



Curriculum Long Term Overview
Year 1 and 2

Inspire • Challenge • Achieve

Curriculum Drivers

Community	Enrichment	Knowledge & Skills	Aspiration
Making children aware of the community around them and how they fit into it.	Providing children with opportunities to see the world and people beyond their community, adding to their cultural capital.	To build on what children already know enabling progression and allowing them to achieve their potential as children move through each year group.	To enable children to see their own achievements and those of others, to build an enthusiasm for future learning and life opportunities.

School Values ([website](#))

Togetherness	Respect	Resilience	Ambition	Pride
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British Values ([statement](#))

Democracy	Rule of Law	Individual Liberty	Mutual Respect & Tolerance
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2022/2023 – Rotation A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Through My Window *Geography focus* Enrichment, Community	Ferocious Fire *History focus* Community, Aspiration		Amazing Africa *Geography focus* Knowledge and Skills, Enrichment, Challenge		Spectacular Space *History focus* Enrichment, Aspiration, Community
History / Geography	<u>By end of KS1</u> Locational Knowledge Name the countries that make up the United Kingdom. Name the capital cities of the United Kingdom. Name some other towns and cities in the UK. Locate the countries and capital cities that make up the UK on a map. Identify some key characteristics of each country and its capital cities. Explain where they live and locate it simply on a map. Place Knowledge I can say what I like and do not like about the place I live in. I can explain how an area might have been spoilt or improved and give reasons. I can explain the facilities a village, town and city may need and give reasons. Human and Physical Geography Identify the four seasons and describe the typical weather patterns for each. <u>Geography Year 1</u> Human and Physical Geography Use simple geographical vocabulary to describe features or location e.g. hill, local, a road, coastline, woods.	<u>History Year 1</u> Chronology I can sequence events, artefacts or pictures in chronological order from within my own lifetime. I can sequence 3 or 4 events, artefacts or pictures from different periods of time. Range and Depth of Historical Knowledge I can recall the key events of a historical story. I can recall some important facts of a key historical figure. Historical Enquiry and Interpretation I can begin to recognise and describe similarities and differences in artefacts and pictures. I can begin to identify different ways the past is represented (i.e. photos, stories, memories). I can answer questions using different sources provided of an event beyond living memory. Communication and Vocabulary I can communicate in a variety of ways such as pictures, objects, drawing, role play, labelling and ICT. I can use words and phrases like: old, new and a long time ago.		<u>By end of KS1</u> Locational Knowledge Name and locate the seven continents. Name and locate the world's five oceans. Place Knowledge I can say what I like and do not like about a different place. I can describe a place outside of Europe using geographical words. I can explain how jobs might be different in other locations. I can explain how an area might have been spoilt or improved and give reasons. I can explain the facilities a village, town and city may need and give reasons. Human and Physical Geography Identify hot and cold places in the world and consider what you might wear if you lived there. Understand that locations near the equator are hotter. <u>Geography Year 1</u> Human and Physical Geography Use simple geographical vocabulary to describe features or location e.g. hill, local, a road, coastline, woods. Identify some similarities and differences between one place and another.		<u>History Year 1</u> Chronology I can sequence events, artefacts or pictures in chronological order from within my own lifetime. I can sequence 3 or 4 events, artefacts or pictures from different periods of time. Range and Depth of Historical Knowledge I can begin to recognise and describe similarities and differences in artefacts and pictures. I can use simple sources of information to find out features of the past. I can recall the key events of a historical story. I can recall some important facts of a key historical figure. Historical Enquiry and Interpretation I can begin to identify different ways the past is represented (i.e. photos, stories, memories). I can answer questions using different sources provided of an event beyond living memory. I can offer a plausible explanation about what an object was used for in the past.

