

**KS1 2018-19**  
**Year 1 cycle**  
**Autumn 1**  
**Creative Focus**  
**Witches and Wizards**

**Drivers:**

- Enterprise – Potions
- Diversity – Stories from around the world
- Emotional Awareness – Independence
- Aspirations – I can use my magic to have a voice

**SMSC (British Values)**

- Jigsaw scheme: Being Me in My world
- Reverend Price assembly
- Collection for Harvest festival
- Code of conduct
- Learning for Life
- Daily Worship
- THRIVE

**Computing**

**Year 1 TV Chef**

- E-Safety
- understand what algorithms are and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school

**Year 2 Crazy Coding**

- 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; use logical reasoning to predict the behaviour of simple programs

**Literacy**

- Novel study- see core text list T4W
- RWI Phonics/Guided Reading
- RWI Writing
- Spoken Language
- Cross curricular to include performance discussion improvisation debate (Macbeth)
- Magic Poems
- Procedure - Recipes for potions
- Wizards V Witches
- Twinkl Spelling

**Art and Design**

- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

-Explore the artwork of Andy Goldsworthy and compare to other land artists.

-Children to create their own outdoor artwork.

**Numeracy**

- Olympic times tables
- Weekly skills test
- Measuring potions.
- Numeracy Curriculum
- Assertive mentoring

**Science**

Investigation

**RE**

- Learning about religion: name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate
- Learning from religion: reflect on how spiritual and moral values relate to their own behaviour.
- -Harvest Festival: What does it mean to share?

**Music**

- Listen to a range of themed music and discuss.
- Create own 'magic music' using sounds, body percussion and instruments

**Discovery**

Educational Visits:

- Trip to Woodfield Park to create artwork.
- Exploration in school quad.

**KS1 2017-2018**  
**Year 2 cycle**  
**Autumn 1**  
**History Focus**  
**My Heroes**

**Science**  
Investigation

**Drivers**

Enterprise – Making Model  
Aeroplanes  
Diversity – Changes in lifestyles  
– multicultural Society  
Emotional Awareness –  
Independence  
Aspirational – I am a Superhero

**Literacy**

- Novel study. See Core text list.
- T4W
- RWI Phonics/Guided Reading
- Spoken Language
- Cross curricular to include performance discussion improvisation debate presentations role play
- Alliteration for Superhero (cross curricular ICT)
- Twinkl spellings

**Numeracy**

- Olympic times tables
- Numeracy Curriculum
- Chilli Challenges
- Morning Maths (Year 2)
- Fluency – Reasoning – Problem Solving
- Problem solving – how much to equip the superhero / bat cave?
- Assertive mentoring

**Discovery**

- Educational Visits:
- Paramedic
- Firefighters
- Dental Nurse
- Nurses (Germs)
- Firefighters.

**SMSC (British Values)**

- Jigsaw scheme: Being Me in My world
- Reverend Price assembly
- Collection for Harvest festival
- Code of conduct
- Learning for Life
- THRIVE
- Daily Worship

**History**

- *To learn about changes within living memory –where appropriate, these should be used to reveal aspects of change in national life events beyond living memory that are significant nationally or globally, e.g. first airplane flight, the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods (e.g. Amy Johnson, Neil Armstrong, Florence Nightingale)*

-Learn about real life superheroes and the impact certain individuals from the past have had on modern life e.g. Florence nightingale and improvements in hospitals.

**RE**

- *Learning about religion: name and explore a range of celebrations, worships and rituals in religion, noting similarities where appropriate.*
- *Learning from religion: recognise that religious teachings and ideas make a difference to individuals, families and the local community.*

Focus on collection for harvest festival and parent craft morning. Children to discuss meaning of community and school ethos.

**Computing**

- E.Safety

**Year 1 TV Chef**

- *understand what algorithms are and that programs execute by following precise and unambiguous instructions*
- *create and debug simple programs*
- *use technology purposefully to create, organise, store, manipulate and retrieve digital content*
- *recognise common uses of information technology beyond school*

**Year 2 Crazy Coding**

- *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; use logical reasoning to predict the behaviour of simple programs*

**Music**

- *To listen with concentration and understanding to a range of high-quality live and recorded music.*
- *To experiment with, create, select and combine sounds using the inter-related dimensions of music.*
- *Children will listen to, and compare different pieces of music (Avengers theme, batman etc).*

**KS1 2018-19  
Year 1 cycle  
Autumn 2  
Creative Focus  
Winter Wonderland**

**Literacy**

- Novel study- see core text list
- RWI Phonics/Guided Reading
- RWI Writing
- Spoken Language
- Cross curricular to include performance discussion improvisation debate presentations role play
- Narrative Rainbow Fish
- Christmas Story
- Performance Poetry
- T4W

**Numeracy**

- Times tables Olympics
- Weekly maths challenges
- Numeracy Curriculum
- Assertive mentoring
- C – P – A
- Fluency – Reasoning – Problem Solving
- Role play, measuring, comparative language
- -Statistics measuring bodies.

