

**Cycle B Autumn 1 Focus: Horrible Histories**

Subject	KS1	LKS2	UKS2
<b>Art and D&amp;T</b>	Pupils should be taught 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.	<p><b><i>Art</i></b></p> <ul style="list-style-type: none"> <li><i>to create sketch books to record their observations and use them to review and revisit ideas</i></li> <li><i>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]</i></li> </ul>	<ul style="list-style-type: none"> <li>- To create sketch books to record their observations and use them to revisit and review ideas</li> <li>- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</li> </ul>
<b>Computing</b>		<i>Unit 3·3 We are presenters</i>	We are Cryptographers
<b>Geography &amp; History</b>	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. - Use world maps, atlas and globes to identify the UK; and its countries as well as the countries, continents and oceans studied at this key stage.	<ul style="list-style-type: none"> <li><i>Tudors - a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</i></li> </ul>	<ul style="list-style-type: none"> <li>- Britain's settlement by Anglo – Saxons and scots</li> <li>- The Viking and Anglo – Saxon struggle for the Kingdom of England to the time of Edward the confessor.</li> <li>- The Roman Empire and its impact on Britain</li> </ul>
<b>Music</b>	Listen with concentration and understanding to a range of highquality live and recorded music.	<i>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</i>	Rolling programme of music from Wickersley

<p>PE</p>	<p><b>KS1 Participate in team games, developing simple tactics for attacking and defending</b></p> <ul style="list-style-type: none"> <li>- <i>Games skills development Y1:</i> <ul style="list-style-type: none"> <li>- • To use vocab: opponent and team mate</li> <li>- • To be confident and safe in different game spaces</li> <li>- • To use rolling, hitting, running, jumping, catching and kicking as independent skills</li> <li>- • To use the above skills in combination and begin applying to game situations</li> <li>- • To choose and use skills effectively for a particular game (eg dodging)</li> </ul> </li> <li>- <i>Games skills development Y2:</i> <ul style="list-style-type: none"> <li>- • To use vocab: opponent and team mate</li> <li>- • To improve the way they coordinate and control their bodies</li> <li>- • To improve the way they coordinate and control equipment (eg balls/bats)</li> <li>- • To use rolling, hitting, running, jumping, catching and kicking as independent skills</li> <li>- • To use the above skills in combination and begin applying to game situations</li> <li>- • To choose, use and vary simple tactics (dodging, distance from opponent etc)</li> <li>- • To lead others in game where appropriate</li> </ul> </li> <li>- <b>KS1 Develop balance, coordination and agility</b></li> <li>- <i>Gymnastics skills development Y1:</i> <ul style="list-style-type: none"> <li>- • To copy and remember basic gymnastic actions (pike, tuck etc)</li> <li>- • To move with control</li> <li>- • To move with some awareness of the space</li> <li>- • To show contrasts in movements (small/tall, high/low, straight/curved, wide/narrow)</li> <li>- • To hold a position (balance)</li> <li>- • To stretch and curve (develop</li> </ul> </li> </ul>	<p><i>Y3 Rounders</i></p> <p><i>Y4 Cricket, Tennis</i></p>	<p>Y5 Rounders and Gymnastics Y6 Cricket and gymnastics</p>
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	<p>flexibility)</p> <ul style="list-style-type: none"> <li>- <i>Gymnastics skills development Y2:</i></li> <li>- • To link two or more actions to make a sequence (tuck, dish, arch, pike, egg roll)</li> <li>- • To travel by rolling (sideways – begin looking at forward roll)</li> <li>- • To climb on and off equipment safely</li> <li>• To demonstrate jumping and landing with increasing control and balance (2:2feet, 2:1feet, 1:2feet)</li> </ul>		
<p><b>PSHE &amp; SMSC</b></p>	<p>1o Recognise the effect of their behaviour on other people</p> <ul style="list-style-type: none"> <li>- 1b Express some of their positive qualities</li> <li>- 1c Demonstrate that they can manage some feelings in a positive and effective way</li> </ul> <p>Cleanliness</p> <ul style="list-style-type: none"> <li>- Dependability</li> <li>- Honesty</li> <li>- Health</li> <li>- Self respect</li> <li>- Liberty</li> <li>- Loyalty</li> </ul>	<p><i>2m List some ways of resisting negative peer pressure around issues affecting their health and wellbeing</i></p> <p><i>2n List commonly available substances and drugs that are legal and illegal</i></p> <p><i>2o Describe some of the effects of substances / drugs</i></p> <p><i>2p Identify and explain how to manage risks in different situation</i></p> <p><b><u>SMSC</u></b></p> <p><i>Cleanliness</i></p> <p><i>Courage</i></p> <p><i>Dependability</i></p> <p><i>Honesty</i></p> <p><i>Health</i></p>	

		<i>Self-respect</i>	
<b>Science</b>		<p><b><u>Forces and Magnets</u></b></p> <ul style="list-style-type: none"> <li>• Compare how things move on different surfaces.</li> <li>• Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</li> <li>• Observe how magnets attract or repel each other and attracts some materials and not others.</li> <li>• Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</li> <li>• Describe magnets as having two poles.</li> <li>• Predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul>	<p><b><u>Evolution and Inheritance</u></b></p> <ul style="list-style-type: none"> <li>- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago</li> <li>- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents</li> <li>- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</li> </ul>