

Year A 2016-17	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Funny Bones	Awesome Animals	Take a Painting	Superheroes	Plant Power	Habitats? (It's a Wild World?)
English	First 2 days + Week 1 - All about me, my family, labelling- explanations, sentences. Skeleton facts Week 2 & 3 - body/senses poems. Week 4 & 5 - Funnybones - story writing Week 6 & 7 - Dinosaur bones - non-chron reports.	Week 1 & 2 Narrative - Lost and Found - Oliver Jeffers The snow bear Non-fiction reports animals in hot and cold countries.			Traditional Tales - Jack and the Beanstalk, The enormous Turnip, The Little Red Hen STORY MAKING	
Maths						

<p>Science Working scientifically – (ongoing through all units): -asking simple questions and recognising that they can be answered in different ways -observing closely, using simple equipment -performing simple tests -identifying and classifying -using their observations and ideas to suggest answers to questions -gathering and recording data to help in answering questions</p>	<p>Animals, including humans identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Y1) 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) (Y2)</p> <p>Identify name and draw basic parts of human body -human growth -basic needs</p>	<p>Animals, including humans identify and name a variety of common animals that are carnivores, herbivores and omnivores (Y1) -carnivores, herbivores, omnivores -describe and compare structure of common animals (animal families)</p>	<p>Uses of everyday materials find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (Y2)</p>	<p>Animals, including humans describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. (Y2) importance of exercise -diet -healthy lifestyle LIFE BUS</p>	<p>Plants 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. (Y1)</p> <p>-plants -growth -bulbs and seeds -plant habitats -naming</p>	<p>Living things and their habitats 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 and name different sources of food. (Y2)</p>
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History	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Personal history</p> <ul style="list-style-type: none"> -Changes within living memory -Changes in national life e.g. Marriage of Prince William Birth of Prince George. 		<p>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</p> <p>significant individual - Queen Victoria, Florence Nightingale?</p> <ul style="list-style-type: none"> -compare aspects of life in different periods -Victorians (Sevington trip) 	<p>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 - events beyond living memory that are significant nationally or globally [for example, the the first aeroplane flight or events commemorated through festivals or anniversaries]</p> <p>-life of a significant individual/s. Super hero from the past. First aeroplane flight?</p>		
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<p>Geography</p>		<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</p> <p>human/physical -seasonal daily weather patterns (U.K) Hot/ cold areas in relation to equator, North/south pole - link to animals that live in these locations.</p>			<p>Geographical skills and fieldwork 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. Human and physical geography 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,</p>	<p>Place knowledge 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 Geographical skills and fieldwork 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. Human and physical geography 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,</p>
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					harbour and shop. -plants in the school grounds geographical vocabulary-	house, office, port, harbour and shop. Locality study?
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Art	<p>Pupils should be taught: to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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.</p>					
	Portrait artists -Picasso (abstract) -Warhol (modern) -Renaissance -Seurat (Pointillism) -bronze sculptures	Hot and cold colour mixing skills.	Victorian art -finding out about artists of the time Printing -William Morris -use a range of materials to design and make products	sculpture -clay models of superheroes -Wallace and Gromit (animation) - Andy Warhol - popart		3D sculpture Mod rock over wire - minibeasts
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DT	Cooking and Nutrition	Cooking and Nutrition	Design design purposeful, functional, appealing products for themselves	Design Make Evaluate (see T3) AND Technical knowledge build structures, exploring how they can be made stronger,	Design Make Evaluate (see T3) Cooking and Nutrition -design and make a fruit salad/ plant related product	Cooking and Nutrition

			<p>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</p> <p>Make</p> <p>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>select from and use a wide range of materials and components,</p>	<p>stiffer and more stable</p> <p>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.-- mechanisms</p> <p>-levers/ slides/wheels/axles -rocket launcher -design a vehicle for a superhero.</p>		
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			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 make a frame? -woodwork			
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Music	<p>Pupils should be taught to:</p> <p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>play tuned and un-tuned instruments musically</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>					
	Music Express Y1 'Feel the Pulse' - Exploring pulse and rhythm	Music Express Y1 'The long and short of it' - Duration	Music Express Y1 'Sounds interesting' - Exploring sounds	Music Express Y2 'Taking off' - exploring pitch	Music Express Year 1 'Rain, Rain go away' - Timbre, tempo and dynamics	Music Express Y2 'The long and the short of it' - Exploring duration

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Computing						
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PE	<p>Playground games</p> <p>-tactics</p> <p>- games</p> <p>participate in team games, developing simple tactics for attacking and defending</p>	<p>Dance</p> <p>perform dances using simple movement patterns.</p>	<p>Gymnastics</p> <p>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p>Indoor games</p> <p>-skills</p> <p>-attacking</p> <p>-defending</p> <p>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p>Outdoor Games</p> <p>-striking</p> <p>-aiming</p> <p>-bat and ball skills</p> <p>participate in team games, developing simple tactics for attacking and defending</p> <p>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p>Athletics</p> <p>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>
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