

KS1 Year B

KS1 Yr B	Term 1 Now and Then	Term 2 Turrets and Tiaras	Term 3 Secret Gardens
<p style="text-align: center;">Art</p> <p><u>On-going coverage</u></p> <p>Range of materials Drawing/painting/sculpture Development of techniques - colour, pattern, texture, line, shape, form, space</p>	<p>William Morris Artist, craft maker & designer</p> <p>NC: evaluate and analyse creative works using the language of art, craft and design</p> <p>☐ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>	<p>Giotto Medieval artist - create a jigsaw of one of his paintings by using viewfinders and focusing on one part of the picture and putting it altogether.</p> <p>NC: evaluate and analyse creative works using the language of art, craft and design</p> <p>☐ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and</p>	<p>Monet, Henry Moore, Andy Goldsworthy Paintings Make clay creatures</p> <p>NC: evaluate and analyse creative works using the language of art, craft and design</p> <p>☐ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>

KS1 Year B

		imagination	
<p style="text-align: center;">D & T</p> <p><u>On-going coverage</u></p> <p>Creative practical activities to improve skills needed to engage in D & T tasks</p>	<p>Sewing Christmas Stocking</p> <p>NC: design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <ul style="list-style-type: none"> □ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <ul style="list-style-type: none"> □ select from and use a wide range of materials and 	<p>Design, Make & Evaluate objectives</p> <p>Technical knowledge - Winding mechanism on the Princess' Tower</p> <p>NC: select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <ul style="list-style-type: none"> □ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products</p>	<p>Make clay creatures</p>

KS1 Year B

	<p>components, including construction materials, textiles and ingredients, according to their characteristics</p>		
<p>Geography <u>On-going coverage</u> Using maps/atlasses & globes Identifying seasonal/weather patterns</p>	<p>Seasides - NC: 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</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Seasides + town comparison</p> <p>NC: use aerial photographs and plan perspectives to recognise landmarks and basic human and physical</p>		<p>Use simple fieldwork & observational skills to study school & it's environment Use aerial photos & plans to recognise landmarks & human/physical features</p>

KS1 Year B

	<p>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>		
History	<p>Queen Victoria/Queen Elizabeth II</p> <p>NC: 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton</p>	<p>Gain historical perspective by placing their growing knowledge into different contexts</p> <p>Reasons for castles/forts/moats</p> <p>Medieval History</p> <p>NC: the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects</p>	<p>NC: 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS</p>

KS1 Year B

	<p>and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p> <p>Changes within living memory</p>	<p>of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p>	<p>Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p> <p>Stand alone lesson on Edith Cavell</p> <p>NC:</p> <p>significant historical events, people and places in their own locality.</p>
<p style="text-align: center;">Computing Unit 2.4 throughout the year Research using web</p>	<p>Key skills, E safety and 2.3 We are photographers - Taking better photos, editing 1.6 - We are celebrating - make a digital card</p>	<p>1.2 We are TV chefs - video, photographs, organise 2.1 We are astronauts - on screen programming</p>	<p>2.6 We are Zoologists - photos and on line graphing 1.5 we are story tellers - Digital story with images and text</p>
<p style="text-align: center;">Music - Following Charanga Music Scheme</p>	<p>Rhythm in the way we walk and banana rap (Charanga - New Scheme - Year 1 Autumn 2)</p> <p>Christmas production</p>	<p>Music theory - Length of notes and beats in a bar.</p> <p>Recorder unit (with music theory) (Charanga - Instruments - Recorder Course)</p>	<p>Round and Round - (Charanga - New Scheme - Year 1 Spring 2)</p> <p>Your Imagination - (Charanga - New Scheme - Year 1 Summer 1)</p>

KS1 Year B

PE	<p>Champions Scheme</p> <p>2.2 Mighty Movers (running) 2.3 Skip to the Beat</p> <p>2.1 Multi Skills 2.1 Boot Camp</p>	<p>Champions Scheme</p> <p>2.3 Groovy Gymnastics 2.4 Gymfit Circuits</p> <p>2.4 Brilliant Ball Skills 2.5 Fitness Frenzy</p>	<p>Champions Scheme</p> <p>2.2 Ugly Bug Ball Dance or Dance with Claudia Calaudio 2.5 Cool Core Strength</p> <p>2.6 Active Athletics 2.5 Throwing + Catching</p> <p>Prep for sports day</p>
PSCHE	<p>Wellbeing Week - Growth mindset Diversity and Communities Cit4 DC12 Anti-bullying (1 week) MMR7 AB12 Resilience</p>	<p>Sex and Relationships Education HSL6 SR1 HSL10 SR2</p>	<p>Managing Change MMR8 MC12 Managing Risk HSL4 MR12 Sun awareness</p>
RE	<p>Unit 9: How do we show care for others?</p> <p>Unit 2: Why does Christmas matter to Christians?</p>	<p>Unit 4: Who is a Muslim?</p> <p>Unit 12: What is the good news Christians believe Jesus brings?</p>	<p>Unit 8: What can we learn from sacred books and stories?</p> <p>Unit 11: Who is an inspiring person?</p>

KS1 Year B

<p>Science <u>On-going coverage</u> Seasonal changes Working scientifically</p>	<p><u>Everyday materials (Y1 N.C)</u></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 their simple physical properties. 	<p><u>Uses of everyday materials (Y2 N.C)</u></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 c 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><u>Plants (Y1 N.C)</u></p> <ul style="list-style-type: none"> • Identify & name variety of common plants, including deciduous and evergreen trees. • Identify & describe basic structure of common flowering plants including trees. <p><u>Plants (Y2 N.C)</u></p> <ul style="list-style-type: none"> • Observe & describe how seeds & bulbs grow into mature plants • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy
<p>Texts</p>	<p>Beatrix Potter</p>	<p>Traditional tales - Rapunzel</p>	<p>Classic text - Secret Garden</p>
<p>Visits/Visitors</p>	<p>Holdenby House</p>	<p>Warwick Castle, medieval banquet</p>	<p>Nature Reserve, Zoolab</p>
<p>Comments</p>	<p>Victorians theme, Victorian Christmas production</p>		