


Cycle I Topic 2021 – 2022 – History, Geography, Science, Art, DT, Computing, RE, French, PE, PSHE, Music

	AUTUMN	SPRING	SUMMER			
 <p>CLASS 2 Year 1</p>	<p><u>History</u> Changes within living memory Topic Title: Holidays</p> <p>Big Enquiry Question: Have personal values changed over time?</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> Identify features of how holidays have developed over time. Use sources and artefacts to gain information about past and present holidays Become time travelling explorers to compare and review holidays in the past Explore how air transportation is used in the modern age. 	<p><u>Geography</u> Topic Title: Hot and Cold Climates</p> <p>Big Enquiry Question: How can we make the world a better place?</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> Use maps, globes and atlases to locate hot and cold areas of the world in relation to the Equator and North and South Poles Name and locate the world's 7 continents and 5 oceans Use simple compass directions and directional language to describe the location and features on a map Compare two contrasting cities (London and Cairo) 	<p><u>History</u> Significant individuals Topic Title: Toys</p> <p>Big Enquiry Question: Should plastic have ever been invented?</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> Order toys by decade and explain their reasons using adjectives and time phrases Label features of an old toy Explain similarities and differences between an old and new toy Ask and answer own questions; using sources to find answers 	<p><u>Geography</u> Topic Title: Weather and seasons</p> <p>Big Enquiry Question: Is climate change inevitable?</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the UK Collect data about the weather using measuring equipment Explore how seasons and the weather affect us in Preston Candover Identify weather characteristics of the 4 nations of the UK and predict if they will be hotter, colder, drier or wetter in each season Become a weather reporter using the Green Screen 	<p><u>History</u> Significant individuals / Events beyond living memory</p> <p>Big Enquiry Question: Can fire ever be seen as a good thing?</p> <p>Topic: The Great Fire of London Knowledge / key concepts:</p> <ul style="list-style-type: none"> Compare past and present-day London to understand how people lived in 1666 Research the life and significance of Samuel Pepys Sequence the key events of The Great Fire of London Ask and answer questions using sources to show understanding Identify the impact that The Great Fire of London has had on present-day life 	<p><u>Geography</u> Topic Title: My school (Field Work)</p> <p>Big Enquiry Question: How can we live in the moment?</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> Understand, identify and use geographical vocabulary to refer to key human and physical features Use fieldwork and observational skills to study the geography of our school and surrounding environment Devise a simple map using symbols and a key Use locational and directional language Walk around our village to identify and plot landmarks and human and physical features
	<p><u>Science</u> Topic Title: Animals: Survival Knowledge / key concepts: Longitudinal Study – Seasons</p> <ul style="list-style-type: none"> To observe changes across four seasons including weather associated patterns To identify different animals and their different characteristics To understand that animals need food to survive To investigate how animals need a variety of food to grow, repair, be active and stay healthy 	<p><u>Science</u> Topic Title: Animals: Survival Knowledge / key concepts: Longitudinal Study - Seasons</p> <ul style="list-style-type: none"> To observe changes across four seasons including weather associated patterns Measure rainfall, temperature and day light hours To investigate how exercise keeps animals bodies in good condition and increases survival chances To identify how animals use their senses to respond and stay survive To find out how animals move to stay alive 	<p><u>Science</u> Topic Title: Materials and their properties - Toys Knowledge / key concepts: Longitudinal Study - Seasons</p> <ul style="list-style-type: none"> To observe changes across four seasons including weather associated patterns To identify different materials To describe the properties of different materials To understand that different materials have different properties 	<p><u>Science</u> Topic Title: Materials and Force Knowledge / key concepts: Longitudinal Study - Seasons</p> <ul style="list-style-type: none"> To observe changes across four seasons including weather associated patterns Measure rainfall, temperature and day light To identify different materials To describe the properties of different materials To understand that different materials have different properties To investigate how materials can be changed by physical force (twisting, bending, squashing and stretching) 	<p><u>Science</u> Topic Title: Growing Plants Knowledge / key concepts: Longitudinal Study - Seasons</p> <ul style="list-style-type: none"> To observe changes across four seasons including weather associated patterns To understand how plants usually grow from seeds or bulbs To observe how plants need warmth, light and water to grow and survive To conduct an experiment and record how light affects plant growth To explore how living things are adapted to survive in different habitats 	<p><u>Science</u> Topic Title: Habitats and Seasons Knowledge / key concepts: Longitudinal Study - Seasons</p> <ul style="list-style-type: none"> Measure rainfall, temperature and daylight hours Reflect and conclude seasonal changes over the year including rainfall, temperature and day length To understand that some things are living, some were once living but now dead and some things have never lived To identify variations between all living things To investigate how different animals and plants live in different places To understand how environmental change can affect the plants and animals that live there