	<p>Identify some similarities and differences between one place and another.</p> <p>Geographical Skills and Fieldwork</p> <p>Use a range of sources such as simple maps, globes, atlases and aerial photographs to identify features as well as follow simple routes.</p> <p>Know that the symbols mean something on maps.</p> <p>Contribute to the creation of simple maps, creating some symbols of relevance.</p> <p>Use positional language to describe locations and routes.</p> <p>Ask and answer simple geographical questions.</p> <p>Observe and describe patterns, i.e. weather.</p> <p>Use simple fieldwork and observational skills when studying the local environment.</p> <p>Geography Year 2</p> <p>Human and Physical Geography</p> <p>Describe key features of a place, using words like, beach, coast, forest, hill, mountain, ocean, valley, farmland, woods, coastline, local, vegetation, cliff, sea, season.</p> <p>Identify key human and physical geographical features and landmarks to compare one place to another.</p> <p>Geographical Skills and Fieldwork</p> <p>Use a range of sources such as simple maps, globes, atlases and aerial photographs to identify features as well as follow and plot simple routes.</p> <p>Develop an understanding of the meaning of some basic map symbols.</p> <p>Create their own simple maps and symbols.</p> <p>Use compass directions (N, S, E, W) to describe locations and routes.</p> <p>Ask and answer simple geographical questions when investigating different places and environments.</p> <p>Observe, record and describe patterns, i.e. weather.</p> <p>Continue to develop simple fieldwork and observational skills when studying the local environment.</p>	<p>History Year 2</p> <p>Chronology</p> <p>I can sequence events, artefacts, or pictures from a different period of time referring to key dates.</p> <p>Range and Depth of Historical Knowledge</p> <p>I can describe with increasing confidence, similarities and differences identified between historical artefacts and pictures.</p> <p>I can recount a key event in history making reference to key facts and dates.</p> <p>I can research the life of someone famous from the past.</p> <p>Historical Enquiry and Interpretation</p> <p>I can identify a wider range of different ways the past is represented (i.e. photos, stories, memories, websites, books).</p> <p>I can use sources to ask <i>why, what, who, how, where</i> questions and find the answers.</p> <p>I can demonstrate increasing knowledge and understanding of events beyond living memory through recording, using texts and drawing.</p> <p>I can begin to consider the effectiveness of different historical sources.</p> <p>Communication and Vocabulary</p> <p>I can communicate in a wider range of ways by annotating pictures and drawings, drama, writing and ICT.</p> <p>I can use words and phrases like: before, after, past, present, then and now.</p>	<p>Geographical Skills and Fieldwork</p> <p>Use a range of sources such as simple maps, globes, atlases and aerial photographs to identify features as well as follow simple routes.</p> <p>Know that the symbols mean something on maps.</p> <p>Contribute to the creation of simple maps, creating some symbols of relevance.</p> <p>Use positional language to describe locations and routes.</p> <p>Ask and answer simple geographical questions.</p> <p>Observe and describe patterns, i.e. weather.</p> <p>Use simple fieldwork and observational skills when studying the local environment.</p> <p>Geography Year 2</p> <p>Human and Physical Geography</p> <p>Describe key features of a place, using words like, beach, coast, forest, hill, mountain, ocean, valley, farmland, woods, coastline, local, vegetation, cliff, sea, season.</p> <p>Identify key human and physical geographical features and landmarks to compare one place to another.</p> <p>Geographical Skills and Fieldwork</p> <p>Use a range of sources such as simple maps, globes, atlases and aerial photographs to identify features as well as follow and plot simple routes.</p> <p>Develop an understanding of the meaning of some basic map symbols.</p> <p>Create their own simple maps and symbols.</p> <p>Use compass directions (N, S, E, W) to describe locations and routes.</p> <p>Ask and answer simple geographical questions when investigating different places and environments.</p> <p>Observe, record and describe patterns, i.e. weather.</p> <p>Continue to develop simple fieldwork and observational skills when studying the local environment.</p>	<p>Communication and Vocabulary</p> <p>I can communicate in a variety of ways such as pictures, objects, drawing, role play, labelling and ICT.</p> <p>I can use words and phrases like: old, new and a long time ago.</p> <p>History Year 2</p> <p>Chronology</p> <p>I can sequence events, artefacts or pictures in chronological order from different periods of my own lifetime (for example, since starting school).</p> <p>I can describe memories of key events in lives.</p> <p>I can sequence events, artefacts, or pictures from a different period of time referring to key dates.</p> <p>Range and Depth of Historical Knowledge</p> <p>I can describe with increasing confidence, similarities and differences identified between historical artefacts and pictures.</p> <p>I can find out about people and events in other times through artefacts.</p> <p>I can recount a key event in history making reference to key facts and dates.</p> <p>I can research the life of someone famous from the past.</p> <p>Historical Enquiry and Interpretation</p> <p>I can identify a wider range of different ways the past is represented (i.e. photos, stories, memories, websites, books).</p> <p>I can use sources to ask <i>why, what, who, how, where</i> questions and find the answers.</p> <p>I can demonstrate increasing knowledge and understanding of events beyond living memory through recording, using texts and drawing.</p> <p>I can offer explanations about what an object was used for in the past, beginning to use evidence to support that view.</p> <p>I can begin to consider the effectiveness of different historical sources.</p> <p>Communication and Vocabulary</p> <p>I can communicate in a wider range of ways by annotating pictures and drawings, drama, writing and ICT.</p> <p>I can use words and phrases like: before, after, past, present, then and now.</p>
<p>Science</p>	<p>Year 1: Plants</p> <p>I can name a variety of common wild and garden plants.</p> <p>I can name the petals, stem, leaf and root of a plant.</p> <p>I can name the roots, trunk, branches and leaves of a tree.</p> <p>Year 2: Plants</p> <p>I can describe how seeds and bulbs grow into plants.</p> <p>I can describe what plants need in order to grow and stay healthy (water, light & suitable temperature).</p>	<p>Year 1: Everyday materials (all objectives)</p> <p>I can distinguish between an object and the material it is made from.</p> <p>I can explain the materials that an object is made from.</p> <p>I can name wood, plastic, glass, metal, water and rock.</p> <p>I can describe the properties of everyday materials.</p> <p>I can group objects based on the materials they are made from.</p>	<p>Year 2: Living things and their habitats</p> <p>I can identify things that are living, dead and never lived.</p> <p>I can describe how a specific habitat provides for the basic needs of things living there (plants and animals).</p> <p>I can identify and name plants and animals in a range of habitats.</p> <p>I can match living things to their habitat.</p> <p>I can describe how animals find</p>	<p>Year 2: Everyday materials</p> <p>I can identify and name a range of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard.</p> <p>I can suggest why a material might or might not be used for a specific job.</p> <p>I can explore how shapes can be changed by squashing, bending, twisting and stretching.</p> <p><i>TAF: Distinguish objects from materials, describe their</i></p>

