

CURRICULUM PLAN CYCLE C 2021 TO 2022 YEAR

TERM	AUTUMN		SPRING		SUMMER	
TERM	1	2	3	4	5	6
National and Whole school events	Parents information evenings Winter Uniform Harvest World Mental Health Day Bonfire Night School disco	Passport Day Parents Evening Children in Need Remembrance Day Christmas Fair Christmas Jumper Day KS1 Production EYFS Production Year 3/4 Pantomime Party Day	Phonics Meeting KS1 SATs Information Evening KS2 SATs Information Evening Passport Day Chinese New Year Spring	Parents Evening Sport Relief Year 3/4 Production Pancake Day Easter	Passport Day KS2 SATs Week KS1 SATs	Year 1 Phonics Check Sports Games Week Year 2 to Year 3 transition meeting Fun Night Year 5/6 Production Year 6 Leavers Assembly
Assemblies						
Class Topic	Old MacDonald had a farm		Up, Up and away		Splish, Splash, Splosh	
Hook	Supertato- vegetable destruction of the classrooms		Balloon or helicopter lands on the school field Or Balloons in classroom		Trip to the Seaside	
Key Driver	Healthy Outlook		Global Global		Creative Outlook	

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		<p>A balloon for Grandad - Nigel Grey Global outlook through this story. Travels the world</p> <p>Write a story similar but people in another country.</p> <ul style="list-style-type: none"> - a global view of the world, developing an understanding, appreciation and empathy towards others and a greater understanding of the world in which they live. This key driver encompasses: <ul style="list-style-type: none"> • Cultures 		
Key Subject	Science	History	Art/Geography	
English (Writing Genres)	<p>Recount (holiday news)</p> <p>Narrative- Adventure story (Supertato)</p> <p>Rhyme</p> <p>Diary (Farmer Duck)</p>	<p>Recount (Trip)</p> <p>Christmas News (recount)</p> <p>Up and away (Narrative writing)</p> <p>Non-chronological reports</p> <p>Fictional writing</p>		
English (Quality Texts)	<p>Supertato</p> <p>Farmer Duck</p>	<p>Up and down - Oliver Jeffers</p> <p>History of flight: Wright Brothers, Emelia Earheart</p> <p>A balloon for Grandad - Nigel Grey</p> <p>Global outlook through this story. Travels the world</p> <p>Write a story similar but people in another country.</p>	<p>Katie Morag</p> <p>Lighthouse Keepers</p> <p>Splash Day! Nick Sharrat</p> <p>At the Beach – Roland Harvey</p>	<p>Grace Darling</p> <p>Captain James Hook</p>

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<p>Mathematics</p>	<p>5 Big Ideas</p> <ul style="list-style-type: none"> • Coherence • Representation and Structure • Mathematical Thinking • Fluency • Variation 	<p>5 Big Ideas</p> <ul style="list-style-type: none"> • Coherence • Representation and Structure • Mathematical Thinking • Fluency • Variation 	<p>5 Big Ideas</p> <ul style="list-style-type: none"> • Coherence • Representation and Structure • Mathematical Thinking • Fluency • Variation 	<p>5 Big Ideas</p> <ul style="list-style-type: none"> • Coherence • Representation and Structure • Mathematical Thinking • Fluency • Variation
<p>Science</p>	<p>Animals and humans (Y1) Pupils should be taught to:</p> <ul style="list-style-type: none"> • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • identify and name a variety of common animals that are carnivores, herbivores and omnivores • describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) <p>Animals and Humans (Y2) Pupils should be taught to:</p> <ul style="list-style-type: none"> • notice that animals, including humans, have offspring which grow into adults • find out about and describe the basic needs of animals, 	<p>Everyday materials (Yr1) Pupils should be taught to:</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>Everyday Materials (Yr2) Pupils should be taught to:</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 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. 		

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	<p>including humans, for survival (water, food and air)</p> <p>Working Scientifically:</p> <ul style="list-style-type: none"> • Asking simple questions • Observing closely • Performing simple tests • Identifying and classifying • Using their observations to suggest answers to questions <p>Gathering and recording data</p>	<p><i>Look at materials of hot air balloons etc</i></p> <ul style="list-style-type: none"> • <p>Working Scientifically:</p> <ul style="list-style-type: none"> • Asking simple questions • Observing closely • Performing simple tests • Identifying and classifying • Using their observations to suggest answers to questions <p>Gathering and recording data</p>		
<p>Geography</p>	<p>Human and physical features:</p> <ul style="list-style-type: none"> • The location of hot and cold areas of the world in relation to the Equator and the North and South Poles <p>key physical features, including: soil, valley, vegetation, forest, hill and mountain</p>			<p>Locational knowledge</p> <ul style="list-style-type: none"> • name and locate the world’s seven continents and five oceans • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Place knowledge</p> <ul style="list-style-type: none"> • 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 (Seaside resort in UK compare with a Caribbean Island) (e-mail RJ Australia) <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • 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

