

Cycle A Autumn 1 Focus: Food Glorious Food

Subject	KS1	LKS2	UKS2
Art and D&T	Design, make and evaluate a product using technical knowledge. Refer to page 193 KEYSTAGE 1 Subject Content to see steps/objectives.	<ul style="list-style-type: none"> • Understand and apply the principles of a healthy and varied diet • Prepare and cook a variety of predominately savoury dishes using a range of cooking techniques • Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 	<p><u>DT –Chocolate boxes</u> UKS2 When designing and making, pupils should be taught to:</p> <ul style="list-style-type: none"> - Design - Make - Evaluate - Technical knowledge <p>(see page 182 of NC for specific objectives)</p>
Computing		3.1 We are network engineers	
Geography & History	Events beyond living memory that are significant nationally or globally e.g. the great fire of London.	<ul style="list-style-type: none"> • Human geography, including; types of settlement and land use, economic activity including energy, food, minerals and water. 	<p><u>History/Geography –Aztecs and America</u></p> <ul style="list-style-type: none"> • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America (UKS2 – European - South America) • a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 UKS2 – Aztecs • a non-European society that provides contrasts with British history –Mayan civilization c. AD 900; (Day of the Dead, Masks, Hamilton Trust)
Music			
PE	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	Y3 Basketball, Games Y4 Rugby, Games	<u>PE</u> Y5-Basketball and Games Y6-Rugby and Games
PSHE & SMSC	1f Make simple choices about some aspects of their health	<u>PHSCE</u> 2e Discuss some of the bodily and emotional	<u>PSHE</u> 2e Discuss some of the bodily and emotional

	<p>and well being 1g Know what keeps them healthy 1i Name main parts of the body P.E KS1: Master basic movements including running</p> <p>Health, - Cleanliness, - Self respect, - Democracy, - School pride, - Liberty, - Punctuality.</p>	<p>changes at puberty 2f Demonstrate some way of dealing with these in a positive way 2j Make choices about how to develop a healthy lifestyle 2k Identify some factors that affect emotional health and well</p> <p><u>SMSC</u> Health Cleanliness Self-respect Democracy School Pride Liberty Punctuality</p>	<p>changes at puberty 2f Demonstrate some way of dealing with these in a positive way 2k Identify some factors that affect emotional health and well being 2m List some ways of resisting negative peer pressure around issues affecting their health and wellbeing 2n List commonly available substances and drugs that are legal and illegal 2o Describe some of the effects of substances / drugs 2t Identify different types of relationships</p>
<p>Science</p>	<p>Year 1 - 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.</p> <p>Year 2 - Observe and describe how seeds and bulbs grown into mature plants. - Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p><u>Animals Including Humans</u></p> <ul style="list-style-type: none"> Identify that animals, including humans, need the right types and amounts of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	<p><u>Light</u></p> <ul style="list-style-type: none"> recognise that light appears to travel in straight lines use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye <ul style="list-style-type: none"> explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.