

Cycle B Autumn 1 Focus: Community Counts

Subject	KS1	LKS2	UKS2
Art and D&T	<ul style="list-style-type: none"> - Design, make and evaluate a product using technical knowledge (Refer to page 193 of Key Stage 1 subject content to see the objectives). - To use a range of materials creatively to design and make products <p>To develop a wide range of art and design techniques in using colour pattern texture, line, shape, form and space</p>	<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 • 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"> - When designing and making pupils will learn to: - Design - Evaluate - Make - Technical knowledge
Computing	<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>	<p><i>Unit 3.5 We are Communicators</i></p>	<p>We are Market Researchers and We are Marketers</p>
Geography & History	<p>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 – Mary Seacole & Edith Cavell (Florence Nightingale)</p>	<ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age 	<ul style="list-style-type: none"> - Understand geographical features of a small area of the UK
Music	<p align="center"><i>Rolling programme of music from Wickersley</i></p>		
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"> - <p>KS1: Participate in team games, developing simple tactics for attacking and defending.</p> <ul style="list-style-type: none"> - - <i>Games skill development Y1</i> - • To use vocab: opponent and team mate - • To be confident and safe in different game spaces 	<p>Y3 Gymnastics, Hockey Y4 Swimming, Gymnastics</p>	<ul style="list-style-type: none"> - Y5 Hockey and Dance - Y6 Netball and Dance

	<ul style="list-style-type: none"> - • 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) - - <i>Games skill development Y2</i> - • 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 		
PSHE & SMSC	<ul style="list-style-type: none"> - 1l Explain that people grow from young to old - 1f Make simple choices about some aspects of their health and well being 1r Explain different ways that family and friends care for one another - Generosity - Equality - Accomplishment - Commitment - Cooperation Freedom of expression 	<p><u>PSHCE</u></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>2i Demonstrate and how to look after and save money</p> <p>2l Make judgements and decisions</p> <p><u>SMSC</u></p> <p>Generosity</p> <p>Equality</p> <p>Accomplishment</p> <p>Commitment</p> <p>Co-operation</p> <p>Freedom of expression</p>	
Science	<ul style="list-style-type: none"> - <u>Y1 Everyday materials</u> - Distinguish between an object and the material 	<p><u>Rocks</u></p>	<p>Animals including humans</p>

	<p>from which it is made</p> <ul style="list-style-type: none"> - Identify and name a variety of every day materials including wood, plastic, glass, metal, water and rock - Describe the simple physical properties of every day materials - Compare and group together a variety of everyday materials on the basis of their simple physical properties - Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching - <u>Y2 Uses of everyday materials</u> - Identify and compare the uses of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper and cardboard <p>Compare how things move on different surfaces</p>	<ul style="list-style-type: none"> • Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. • Describe in simple terms how fossils are formed when things that have lived are trapped within rock. • Recognise that soils are made from rocks and organic matter. 	<p>Y5</p> <ul style="list-style-type: none"> - describe the changes as humans develop to old age.
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