

**Cycle A Autumn 1 Focus: Different Places Different Faces**

Subject	KS1	LKS2	UKS2
<b>Art and D&amp;T</b>	<ul style="list-style-type: none"> <li>- To use a range of materials creatively to design and make products.</li> </ul> <p>Develop a wide range of art and design skills in using colour, pattern, texture, line, shape, form and space.</p>	<ul style="list-style-type: none"> <li>• To create sketch books to record their observations and use them to review and revisit ideas.</li> <li>• About great artists, architects and designers in history.</li> </ul>	<p><b><u>Art -Greek Art/Pots</u></b> Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• to create sketch books to record their observations and use them to review and revisit ideas</li> <li>• to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> </ul>
<b>Computing</b>		We are musicians	<p><b><u>Computing –Ancient Greek app</u></b> 6.4 We are interface designers</p>
<b>Geography &amp; History</b>	<ul style="list-style-type: none"> <li>- Use aerial photographs and plan perspectives to recognize landmarks and basic human &amp; physical features; devise a simple map; and use and construct basic symbols in a key.</li> </ul> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area of a contrasting non-European country.</p>	<ul style="list-style-type: none"> <li>• Shang Dynasty of Ancient China</li> </ul>	<p><b><u>Geography-Greece</u></b></p> <ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (UKS2)</li> <li>• use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul>
<b>Music</b>	Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	<ul style="list-style-type: none"> <li>• Improvise and compose music for a range of purposes using the inter-related dimensions of music.</li> </ul>	
<b>PE</b>	<p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</p> <p><i>Dance skills development Y1:</i></p>	<p>Y3 Football, Dance (Topic related) Y4 Rugby, Dance (Street Dancing)</p>	<p><b><u>PE</u></b> Y5-Football and gymnastics Y6-Hockey and gymnastics</p>

	<ul style="list-style-type: none"> <li>To copy and remember basic gymnastic actions (pike, tuck etc)</li> <li>To move with control</li> <li>To move with some awareness of the space</li> <li>To show contrasts in movements (small/tall, high/low, straight/curved, wide/narrow)</li> <li>To hold a position (balance)</li> <li>To stretch and curve (develop flexibility)</li> </ul> <p><i>Dance skills development Y2:</i></p> <ul style="list-style-type: none"> <li>To copy and remember moves and positions</li> <li>To repeat and explore movements</li> <li>To move with some control, co-ordination and care</li> <li>To perform dance actions with care and coordination</li> <li>To link two or more actions together to make a sequence</li> <li>To choose movements to communicate a mood, feeling or idea</li> </ul>		
<b>PSHE &amp; SMSC</b>	<p>1f Make simple choices about some aspects of their health and well being</p> <p>1g Know what keeps them healthy</p> <p>1i Name main parts of the body</p> <p>P.E KS1: Master basic movements including running</p> <p>Health,</p> <ul style="list-style-type: none"> <li>- Cleanliness,</li> <li>- Self respect,</li> <li>- Democracy,</li> <li>- School pride,</li> <li>- Liberty,</li> <li>- Punctuality.</li> </ul>	<p><b><u>PSHCE</u></b></p> <p>2t Identify different types of relationships</p> <p>2u Show ways to maintain good relationships</p> <p>2w Describe some of the beliefs and values in society</p> <p>2x Demonstrate respect and tolerance towards people different from themselves</p> <p><b><u>SMSC</u></b></p> <p>Tolerance</p> <p>Equality</p> <p>Patriotism</p> <p>Freedom of expression</p> <p>Courages</p> <p>Loyalty</p> <p>Respect for other</p>	<p><b><u>PSHE</u></b></p> <p>2c Listen to and show respect for the views of others</p> <p>2j Make choices about how to develop a healthy lifestyle</p> <p>2e Discuss some of the bodily and emotional changes at puberty</p> <p>2f Demonstrate some way of dealing with these in a positive way</p> <p>2k Identify some factors that affect emotional health and well being</p> <p>2q Explain how their actions have consequences for themselves and others</p> <p>2t Identify different types of relationships</p> <p>2u Show ways to maintain good relationships</p> <p>2v Respond to or challenge negative behaviours such as stereotyping and aggression</p> <p>2w Describe some of the beliefs and values in society</p> <p>2x Demonstrate respect and tolerance towards people different from themselves</p>

<b>Science</b>	<b>Seasonal Changes</b> <ul style="list-style-type: none"> <li>- Observe changes across the 4 seasons.</li> <li>- Observe and describe weather associated with the seasons.</li> <li>- Observe how day length varies.</li> </ul>	<b><u>Animals Including Humans</u></b> <ul style="list-style-type: none"> <li>• Describe the simple functions of the basic parts of the digestive system in humans.</li> <li>• Identify the different types of teeth in humans and their simple functions.</li> <li>• Construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>	<b>Animals including humans</b> <b>Y6</b> <ul style="list-style-type: none"> <li>- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>- describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul>
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