

Cycle A Autumn 1 Focus: Life on the Ocean Wave

Subject	KS1	LKS2	UKS2
Art and D&T	<ul style="list-style-type: none"> - To use a range of materials creatively to design and make products. - Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. <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"> • 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] • about great artists, architects and designers in history. 	<p><u>Art: sewing/textiles</u> Pupils should be taught:</p> <ul style="list-style-type: none"> • 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]
Computing	<p>Year 1:</p> <ul style="list-style-type: none"> - Use technology purposefully to create, organize, store, manipulate and retrieve digital content. <p>Year 2:</p> <p>Use technology purposefully to create, organize, store, manipulate and retrieve digital content.</p>	We are HTML editors	<p><u>Computing</u> 5.5 We are bloggers</p>
Geography & History	<ul style="list-style-type: none"> - Name and locate the world’s seven continents and five oceans - Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas <p>Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage</p>	<ul style="list-style-type: none"> • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • 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 	<p><u>Geography: coastal studies</u></p> <ul style="list-style-type: none"> • Name and locate the world’s seven continents and five oceans • Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas • Use world maps, atlases and globes to identify the UK and its counties, as well as the countries, continents and oceans studied at this key stage (Whitby)
Music	Play tuned and untuned instruments musically.		
PE	KS1: Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	Y3 Athletics - Track, Javelin, Shot Put Y4 Athletics – Track, Hurdles, Discus	<u>PE</u> Y5- Rounders and Gymnastics Y6- Cricket and Gymnastics

	<p>Athletics skills development Y1:</p> <ul style="list-style-type: none"> To take part in simple competitions (motivating interest) To begin to use techniques for throwing (under arm for target, over arm for distance) To explore running, jumping and throwing activities. To work together to apply rules and concept of 'fair' Increase awareness of space and distance <p>Athletic skills development Y2:</p> <ul style="list-style-type: none"> To develop running skills (building stamina) To develop jumping skills (balance, coordination – see gymnastics re foot to foot jumping) To develop throwing skills (increased target aim, hand eye coordination, increased distance) To choose skills appropriate for challenges <p>KS1 Participate in team games, developing simple tactics for attacking and defending.</p>		
PSHE & SMSC	<p>1k Describe ways of keeping safe in familiar situations</p> <p>1o Recognise the effect of their behaviour on other people</p> <p>1r Explain different ways that family and friends care for one another</p>	<p><u>PSHCE</u></p> <p>2a Recognise their own worth and that of others</p> <p>2b Express their views confidently</p> <p>2c Listen to and show respect for the views of others</p> <p>2d Identify positive ways to face new challenges</p> <p><u>SMSC</u></p> <p>Commitment</p> <p>Sportsmanship</p> <p>Fairness</p> <p>Self-control</p> <p>Truthfulness</p> <p>Freedom of expression</p>	<p><u>RRS</u></p> <p><u>SMSC</u></p> <p>Creativity</p> <p>Accomplishment</p> <p>Perseverance</p> <p>Honesty</p> <p>Patience</p> <p>Self-esteem</p> <p><u>PSHE</u></p> <p>2l Make judgements and decisions</p> <p>2p Identify and explain how to manage risks in different situation</p>
Science	<p><u>Animals including Humans – Year 1</u></p> <ul style="list-style-type: none"> Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) 	<p>Recap and review all units taught across the year.</p>	<p>Electricity</p> <ul style="list-style-type: none"> associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit compare and give reasons for variations in how

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Animals including Humans – Year 2

- Notice that animals, including humans, have offspring which grow in 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.

components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- use recognised symbols when representing a simple circuit in a diagram.