

Cycle B Autumn 1 Focus: Life on Earth

Subject	KS1	LKS2	UKS2
Art and D&T	To learn 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.	<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] 	<p><u>Art - Volcanoes</u></p> <ul style="list-style-type: none"> <i>to create sketch books to record their observations and use them to review and revisit ideas</i> <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>
Computing	Create and debug simple programmes and use logical reasoning to predict the behaviour of simple programmes.	We are bug fixers	<ul style="list-style-type: none"> <i>5·1 We are Game Developers·</i>
Geography & History	Use simple fieldwork and observations skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. - Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country. – Use skill above as a channel for learning.	<ul style="list-style-type: none"> 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 understand how some of these aspects have changed over time 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 physical geography, including: climate zones, biomes and vegetation belts, rivers, 	<p><u>Geography - Natural Disasters</u></p> <ul style="list-style-type: none"> <i>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</i> <i>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</i>

		<p>mountains, volcanoes and earthquakes, and the water cycle</p>	<p><i>and time zones (including day and night)</i></p> <ul style="list-style-type: none"> • <i>Describe and understand key aspects of:</i> • <i>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i> • <i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i> • <i>Use 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</i>
<p>Music</p>	<p>Experiment with, create, select and combine sounds using the interrelated dimensions of music</p>	<p>Rolling programme of music by Wickersley</p>	<p><u>Music - Represent a natural disaster</u></p> <ul style="list-style-type: none"> • <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>

			<i>See pg 197 of NC for objectives</i>
PE	<p>KS1: Perform dances using simple movement patterns.</p> <ul style="list-style-type: none"> - <i>Dance skills development Y1:</i> <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 - <i>Dance skills development Y2:</i> <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 - - 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 - <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 	<p>Y3 Orienteering & Badminton</p> <p>Y4 Orienteering & Gymnastics</p>	<p><i>Y5 - Matball and Badminton</i></p> <p><i>Y6 - Matball and Tennis</i></p>

	<p>distance</p> <ul style="list-style-type: none"> - <i>Athletic skills development Y2:</i> - • 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>1h Explain ways of keeping clean</p> <ul style="list-style-type: none"> - 1i Name main parts of the body <p>1a Children can identify and name some feelings</p> <p>Compassion</p> <ul style="list-style-type: none"> - Patience - Perseverance - Truthfulness - Tolerance - Kindness 	<p><u>PSHCE</u></p> <p>2e Discuss some of the bodily and emotional changes at puberty</p> <p>2f Demonstrate some way of dealing with these in a positive way</p> <p>2j Make choices about how to develop a healthy lifestyle</p> <p>2k Identify some factors that affect emotional health and well being</p> <p><u>SMSC</u></p> <p>Compassion</p> <p>Patience</p> <p>Perseverance</p> <p>Tolerance</p> <p>Kindness</p>	<p><u>RRS</u></p> <ul style="list-style-type: none"> • <i>Article 6, 39,</i> <p><u>SMSC</u></p> <p><i>Compassion</i></p> <p><i>Patience</i></p> <p><i>Perseverance</i></p> <p><i>Tolerance</i></p> <p><i>Kindness</i></p> <p><u>PSHE</u></p> <p>2n <i>List commonly available substances and drugs that are legal and</i></p> <p style="text-align: center;"><i>illegal</i></p> <p>2o <i>Describe some of the effects of substances / drugs</i></p> <p>2p <i>Identify and explain how to manage</i></p>

			<i>risks in different situation</i>
Science	<p>Animals including Humans – Year 1</p> <ul style="list-style-type: none"> - Identify and name a variety of common animals that are carnivores, herbivores and omnivores - Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) - Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <p>Animals including Humans – Year 2</p> <ul style="list-style-type: none"> - Notice that animals, including humans, have offspring which grow in adults - Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) - Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene. 	<p><u>All the Living Things</u></p> <ul style="list-style-type: none"> • Recognise that living things can be grouped in a variety of ways. • Explore and use classification keys to group, identify and name a variety of living things in their local and wider environment. • Recognise that environments can change and that this can sometimes be dangerous to living things. 	<p>Earth and Space</p> <ul style="list-style-type: none"> - describe the movement of the Earth, and other planets, relative to the Sun in the solar system - describe the movement of the Moon relative to the Earth - describe the Sun, Earth and Moon as approximately spherical bodies - use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.