

Speech and Language Breadth of study 2016 - 2017	Possible trips / visitors	Concepts linking to Bracken	Literacy	Computing (Discrete)	Science (from school science curriculum)	PSHE/SMSC Need to look at PSHE doc and plan social skills on here too.	Geography and History	Design and Tech	Art and Design	Music / dance (Discrete)	RE – Coventry Scheme
<p>Autumn 1</p> <p>Bugs, Insects and mini-beasts</p> <p>SEN children – Outcomes for life – part of new Code of Practise for SEN.</p> <p>7 weeks</p>	<p>Ryton pools – pond dipping.</p> <p>Insect hunt</p> <p>Zoolab into school?</p>		<p>Diary of a spider</p> <p>Diary of a worm</p> <p>Billy's Beetle</p> <p>The Very Busy Spider</p> <p>The very hungry caterpillar</p> <p>Non-fiction in-formation books</p>	<p>E-safety</p> <p><u>Year 1</u> Create digital content e.g. poplet, camera, guided blogging doodlebuddy Retrieve digital content e.g. finding a safe file.</p> <p><u>Year 2</u> Manipulate digital content e.g. morphobooth, strip design, photo edit, photobooth Organise digital content – macbooks, guided blogging, strip design</p> <p>Photograph bugs and adapt using app</p>	<p>Sort and group objects, materials and living things according to observational features.</p> <p>Identify and name a range of common animals (insects) from the local and wider environment.</p> <p>Name animals living in a range of familiar environments, such as their homes, woodlands or school grounds.</p> <p>Classify and sort familiar animals according to whether they are invertebrates, fish, amphibians, reptiles, birds or mammals.</p> <p>Draw and label the basic parts of the human body (creatures) including those related to senses.</p> <p>Know that animals, including humans, cannot make their own food by investigating food chains and recognise that all food begins with a plant.</p> <p>Compare animals that are kept as pets, knowing which groups they belong to.</p> <p>Describe in simple terms the life cycle of a familiar animal.</p>	<p>Thrive</p>	<p>Identify the similarities and differences between the local environment and one other place (School and Ryton Pools – look for differences in creatures found and habitats available).</p> <p>Describe and compare different features of human and physical geography of a place.</p>		<p>Use a range of materials to draw from observation and show ideas.</p> <p>Shade using a variety of drawing materials. e.g sketching pencils, pastels,</p>  <p>Cut and tear paper and card for collages Overlapping with paper, fabrics and material. A range of different colours and textures. Introduce coiling and placing collage side by side.</p>  <p>Mould and shape materials (play doh) with hands and basic tools based on objects.</p> <p>Create an object with clay using a purpose with hands. Using tools to create patterns, lines or shapes.</p>	<p>Minibeast dance scheme</p> <p>http://www.dance-notes.co.uk/lessons/preview/Minibeasts.pdf</p>	
<p>Autumn 2</p> <p>7 weeks</p> <p>Toys – old and new (Hello kitty) Computers and computer games</p> <p>Christmas</p> <p>Monday 31st October – training day</p>	<p>Trip to Arts Centre with Reception</p> <p>Christmas cards / calendars</p>		<p>The Enormous Turnip</p> <p>The Magic Porridge Pot</p> <p>Stick Man</p>	<p>E-safety</p> <p>Computing Alex – Directions (forwards, backwards, left and right) Programming Bee bots – treasure maps</p> <p><u>Year 1</u> Understand and write simple algorithms. Test algorithms in a variety of ways.</p> <p><u>Year 2</u> Begin to use algorithms. Use logical reasoning to debug programmes. Make predictions.</p>	<p>Compare toys made from different materials.</p> <p><u>Year 1</u> Identify the material an object is made from suggesting why it is made from that material.</p> <p>Group and sort materials according to their simple physical properties.</p> <p>Compare two or more different materials for their performance at a particular task.</p> <p><u>Year 2</u> Identify and describe the range of materials that can be used to make a single given object.</p> <p>Describe how the shape of some materials can be changed.</p>	<p>Thrive</p>	<p><u>Compare toys from now and the past</u></p> <p><u>Year 1</u> Begin to describe similarities and differences between historical artefacts and pictures</p> <p>Use simple source material to answer questions about objects</p> <p><u>Year 2</u> Describe how their own life is different from the past generations of their family</p> <p>Build a bigger picture of a historical period using a range of source material</p>	<p>Design and make a pop-up / moveable Christmas card</p> <p>Explore mechanisms (levers, sliders, wheels and axels) Talk about existing products and how they work. Talk about your ideas and draw a picture of what you will make.</p> <p>Use drawing and simple labels to plan a purposeful product.</p> <p>Practise the skills of cutting and joining before making final product, use construction materials and recyclable materials (wooden blocks, boxes, etc).</p> <p>Talk about their product and what they did well.</p> <p>Improve structures by making them stronger, stiffer and more stable.</p> <p>Explain how they would fix simple products.</p>	<p>http://www.bbc.co.uk/programmes/092fz4m Code Crackers!</p>		