**Computing**

- E-Safety

**Drivers**

- Enterprise – Christmas Shop
- Diversity – compare and contrast religious beliefs
- Emotional Awareness – Independence
- Aspirations –I can sparkle and make other's shine
- KAGAN – Collaboration
- Christmas crafts and baubles.

**Discovery**

- Educational Visit
- Wider opportunities
- Panto
- Nativity show

**SMSC (British Values)**

- Jigsaw scheme: Celebrating Difference
- Daily Worship
- Christmas production
- Code of conduct
- Learning for Life
- THRIVE
- Children in Need

**Geography**

- *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.*
- Compare Balby with another country studied e.g. Greenland, Antarctica.

**Art and Design**

Pupils should be taught:

- *to use a range of materials creatively to design and make products.*
- *to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.*

-Mixed media Winter artwork

**RE**

- *Learning about religion: explore a range of religious stories and sacred writings and talk about their meanings.*
  - *Learning from religion: explore how religious beliefs and ideas can be expressed through the arts and communicate their responses.*
- Discuss the Christmas story and the important of the celebration in the Christian faith. Children to explore what Christmas means to them through art, drama, dance etc.

**Music**

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Christmas play songs

**History**

- *the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.*
- *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]*

- Captain Scott
- Remembrance Day

**KS1 2017-2018  
Year 2 cycle  
Autumn 2  
Creative Focus  
Celebrations around the  
world**

### Literacy

- Novel study- see core text list.
- RWI Phonics/Guided Reading
- RWI Writing
- Spoken Language
- Cross curricular to include performance discussion improvisation debate presentations ----Narrative – Christmas Story
- Poetry

### Numeracy

- Olympic times tables
- Chilli Challenges
- Weekly skills test
- Numeracy Curriculum
- Patterns.
- Shapes
- Positional Language
- Assertive mentoring

### Computing

- E-Safety

### Drivers

- Enterprise – making crafts from around the world to sell at Christmas Fayre
- Diversity – Compare and contrast religions
- Emotional Awareness – Independence
- Aspiration – I want to travel to different countries

### Discovery

- Educational Visit
- Wider opportunities
- St George's Minster
- Nativity show
- Theatre – panto visit

### SMSC (British Values)

- Jigsaw scheme: Celebrating Difference
- Daily Worship
- Christmas production
- Code of conduct
- Learning for Life
- THRIVE
- Children in Need

### Art and Design

Pupils should be taught:

- *to use a range of materials creatively to design and make products*
- *to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination*
- *to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space*

- Art inspired by different cultures
- Cards and calendars.

### RE

- *Learning about religion: explore a range of religious stories and sacred writings and talk about their meanings; name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate*
- *Learning from religion: identify what matters to them and others, including those with religious commitments, and communicate their responses.*

- Celebrations around the world: Diwali (Y1) Eid (Y2)
- Discuss the Christmas story and the important of the celebration in the Christian faith. Children to explore their own celebration of Christmas and how it may be different from the way other people celebrate.

### History

- *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]*
- Remembrance Day

### Geography

- *name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas;*
- *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.*

- Explore the 4 countries of the UK before comparing to other nation across the world (focus on different continent)

### Music

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Christmas play songs

**KS1 2018-19**  
**Year 1 cycle**  
**Spring 1**  
**History and Geography**  
**Focus**  
**Steaming and a Rolling**

**Drivers**

- Enterprise – Railway Station
- Diversity – Famous Trains From Around the World
- Emotional Awareness – Independence
- Aspiration – I can get to places

**Discovery**

- Educational Visit:
- York railway museum
  - Wider opportunities
  - Doncaster Interchange
  - Railway Station

**SMSC (British Values)**

- Jigsaw scheme: Dreams and Goals
- Daily Worship
- Code of conduct
- Learning for Life
- THRIVE

**Literacy**

- Novel study. See core text list.
- RWI Phonics/Guided Reading
- RWI Writing
- Spoken Language
- Cross curricular to include performance discussion improvisation debate presentations role play
- Explanation -Designing tickets/leaflets
- Presentation of a Grand Opening
- Railway Signs
- Exposition –persuasive writing of why to use the new railways
- T4W

**Numeracy**

- Olympic times tables
- Numeracy Curriculum
- Assertive mentoring
- Role Play
- Time, directions
- Ticket Office

**Geography**

- *use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key*
- *Geographical vocabulary: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather*
- *Geographical vocabulary: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop*
- *use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.*

-Explore local area and draw maps of route to school/ local area.