	<i>TAF: describe the basic needs of plants for survival and the impact of changing these and the main changes as seeds and bulbs grow into mature plants.</i>		their food. I can name some different sources of food for animals. I can explain a simple food chain. <i>TAF: Identify whether things are alive, dead or have never lived.</i>	<i>properties, identify and group everyday materials. (Y1) and compare their suitability for different uses. (Y2)</i>
Science: Working Scientifically	<p>Year 1: I can ask simple scientific questions. I can use simple equipment to make observations I can carry out simple tests. I can gather and record data to answer a simple question. I can identify and classify things.</p> <p>Year 2: I can use my observations and ideas to suggest answers to questions. I can use simple data to answer questions and suggest what I have found out. I can recognise that questions can be answered in different ways.</p>			
Art	<p>Printing: William Morris style greetings card</p> <p>Artist Focus: William Morris (Larger project)</p> <p>Year 1 I can create a repeating pattern in print. Year 2 I can create a printed piece of art by pressing, rolling, rubbing and stamping.</p>	<p>ICT: Recreation of a Turner painting of a fire landscape</p> <p>Artist Focus: William Turner (Smaller project)</p> <p>Year 1 I can use IT to create a picture. Year 2 I can use different effects within an IT paint package.</p>	<p>Sculpture (clay): African clay pots</p> <p>Artist Focus: Ladi Kwali (Larger project)</p> <p>Year 1 I can cut, roll and coil materials. Year 2: I can create models from imagination and direct observation. I can join materials together and apply decorative techniques.</p>	<p>Collage: Space themed collage</p> <p>Artist Focus: Beatriz Milhazes (Smaller project)</p> <p>Year 1 I can begin to use scissors and tearing to create a range of shapes. I can create an image from a variety of cut or torn media. I can arrange and glue materials to different backgrounds.</p> <p>Year 2 I can develop a range of cutting, tearing and fixing techniques to create a specific picture. I can use scissors in a controlled way to cut with accuracy. I can fold, crumple, tear and overlap papers to create an image.</p>
Design Technology	<p>Structures: Freestanding Structures New seating for the local park</p> <p>(Smaller project) <i>DT Association: Chairs for Three Bears</i></p> <p>Design: Y1: I can use my own ideas to make something. I can make a simple plan before making. Y2: I can think of an idea and plan what to do next. Make: Y1: I can make my model stronger. Y2: I can join materials and components in different ways. I can measure material to use in a model or structure. Evaluate: Y1: I can explain to someone else how I want to make my product. Y2: I can explain what went well with my work.</p> <p>Technical Knowledge: Y1: I can describe how something works. I can choose appropriate resources and tools. I can describe how freestanding structures can be made stronger, stiffer and more stable. I can talk about the simple working characteristics of materials and components. Y2: I can choose foods and materials and explain why I have</p>	<p>Mechanisms: Sliders and Levers Sliding Great Fire of London picture/fact card for peers</p> <p>(Larger project) <i>DT Association: Working with Sliders and Levers</i></p> <p>Design: Y1: I can use my own ideas to make something. I can make a simple plan before making. Y2: I can think of an idea and plan what to do next. Make: Y1: I can make my model stronger. I can make a model that moves. Y2: I can join materials and components in different ways. I can measure material to use in a model or structure. Evaluate: Y1: I can explain to someone else how I want to make my product. Y2: I can explain what went well with my work.</p> <p>Technical Knowledge: Y1: I can describe how something works. I can choose appropriate resources and tools. I can describe how freestanding structures can be made stronger, stiffer and more stable. I can talk about the simple working characteristics of materials and components. Y2: I can choose foods and materials and explain why I have chosen them.</p>	<p>Food: Preparing fruit and vegetables Moroccan Salad</p> <p>(Smaller project) <i>DT Association: Super Salads</i></p> <p>Cooking and Nutrition: Y1: I can cut food safely. I can identify that all food comes from plants or animals. I know that food has to be farmed, grown elsewhere (e.g. home) or caught. I can name and sort foods into the five groups in the eat well plate. I can know to eat at least five portions of fruit and vegetables every day. Y2: I can describe the ingredients I am using. I can describe that food ingredients should be combined according to their sensory characteristics. I can prepare simple dishes safely and hygienically, without using a heat source. I can use techniques such as cutting, peeling and grating.</p>	<p>Mechanisms: Wheels and Axles Moon Buggy for the man on the moon</p> <p>(Larger project) <i>DT Association: Wheels – working with wheels and axles</i></p> <p>Design: Y1: I can use my own ideas to make something. I can make a simple plan before making. Y2: I can think of an idea and plan what to do next. Make: Y1: I can make my model stronger. I can make a model that moves. Y2: I can join materials and components in different ways. I can measure material to use in a model or structure. Evaluate: Y1: I can explain to someone else how I want to make my product. Y2: I can explain what went well with my work. Technical Knowledge: Y1: I can describe how something works. I can choose appropriate resources and tools. I can describe how freestanding structures can be made stronger, stiffer and more stable. I can talk about the simple working characteristics of materials and components. Y2: I can choose foods and materials and explain why I have</p>

	chosen them. I can use the correct technical vocabulary for the projects they are undertaking.	I can use the correct technical vocabulary for the projects they are undertaking. I can talk about the movement of simple mechanisms such as levers, sliders, wheels and axles.		chosen them. I can use the correct technical vocabulary for the projects they are undertaking. I can talk about the movement of simple mechanisms such as levers, sliders, wheels and axles.		
Computing	Computer systems and networks: Teach Computing unit: Year 1 – Computing systems and networks – Technology around us. Year 1: I recognise a range of digital devices. I can log on to the school computer using a username. I can select the correct device to fulfil a specific task. Year 2: I recognise that a computer has inputs and outputs. I can identify and use input devices. I can log on to a computer using a username and password. I can open files from a given folder.	Creating Media: Teach Computing unit: Year 1 – Creating media – Digital painting Year 1: I can create digital content using specific programmes such as Paint and Word. I can save a file to store digital content with support. I can use a camera. I can record a sound and play it back. Year 2: I can create simple digital content for a purpose, using specific programmes such as Paint and Word. I can save a file to store digital content. I can edit digital content to achieve a particular effect. I recognise that we can use technology to record and playback audio.	Programming and Algorithms: Teach Computing unit: Year 1 – Programming B – Programming animations. Year 1: I can create a series of instructions. I can plan a journey for a programmable toy. I can predict the outcome of a simple algorithm or program. I can debug an error in a simple algorithm or program. Year 2: I can use a range of instructions (e.g. direction, angles, turns). I can write a simple program and test it. I can find errors and amend (Debug). I understand that programmes require precise instructions. I can predict what the outcome of a simple program will be (logical reasoning).	Data and information: Teach Computing unit: Year 1 – Data and information – Grouping data. Year 1: I recognise different forms of digital content. I collect simple data on a topic. Year 2: I recognise tally charts, charts, pictograms and branching databases and why we use them. I collect data on a topic and present in a pictogram or chart.		
E-safety Unit	Online Bullying Lesson 1 - Year 1: I can describe how to behave online in ways that do not upset others and can give examples. Lesson 2 - Year 2: I can explain why anyone who experiences bullying is not to blame.	Health, Well-being, and Lifestyle Lesson 1 - Year 1: I can explain rules to keep myself safe when using technology both in and beyond the home. Lesson 2 - Year 2: I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment.	Online Reputation Lesson 1 - Year 1: I can recognise that information can stay online and could be copied. Lesson 2 - Year 2: I can explain how information put online about someone can last for a long time.	Copyright and Ownership Lesson 1 - Year 1: I can explain why work I create using technology belongs to me. Lesson 2 - Year 2: I can describe why other people's work belongs to them.		
Religious Education Rotation A Christians: Autumn Term Muslims: Spring Term Jews: Summer Term	Christians 1.1 What do Christians believe God is like? (pg 43) GOD 1.4 What is the 'good news' Christians believe Jesus brings? GOSPEL	Muslims 1.6 Who is a Muslim and how do they live? (pg 48) GOD / TAWHID / BADAH / IMAN	Jews 1.7 Who is Jewish and how do they live? (pg 49) GOD / TORAH / PEOPLE			
SMSC	All about me: Year 1 I can show respect to others. I can identify and respect the differences and similarities between people. I can talk about my family and describe why they are important to me. I can describe the characteristics of healthy family life. I can tell you who I would call on for help. *5 TRUSTED ADULTS* I can convey manners and courtesy. I can describe the characteristics of healthy family life.	Friendships Online: Year 2 Year 1 I can describe how important friendships are in making me feel happy and secure. I can recognise the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.	Our Values Year 1 I can recognise the importance of respecting others, even when they are very different from me. I can appreciate families, either in school or in the wider world, sometimes look different from my family. Year 2 I can explore the variety of jobs that are available to all people equally.	Online Healthy Me: Year 1/ Year 2 I can explore how individual people have changed the world.		
PE	Team Games: Throwing, catching & bouncing (link to football) Year 1 I can throw underarm. I can throw and catch with both hands. I can <u>throw</u> and kick	Gymnastics Year 1 I can make my body curled, tense, stretched and relaxed. I can control my body when travelling and balancing.	Gymnastics Year 1 I can copy sequences and repeat them. I can roll, curl, travel and balance in different ways. Year 2	Dance Year 1 I can copy dance moves. I can move safely in a space. I can move to music. I can make up a short	Athletics (aiming) Year 1 I can copy actions. I can repeat actions and skills. I can use equipment safely. Year 2	Team Games Hitting (Golf) Dodgeball Year 1 I can hit a ball with a bat. I can use equipment safely.