<p>Spring 1</p> <p>Africa</p> <p>7 weeks</p> <p>Monday 2nd January – no school</p>	<p>Easter cards</p>		<p>The Papaya that spoke</p> <p>We're all going on a lion hunt</p> <p>Handa's hen</p> <p>Amazing Grace</p>	<p>E-safety</p> <p><u>Year 1</u> Use technology safely ie don't leave your ipad on the floor Don't tell a stranger your name</p> <p><u>Year 2</u> Use technology safely and respectfully. Keep personal information private. Identify where to go for help and support. Start to be aware of online identities through own login to a network or learning platform. Create simple presentations using different applications and redrafting to improve.</p> <p>http://www.saferinternet.org.uk</p> <p>Think you know website</p> <p>E-safety day Tuesday 7th Feb</p>	<p>Year 1 Name a range of different types of weather from pictures and sounds.</p> <p>Observe and record the daily weather on a chart.</p> <p>Year 2 Identify less familiar weather conditions that are more common in other parts of the world.</p> <p>Explain how and why the weather influences our choice of clothing and affects what we can do.</p> <p>Make comparisons with other parts of the world where day length changes (such as the Arctic or equatorial regions)</p>	<p>Thrive</p>	<p>Africa</p> <p><u>Year 2</u> Name and locate the world's continents and oceans on a world map or globe.</p> <p>Locate hot and cold areas of the world in relation to the equator and the north and south poles and explain how the weather affects these areas.</p> <p>Given information and observations to ask and respond to questions about the environment recognising how people affect this.</p> <p>Identify how people both damage and improve the environment. (look at animals migrating and human effects on this) Animals in Danger in Africa</p> <p>Make comparisons of the same geographical feature in different countries (e.g. cities and villages, parkland, savannah, trees etc.)</p> <p><u>Year 3</u> Provide reasons for their observations, views and judgements regarding place and environment</p>	<p>DT – African cooking</p> <p>Understand what makes a healthy diet. Work safely and hygienically to prepare food</p> <p>Cut, peel, grate and chop a range of ingredients to make dishes from other countries.</p> <p>Measure and weigh food, identify the main food groups including fruit and vegetables.</p> <p>Identify the sources for common foods and explain where it comes from.</p> <p>Design and prepare healthy dishes and know where the food comes from.</p> <p>Work safely and hygienically.</p> <p><u>Year 3</u> Identify food which comes from the UK and other countries and the world. (Sainsbury's trip to compare World foods!)</p>	<p><u>Year 2</u> Mixing colour to create pattern and shape Explore and use tone and tint.</p> <p><u>Year 3</u> Different tone, tints, colours and shapes to create mood. Teach and use colour washes to create backgrounds.</p> <p>Create repeating patterns</p>    <p><u>Year 1</u> Explore shaping vegetables and sponges to create a print (paper)</p> <p>Discuss print making in the environment.</p> <p><u>Year 2</u> Create a repeating print by pressing using everyday items (on to paper and fabric)</p> <p>Able to respond in writing to print making in the environment (wallpaper, fabric etc)</p> <p><u>Year 3</u> Create a printing tile with polystyrene tile. http://www.bbc.co.uk/education/clips/spcd2hw</p>	<p>African drumming!</p> <p>African music day if we can get Dave Barret???</p>	
<p>Spring 2</p> <p>6 weeks</p> <p>Dinosaurs – 3 weeks</p> <p>(Shorter to allow Africa to continue if needs be)</p>	<p>Archaeological dig</p>		<p>Beauty and the Beast</p> <p>Flo of the Somme</p>	<p>E-safety Use software of search engines effectively</p> <p>Complete simple tasks on a computer by following instructions</p> <p>Show an awareness of</p>	<p><u>Classifying dinosaurs</u></p> <p>Sort and group objects, materials and living things according to observational features.</p> <p>Identify and name a range of common animals (insects) from the local and wider environment.</p> <p>Classify and sort familiar animals according to whether they are invertebrates, fish, amphibians, reptiles, birds or mammals.</p> <p>Draw and label the basic parts of the human body (creatures) including those related to senses.</p>	<p>Thrive</p>		<p>Create fossils</p> <p>Add texture to clay work</p> <p>Use scoring and a slip to attach additional parts.</p>			

