

YEAR B	AUTUMN  FROZEN	SPRING  UP HILL & DOWN DALE	SUMMER  FOOD GLORIOUS FOOD
SCIENCE	<p>Y1 Plants</p> <p>Seasonal changes Observe across the seasons-weather</p> <p>Y2 Animals including humans</p> <p>Observing plants</p> <p>Y2- Hold a scary beast or live animal. TLL</p>	<p>Y1: Animals including humans</p> <p>Seasonal changes Observe across the seasons-weather</p> <p>Y2: Uses of everyday materials</p> <p>Observing plants</p>	<p>Y1 Everyday materials</p> <p>Seasonal changes Observe across the seasons-weather</p> <p>Y2: Living things and their habitats</p> <p>Observing plants</p>
HISTORY	<p>Describing significant individuals in the past. Describe historical events. Show an understanding of the concept of nation and a nation's history.</p> <p>Y1/2: Captain Scott of the Antarctic 1910-1913</p>		<p>Changes within living memory: Recount changes that have occurred in their own lives.</p> <p>Y1/2: Timeline of our lives birth to now.</p>

GEOGRAPHY	<p>Know the location of hot and COLD areas of the world in relation to the Equator and the North and South Poles. Focus on Antarctica.</p> <p>Locational knowledge of the world-7 continents and 5 oceans</p> <p>Weather patterns-seasonal and daily</p>	<p>Study countries and capital cities of the UK Human and physical geography of the UK</p> <p>England and London Scotland and Edinburgh Wales and Cardiff Northern Ireland and Belfast</p> <p>Identify key human and physical features.</p>	<p>Understanding similarities and differences between the UK and non EU countries Y1/2: Comparing England and China (or place in Asia).</p>
	Map Skills	Map skills	Map skills
ART	<p><b>Drawing:</b> Winter landscape pencil drawings Christmas cards</p> <p><i>Study artists: Diane Wright</i></p>	<p><b>Painting:</b> postcards of Selby/local landscapes Colour mixing-Colour wheels</p> <p><i>Study artists: David Hockney and Greta Laundy</i></p>	<p><b>Sculpture:</b> Sculptures of food <b>Painting:</b> fruit / vegetables</p> <p><i>Study artists: Oliver Herbolme/ Giuseppe Archimboldo</i></p>
DT	<p>Mechanics – Wheels and axels</p> <p>Design and make a seasonal rotating calendar for a customer.'</p>	<p>Textiles</p> <p>Design and make a purse, to store your money in safely'</p>	<p>Food</p> <p>Design and make a sandwich to eat on a picnic.</p> <p>Go on a picnic TLL Eat something you have never tried before TLL Follow a recipe to bake something TLL</p>

RE	<p>Y1 Who is a Christian and what do they believe?</p> <p>Y2: How and why do we celebrate special and sacred times? Harvest and Christmas focus</p>	<p>Y1 What does it mean to belong to a faith community?</p> <p>Y1 How and why do we celebrate special and sacred times? Easter focus</p> <p>Y2: How should we care for others and the world, and why does it matter?</p> <p>Y2 How can we learn from sacred books?</p>	<p>Y1 What makes some places sacred?</p> <p>Y2: Who is a Muslim and what do they believe?</p>
COMPUTING	<p>Digital Literacy-select and retrieve information from the web</p> <p>Music and Sound-compose, play and appreciate music</p> <p>E Safety Y1: To understand school's e-safety policy To begin to understand they have to abide by the rules on internet safety</p> <p>Y2: To understand the schools e-safety policy. Understand how passwords are used and why these should be kept private. Use appropriate search engines.</p>	<p>Computer Science-algorithms, debug programs</p> <p>Visual Media-Graphic software packages and animation</p> <p>E Safety Y1: Understand passwords are used to log in and why these should be kept private. Understand they have to log in to the VLE to see a home page and other resources.</p> <p>Y2: To have an awareness of copyright of images. Children know that not everything on the internet is true.</p>	<p>Multi media-Sound, text and graphics</p> <p>Data Handling-represent and read data.</p> <p>E Safety Y1: Children know what to do if they find anything inappropriate online. To start to understand that messages can be sent electronically over distances and these should be polite and friendly.</p> <p>Y2: To share ideas with others using email and blogs in a polite and friendly manner. To understand their contributions can be viewed by a wider audience.</p>