**History**

- *significant historical events, people and places in their own locality.*
- *changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.*

-History of the Mallard and train building in Doncaster.

**Computing**

- E-Safety

**Year 1 Amazing Algorithms**

- *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*
- *use logical reasoning to predict the behaviour of simple programs*

**Year 2 Loopy Loops**

- *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; use logical reasoning to predict the behaviour of simple programs*

**KS1 2017-2018**  
**Year 2 cycle**  
**Spring 1**  
**Science Focus**  
**Dead or Alive**

### Literacy

- Novel study. See core text list.
- RWI Phonics/Guided Reading
- RWI Writing
- Spoken Language
- Cross curricular to include performance discussion improvisation debate presentations role play
- Plan for farm yard
- Poetry – linked to farm animals
- Alliteration simillies
- Narrative linked to key text
- Explanation – Healthy eating/Building a home
- Exposition – Persuasive writing – Healthy Eating

### Numeracy

- Olympic times tables
- Weekly skills test
- Numeracy Curriculum
- Time
- Measurement
- Statistics of dinos
- Assertive mentoring

### Drivers

- Enterprise – Farm Shop
- Diversity – Cultural Differences
- Emotional Awareness – Independence
- Aspiration – I can care for living things

### Discovery

- Educational Visit
- Whitepost Farm / Dinosaur dome

### SMSC (British Values)

- Jigsaw scheme: Dreams and Goals
- Daily Worship
- Code of conduct
- Learning for Life
- THRIVE

### Science

#### Year 1 Science:

**(animals)** *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*  
**(materials)** *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.*

#### Year 2 Science:

**(living and non-living)** *explore and compare the differences between things that are living, dead, and things that have never been alive identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other identify and name a variety of plants and animals in their habitats, including micro-habitats describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.*  
**(animals)** *notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.*

### Computing

- E-Safety

#### Year 1 Amazing Algorithms

- *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*
- *use logical reasoning to predict the behaviour of simple programs*

#### Year 2 Loopy Loops

- *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; use logical reasoning to predict the behaviour of simple programs*

**KS 1 2018-19**  
**Year 1 cycle**  
**Spring 2**  
**Science Focus**  
**The Traditional Construction**  
**Company**

**Drivers**

- Enterprise – Construction
- Diversity – Materials From Around the World
- Emotional Awareness – Independence
- Aspiration – we are amazing architects

**Discovery**

- Educational Visit
- Brodsworth
- Local Area Walk
- Woodfield Park

**SMSC (British Values)**

- Jigsaw scheme: Healthy Me
- Daily Worship
- Code of conduct
- Learning for Life
- THRIVE
- Comic Relief

**Literacy**

- Novel study. See core book list.
- RWI Phonics/Guided Reading
- RWI Writing
- Spoken Language
- Cross curricular to include performance discussion improvisation debate presentations role play
- Job list/materials
- Exposition – persuasive writing - poster advertising companies
- Health and Safety Poster
- Narrative – Traditional Tale
- Explanation –Flight/Forces or Seasonal Changes
- T4W
- World Book Day

**Numeracy**

- Olympic times tables
- Measuring area
- 2d and 3d shape
- Assertive mentoring
- Weekly skills test

**Computing**

- E-Safety

**Science**

**Year 1:**

- *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.*

**Year 2**

- *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.*

**DT**

When designing and making, pupils should be taught to:

**Design**

- *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*

**Make**

- *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 and ingredients, according to their characteristics*

**Evaluate**

- *explore and evaluate a range of existing products*
- *evaluate their ideas and products against design criteria*

**Technical knowledge**

- *build structures, exploring how they can be made stronger, stiffer and more stable*
- *explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.*

-Design, create and evaluate a house for a traditional tale character.

**RE**

- *Learning about religion: explore a range of religious stories and sacred writings and talk about their meanings*
- *Learning from religion: identify what matters to them and others, including those with religious commitments, and communicate their responses*

-Easter celebrations

KS1 2017-2018

Year 2 cycle

Spring 2

Geography Focus

Smugglers Cove

- Enterprise – Booty
- Diversity – Pirates from Around the World
- Emotional Awareness - Independence

### Discovery

- Visit Whitby
- The Deep
- Robin Hood

### Drivers

### SMSC

#### (British Values)

- Jigsaw scheme: Healthy Me
- Daily Worship
- Code of conduct
- Learning for Life
- THRIVE
- Comic Relief

### Science

- 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.