	<p>in different ways. I can use equipment safely. Year 2 I can use one tactic in a game. I can follow rules.</p>	<p>Year 2 I can perform a sequence of movements. I can work on my own and with a partner. <i>Forest School (Y2)</i></p>	<p>I can think of more than one way to create a sequence which follows some 'rules'. I can improve my sequence based on feedback. <i>Forest School (Y1)</i> Team Games: Rolling (link to handball) Year 1 I can move and stop safely. I can use equipment safely. Year 2 I can use hitting, kicking and/or rolling in a game. I can use one tactic in a game. I can follow rules.</p>	<p>dance. Year 2 I can make a sequence by linking sections together. I can use dance to show a mood or feeling. I can dance with control and coordination. I can change rhythm, speed, level and direction in my dance.</p>	<p>I can copy and remember actions. I can talk about what is different from what I did and what someone else did.</p>	<p>Year 2 I can use <u>hitting</u>, kicking and/or rolling in a game. I can follow rules.</p>
Music	<p>Exploring Sounds (Y1 – MMC) Year 1: • I can recognise some instruments. • I can respond to different moods in music. • I can say whether I like or dislike a piece of music. • I can make different sounds with instruments. • I can choose sounds to represent different things. Year 2: • I can listen out for particular things when listening to music. • I can describe dynamics as loud and quiet. • I can play a simple rhythmic pattern on an instrument. • I can make connections between notations and musical sounds.</p>	<p>Nativity Year 1: • I can use my voice to speak, sing and chant. • I can follow instructions about when to sing. • I can move and dance with the music. Year 2: • I can sing and follow a melody. • I can sing and clap increasing and decreasing tempo.</p>	<p>Pulse, Rhythm and Pitch (Y2 – MMC) Year 1: • I can repeat short rhythmic and melodic patterns. • I can move and dance with the music. • I can talk about feelings created by the music. • I can follow instructions about when to play. Year 2: • I can describe tempo as fast or slow. • I can use an instrument to perform a given pattern of notes. • I can create music in response to different starting points.</p>	<p>Exploring Improvisation (Y2 – MMC) Year 1: • I can explore ways of representing high and low sounds using symbols. • I can explore ways to represent short and long sounds using symbols. • I can make a sequence of sounds. • I can use instruments to perform. Year 2: • I can order sounds to create a beginning, middle and an end. • I can choose sounds which create an effect. • I can use symbols to represent sounds. • I can listen to feedback and improve my own work.</p>		
English: Genres and Texts	<p>Unit 1 Text: Out and About by Shirley Hughes Model text: One poem from each season Hot task: Poem about Autumn Genre: Fiction: Poetry Cross Curricular Link: Geography/Science Creative Write: A poem on a part of nature e.g. rain, flowers, trees</p> <p>Unit 2 Text: Pip and Egg by Alex Latimer Model text: Story of Pip and Egg Hot task: A new adventure of Pip and Egg Genre: Fiction: Narrative (Adventure) Cross Curricular Link: Geography/Science/SMSC Creative Write: A story with two newly invented characters</p>	<p>Unit 1 Text: Vlad and the Great Fire of London by Kate Cunningham and Sam Cunningham Model text: Story from Vlad the Flea's perspective Hot task: Story from Boxtton the Rat's perspective Genre: Fiction: Narrative (Historical) Cross Curricular Link: History Creative Write: Story from perspective of chosen person/animal</p> <p>Unit 2 Text: The Great Fire of London: Anniversary Edition of the Great Fire of 1666 by Emma Adams Model text: Recount of Sunday 2nd September and Monday 3rd September (pages 12-22) Hot task: Recount of Tuesday 4th September and Wednesday 5th September Genre: Non-Fiction: Recount Cross Curricular Link: History Creative Write: Recount of trip to fire station</p>	<p>Unit 1 Text: African Savannah (Expedition Diaries) by Simon Chapman Model text: Page 6 and 7 – Kalahari Desert diary entry Hot task: Sahara Desert diary entry Genre: Fiction: Diary Entry Cross Curricular Link: Geography Creative Write: Diary entry about an imaginary place</p> <p>Unit 2 Text: Letters to Africa by UCLan Model text: Letter from an African child Hot task: Letter from Broadway to Africa Genre: Non-Fiction: Informal Letter Cross Curricular Link: Geography Creative Write: Letter to an individual of their choice</p> <p>Unit 3 Text: The Animal Book (The Fact Book) by Lonely Planet Kids & Ruth Martin Model text: African Savannah Elephant Hot task: Ring-tailed lemur Genre: Non-Fiction: Non-Chronological Report</p>	<p>Unit 1 Text: Man on the Moon: a day in the life of Bob by Simon Bartram Model text: A day in the life of Bob Hot task: A day in the life of... Genre: Fiction: Narrative (Science Fiction) Cross Curricular Link: History/Science Creative Write: Story about another planet</p> <p>Unit 2 Text: Cat's Guide to the Night Sky by Stuart Atkinson Model text: How to become a stargazer (page 7) Hot task: Continue and write instructions on what to do Genre: Non-Fiction: Instructions Cross Curricular Link: History/Science Creative Write: How to become an astronaut</p>		

