|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year 1/2 (Cycle 1)** | | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1**  **Y2 SATS** | **Summer 2**  **Y1 Phonics Screening** |
| Christian Value | Generosity | Compassion | Courage | Forgiveness | Friendship | Respect |
| Theme | London’s Burning!  - Great Fire of London | | A Land Down Under  - Australia | | Oh I Do Like To Be Beside The Seaside  - The Seaside | |
| Question Hook | How does the Great Fire of London affect London today? | | Who is Amy Johnson and why is she important? | | Why do people like to go to the seaside? | |
| English  (text to be covered supporting topic) | Fiction- Toby and the Great Fire of London  Non-Fiction- Labels, lists and captions  Non-chronological reports  Poetry- Firework shape poems | | Fiction- Diary of a wombat  Non-Fiction- Recount  Poetry- Riddles | | Fiction- Lighthouse Keeper’s Lunch  Non-Fiction- Instructions  Sports/event report  Poetry- Senses poems  Nonsense poems | |
| BOOK HOOK | Toby and the Great Fire of London  The Gunpowder Plot | | Diary of a Wombat  At the Beach | | The Lighthouse Keeper’s Lunch | |
| MATHS | NCETM Maths | | NCETM Maths | | NCETM Maths | |
| SCIENCE | Seasonal Change  Materials | | Seasonal Change  Animals including humans  Living things and their habitats | | Seasonal Change  Plants | |
| COMPUTING | Digital Literacy  Use technology safely  Log on to a computer  Understand where/how to seek help when they have concerns about content | | Information Technology  Use technology to create content  Use technology to store digital content  Use a mouse or trackpad effectively to navigate websites  Save and reopen work on a digital device  Create a simple animation using still images  Take digital photographs and record video | | Control Systems  Understand what algorithms are  Create simple programmes  Understand that programmes run by following precise instructions | |
| DESIGN  TECHNOLOGY | Junk model city  Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] | | Design a toy aeroplane  Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics | | Under the sea Collage with sewn in animals. | |
| GEOGRAPHY | London  Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas  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 | | Australia  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  Name and locate the world’s seven continents and five oceans | | Seaside  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  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. | |
| HISTORY | Great Fire of London & Gunpowder Plot  Events beyond living memory that are significant nationally or globally | | Amy Johnson  Significant historical events, people and places in their own locality   |  | | --- | |  | | | Impact of the railway on British holidays  Events beyond living memory that are significant nationally or globally  Significant historical events, people and places in their own locality | |
| ART | Pencil Portraits  Shadow landscapes ‘London’  Vincent Van Gogh | | Painting and Colour  Kandinsky/ Mark Rothko | | 3D Form - Clay  Andy Goldsworthy | |
| MUSIC  (performance opportunities throughout the year) | **Listening**  Music about London – identifying instruments; timbre/texture/structure | **Singing**  Songs connected to London, writing own song to known melody | **Pitch**  Simple pitched ostinato accompaniment to known songs based on flying or planes | **Pulse, Rhythm, Tempo & Metre**  Learn to read and clap simple rhythms; maintaining steady tempo; simple untuned ostinato to “Australian” songs | **Composition & Improvisation, Texture**  Graphic notation compositions: the seaside; a train journey  inspired by “The little train of the Caipura” | **Timbre**  Create a sound scape of the seaside using voices and recordings. |
| Music  Supporting Worship | Songs/Hymns for Harvest | Songs/hymns/ carols for Remembrance and Christmas | Songs/hymns for Epiphany and Candlemas | Songs for Lent and Easter | Songs for Ascension, Pentecost, Trinity | Songs for Leavers/ moving on |
| P.E. | FMS  Chasing and fleeing games  1.1 Multi-Skills | Gymnastics  Body Parts  1.2 Story Time Dance | Gymnastics  Rolls and routines  1.3 Groovy Gymnastics | Throwing and catching  Throwing for accuracy  1.4 Brilliant Ball Skills | Striking and fielding  Striking objects  1.5 Throwing and Catching | Athletics  Mini Olympics  1.6 Active Athletics |
| R. E. | 1.1 Belonging - Who belongs?  UC 2A.3 Incarnation / 2A.2 - People Of God | | 1.3 What a wonderful world - Why is the world special?  UC 1.2 Creation 2.A1 Creation / Fall | | 1.2 Worship - Why worship?  UC 1.1 God (types of prayer) 1.4 Gospel | |
| PSHCE | Being Healthy  Relationships | | Exploring Emotions  Difference and Diversity | | Being Responsible  Bullying Matters | |
| Community Links & Enrichment Opportunities | Harvest Festival  Remembrance service  Christmas events  FireFighter visit | | Hull History Centre  Lent activities  Easter Service | | Visit Seaside  Sports Days  Talent Show | |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year 1/2 (Cycle 2)** | | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1**  **Y2 SATS** | **Summer 2**  **Y1 Phonics Screening** |