=Exploring properties of everyday objects  
-Floating and sinking

### Literacy

- Novel study. See core book list
- RWI Phonics/Guided Reading
- RWI Writing
- Spoken Language
- Cross curricular to include performance discussion improvisation debate presentations role play
- Non Chronological report Robin Hood/Rosa Parks/Mandela
- Exposition – wanted poster
- Recount – Mandela/Rosa Parks
- T4W
- Performance poetry
- World Book Day

### Geography

- **Locational knowledge:** name and locate the world's seven continents and five oceans
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.

### RE

- Learning about religion: identify the importance for some people of belonging to a religion and recognise the difference this makes to their lives;
- explore how religious beliefs and ideas can be expressed through the arts and communicate their responses;
- identify and suggest meanings for religious symbols and begin to use a range of religious words.
- Learning from religion: reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness

-Easter celebrations

### DT

#### Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria

#### Make

- 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 and ingredients, according to their characteristics

#### Evaluate

- evaluate their ideas and products against design criteria

-Boat making (pirates)

### Music

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

-Creating sea shanties

### Computing

- E-Safety

**KS1 2018/2019  
Year 1 cycle  
Summer 1  
Healthy Me!  
Science Focus**

**Computing**

- E-Safety

**Literacy**

- Novel study. See core book list.
- RWI Phonics/Guide Reading
- RWI
- Spoken Language
- Cross curricular to include performance discussion improvisation debate presentations
- Recount – Visit
- T4W
- Spelling settlements

**Numeracy**

- Olympics times tables
- Chilli Challenges
- Morning Maths (Year 2)
- Numeracy Curriculum
- Assertive mentoring
- C – P – A
- Fluency – Reasoning – Problem Solving
- Role play, measuring, comparative language
- Statistics measuring bodies.

**Drivers**

- Enterprise –Garden Shop
- Diversity – food from around the world
- Emotional awareness – independence
- Aspiration – We are Super Scientists
- Learning For Life
- KAGAN Collaborative learning

**Discovery**

- Educational Visit
- Eureka
- Guide dog visit
- Discovery Kitchen

**SMSC**

**(British Values)**

- Jigsaw scheme: Relationships
- Daily Worship
- Code of conduct
- Learning for Life
- THRIVE

**History**

- lives of significant individuals in the past who have contributed to national and international achievements.
- changes within living memory.

**Science**

**Year 1**

- *identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.*
- *Learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, hair, mouth, teeth) through games, actions, songs and rhymes (non statutory)*

-Name and label parts of the body.

-Explore senses (tasting, sound walks, feeling games, smell experiment)

**Year 2:**

- *notice that animals, including humans, have offspring which grow into adults*
- *find out about and describe the basic needs of animals, including humans, for survival (water, food and air)*
- *describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.*

-Explore personal history e.g. family trees, changes in technology, toys, transport from different generations.

**Art and Design**

- *to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination*
- *to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space*

-Observation drawings/ self portrait.

**DT (Cooking and Nutrition)**

- *use the basic principles of a healthy and varied diet to prepare dishes*
- *understand where food comes from*

-Nutrition and food groups.

-Opportunities to cook and taste healthy food.

**RE**

LAR: identify the importance for some people of belonging to a religion and recognise the difference this makes to their lives.

LFR: reflect on how spiritual and moral values relate to their own behaviour

-Year 1: Sikh morality stories  
-Year 2: Islam morality stories

**KS 1 2017-2018  
Year 2 cycle  
Summer 1  
Science Focus  
Greenfingers**

**Drivers**

- Enterprise –Garden Shop
- Diversity – food from around the world
- Emotional awareness – Independence
- Aspiration – We are Super Scientists
- KAGAN

**Discovery**

- Educational Visit
- Wider opportunities
- Doncaster Market
- Discovery kitchen
- Harvest festival
- Garden centre visit

**SMSC**

**(British Values)**

- Jigsaw scheme: Relationships
- Daily Worship
- Code of conduct
- Learning for Life
- THRIVE

**Literacy**

- Novel study. See core book list.
- RWI Phonics/Guided Reading
- RWI Writing
- Spoken Language
- Cross curricular to include performance discussion
- improvisation debate
- presentations role play
- Explanation –Poster of habitats
- Non Chronological report - how animals obtain their food
- T4W Seed diary
- Instructions – fruit salad.

**Numeracy**

- Times tables Olympics
- Weekly maths challenges
- Numeracy Curriculum
- Assertive mentoring
- C – P – A
- Fluency – Reasoning – Problem Solving
- Role play, measuring, comparative language
- -Statistics measuring bodies.