			Cross Curricular Link: Geography Creative Write: Non-chronological report on animal of choice	
Maths: Cross-curricular links	Art: Shapes in nature - William Morris DT: Measuring materials Science: Measuring a plant's growth Geography: Compass points – Position and Direction	DT: Measuring materials History: Number - ordering events and dates in chronological order (time, months, years)	PE: Dance – counting in time with music Computing: Programming – Position and Direction Art: Cutting clay into different lengths Geography: Compass points – Position and Direction DT: Cooking & Nutrition – cutting food into different lengths, weighing/measuring ingredients	History: Number - ordering events and dates in chronological order (time, months, years) DT: Measuring materials
Links to British Values	Democracy	Individual Liberty	Mutual Respect & Tolerance	Rule of Law
School Values	Togetherness	Respect Resilience	Ambition	Pride
Enrichment / Community	Enrichment & Community: Walk around Broadway Trips to the church Forest school (Y2) Study of local artist: William Morris	Community & Aspirations: Trip to Fire Station Forest school (Y1) Study of artist: William Turner	Knowledge and Skills & Enrichment, Challenge: African music/dance workshop Study of African artist: Ladi Kwali	Enrichment, Aspirations, Community: Trip to We Are Curious Planetarium Participation in Broadway Arts Festival Enrichment activity with volunteers – Sewing workshop

2023/2024 – Rotation B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Inside the Castle Walls <i>*History focus*</i> Enrichment, Community	Exceptional Explorers <i>*Geography focus*</i> Enrichment, Inspire, Aspirations		Bonny Scotland <i>*Geography focus*</i> Community, Knowledge and Skills		Toys through Time <i>*History focus*</i> Knowledge and Skills, Inspire
History / Geography	History Year 1 Chronology I can sequence events, artefacts or pictures in chronological order from within my own lifetime. I can sequence 3 or 4 events, artefacts or pictures from different periods of time. Range and Depth of Historical Knowledge I can describe in simple terms the importance of a local place or landmark. Historical Enquiry and Interpretation I can begin to identify different ways the past is represented (i.e. photos, stories, memories). I can answer questions using different sources provided of an event beyond living memory. I can offer a plausible explanation about what an object was used for in the past. Communication and Vocabulary I can communicate in a variety of ways such as pictures, objects, drawing, role play, labelling and ICT. I can use words and phrases like: old, new and a long time ago. History Year 2 Chronology I can sequence events, artefacts or pictures in chronological order from different periods of my own lifetime (for example, since starting school). I can describe memories of key events in lives. I can sequence events, artefacts, or pictures from a different period of time referring to key	By end of KS1 Locational Knowledge Name and locate the seven continents. Name and locate the world's five oceans. Place Knowledge I can say what I like and do not like about a different place. I can describe a place outside of Europe using geographical words. I can explain how jobs might be different in other locations. I can explain how an area might have been spoilt or improved and give reasons. I can explain the facilities a village, town and city may need and give reasons. Human and Physical Geography Identify hot and cold places in the world and consider what you might wear if you lived there. Understand that the North and South Poles are the coldest places on Earth. Geography Year 1 Human and Physical Geography Use simple geographical vocabulary to describe features or location e.g. hill, local, a road, coastline, woods. Identify some similarities and differences between one place and another. Geographical Skills and Fieldwork Use a range of sources such as simple maps, globes, atlases and aerial photographs to identify features as well as follow simple routes. Know that the symbols mean something on maps. Contribute to the creation of simple maps, creating some symbols of		By end of KS1 Locational Knowledge Name the countries that make up the United Kingdom. Name the capital cities of the United Kingdom. Name some other towns and cities in the UK. Locate the countries and capital cities that make up the UK on a map. Name the seas that surround the UK. Identify some key characteristics of each country and its capital cities. Place Knowledge I can say what I like and do not like about a different place. I can explain how jobs might be different in other locations. I can explain how an area might have been spoilt or improved and give reasons. I can explain the facilities a village, town and city may need and give reasons. Geography Year 1 Human and Physical Geography Use simple geographical vocabulary to describe features or location e.g. hill, local, a road, coastline, woods. Identify some similarities and differences between one place and another. Geographical Skills and Fieldwork Use a range of sources such as simple maps, globes, atlases and aerial photographs to identify features as well as follow simple routes. Know that the symbols mean something on maps.		History Year 1 Chronology I can sequence events, artefacts or pictures in chronological order from within my own lifetime. I can sequence 3 or 4 events, artefacts or pictures from different periods of time. Range and Depth of Historical Knowledge I can begin to recognise and describe similarities and differences in artefacts and pictures. I can use simple sources of information to find out features of the past. I can recall a significant memory from the past. I can sort artefacts into then and now. Historical Enquiry and Interpretation I can ask and answer questions about old and new objects. I can offer a plausible explanation about what an object was used for in the past. Communication and Vocabulary I can communicate in a variety of ways such as pictures, objects, drawing, role play, labelling and ICT. I can use words and phrases like: old, new and a long time ago. History Year 2 Chronology I can sequence events, artefacts or pictures in chronological order from different periods of my own lifetime (for example, since starting school). I can describe memories of key