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				<ul style="list-style-type: none"> • key human features, including: port, harbour • Devise a simple and construct basic symbols and keys <p>Human and Physical Geography</p> <ul style="list-style-type: none"> - Use vocabulary, beach, cliff, coast, sea, ocean, river •
History		<p>Up, Up and Away Events beyond living memory <i>History of flight:</i> <i>Hot air balloons</i> <i>Wright Brothers,</i> <i>Emelia Earheart etc British Values</i></p> <ul style="list-style-type: none"> • events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] • Timeline of significant event - Concorde • 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. 		<p>Seaside Holidays in the past Changes in living memory and beyond living memory</p>
Art	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products 			<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products

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	<ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination <p style="text-align: center;">Painting Turner – Haystacks /Animals / Machinery Christmas cards</p>			<ul style="list-style-type: none"> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (Collage skills to culminate in a landscape) (select, sort, cut, tear , range of materials)
D & T	<p><u>Autumn Term 2</u></p> <p>Design</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves 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>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] 	<p><u>Spring Term 2 - Structures</u></p> <p>Design</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves 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>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products 		<p><u>Spring Term 2</u></p> <p>Food</p> <p>Link with Water</p> <p>Healthy snack to take to the seaside to make a picnic</p>

	<ul style="list-style-type: none"> select from and use a wide range of materials and components, including construction materials, textiles <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> explore and use mechanisms [for example, wheels and axles], in their products. <p>Vehicle to transport animals to the farm</p> <p>Mechanisms KS1 Project on a Page</p> <p>Textiles -Christmas Theme</p>	<ul style="list-style-type: none"> evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> explore and use mechanisms [for example, wheels and axles], in their products. <p>Plane with suitable materials</p> <p>Including a winding mechanism</p>				
Computing	<p>Esafety - Jes sie and Friends</p> <p>Use technology safely and respectfully,</p>	<p>Use of Publisher</p> <p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Esafety - Year 1 Twinkl</p> <ul style="list-style-type: none"> To create, name and date my digital creative work. To safely search for images online. 	<p>Word - letters Touch type</p> <p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Scratch Junior</p> <p>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs</p>	<p>The night pirates/ lighthouses- Crumble</p> <p>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by</p>

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	<p>keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</p> <p>Managing online information</p> <p>Copyright and ownership</p> <p>https://projectevolve.co.uk/toolkit/</p>		<ul style="list-style-type: none"> • To understand how to communicate safely online. • To understand what personal information I need to keep safe. • To explore how to use email to safely communicate. • To apply my online safety knowledge to help others make good choices online. 		<p>use logical reasoning to predict the behaviour of simple programs</p>	<p>following precise and unambiguous instructions</p> <p>create and debug simple programs</p> <p>use logical reasoning to predict the behaviour of simple programs</p>
<p>Music</p>	<p>Animals</p> <p>Year 1 (Unit 3) and 2 (Unit 5)</p>	<p>Christmas Concert</p> <ul style="list-style-type: none"> • Sing a song together as a group <p>(Concert)</p>	<p>Storytime</p> <p>Year 1 (Unit 9)</p> <p>Storytime</p> <p>Year 2 (Unit 7)</p>		<p>Weather</p> <p>Year 1 (Unit 4)</p> <p>Weather</p> <p>Year 2 (Unit 9)</p>	

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		<ul style="list-style-type: none"> • Combine voices and movement to perform a chant and a song (Concert) • Chant and sing in two parts while playing a steady beat <p>(Concert)</p> <ul style="list-style-type: none"> • Understand pitch through singing, movement, and note names (Concert) • 				
P.E.	Carle - Gymnastics	Carle - Gymnastics	McKee - Gymnastics Unit E Points and Patches	Carle- Games Unit 1 Beanbags	Carle - Athletics Games Unit 2 medium size balls	Carle- Athletics Sports Day