**Science**

**Year 1i**

- *identify and name a variety of common wild and garden plants, including deciduous and evergreen trees*
- *identify and describe the basic structure of a variety of common flowering plants, including trees*

**Year 2**

- *observe and describe how seeds and bulbs grow into mature plants*
- *find out and describe how plants need water, light and a suitable temperature to grow and stay healthy*

**Art and Design**

- *to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination*
- *to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space*

-Observational still life drawing.

**RE**

Learning about Religion: *explore a range of religious stories and sacred writings and talk about their meanings*

Learning from Religion: *ask and respond imaginatively to puzzling questions, communicating their ideas; identify what matters to them and others, including those with religious commitments, and communicate their responses*

-Creation

**Computing**

- E-Safety

KS1 2018-19

Year 1 cycle

Summer 2

Geography Focus

Wild Things

### Literacy

- Novel study. See core book list
- RWI Phonics/Guided Reading
- RWI Writing
- Spoken Language
- Cross curricular to include performance discussion improvisation debate presentations role play
- Explanation YWLP
- Non Chronological report – Born Free Extinction
- Recount
- Narrative
- T4W

### Numeracy

- Olympic times tables
- Weekly skills
- animal patterns
- Problem solving - Comparative language
- Numeracy Curriculum
- Assertive mentoring

### Computing

- Assessment
- E-Safety

### Drivers

- Enterprise – Endangered
- Species
- Diversity – Animals From Around the World
- Emotional Awareness - Independence

### Discovery

- Visit Yorkshire Wild Life Park
- BBC Wildlife

### SMSC

#### (British Values)

- Jigsaw scheme: Changing Me
- Daily Worship
- Code of conduct
- Learning for Life
- THRIVE

### Geography

Pupils should be taught:

#### **Geographical skills and fieldwork**

• *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*

#### **Human and Physical Geography**

• *identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles*

-*Researching where animals come from and finding countries on a map.*

-*Exploring animals in different countries and their characteristics/ habitats.*

### History

• *significant historical events, people and places in their own locality.*

-*History of YWP*

### Art and Design

• *to use a range of materials creatively to design and make products*

• *to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination*

-*Animal print artwork*

### Science

#### **Year 1:**

- *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 (seasons) observe changes across the four seasons*
- *observe and describe weather associated with the seasons and how day length varies.*

#### **Year 2:**

- *notice that animals, including humans, have offspring which grow into adults*
- *find out about and describe the basic needs of animals, including humans, for survival (water, food and air)*

### RE

*Learning about Religion: explore a range of religious stories and sacred writings and talk about their meanings*

*Learning from Religion: ask and respond imaginatively to puzzling questions, communicating their ideas*

-*Noah's Arc*

**KS1 2017-2018**  
**Year 2 cycle**  
**Summer 2**  
**Creative Focus**  
**Carnival**  
**(World Cup / Olympics)**

**Literacy**

- Novel study. See core book list.
- RWI Phonics/Guided Reading
- RWI Writing
- Spoken Language
- Cross curricular to include performance discussion improvisation debate presentations role play
- Non Chronological report
- Recount
- Exposition Persuasive Poster
- T4W

**Numeracy**

- Weekly maths
- Patterns, colors.
- Numeracy Curriculum
- Olympic times tables
- Assertive mentoring
- Timings, distances

**Computing**

- Assessment
- E-Safety

**Drivers**

- Enterprise – World Cup Memorabilia
- Diversity – South American Cultures
- Emotional Awareness - Independence

**Discovery**

- Visit to Keep Moat
- Research for Carnival footage
- Balby Carr sports event
- World sporting events and carnivals

**SMSC**

**(British Values)**

- Jigsaw scheme: Changing Me
- Daily Worship
- Code of conduct
- Learning for Life
- THRIVE

**RE**

*Learning about Religion: identify the importance for some people of belonging to a religion and recognise the difference this makes to their lives. identify and suggest meanings for religious symbols and begin to use a range of religious words.*

*Learning from Religion: recognise that religious teachings and ideas make a difference to individuals, families and the local community.*

- Year 1: 5K Sikhism
- Year 2: 5 Pillars of Islam

**Art and Design**

•When designing and making, pupils should be taught to:

**•Design**

- 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

**•Make**

- 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 and ingredients, according to their characteristics

**•Evaluate**

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

-Design a carnival (hats, banner etc)

**Science**

**Year 1:**

- (seasons) observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies.

**Geography**

**Place Knowledge**

- 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

**Music**

- play tuned and untuned instruments musically

-Create carnival music