	<p>dates.</p> <p>Range and Depth of Historical Knowledge I can describe with increasing confidence, similarities and differences identified between historical artefacts and pictures. I can find out about people and events in other times through artefacts. I can describe how people, places or events have changed over time.</p> <p>Historical Enquiry and Interpretation I can identify a wider range of different ways the past is represented (i.e. photos, stories, memories, websites, books). I can use sources to ask why, what, who, how, where questions and find the answers. I can offer explanations about what an object was used for in the past, beginning to use evidence to support that view. I can begin to consider the effectiveness of different historical sources.</p> <p>Communication and Vocabulary I can communicate in a wider range of ways by annotating pictures and drawings, drama, writing and ICT. I can use words and phrases like: before, after, past, present, then and now.</p>	<p>relevance. Use positional language to describe locations and routes. Ask and answer simple geographical questions. Observe and describe patterns, i.e. weather. Use simple fieldwork and observational skills when studying the local environment.</p> <p>Geography Year 2 Human and Physical Geography Describe key features of a place, using words like, beach, coast, forest, hill, mountain, ocean, valley, farmland, woods, coastline, local, vegetation, cliff, sea, season. Identify key human and physical geographical features and landmarks to compare one place to another.</p> <p>Geographical Skills and Fieldwork Use a range of sources such as simple maps, globes, atlases and aerial photographs to identify features as well as follow and plot simple routes. Develop an understanding of the meaning of some basic map symbols. Create their own simple maps and symbols. Use compass directions (N, S, E, W) to describe locations and routes. Ask and answer simple geographical questions when investigating different places and environments. Observe, record and describe patterns, i.e. weather. Continue to develop simple fieldwork and observational skills when studying the local environment.</p>	<p>Contribute to the creation of simple maps, creating some symbols of relevance. Use positional language to describe locations and routes. Ask and answer simple geographical questions. Observe and describe patterns, i.e. weather. Use simple fieldwork and observational skills when studying the local environment.</p> <p>Geography Year 2 Human and Physical Geography Describe key features of a place, using words like, beach, coast, forest, hill, mountain, ocean, valley, farmland, woods, coastline, local, vegetation, cliff, sea, and season. Identify key human and physical geographical features and landmarks to compare one place to another.</p> <p>Geographical Skills and Fieldwork Use a range of sources such as simple maps, globes, atlases and aerial photographs to identify features as well as follow and plot simple routes. Develop an understanding of the meaning of some basic map symbols. Create their own simple maps and symbols. Use compass directions (N, S, E, W) to describe locations and routes. Ask and answer simple geographical questions when investigating different places and environments. Observe, record and describe patterns, i.e. weather. Continue to develop simple fieldwork and observational skills when studying the local environment.</p>	<p>events in lives. I can sequence events, artefacts, or pictures from a different period of time referring to key dates.</p> <p>Range and Depth of Historical Knowledge I can find out about people and events in other times through artefacts. I can describe some changes that have taken place in their own lifetime and that of their parents and grandparents. I can describe how people, places or events have changed over time.</p> <p>Historical Enquiry and Interpretation I can use sources to ask why, what, who, how, where questions and find the answers. I can demonstrate increasing knowledge and understanding of events beyond living memory. I can offer explanations about what an object was used for in the past, beginning to use evidence to support that view. I can begin to consider the effectiveness of different historical sources.</p> <p>Communication and Vocabulary I can communicate in a wider range of ways by annotating pictures and drawings, drama, writing and ICT. I can use words and phrases like: before, after, past, present, then and now.</p>
<p>Science</p>	<p>Year 1: Seasonal changes I can observe and comment on changes in the seasons. I can name the seasons and suggest the type of weather in each season. <i>TAF: Describe seasonal changes.</i></p>	<p>Year 1: Animals including humans I can name a variety of animals including fish, amphibians, reptiles' birds and mammals. I can classify and name animals by what they eat (carnivore, herbivore and omnivore). I can sort animals into categories (including fish, amphibians, reptiles, birds and mammals). I can sort living and non-living things. I can name the parts of the human body that I can see. I can link the correct part of the human body to each sense. <i>TAF: Describe and compare the observable features of animals from a range of groups. Group animals according to what they eat.</i></p>	<p>Year 2: Animals including Humans I can explain the basic stages in a life cycle for animals, including humans. I can describe what animals and humans need to survive. I can describe why exercise, and a balanced diet and good hygiene are important for humans. <i>TAF: Describe the basic needs of animals for survival and the main changes as young animals including humans, grow into adults.-Name and locate parts of the human body, including those related to the senses [year 1], and describe the importance of exercise, a balanced diet and hygiene for humans. Describe how animals get their food from other animals and/or from plants, and use simple food chains to describe these relationships.</i></p>	<p>Working Scientifically: Applying scientific skills to a range of investigations.</p>

Science: Working Scientifically	<p>Year 1: I can ask simple scientific questions. I can use simple equipment to make observations I can carry out simple tests. I can gather and record data to answer a simple question. I can identify and classify things.</p> <p>Year 2: I can use my observations and ideas to suggest answers to questions. I can use simple data to answer questions and suggest what I have found out. I can recognise that questions can be answered in different ways.</p>			
Art	<p>Drawing (sketching): Broadway Tower</p> <p>Artist Focus: Frances Emilia Crofton (Smaller project)</p> <p>Year 1 I can use pencils to create lines of different thickness in drawings.</p> <p>Year 2 I can choose and use three different grades of pencil when drawing.</p>	<p>Painting (colour): Arctic painting</p> <p>Artist Focus: Ted Harrison (Larger project)</p> <p>Year 1 I can name the primary and secondary colours. I can create moods in art work.</p> <p>Year 2 I can mix paint to create all the secondary colours. I can create brown with paint. I can create tints with paint by adding white. I can create tones with paint by adding black.</p>	<p>Drawing: (charcoal & pastels): Highland Cow drawing</p> <p>Artist Focus: Shirley MacArthur (Smaller project)</p> <p>Year 1 I can use pencils to create lines of different thickness in drawings.</p> <p>Year 2 I can use charcoal, pencil and pastel to create art.</p>	<p>Drawing (sketching: still life drawings): Toys</p> <p>Artist Focus: Kathy Hildebrandt (Larger project)</p> <p>Year 1 I can use pencils to create lines of different thickness in drawings.</p> <p>Year 2 I can choose and use three different grades of pencil when drawing. I can use a viewfinder to focus on a specific part of an artefact before drawing it.</p>
Design Technology	<p>Food: Preparing Fruit and Vegetables Make a medieval soup/stew (pottage) for a knight (Larger project) <i>DT Association: Soups - Celebrating culture and seasonality</i></p> <p>Cooking and Nutrition: Y1: I can cut food safely. I can identify that all food comes from plants or animals. I know that food has to be farmed, grown elsewhere (e.g. home) or caught. I can name and sort foods into the five groups in the eat well plate. I can know to eat at least five portions of fruit and vegetables every day. Y2: I can describe the ingredients I am using. I can describe that food ingredients should be combined according to their sensory characteristics. I can prepare simple dishes safely and hygienically, without using a heat source. I can use techniques such as cutting, peeling and grating.</p>	<p>Structure: Freestanding Structures Make a sturdy lunchbox for an arctic explorer (Smaller project) <i>DT Association: Packaging – Banish broken biscuits! Box them brilliantly!</i></p> <p>Design: Y1: I can use my own ideas to make something. I can make a simple plan before making. Y2: I can think of an idea and plan what to do next.</p> <p>Make: Y1: I can make my model stronger. Y2: I can join materials and components in different ways. I can measure material to use in a model or structure.</p> <p>Evaluate: Y1: I can explain to someone else how I want to make my product. Y2: I can explain what went well with my work.</p> <p>Technical Knowledge: Y1: I can describe how something works. I can choose appropriate resources and tools. I can describe how freestanding structures can be made stronger, stiffer and more stable. I can talk about the simple working characteristics of materials and components. Y2: I can choose foods and materials and explain why I have chosen them. I can use the correct technical vocabulary for the projects they are undertaking.</p>	<p>Textiles: Templates and Joining Techniques Make a Scottish bird souvenir for the RSPB charity (Larger project) <i>DT Association: Design and make a bird themed souvenir</i></p> <p>Design: Y1: I can use my own ideas to make something. I can make a simple plan before making. Y2: I can think of an idea and plan what to do next.</p> <p>Make: Y1: Y2: I can join materials and components in different ways.</p> <p>Evaluate: Y1: I can explain to someone else how I want to make my product. Y2: I can explain what went well with my work. I can explain why I have chosen specific textiles.</p> <p>Technical Knowledge: Y1: I can describe how something works. I can choose appropriate resources and tools. I can talk about the simple working characteristics of materials and components. Y2: I can say how a 3-D textiles product can be assembled from two identical fabric shapes. I can use the correct technical vocabulary for the projects they are undertaking.</p>	<p>Mechanisms: Wheels and Axles Make a new moving toy for Rikki Tikki toy shop in Broadway (Smaller project) <i>DT Association: Toys</i></p> <p>Design: Y1: I can use my own ideas to make something. I can make a simple plan before making. Y2: I can think of an idea and plan what to do next.</p> <p>Make: Y1: I can make my model stronger. I can make a model that moves. Y2: I can join materials and components in different ways. I can measure material to use in a model or structure.</p> <p>Evaluate: Y1: I can explain to someone else how I want to make my product. Y2: I can explain what went well with my work.</p> <p>Technical Knowledge: Y1: I can describe how something works. I can choose appropriate resources and tools. I can describe how freestanding structures can be made stronger, stiffer and more stable. I can talk about the simple working characteristics of materials and components. Y2: I can choose foods and materials and explain why I have chosen them. I can use the correct technical vocabulary for the projects they are undertaking. I can talk about the movement of simple mechanisms such as levers, sliders, wheels and axles.</p>
Computing	<p>Computer systems and networks: Teach Computing unit: Year 2 – Computing systems and networks – IT around us.</p>	<p>Creating Media: Teach Computing unit: Year 2 – Creating media – Digital photography</p>	<p>Programming and Algorithms: Teach Computing unit: Year 2 – Programming A – Robot algorithms.</p>	<p>Data and information: Teach Computing unit: Year 2 -</p>

