

Cycle A Autumn 1 Focus: Out of this World

Subject	KS1	LKS2	UKS2
Art and D&T	<ul style="list-style-type: none"> - About 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. - To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. <p>To develop wide range of art and design techniques 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-scratch art:</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] • about great artists, architects and designers in history.
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>Understand what algorithms are; how they are implemented as programmes on digital devices; and that programmes execute by following precise and unambiguous instructions.</p>	We are programmers	<p><u>Computing</u> 5.6 We are architects (virtual space)</p>
Geography & History	<ul style="list-style-type: none"> - 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. 		<p><u>Geography-link to planets/earth</u></p> <ul style="list-style-type: none"> • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) (UKS2)
Music	Rolling programme of music by Wickersley staff		
PE	<p>KS1: Perform dances using simple movement patterns. <i>Dance skills development Y1:</i></p> <ul style="list-style-type: none"> • To copy moves and positions • To repeat and explore movements • To perform some basic 'dance' moves • To put some movements together to make a short dance • To show rhythm (work to music) in my dance • To choose the best movements and show different ideas 	<p>Y3 Orienteering & Badminton</p> <p>Y4 Orienteering & Gymnastics</p>	<p><u>PE</u> Y5-Badminton and Matball Y6-Tennis and Matball</p>

	<p><i>Dance skills development Y2:</i></p> <ul style="list-style-type: none"> • To copy and remember moves and positions • To repeat and explore movements • To move with some control, co-ordination and care • To perform dance actions with care and coordination • To link two or more actions together to make a sequence • To choose movements to communicate a mood, feeling or idea <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><i>Athletics skills development Y1:</i></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><i>Athletic skills development Y2:</i></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>PSHE & SMSC</p>	<p>1d Begin to share views and opinions</p> <p>1a Children can identify and name some feelings</p> <p>1n List ways to get help in dealing with it</p> <ul style="list-style-type: none"> - Compassion - Courtesy - Dependability - Generosity <p>Trustworthiness</p>	<p>PHSCE</p> <p>2m List some ways of resisting negative peer pressure around issues affecting their health and wellbeing</p> <p>2n List commonly available substances and drugs that are legal and illegal</p> <p>2o Describe some of the effects of substances / drugs</p>	<p>SMSC</p> <p>Compassion</p> <p>Courtesy</p> <p>Dependability</p> <p>Generosity</p> <p>Trustworthiness</p> <p>PSHE</p> <p>2d Identify positive ways to face new challenges</p>

		<p>2p Identify and explain how to manage risks in different situation</p> <p>SMSC Compassion Courtesy Dependability Generosity Trustworthiness</p>	
<p>Science</p>	<p>Y1 Everyday Materials</p> <ul style="list-style-type: none"> - 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. - Asking simple questions and recognizing that they can be answered in different ways. - Performing simple tests. <p>Gathering and recording data.</p> <p>Y2 Everyday Materials</p> <ul style="list-style-type: none"> - Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. - Asking simple questions and recognizing that they can be answered in different ways. - Performing simple tests. <p>Gathering and recording data.</p>	<p><u>States of Matter</u></p> <ul style="list-style-type: none"> • Compare and group materials together, according to whether they are solids, liquids or gases. • Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius. • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<p>Forces</p> <ul style="list-style-type: none"> - explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object - identify the effects of air resistance, water resistance and friction, that act between moving surfaces - recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.