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	<p>introductory unit Games introduction unit Mckee - Gymnastics Unit C (Rec) Games Unit 4 Ball and Bat Donaldson - Gymnastics Unit F Rock and Roll (Year 1) Games Unit 1 (Year 1) Using a large ball Hargreaves - Gymnastics Unit 1 (Year 2) Pathways Games Unit 1 (Year 2) Throwing and catching</p>	<p>Unit A Travelling Dance iMove Animals Mckee - Gymnastics Unit D Flight (Y1) Dance iMove Animals cycle A Donaldson - Dance - Handa's Surprise Unit 3 (Year 1) and iMove Animals Gymnastics Unit G (Year 1) Wide, narrow and curled Hargreaves - Dance - Handa's Surprise</p>	<p>Dance - Fairy tales Donaldson - gym unit H (Y2) high and low Dance Y1/2 - Fairy tales Hargreaves - Gym unit K Y2 linking movements Dance Y2 - Fairy tales</p>	<p>-Dance Nursery Rhymes Mckee- Games Unit 1 Using a Large Ball Dance - Nursery Rhymes Donaldson Dance unit 1 - Y2 the cat + balloons + reach for the stars (SW) Y1/2 Games unit 2 y1 throwing and catching + aiming Hargreaves- Dance unit 4 y2 Dance 34-40 Y2 - games unit 2 y2 making up games with a partner</p>	<p>iMoves Dance Pirates McKee - Gymnastics Unit G wide narrow and curled Athletics iMoves Pirates Donaldson Team Games - Quick Cricket, Kick Rounders Athletics iMoves Pirates Hargreaves Team Games - Quick Cricket, Kick Rounders Athletics iMoves Pirates</p>	<p>Games Unit 3 hoops and quoits iMoves Sports Jam, Healthy me McKee- Athletics Sports Day Unit 2 Games Throwing and Catching , aiming games iMoves Sports Jam, Healthy me Donaldson- Games Unit 3 Bat and Ball skills and skipping Games Unit 1 developing partner work iMoves Sports Jam, Healthy me Hargreaves- Games Unit 3 Dribbling, kicking and hitting Games Unit 4 group games iMoves Sports Jam, Healthy me</p>
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		<p>Unit 3 (Year 1) and iMove Animals Gymnastics Unit J (Year 2) Turning and Spinning</p>				
<p>R.E.</p>	<p><u>Islam</u> Community, worship and celebration: How do people express their religion and beliefs?</p> <p>What do Muslims do to express their beliefs?</p> <p>Which celebrations are important to Muslims?</p> <p>Life journey, rites of passage: How do people mark important events in life?</p> <p>What do Muslims do to celebrate birth?</p>	<p><u>Christians</u> God: What do people believe about God?</p> <p>What do Christians learn and understand about God through Old Testament Bible stories?</p> <p>What do stories in the New Testament tell Christians about Jesus?</p>		<p><u>Creation / The Natural World</u> Creation/the natural world <i>At least two religions; at least one must be a religion/belief system other than Christianity and Islam.</i> Religious/non -religious accounts of the origins of the universe; key religious beliefs about the natural world and human interaction with the natural world.</p> <p>Being human: How does faith and belief affect the way people live their lives?</p> <p>What does the Bible say about how Christians should treat others and live their lives?</p> <p>How can Christian faith and beliefs be seen in the actions of inspirational Christians?</p>		

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P.S.H.E.	<p style="text-align: center;">Jigsaw Being me in my world (Refer to jigsaw folder)</p>	<p style="text-align: center;">Jigsaw Celebrating differences (Refer to jigsaw folder)</p>	<p style="text-align: center;">Jigsaw Changing me (Refer to jigsaw folder)</p>			
<p>Passport Day</p>	<p>Within EYFS and Keystage One, the children will experience four passport days throughout the year. Children will learn about England, Ireland, Scotland and Wales. Learning will focus on:</p> <ul style="list-style-type: none"> • Naming, locating and identifying characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • Use maps and atlases to identify the United Kingdom and its countries • Use simple compass directions and directional language to describe location <p style="text-align: center;">Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p>					
	<p>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</p> <p style="text-align: center;">Focus of farm animals</p> <p>Use the same map to write the countries, oceans etc.</p>	<p>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</p> <p>Use the same map to write the countries, oceans etc.</p>	<p>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</p> <p style="text-align: center;">Focus of seas/oceans/channels</p> <p>Use the same map to write the countries, oceans etc.</p>	<p>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</p> <p style="text-align: center;">Focus of the seas/oceans/channels</p> <p>Use the same map to write the countries, oceans etc.</p> <p style="text-align: center;">CURRENT AFFAIR FOCUS</p>		