	<p>Year 1: I recognise a range of digital devices. I can log on to the school computer using a username. I can select the correct device to fulfil a specific task.</p> <p>Year 2: I recognise that a computer has inputs and outputs. I can identify and use input devices. I can log on to a computer using a username and password. I can open files from a given folder.</p>	<p>Year 1: I can create digital content using specific programmes such as Paint and Word. I can save a file to store digital content with support. I can use a camera. I can record a sound and play it back.</p> <p>Year 2: I can create simple digital content for a purpose, using specific programmes such as Paint and Word. I can save a file to store digital content. I can edit digital content to achieve a particular effect. I recognise that we can use technology to record and playback audio.</p>	<p>Year 1: I can create a series of instructions. I can plan a journey for a programmable toy. I can predict the outcome of a simple algorithm or program. I can debug an error in a simple algorithm or program.</p> <p>Year 2: I can use a range of instructions (e.g. direction, angles, turns). I can write a simple program and test it. I can find errors and amend (Debug). I understand that programmes require precise instructions. I can predict what the outcome of a simple program will be (logical reasoning).</p>	<p>Year 1: I recognise different forms of digital content. I collect simple data on a topic.</p> <p>Year 2: I recognise tally charts, charts, pictograms and branching databases and why we use them. I collect data on a topic and present in a pictogram or chart.</p>		
E-safety Unit	<p>Privacy and Security</p> <p>Lesson 1 - Year 1: I can explain that passwords are used to protect information, accounts and devices. Lesson 2 - Year 2: I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).</p>	<p>Online Relationships</p> <p>Lesson 1 - Year 1: I can explain why things one person finds funny or sad online may not always be seen in the same way by others. Lesson 2 - Year 2: I can explain how it may make others feel if I do not ask their permission or ignore their answer before sharing something about them online.</p>	<p>Self-Image and Identity</p> <p>Lesson 1 - Year 1: I can recognise that there may be people online who could make someone feel sad, embarrassed or upset. Lesson 2 - Year 2: I can explain how other people may look and act differently online and offline.</p>	<p>Managing Online Information</p> <p>Lesson 1 - Year 1: I know/understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe/ a joke. Lesson 2 - Year 2: I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections).</p>		
<p>Religious Education Rotation B</p> <p>Christians: Autumn Term</p> <p>Muslims: Spring Term</p> <p>Jews: Summer Term</p>	<p>Christians</p> <p>1.2 Who do Christians say made the world? (Pg 44) 1.3 Why does Christmas matter to Christians? (Pg 45)</p>	<p>Muslims</p> <p>1.10 What does it mean to belong to a faith community? (Pg 52)</p> <p>Christians</p> <p>1.5 Why does Easter matter to Christians? (Pg 47)</p>	<p>Jews</p> <p>1.9 How should we care for the world, and why does it matter? (Pg 51) 1.8 What makes some places scared to believers? (Pg 50)</p>			
SMSC	<p>Making Choices: Year 2</p> <p>I can begin to understand self-respect and see how this links to their own happiness. I can celebrate my strengths and set simple but challenging goals. I can understand what 'body image' is.</p>	<p>Problematic Plastic: Year 2</p> <p>I can think about what job I would like to do and how it helps the world.</p>	<p>Body Parts: Year 2</p> <p>I can understand the importance of basic hygiene. Healthy Me: Year 1</p> <p>I can understand why healthy eating is important. I can understand basic dental health. I can explain the benefits of sleep. I can explain the difference between good and difficult feelings. I can understand that my body belongs to me, and I know there are differences between appropriate and inappropriate or unsafe physical, and other, contact. Year 2 I can understand how germs are spread. I can understand the purpose of vaccinations.</p>	<p>Where does money come from?: Year 1</p> <p>I can explain what I can buy with money. I can explain what I cannot buy with money. I can explain what 'saving' means.</p>		
PE	<p>Team Games Throwing, catching & bouncing (link to football)</p> <p>Year 1 I can throw underarm. I can throw and catch with both hands. I can <u>throw</u> and kick in different ways. I can use equipment safely. Year 2</p>	<p>Gymnastics</p> <p>Year 1 I can make my body curled, tense, stretched and relaxed. I can control my body when travelling and balancing. Year 2 I can perform a sequence of movements. I can work on my</p>	<p>Gymnastics</p> <p>Year 1 I can copy sequences and repeat them. I can roll, curl, travel and balance in different ways. Year 2 I can think of more than one way to create a sequence which follows some</p>	<p>Dance</p> <p>Year 1 I can copy dance moves. I can move safely in a space. I can move to music. I can make up a short dance. Year 2 I can make a sequence by linking sections together.</p>	<p>Athletics (aiming)</p> <p>Year 1 I can copy actions. I can repeat actions and skills. I can use equipment safely. Year 2 I can copy and remember actions. I can talk about what is different from what</p>	<p>Team Games Hitting (Golf) Dodgeball</p> <p>Year 1 I can hit a ball with a bat. I can use equipment safely. Year 2 I can use <u>hitting</u>, kicking and/or rolling in a game.</p>

