

Cycle A Autumn 1 Focus: Look After Our Future

Subject	KS1	LKS2	UKS2
Art and D&T	<ul style="list-style-type: none"> - Look at 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. - Use a range of materials creatively to design and make products. - Design, make and evaluate a product using technical knowledge. <p>Refer to page 193 KEYSTAGE 1 Subject Content to see steps/objectives.</p>	<ul style="list-style-type: none"> • generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 	<p><u>Art Graffiti –wall spray paint</u></p> <p>Pupils should be taught:</p> <ul style="list-style-type: none"> • to create sketch books to record their observations and use them to review and revisit ideas • 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> <ul style="list-style-type: none"> - Use technology safely and respectfully, keeping personal information private; know where to go for help and support when they have concerns about material on the internet. <p>Recognise common uses of information technology beyond school.</p>	4.6 We are meteorologists	<p><u>Computing-</u></p> <p>Unit 5.4. We are web developers -Cyber bullying</p> <p>6.2 We are Project Managers (walk to school day)</p>
Geography & History	<ul style="list-style-type: none"> - Use basic geographical vocabulary to refer to: - PHYSICAL- Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season & weather - HUMAN- city, town, village, factory, farm, house, office, port, harbor & shop <p>+ Year 2:</p> <ul style="list-style-type: none"> - Use simple compass directions and locational and directional language to describe the location of features and routes on a map. - Use aerial photographs and plan perspectives to recognise landmarks and basic human and 	<ul style="list-style-type: none"> • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and 	<p><u>Geography –natural resources and renewable energy</u></p> <ul style="list-style-type: none"> • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

	<p>physical features; devise a simple map; use and construct basic symbols in a key.</p> <p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South Poles.</p>	<p>graphs, and digital technologies.</p>	
Music	Rolling programme of music by Wickersley staff		
PE	<p>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</p> <p>KS1: Participate in team games, developing simple tactics for attacking and defending.</p> <p><i>Games skill development Y1</i></p> <ul style="list-style-type: none"> To use vocab: opponent and team mate To be confident and safe in different game spaces To use rolling, hitting, running, jumping, catching and kicking as independent skills To use the above skills in combination and begin applying to game situations To choose and use skills effectively for a particular game (eg dodging) <p><i>Games skill development Y2</i></p> <ul style="list-style-type: none"> To use vocab: opponent and team mate To improve the way they coordinate and control their bodies To improve the way they coordinate and control equipment (eg balls/bats) To use rolling, hitting, running, jumping, catching and kicking as independent skills To use the above skills in combination and begin applying to game situations To choose, use and vary simple tactics (dodging, distance from opponent etc) To lead others in game where appropriate 	<p>Y3 Gymnastics, Hockey</p> <p>Y4 Swimming, Gymnastics</p>	<p>PE</p> <p>Y5-Hockey and Dance</p> <p>Y6-Netball and Dance</p>
PSHE & SMSC	<p>1h Explain ways of keeping clean</p> <p>1l Explain that people grow from young to old</p> <p>1e Set themselves simple goals</p> <p>- Respect for authority</p>	<p>PSHCE</p> <p>2g Talk about a range of jobs</p> <p>2h Explain how they will develop skills to work in the future</p>	<p>RRS:</p> <p>Article 24</p> <p>Article 7</p> <p>SMSC</p>

	<ul style="list-style-type: none"> - Cheerfulness - Kindness - Respect for the environment - Cooperation 	<p>2i Demonstrate and how to look after and save money</p> <p>2l Make judgements and decisions</p> <p><u>SMSC</u></p> <p>Respect for authority</p> <p>Cheerfulness</p> <p>Kindness</p> <p>Respect for environment</p> <p>Co-operation</p>	<p>Respect for authority</p> <p>Cheerfulness</p> <p>Kindness</p> <p>Respect for environment</p> <p>Co-operation</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) - Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <p><u>Animals including Humans – Year 2</u></p> <ul style="list-style-type: none"> - 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. 	<p><u>Plants</u></p> <ul style="list-style-type: none"> • Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. • Explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to plant. • Investigate the way in which water is transported within plants. • Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	<p>All Living Things</p> <p>Y5</p> <ul style="list-style-type: none"> - describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird - Describe the life process of reproduction in some plants and animals. <p>Y6</p> <ul style="list-style-type: none"> - describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals - give reasons for classifying plants and animals based on specific characteristics.