				information in different formats							
<p>Summer 1</p> <p>5 weeks</p> <p>Transport</p>	<p>Visit transport museum</p>		<p>Non-fiction books Bicycles</p>	<p>E-safety</p> <p>Computing Light-Bot – hour of code – Write programme and modify and adapt until it works</p>	<p><u>Investigating cars travelling over different surfaces - friction</u></p> <p>Discuss enquiry methods and describe a fair test.</p> <p>Gather and record data in a variety of ways to answer a simple question.</p> <p>Identify simple patterns and / relationships using simple comparative language.</p> <p>Use simple scientific language to explain what they have found out.</p> <p>Gather data record and talk about their findings in a range of ways using simple scientific vocabulary.</p> <p>Make decisions about what to observe during an investigation.</p> <p>Take accurate measurements using standard units.</p>	<p>Thrive</p>	<p>Compare changes in transport over time</p> <p>Organisation and communication:</p> <p>I can sort events or objects into groups (then and now)</p> <p>I use timelines to order events and objects.</p> <p>I tell stories about the past (sometimes using role play)</p> <p>I write in sentences things I have found out about the past.</p> <p>I draw pictures and write about them to tell others about the past.</p> <p>Local history – local people – Frank Whittle etc.</p> <p>See Y2 for info on Frank Whittle</p> <p>Year 2 – Essential Skills</p> <p>Begin to understand cause and effect by looking at significant individuals and their actions.</p> <p>Use the stories of famous historical figures to compare aspects of life in different times.</p> <p>Describe the changes in the local area during their own lifetime and that of their parents and grandparents.</p>	<p>Compare existing products and how they work.</p> <p>Use pictures, words and ICT to plan a purposeful product.</p> <p>Make a list of equipment I need.</p> <p>Plan how to make my product look appealing.</p> <p>Make a template to help me.</p> <p>Practise the skills of cutting, shaping, joining and finishing before making final product using recyclable materials (boxes, etc).</p> <p>Choose appropriate equipment and materials from a given range.</p> <p>Use the success criteria to record what they did well and what they could improve.</p> <p>Year 3</p> <p>Compare existing products and consider how they work and why they have these features.</p>			
<p>Summer 2</p> <p>7 weeks</p> <p>Ancient Greece</p> <p>Monday 24-25th July training day</p>			<p>Myths and legends Icarus Theseus and the Minotaur Hercules Robin Hood</p>	<p>E-safety</p> <p>Computing Daisy the Dinosaur – take screen shot for evidence when solutions are correct</p>		<p>Thrive</p>	<p>Ancient Greek History</p> <p>Year 1 Essential Skills</p> <p>Use simple vocabulary to describe passing of time (e.g. now, then, long ago, before and after)</p> <p>Ask and respond to simple questions about the past, using sources of information.</p> <p>Use simple source material (e.g. photographs) to answer questions about an event beyond living memory.</p> <p>Year 2 Essential skills</p> <p>Use further terms associated with the past (e.g. year, decade, century)</p> <p>Ask and answer questions about a range of historical sources.</p> <p>Chronological understanding:</p> <p>I understand the difference between things that happened in the past and the present.</p> <p>I know about things that happened in the past.</p> <p>I use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/carers were young.</p> <p>Year 1</p> <p>Organisation and communication:</p> <p>I draw pictures and write about them to tell others about the past.</p> <p>Year 2</p> <p>Organisation and communication:</p> <p>I can sort events or objects into groups (then and now)</p> <p>I write in sentences things I have found out about the past.</p> <p>Year 1 and Year 2</p> <p>Historical Enquiry:</p> <p>I look at pictures and ask, "which things are old and which are new?"</p> <p>I answer questions about events using before and after to describe when something happened.</p>	 <p>Paper Mache vase and decorate</p> <p>Year 3</p> <p>Make paper mache models adding texture</p> <p>Year 1</p> <p>Make a variety of lines of different thickness, size and shape using different paintbrushes</p>	<p>http://www.bbc.co.uk/learning/schoolradio/subjects/music/troy</p> <p>Heroes of Troy</p>		

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