</p> <ul style="list-style-type: none"> • 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>WS Methods (Must be done)</p> <p>Using different types of scientific enquiry to answer their own questions, including:</p> <ul style="list-style-type: none"> • observing changes over a period of time, • noticing patterns, • grouping and classifying things, • carrying out simple comparative tests, • and finding things out using secondary sources <p>Year 2 Animals including humans (aspects of)</p> <ul style="list-style-type: none"> • 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>WS Methods (Must be done)</p> <p>Using different types of scientific enquiry to answer their own questions, including:</p> <ul style="list-style-type: none"> • observing changes over a period of time, • noticing patterns, • grouping and classifying things, • carrying out simple comparative tests, <p>and finding things out using secondary sources</p>	<p>Year 1 Everyday materials</p> <ul style="list-style-type: none"> • 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 simple physical properties. <p>WS Methods (Must be done)</p> <p>Using different types of scientific enquiry to answer their own questions, including:</p> <ul style="list-style-type: none"> • observing changes over a period of time, • noticing patterns, • grouping and classifying things, • carrying out simple comparative tests, <p>and finding things out using secondary sources</p> <p>History – Great Fire of London. Significant event beyond living memory.</p> <p>3d and textiles</p> <p>Year 1</p> <p>I have used: Clay Dough Plasticine. I add texture to my models using tools. I make shapes from rolled up paper, straws, paper and card.</p> <p>I sort threads and fabrics. I group fabrics and threads by colour and texture. I make weavings with fabrics or threads. I make a fabric by weaving or 'teasing' out wool.</p> <p>Year 2</p> <p>I have made a clay pot. I have made a carving using dry clay.</p> <p>I use glue to join fabrics. I use running stitch to join fabrics. I have explored plaiting and</p>	<p>Year 1 Plants</p> <ul style="list-style-type: none"> • 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>WS Methods (Must be done)</p> <p>Using different types of scientific enquiry to answer their own questions, including:</p> <ul style="list-style-type: none"> • observing changes over a period of time, • noticing patterns, • grouping and classifying things, • carrying out simple comparative tests, • and finding things out using secondary sources <p>Year 2 Plants</p> <ul style="list-style-type: none"> • 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>WS Methods (Must be done)r</p> <p>Using different types of scientific enquiry to answer their own questions, including:</p> <ul style="list-style-type: none"> • observing changes over a period of time, • noticing patterns, • grouping and classifying things, • carrying out simple comparative tests, <p>and finding things out using secondary sources</p> <p>Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the four countries of the capital cities of the UK and its surrounding seas.</p> <p>Understand physical similarities and differences through studying the human and physical geography of a small area of the UK and of a</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</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.</p> <p>Famous person in History – Guy Fawkes (events beyond living memory commemorated through festival)</p> <p>Time line birth – to school – what I want to be in the future.</p> <p>Drawing and Painting Focus</p> <p>Year 1</p> <p>I can draw lines of different shapes and thicknesses.</p> <p>I can draw with crayons and pencils. I can describe the shapes and patterns I see. I can use thick and thin brushes. I can use ready mixed or powder paints to show my ideas. I paint pictures of what I see. I can colour in neatly, following the lines very carefully. I can name the primary and secondary colours. I can say how an artist has used colour.</p> <p>Year 2</p> <p>I use pencils, pastels and charcoal in my drawings.</p> <p>I show patterns and textures in my drawings by adding dots and lines. I show different tones using coloured pencils. I mix primary colours to make secondary colours.</p> <p>I add white to colours make tints.</p> <p>I add black to colours to make tones.</p> <p>Food (Christmas Cakes)</p> <p>I use knives safely to cut food (with help) I use a mixing bowl to prepare a mixture. I have made a food product. I know that I have to wash my hands and keep work surfaces clean when preparing food.</p> <p>I prepare food safely and hygienically and</p>	<p>understand the basic method.</p> <p>Structures & Textiles</p> <p>I have made a structure. I describe the materials I have used to make my structure. I measure and mark out the materials I need for my structure. I finish off my work so it looks neat and tidy. My structures use materials that are strong. I measure and mark out materials with care and use safe ways of cutting it, including using a junior hacksaw.</p> <p>I use a range of joins.</p> <p>I can describe textiles by the way they feel. I have made a product from textiles. I can measure, mark out and cut fabric. I can join fabrics using glue.</p> <p>I make sure my work is neat and tidy.</p> <p>I use accurate measurements in cm.</p> <p>I use scissors precisely when cutting out.</p> <p>I join textiles using glue, staples, tying or a simple stitch. I have made a textile product that has a good finish and can do the job it was made for.</p> <p>Food objective to be re-capped during Chinese New year.</p>	<p>small area in a contrasting non-European Country.</p> <p>Famous person in History – Charles Darwin – contribution to international and national achievements.</p> <p>Collage & Printing</p> <p>Year 1</p> <p>I have explored and experimented with lots of collage materials.</p> <p>I cut and tear paper, textiles and card for my collages.</p> <p>I can sort and arrange collage materials for a purpose.</p> <p>I use: Paste Glue and other adhesives.</p> <p>I use printing tools such as fruit, vegetables and sponges.</p> <p>I can print onto fabric or paper.</p> <p>I make my own printing blocks eg: string patterns or Plasticine shapes.</p> <p>I explore techniques such as repeating, overlapping, rotating and arranging shapes</p> <p>Year 2</p> <p>I create collages sometimes in a group and sometimes on my own. I mix paper and other materials with different textures and appearances. I use printing tools such as fruit, vegetables and sponges. I can print onto fabric or paper. I make my own printing blocks eg: string patterns or Plasticine shapes. I describe what I think about my own and others' work</p> <p>I explore techniques such as repeating, overlapping, rotating and arranging shapes.</p>
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Literacy Genre

<u>Cycle A- Term 1</u> <u>My pets and wild animals</u>	<u>Cycle A- Term 2</u> <u>Holiday fun</u>	<u>Cycle A- Term 3</u> <u>Let's Get Growing!</u>
Animal Poems Letter Writing to Santa Non-fiction texts Reception – Nursery Rhymes	Labels, Lists, Signs and Posters Information texts Recount	Stories with familiar settings Pattern In Verse Stories Involving Fantasy (The Magic Bed)
<u>Cycle B Term 1</u> <u>All about me and who I want to be</u>	<u>Cycle B Term 2</u> <u>We are Builders</u>	<u>Cycle B Term 3</u> <u>How things Grow</u>
Reception – Nursery Rhymes Nonsense Poems Letter Writing to Santa	Pattern In Verse Fairy Tales Recount	Information Texts Report Writing Instruction Writing