



KEY STAGE 1 CURRICULUM
FOUR YEAR ROLLING PROGRAMME
OVERVIEW
2019-2023

2019-20

2020-21

2021-22

2022-23



CYCLE A 2022-23			
TERM	AUTUMN TERM	SPRING TERM	SUMMER TERM
THEME	Our Wonderful World: a journey across the continents.	An Island Home: Struay and Grenada	O We Do Like To Be Beside The Seaside: holidays now, holidays then.
KEY-TO OPEN THE DOOR	Open the suitcase - where has this person been? European Day of Languages 26 th Sept 2020	What is an Island? Build an island.	Seaside visit (Time and Tide/Southwold/etc)
LOCK - TO LOCK IN THE LEARNING	Present findings about which country you would rather live in and why.	Class debate. Where would you rather live: Struay or Grenada?	Magic Grandad to visit - what were visits to the seaside like a long time ago?
ELLI	Changing and Learning and Curiosity The Changing Chameleon and the Curious Cat	Resilience and Making Meaning The Resilient Tortoise and the Connecting Spider	Creativity and Strategic Awareness The Magical Unicorn and The Wise of Owl
LITERACY	Non-chron reports (i) (Y1/2): Animals and where they live Poems structure/vocabulary (Y1/2): Soundscapes Recounts - personal experiences (i) (1/2): The time I went to... Stories from other cultures (Y1) / Folk tales (Y2): Stories from Our Wonderful World (See book list below) Predictable phrases (Y1) / Extended stories (i)- modelled structures: Flat Stanley visits...	Instructions (Y1/2): How to make toast (DT link) Poems descriptions/patterns (Y1/2): Concrete poems / Shape poems Traditional tales (Y1)/Own versions of trad. tales (Y2) Familiar settings (Y1) / Personal experiences (Y2): The Katie Morag Collected Stories Extended stories (ii) (Y2): The Magic Finger by Roald Dahl	Non-Chronological Reports (ii) (Y1/2): Holidays now, holidays then - Seaside Holidays Labels/Lists/Captions (Y1) / Recounts - historical events (ii) (2) The day my class visited the seaside Fantasy Worlds (Y1) / Adventure stories (Y2): It all started one day on the beach... / Bubbles by Gabby Zapata Poems based on theme/language (Y1/2): A sleep journey (Poems based on Michael Rosen's Let's Get Out of Here) Persuasion leaflets and posters (Y1) / Explanations (Y2): Keep our beaches clean - litter
USE OF FILM	The Catch -A young fisherman's catch is stolen by a fox		Bubbles by Gabby Zapata - A girl finds a magic bubble blower on the beach.
ORACY	A country I would like to visit: present a fact file about a country you have investigated at home. Christmas Nativity: speak and sing in front of an audience.	Where would you rather live: Struay or Grenada? Contribute to a class debate.	O I do like to be beside the seaside: present a seaside poem learnt by heart to the class.

MATHS	See White Rose planning overview for each year group	See White Rose planning overview for each year group	See White Rose planning overview for each year group
SCIENCE Working Scientifically Asking simple questions and recognising that they can be answered in different ways Observing closely, using simple equipment Performing simple tests Identifying and classifying Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions.	Living things and their habitats (Y2) Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify & name a variety of plants and animals in their habitats, inc microhabitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. Seasons-Autumn (Y1) Identify seasonal and daily weather patterns in the United Kingdom. Observe changes across the 4 seasons. Observe and describe weather associated with the seasons and how day length varies.	Everyday materials (Y2) Identify & compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper & cardboard for different uses. Compare how things move on different surfaces. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching, Seasons- Spring (Y1) Identify seasonal and daily weather patterns in the United Kingdom. Observe changes across the 4 seasons. Observe and describe weather associated with the seasons and how day length varies.	Plants (Y1) Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, inc trees. Animals including Humans (Y1) Identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals. 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.
GEOG	KQ What might you see in the Arctic and the Antarctic? Where are the cold places in relation to the UK? Which countries does the Arctic Circle go through? What are the physical features? What is life like for a child in the Arctic? (food/clothing/home) name and locate the world's 7 continents and 5 oceans use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map	Find out in detail about the Isle of Coll and Grenada. Identify and compare the geographical features of the two islands. KQ What are the similarities and differences between Coll and Grenada? Where are they located? What is it like to live there? What creatures would you see if you lived there? What is it like to go to school there? name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas understand geographical similarities and differences through studying the human and	KQ What are the features of the east and west coast and what activities is it good to do there? Look at (aerial) photographs of coastlines and compare with maps of the same area., identify human and physical features of the coast. Use two contrasting coastlines - East coast - Southwold West coast - Tenby (Wales) Create own map of a seaside town/village with symbols and a key. use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

