

Cycle B Autumn 1 Focus: Bon Voyage

Subject	KS1	LKS2	UKS2
Art and D&T	<ul style="list-style-type: none"> - Design, make and evaluate a product using technical knowledge <p>Refer to page 193 of Key Stage 1 subject content to see the 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 	<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	<ul style="list-style-type: none"> - Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. (1 hour each week) <p>Can evaluate and apply information technology including new or unfamiliar technologies analytically to solve problems.</p>	We are co-authors	6.2 We are project managers
Geography & History	<ul style="list-style-type: none"> - Events beyond living memory that are significant nationally or globally e.g. the first aeroplane flight. - Use simple compass directions (north, south, east and west) and locational and directional language (e.g. near and far, left and right) to describe the location of features and routes on a map. - 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 	<ul style="list-style-type: none"> • 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 and the wider world • 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 	<ul style="list-style-type: none"> - Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied - Use four and six – figure grid reference symbols and key to build their knowledge of the UK and the wider world

		<p>understand how some of these aspects have changed over time</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 	
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> <ul style="list-style-type: none"> - <i>Athletics skills development Y1:</i> <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 - <i>Athletic skills development Y2:</i> <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>	<p>Y3 Athletics - Track, Javelin, Shot Put</p> <p>Y4 Athletics – Track, Hurdles, Discus</p>	<p>Y5 – Athletics and dance</p> <p>Y6 – Athletics and dance</p>

PSHE & SMSC	<ul style="list-style-type: none"> - 1e Set themselves simple goals - 1g Know what keeps them healthy <p>1p Cooperate with others</p> <ul style="list-style-type: none"> - Self esteem - Fairness - Sportsmanship - Respect for environment - School Pride <p>Self control</p>	PSHCE <ul style="list-style-type: none"> 2a Recognise their own worth and that of others 2b Express their views confidently 2c Listen to and show respect for the views of others 2d Identify positive ways to face new challenges SMSC <ul style="list-style-type: none"> Self-esteem Fairness Sportsmanship Respect for environment Self-control 	
Science	<ul style="list-style-type: none"> - Recap and Review (30 mins each week) - Focus on reinforcing key learning and checking understanding. - Reinforce scientific knowledge and conceptual understanding. - Reinforce nature, processes and methods of science <p>Look at implications of science today and for the future.</p>	Recap and Review	Recap and Revise