MUSIC	<p>Charanga Music Units</p> <p>Y1 Hey You! Christmas</p> <p>Y2 Hands, Feet, Heart Christmas</p> <p>Perform in front of an audience TLL Watch a Live show TLL Make up a dance and perform it. TLL</p> <p>‘In Summer’ Frozen song</p>	<p>Charanga Music Units</p> <p>Y1 Rhythm in the Way We Walk Round and Round</p> <p>Y2 I Wanna Play in a Band Zootime</p> <p>‘Let’s Go Fly Kite’ <i>Music song</i></p>	<p>Charanga Music Units</p> <p>Y1 Your Imagination Reflect, rewind, replay</p> <p>Y2 Friendship song Reflect, rewind, replay</p> <p>Teach someone a new skill TLL</p> <p>Food Glorious Food! Song Who Stole the Cookies from the Cookie jar!</p>
PHSCE	<p>Y1: Me and my relationships</p> <p>Y2: Becoming an active citizen Me and my relationships My healthy lifestyle</p> <p>Random Act of Kindness TLL Join a school club TLL</p>	<p>Y1: Keeping myself safe My healthy lifestyle</p> <p>Y2: Me and my relationships Keeping myself safe My healthy lifestyle</p>	<p>Y1: Me and my future Becoming an active citizen</p> <p>Y2: Me and my future My healthy lifestyle Keeping myself safe</p> <p>Crossing the road safely TLL Teach someone a new skill TLL Buy something and check your change TLL</p>

FRENCH	<p>Y1 Bonjour Nounours Les animaux</p> <p>Y2 J'aime la galette Le transport Joyeux Noel</p>	<p>Y1 Le Femier dans son pre Les saisons et les temps Dans la jardin</p> <p>Y2 _Je suis un pirate Joyeuses Pâques Les supermarche</p>	<p>Y1 A la plage Ils sont dix dans le lit Je fais</p> <p>Y2 _Joyeux anniversaire Les vetements L'araignee Gypsy</p>
PE	<p>Invasion games Net and wall games</p>	<p>Gymnastics Striking and fielding Join a school club TLL</p>	<p>Athletics and sports day Dance Make up a dance and perform it TLL Perform in front of an audience TLL</p>
FOREST SCHOOL	<p><b>Y1: Activities:</b> Clay tree spirits, Stick people, Journey sticks , Picture frames and mobiles Leaf kebabs , Water proof dens</p> <p><b>Y2: Activities:</b> Nature art, bark rubbings, knot tying, scavenger hunt, tracking skills, getting to know trees, team games.</p> <p><b>Dispositions:</b> Collaboration, cooperation, flexibility, clarification, decision making, building on prior knowledge, involvement, responding, teamwork, listening, prompting ideas, perseverance, being supportive,</p>		<p><b>Y1: Activities:</b> Mud pies, Magic potions, Rope pulley transporters , Wind and fire sculptures, Boat making and racing, Volcanoes – make and erupt using Coke and Mentos.</p> <p><b>Y2: Activities:</b> tracking skills, orienteering, bug hunting, den making, pond dipping, plant identifying, team games.</p> <p><b>Dispositions:</b> recognising skills in each other, confidence building, humour/enjoyment/laughter, Problem solving, purposefulness, assuming</p>

	<p>understanding of limitations of materials being used, not being frightened to make mistakes, Sharing ideas, resourcefulness, adaptability.</p> <p><b>Meditations:</b> Finger breathing, petal breathing, sit spot.</p> <p>Create some wild outdoor art TLL.</p>		<p>responsibilities and roles/ leadership qualities, imagination, motivation, estimating, multi-tasking, questioning, motivation, determination, taking ideas and developing them – ‘Would it work if?’ testing methods, finding solutions.</p> <p><b>Meditations:</b> Finger breathing, petal breathing, sit spot.</p> <p>Make a den TLL Teach someone a new skill TLL Hunt for bugs TLL</p>
TOPIC WRITING IDEAS	<p>Diary entries- Scott of Antarctic Fact file Guy Fawkes. Remembrance Day poetry. Forest school diaries.</p>	<p>Writing about the different traditions and special events celebrated in the UK.</p>	<p>Bean diary –plants Re-writing ‘Special religious stories’ Recounts of school trips Recipe books – designed food Instructions Holiday leaflet (China &amp; Cawood) Opinions – food tasting Food critics (metaphors)</p> <p><b>Film Stimulus?</b> Filming making food. Cookery programs – camera angles – “How is it made?”</p> <p>Forest school diaries.</p>

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