

Cycle A Autumn 1 Focus: All About Aston

Subject	KS1	LKS2	UKS2
Art and D&T	Design, make and evaluate a product using technical knowledge.	Design and make Victorian toys <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • 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 	<u>Art – Printing/sketches.</u> <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] about great artists, architects and designers in history. UKS2 & LKS2
Computing	Use technology purposefully to create, organize, store, manipulate and retrieve digital content.	Unit 4.2 We are toy makers	<u>Computing - APP about WW2 or local area</u> <ul style="list-style-type: none"> • 6.5 We are App Developers
Geography & History	<ul style="list-style-type: none"> - Significant historical events, people and places in their locality. (H) - Use simple field work and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. - Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> - 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 	British History of Victorians linked to the local areas. <ul style="list-style-type: none"> • A study of an aspect of history dating from a period beyond 1066 that is significant in the locality 	<u>History – WW2</u> <ul style="list-style-type: none"> • a local history study – WW2(UKS2)
Music	Rolling programme of music by Wickersley staff		
PE	<ul style="list-style-type: none"> - 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 	Y3 Basketball, Games Y4 Rugby, Games	<u>PE</u> Y5 – Basketball and Games Y6 – Rugby and Games

of activities

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- *Essential skills development Y1:*
 - • To warm up and cool down appropriately
 - • To use space and equipment safely
 - • To know that being active is good for them/can be fun
 - • To describe how they feel when they have worked hard
 - • To talk about the exercise they have done
 - • To talk about the exercise others have done
 - • To begin to identify good techniques (for physical activity)
 - • To discuss how successful they have been and begin to suggest improvements
- *Gymnastics skills development Y1:*
 - • To copy and remember basic gymnastic actions (pike, tuck etc)
 - • To move with control
 - • To move with some awareness of the space
 - • To show contrasts in movements (small/tall, high/low, straight/curved, wide/narrow)
 - • To hold a position (balance)
 - • To stretch and curve (develop flexibility)
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- *Essential skills development Y2:*
 - • To warm up and cool down appropriately
 - • To use space and equipment safely
 - • To know that being active is good for them/can be fun
 - • To describe how they feel when they have worked hard
 - • To talk about the exercise they have done
 - • To talk about the exercise others have

	<ul style="list-style-type: none"> - done <ul style="list-style-type: none"> • To begin to identify good techniques (for physical activity) • To discuss how successful they have been and begin to suggest improvements • Develop their ability • Develop their coordination (changing direction, using x2 body parts at once etc) • Develop their balance (to support own body weight) - - <i>Gymnastics skills development Y2:</i> <ul style="list-style-type: none"> • To link two or more actions to make a sequence (tuck, dish, arch, pike, egg roll) • To travel by rolling (sideways – begin looking at forward roll) • To climb on and off equipment safely • To demonstrate jumping and landing with increasing control and balance (2:2feet, 2:1feet, 1:2feet) 		
PSHE & SMSC	<ul style="list-style-type: none"> - 1d Begin to share views and opinions - 1k Describe ways of keeping safe in familiar situations 1j Talk about the harmful aspects of some household products and medicines - Democracy - Courtesy - Punctuality - Respect for Authority - Respect for others 	<p>2q Explain how their actions have consequences for themselves and others</p> <p>2r Describe the nature and consequences of bullying</p> <p>2s Express ways of responding to bullying</p> <p>2v Respond to or challenge negative behaviours such as stereotyping and aggression</p>	
Science	<ul style="list-style-type: none"> - Plants <p><u>Y1</u></p> <ul style="list-style-type: none"> - Identify and name a variety of common plants including garden plants, wild plants and trees, and those classified as deciduous and evergreen - Identify and describe the basic structure of a variety of common flowering plants including roots, stem, trunk, leaves and flowers <p><u>Y2</u></p> <ul style="list-style-type: none"> - Observe and describe how seeds and bulbs grow into mature plants 	<p><u>Sound</u></p> <ul style="list-style-type: none"> • Identify how sounds are made, associating some of them with something vibrating. • Recognise that vibrations from sounds travel through a medium to the ear. • Find patterns between the pitch of the sound and features of the object that produced it. • Find patterns between the volume of a sound and the strength of the vibrations 	<p><u>Properties of Materials</u></p> <ul style="list-style-type: none"> - compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets - know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution - use knowledge of solids, liquids and gases

	<p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p>Food and nutrition: Use the basic principles of a healthy and varied diet to prepare dishes and understand where food comes from.</p>	<p>that produced it.</p> <ul style="list-style-type: none">• Recognise that sounds get fainter as the distance from the sound source increases.	<p>to decide how mixtures might be separated, including through filtering, sieving and evaporating</p> <ul style="list-style-type: none">- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic- demonstrate that dissolving, mixing and changes of state are reversible changes- explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.
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