	<p><u>Art</u> Topic Title: Collage and Colours</p> <p>Outcome: Cityscape Collage</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> To learn about the work and history of Klee Experiment mixing primary colours Use line and shape to draw from memory Cut and layer shapes to make a collage Compare similarities, differences and preferences of own artwork <p>Artists: Paul Klee</p>	<p><u>DT</u> Topic Title: Moving Pictures</p> <p>Outcome: African Moving Pictures</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> To understand what a mechanism is Explore and evaluate joining techniques Design a moving picture with a lever Create a functional moving picture Evaluate their products 	<p><u>Art</u> Topic Title: Texture of Toys</p> <p>Outcome: Observational Drawings</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> To learn about the work and history of Freeman Understand what texture is Use mark marking techniques to add texture Create an observational drawing of a Teddy Create an observational painting of a Teddy Create a textured clay Teddy Compare similarities, differences and preferences of own artwork <p>Artists: Don Freeman</p>	<p><u>DT</u> Topic Title: Food Tech</p> <p>Outcome: Pizzas</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> Understand where food comes from Understand the importance of a balanced diet Design a flatbread pizza with healthy toppings Measure ingredients and cook Evaluate their products 	<p><u>DT</u> Topic Title: 1666 London Homes</p> <p>Outcome: Junk Model London Home</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> To understand what a mechanism is Explore and evaluate joining techniques Design a 1666 London home with a slider Create a functional 1666 London home Evaluate their products 	<p><u>Art</u> Topic Title: Creatures</p> <p>Outcome: Clay Butterflies</p> <p>Knowledge / key concepts:</p> <ul style="list-style-type: none"> To learn about the work and history of Merian Compare Merian and Freeman as illustrators Create an observational drawing of a butterfly Mix colours to paint a butterfly Design and print symmetrical butterfly wings Compare similarities, differences and preferences of own artwork <p>Artists: Maria Merian</p>
	<p><u>Computing</u> Topic Title: Technology around us Knowledge / key concepts:</p> <ul style="list-style-type: none"> Recognise common uses of information technology beyond school Use technology purposefully to create, organise, store, manipulate and retrieve digital content Develop typing, mouse and functional computer skills E-Safety - Identify where to go for help and support when they have concerns 	<p><u>Computing</u> Topic Title: Data and Information Knowledge / key concepts:</p> <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content Use technology safely and respectfully Understand what 'data' is and how it can be labelled, counted and grouped Record and compare groups of data Answer questions about data and share what they have found 	<p><u>Computing</u> Topic Title: Programming – Moving a Robot Knowledge / key concepts:</p> <ul style="list-style-type: none"> Understand what algorithms are; how they are implemented as programs on digital devices Understand that programs execute by following precise and instructions Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs 	<p><u>Computing</u> Topic Title: Programming - Animation Knowledge / key concepts:</p> <ul style="list-style-type: none"> Understand what algorithms are and how they are implemented as programs on digital devices Understand that programs execute by following precise and unambiguous instructions Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs 	<p><u>Computing</u> Topic Title: Creating Media – Digital Painting Knowledge / key concepts:</p> <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content Identify and use different icons to paint a digital picture using different shapes and marks Make strategic choices when painting a digital picture Explain why they chose the tools they used Compare digital painting with paper painting 	<p><u>Computing</u> Topic Title: Creating Media – Digital writing Knowledge / key concepts:</p> <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content Locate and use keys on a keyboard to type and edit Use tools on 'Word' to change the font, size and colour of typing Compare digital writing with handwriting

<p>about content or contact on the internet or other online technologies</p>	<ul style="list-style-type: none"> • E-Safety – Recognise that not all information online can be trusted. Identify reliable and unreliable information 	<ul style="list-style-type: none"> • Create a sequence of commands to move a robot to a specific place • Find more than one solution to a problem • E-Safety – Create E-Safety booklets 	<ul style="list-style-type: none"> • Design an algorithm to create an animation with 'sprites' • E-Safety – Create E-Safety booklets 	<ul style="list-style-type: none"> • E-Safety – Understand the importance of keeping personal information private and not sharing personal information online 	<ul style="list-style-type: none"> • E-Safety - Use technology safely and respectfully, keeping personal information private