| Christian Value | Thankfulness | Trust | Perseverance | Justice | Service | Truthfulness |
| Theme | A Palace of Wonder  - Castles  -Kings and Queens | | Ice, Ice Baby!  - Polar Explorers | | How does your garden grow?  - Plants | |
| Question Hook | How is our queen different from those of the past? | | Can anyone go to the South Pole? | | What do plants need in order to grow? | |
| English  (text to be covered supporting topic) | Fiction- Traditional stories (alternative endings Y2)  Non-Fiction- Labels, lists and captions  Recount  Poetry- Senses poems  Nonsense poems | | Fiction- Lost and Found  Non-Fiction- Non-chronological reports  Poetry- Riddles | | Fiction- Oliver’s Vegetables  Non-Fiction- Instructions  Sports/event report  Poetry- Fruit and vegetable shape poems | |
| BOOK HOOK | Traditional Tales  Prince Cinders (alternative) | | Lost and Found | | Oliver’s Vegetables  Oliver’s fruit salad | |
| MATHS | NCETM Maths | | NCETM Maths | | NCETM Maths | |
| SCIENCE | Seasonal Change  Materials | | Seasonal Change  Animals including humans  Living things and their habitats | | Seasonal Change  Plants | |
| COMPUTING | Digital Literacy  Keep personal information private  Recognise common uses of technology beyond school  Use technology respectfully | | Information Technology  Use technology to create, communicate and collaborate  Use ICT to source, generate and amend images.  Begin to change or enhance photographs and pictures (crop, recolour).  Use software to explore sound and musical phrases.  Discuss and explore how to use ICT to organise, present and understand data as a simple graph. | | Control Systems  Use logical reasoning to predict the behaviour of programmes  Debug simple programmes  Understand that algorithms are implemented as programmes on digital devices. | |
| DESIGN  TECHNOLOGY | 3D castles with a lever door  Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]  Christmas Stockings | | Shoebox habitats  Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. | | Create a healthy smoothie or milkshake  Use the basic principles of a healthy and varied diet to prepare dishes  Understand where food comes from. | |
| GEOGRAPHY | Locate castles around the United Kingdom  Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas  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 | | Polar Regions  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  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 | | Local Area  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  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  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. | |
| HISTORY | Queen Victoria  Events beyond living memory that are significant nationally or globally  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 | | Polar Explorers and the race to the South Pole   |  | | --- | | Events beyond living memory that are significant nationally or globally  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 | | | Origins of Food  Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life  Significant historical events, people and places in their own locality | |
| Art | Pencil Portraits  Castle and sun  Paul Klee | | Drawing - Oil Pastels - Collage  Giuseppe Arcimboldo | | Photography and Painting with watercolour  Claude Monet | |
| MUSIC  (performance opportunities throughout the year) | **Singing**  The Princess  The Meanest King learning songs and adding accompaniments/ sound effects to tell the story | **Listening**  Responding to “Fireworks” music: Responding to “Marching” music | **Pitch**  Pentatonic exploration – creating short pieces to represent “Polar” animals, weather, environments | **Pulse, Rhythm, Temp & Metre** Using topic related animal words to create rhythmic patterns, combine, play on un/tuned instruments | **Composition & Improvisation, Texture**  Question and Answer using 1st three pitches of scales and/or crotchets, quavers and minims | **Timbre**  Create a story supported by instruments linked to plants/fruit/vegetables |
| Music  Supporting Worship | Songs/Hymns for Harvest | Songs/hymns/ carols for Remembrance and Christmas | Songs/hymns for Epiphany and Candlemas | Songs for Lent and Easter | Songs for Ascension, Pentecost, Trinity | Songs for Leavers/ moving on |
| P.E. | FMS  Chasing and fleeing games  2.1 Multi-Skills | Gymnastics  Body Parts  2.2 Ugly Bug Ball Dance | Gymnastics  Rolls and routines  2.3 Groovy Gymnastics | Throwing and catching  Throwing for accuracy  2.4 Brilliant Ball Skills | Striking and fielding  Striking objects  2.5 Throwing and Catching | Athletics  Mini Olympics  2.6 Active Athletics |
| R. E. | 2.1 Lead us not into temptation - Right or wrong?  UC 2A.4 Gospel 2A.1 Creation /  Fall 1.1 God | | 2.2 Believing - What is true?  UC - 1.5 Salvation 1.4 Gospel | | 2.3 Questions, questions - What are the Big Questions?  UC 1.1 God 1.2 Creation | |
| PSHCE | Drugs Education  Growing Up | | Changes  Being Me | | Money Matters  Being Safe | |
| Community Links & Enrichment Opportunities | Harvest Festival  Remembrance service  Christmas events  Author visit | | Maritime museum visit  Lent activities  Easter Service | | Planting own garden  Summer fete  Sports Day | |