	I can use one tactic in a game. I can follow rules.	own and with a partner. <i>Forest School (Y2)</i>	'rules'. I can improve my sequence based on feedback. <i>Forest School (Y1)</i> Aiming – Hoop doubles Year 1 I can throw underarm (repeated). I can use equipment safely. Year 2 I can follow rules.	I can use dance to show a mood or feeling. I can dance with control and coordination. I can change rhythm, speed, level and direction in my dance.	I did and what someone else did.	I can follow rules.
Music	My Musical Heartbeat (Y1 – MMC) Year 1: • I can recognise some instruments. • I can respond to different moods in music. • I can say whether I like or dislike a piece of music. • I can make different sounds with instruments. • I can choose sounds to represent different things. Year 2: • I can listen out for particular things when listening to music. • I can describe dynamics as loud and quiet. • I can play a simple rhythmic pattern on an instrument. • I can make connections between notations and musical sounds.	Nativity Year 1: • I can use my voice to speak, sing and chant. • I can follow instructions about when to sing. • I can move and dance with the music. Year 2: • I can sing and follow a melody. • I can sing and clap increasing and decreasing tempo.	Learning to Listen (Y1 – MMC) Year 1: • I can repeat short rhythmic and melodic patterns. • I can move and dance with the music. • I can talk about feelings created by the music. • I can follow instructions about when to play. Year 2: • I can describe tempo as fast or slow. • I can use an instrument to perform a given pattern of notes. • I can create music in response to different starting points.	Inventing a Musical Story (Y2 – MMC) Year 1: • I can explore ways of representing high and low sounds using symbols. • I can explore ways to represent short and long sounds using symbols. • I can make a sequence of sounds. • I can use instruments to perform. Year 2: • I can order sounds to create a beginning, middle and an end. • I can choose sounds which create an effect. • I can use symbols to represent sounds. • I can listen to feedback and improve my own work.		
English: Genres and Texts	Unit 1 Text: The Pea and the Princess by Mini Grey Model text: Story from the Pea's perspective Hot task: A modern retelling of the fairy tale Genre: Fiction: Traditional fairy tale Cross Curricular Link: History Creative Write: A modern twist on a traditional fairy tale e.g. Cinderella, Little Red Riding Hood Unit 2 Text: Castles Magnified by David Long Model text: Gallery of Famous Knights Hot task: Gallery of Famous Castles Genre: Non-Fiction: Non-chronological report Cross Curricular Link: History Creative Write: Non-chronological report on topic of choice e.g. kings and queens	Unit 1 Text: The Great Explorer by Chris Judge Model text: Story from Tom's perspective Hot task: Story from Dad's perspective Genre: Fiction: Narrative (Adventure) Cross Curricular Link: Geography Creative Write: Story from own perspective to a place of choice Unit 2 Text: How to Help a Hedgehog and Protect a Polar Bear: 70 Everyday Ways to Save Our Planet by Jess French Model text: How to help a hedgehog Hot task: How to protect a polar bear Genre: Non-Fiction: Explanation Cross Curricular Link: Geography: Hot and cold places/Science: Animals Creative Write: Explanation text on an animal of choice	Unit 1 Text: Katie in Scotland by James Mayhew Model text: Come to Edinburgh! (taken from Grammarsaurus) Hot task: Come to Glasgow! Genre: Non-Fiction: Persuasive advert Cross Curricular Link: Geography Creative Write: Persuasive advert - Come to Broadway! Unit 2 Text: The Secret of Black Rock by Joe Todd Stanton Model text: Mystery of Black Rock Hot task: Mystery of... mountain, volcano, island? Genre: Fiction: Narrative (mystery) Cross Curricular Link: Geography Creative Write: Mystery narrative of choice	Unit 1 Text: Traction Man by Mini Grey Model text: Traction Man character description Hot task: Scrubbing Brush character description Genre: Fiction: Character Description Cross Curricular Link: History/DT Creative Write: Character description of a new toy Unit 2 Text: Traction Man by Mini Grey Model text: Traction Man – Non-chronological report (taken from Grammarsaurus) Hot task: Scrubbing Brush – Non-chronological report Genre: Non-Fiction: Non-chronological report Cross Curricular Link: History/DT Creative Write: Non-chronological report of a new toy		
Maths: Cross-curricular links	Science: Seasonal changes – recording and collecting data DT: Cooking & Nutrition – cutting food into different lengths, weighing/measuring ingredients History: Number - ordering events and dates in chronological order (time, months, years) Art/History: Shapes in historic	Geography: Compass points – Position and Direction DT: Measuring materials Computing: Programming – Position and Direction	Geography: Compass points – Position and Direction PE: Dance – counting in time with music DT: Measuring materials	History: Number - ordering events and dates in chronological order (time, months, years) SMSC: Managing money DT: Measuring materials Computing: Programming – Position and Direction		

	buildings			
Links to British Values	Democracy	Individual Liberty	Mutual Respect & Tolerance	Rule of Law
School Values	Togetherness	Respect Resilience	Ambition	Pride
Enrichment / Community	Enrichment and Community: Trip to Broadway Tower Trips to the church Forest school (Y2) Study of local Cotswold artist: Frances Emilia Crofton	Enrichment & Inspire, Aspiration: Polar Explorer workshop (Explorer Academy) Forest school (Y1) Study of Canadian artist: Ted Harrison	Community & Knowledge and Skills: Trip to Cotswold Farm Park Study of Scottish artist: Shirley MacArthur	Knowledge and Skills: Trip to Toy Museum in Bourton-on-the-water Study of Canadian artist: Kathy Hildebrandt