<p>RE Celebrations (Harvest and Sukkot) Knowledge / key concepts:</p> <ul style="list-style-type: none"> • talk about a <i>celebration</i> that is important to them • Identify simple examples of how <i>celebration</i> relates to their own and others' lives • Talk about what a <i>celebration</i> is and list some features of celebrations • Recognise ways in which Christians celebrate Harvest • Talk about the importance for Christians of <i>celebrating</i> Harvest. 	<p>RE Journey's End (Nativity Journeys) Knowledge / key concepts:</p> <ul style="list-style-type: none"> • talk about their own responses to <i>journey's end</i> in their experience • identify how different <i>journey's ends</i> relate to their lives • identify and talk about different <i>journeys' ends</i> • recognise the <i>journey's end</i> of the characters in the Christmas birth narratives • talk about the importance of the <i>journeys' end</i> to Christians 	<p>RE Authority (Events in Jesus' Life) Knowledge / key concepts:</p> <ul style="list-style-type: none"> • talk about their own responses to <i>authority</i> figures • identify simple examples of ways in which people with <i>authority</i> affect their own lives • identify and talk about the meaning of the concept <i>authority</i> • recognise the events in Jesus life which demonstrate His <i>authority</i> • talk about the importance of Jesus' <i>authority</i> to Christians in simple terms 	<p>RE Sadness to Happiness (Key Events of Easter) Knowledge / key concepts:</p> <ul style="list-style-type: none"> • talk about their own experiences of <i>sad</i> then <i>happy</i> • identify feelings of <i>sadness/happiness</i> in different situations and for different people • identify and talk about the concepts of <i>sadness</i> and <i>happiness</i> • recognise how <i>sadness</i> and <i>happiness</i> are significant in the Easter story • talk about the importance of the feelings of <i>sadness</i> and <i>happiness</i> to Christians when they remember the Easter story. 	<p>RE Community (Special Food) Knowledge / key concepts:</p> <ul style="list-style-type: none"> • simply describe foods that are <i>special</i> to them • describe how different foods are important to different people • describe simply why some foods are <i>special</i> • describe simply what Christians think about when they share their <i>special</i> food (<i>bread and wine</i>) (symbol) <ul style="list-style-type: none"> ○ Describe simply how Hindus share their <i>special</i> food (<i>Prashad</i>) • describe simply why bread and wine is important for Christians/ why Prashad is important for Hindus. 	<p>RE Special- Special Books Knowledge / key concepts:</p> <ul style="list-style-type: none"> • Talk about their response to the concept of <i>specialness in relation to books</i> • To identify simple examples of how and why <i>books</i> can be <i>special</i> to themselves and others • To talk about the meaning of <i>specialness</i> • To simply describe ways in which the Bible is <i>special</i> to Christians and the Torah to Jews • To evaluate the concept by describing in simple terms the value of these <i>special books</i> to believers.
<p>French Welcome to France Knowledge / key concepts:</p> <ul style="list-style-type: none"> • Intercultural understanding - French landmarks, France on a map • Learn and respond to basic greetings – <i>bonjour/salut, ça va?! ça va bein merci</i> 	<p>French Colours Knowledge / key concepts:</p> <ul style="list-style-type: none"> • Learn colours • Use colours in simple sentences 	<p>French Age and Number Knowledge / key concepts:</p> <ul style="list-style-type: none"> • Count to 10 • Ask and answer questions on age – 'quel age as tu? / 'jai...ans' 	<p>French Number Knowledge / key concepts:</p> <ul style="list-style-type: none"> • Count to 20 • Ask and answer questions using numbers 	<p>French Animals Knowledge / key concepts:</p> <ul style="list-style-type: none"> • Learn pet/animal names • List their 3 favourite animals in a simple sentence using 'et' 	<p>French Bon Voyage Knowledge / key concepts:</p> <ul style="list-style-type: none"> • Recap greetings, colours, numbers and animals • Sing and perform French songs
<p>P.E./Games Gymnastics Knowledge / key concepts:</p> <ul style="list-style-type: none"> • To make my body tense, relaxed, curled and stretched • Control body when travelling (agility, balance, co-ordination) • Balance on different body parts (tuck, dish, arch, straddle) • Climb and exercise safely • Say what they are good at and how they could improve 	<p>P.E./Games Dance Knowledge / key concepts:</p> <ul style="list-style-type: none"> • Change rhythm, speed, level and direction. • Create and perform dances using simple movement patterns • Copy, remember and repeat dance moves • Work alone or with a partner • Describe how their body feels before, during and after exercise • Set own targets to improve 	<p>P.E./Games Gymnastics Knowledge / key concepts:</p> <ul style="list-style-type: none"> • Plan and perform a short sequence of linked movements (tuck, dish, arch, straddle) • Use contrast to link movements in a sequence (direction, speed, level) • Think of different ways to create a sequence • Move with control and care • Say what they are good at and how they could improve 	<p>P.E./Games Dance Knowledge / key concepts:</p> <ul style="list-style-type: none"> • To use movement imaginatively to express and communicate feelings • Create a sequence of moves to make short dances with a clear beginning, middle and end • To dance with control and co-ordination • Evaluate their performance 	<p>P.E./Games Games Knowledge / key concepts:</p> <ul style="list-style-type: none"> • Follow rules within a game • Master control in basic movements (running, jumping, throwing, catching) • Hit a ball with a bat and throw in different ways • Use different tactics and movements to suit different situations (hitting, kicking, rolling) • Send and receive within a small group game • Say what they are good at what they could improve 	<p>P.E./Games Games Knowledge / key concepts:</p> <ul style="list-style-type: none"> • Master control in basic movements (running, jumping, throwing, catching) • Show spatial awareness and awareness of others • Use different tactics and movements to suit different situations (hitting, kicking, rolling) • Say what they are good at what they could improve <p>Sports day practice.</p>
<p>PSHE Relationships Knowledge / key concepts:</p> <p>Healthy Relationships:</p> <ul style="list-style-type: none"> • Understand the importance of not keeping secrets that make them feel uncomfortable, anxious or afraid • Listen to others and play cooperatively • Identify special people in their lives • Learn about appropriate and inappropriate touch • Understand that hurtful teasing and bullying is wrong • Know what to do if teasing or bullying is happening 	<p>PSHE Relationships Knowledge / key concepts:</p> <p>Valuing Difference:</p> <ul style="list-style-type: none"> • Share their views and opinions with others • Understand the importance of respect for the differences and similarities between people <p>Feelings and Emotions:</p> <ul style="list-style-type: none"> • Recognise how other people are feeling • Share their own feelings with others • Learn how different behaviour can make others feel • Learn that bodies and feelings can be hurt 	<p>PSHE Health and Wellbeing Knowledge / key concepts:</p> <p>Healthy lifestyles:</p> <ul style="list-style-type: none"> • Learn how to keep our bodies healthy (physical activity, sleep, rest, healthy diet) • Recognise likes/dislikes and how to make healthy choices to improve physical and emotional health • Learn about different feelings and different strategies to manage feelings • Understand the importance of basic personal hygiene routines <p>Keeping Safe:</p> <ul style="list-style-type: none"> • Know how to ask for help if they are worried about something • Learn about 'privacy' in different contexts 	<p>PSHE Health and Wellbeing Knowledge / key concepts:</p> <p>Keeping Safe:</p> <ul style="list-style-type: none"> • Understand that household products, including medicine, can be harmful if not used correctly • Understand rules for keeping us safe <p>Growing and Changing:</p> <ul style="list-style-type: none"> • Recognise what they are good at and set simple goals • Learn about how it feels when there is a change or loss • Discover the process of growing, changing and becoming more independent with age • Know the correct names for the main body parts including external genitalia 	<p>PSHE Living in the Wider World Knowledge / key concepts:</p> <p>Rights and Responsibilities:</p> <ul style="list-style-type: none"> • Understand the importance of group and class rules • Learn about respecting the needs of ourselves and others • Explore the groups and communities they belong to • Recognise ways in which everyone is unique • Recognise ways in which we are the same as others 	<p>PSHE Living in the Wider World Knowledge / key concepts:</p> <p>Rights and Responsibilities:</p> <ul style="list-style-type: none"> • Identify the 'special people' in our community who help protect us • Know how to get help in an emergency <p>Environment:</p> <ul style="list-style-type: none"> • Learn about looking after the local environment <p>Money:</p> <ul style="list-style-type: none"> • Understand where money comes from and what it is used for • Learn how to keep money safe

	<p>Music Hey You! Knowledge / key concepts:</p> <ul style="list-style-type: none"> To concentrate and listen to a piece of music To find the pulse by moving my body, and internalise it in my head 	<p>Music Nativity Knowledge / key concepts:</p> <ul style="list-style-type: none"> To explore and understand that dynamics describe how loud or quiet music is To sing musically after warming up, sitting or standing well to project voice 	<p>Music Rhythm in the way we walk/ Banana Rap Knowledge / key concepts:</p> <ul style="list-style-type: none"> I can express my likes and dislikes about a piece of music and describe how it makes me feel To understand that rhythm describes the mixture of long and short sounds which are performed on top of the pulse 	<p>Music In the Groove Knowledge / key concepts:</p> <ul style="list-style-type: none"> To listen, copy and repeat a simple rhythm or melody To explore and understand that pitch describes how low sounds are <p>To explore and understand that tempo describes how fast or slow music is</p>	<p>Music RRR Knowledge / key concepts:</p> <ul style="list-style-type: none"> To use musical words and phrases to describe a piece of music To name different musical instruments 	<p>Music Performance Time Knowledge / key concepts:</p> <ul style="list-style-type: none"> To follow a conductor or band leader To perform rhymes, raps and songs
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