	<p>the location of cold areas of the world in relation to the Equator and the North and South Poles use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use basic geographical vocabulary to refer to: physical/human</p>	<p>physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>The Island of Grenada - the Suffolk Link</p>	
HISTORY	<p><i>The race to the South Pole</i> KQ What was it like in the race to the South Pole? <i>Who took part?</i> <i>When did it take place?</i> <i>Where did the different competitors set out from?</i> <i>What equipment did they take/use?</i> <i>Who got there first and why?</i> (events beyond living memory that are significant nationally or globally)</p>	<p><i>Famous Scots</i> KQ Why is Alexander Fleming still so important to us today? <i>Who was he?</i> <i>Where did he live?</i> <i>When did he live?</i> <i>Why is he important to us today?</i></p> <p>the lives of significant individuals in the past who have contributed to national and international achievements. significant historical events, people and places in their own locality.</p>	<p>KQ What were seaside holidays like when our grandparents and great-grandparents were children? <i>How seaside holidays have changed over time (Edwardian seaside holidays to the present day)</i> <i>Ask Magic Grandad</i></p> <p>changes within living memory</p>
ART	<p>Danube - Printing and drawing. Self portraits I can show how I feel by painting facial expressions. Self portraits by Frieda Kahlo - the story of perseverance and determination. Printing leafy backgrounds using block and string on black card. Drawing self portraits using a variety of media - charcoal, pencil, pastels.</p> <p>Colorado - Painting and print - Work by Katsushika Hokusai Japanese print maker. 'The Great Wave of Kanagawa'. A5 picture of 'The Wave'. Children to use a 2 by 3 grid to sketch the picture. Talk about cold tones and use them to paint the picture. Create a print using a block and string technique.</p>	<p>Danube - 3D - Pete Pinnell pottery - teapots and cups. Make a cup with a handle inspired by Pete Pinnell's work. Textiles - Martin Rakotoarimanana 'Mantle (Lamba Mpanjakas)' - create a Madagaskarian pattern cloth, inspired by Merina weavers, using a selection of fabrics and cloths stuck on a large strip of hessian. Colorado - Drawing - Drawing with oil pastels. 'Sunflowers' by Van Gogh. Introduce and experiment with warm tones. Create a sunflower picture using warm tones. Collage - Create a weather collage using postcards and pictures of different weather phenomena.</p>	<p>Danube - Painting - Claude Monet Seaside paintings. Using watercolours to paint seaside landscape. Adding water to make the colours lighter. Collage - Helen Ahpornsiri real flowers, petals, stems and leaves collage to create a large picture of a butterfly or a beetle. Colorado - 3D - sculpture 'Scallop' by Local artists Maggie Hambling. Joining two pieces of clay together.</p>
D&T	<p>Danube - Healthy Eating/Food Groups. Which Fruits Would Be Good in Your Salad? Design and make a bowl of fruit salad to share with the other children in the class.</p>	<p>Danube - Work collaboratively in a small group to design, make and evaluate a 3D Island. What features will your island have? Consider everyone's input.</p>	<p>Danube - Design and make a garden planter. Measuring accurately and making a structure stronger.</p>

	Colorado - What Can You Learn from a Textile Tree? Students design and make a simple tree structure using a variety of textiles, paper and card.				Colorado - How Do You Like Your Toast? Pupils write a specification for toast that meets the identified preferences of a particular person. They then make a serving of toast to that specification.				Colorado - Design and make Bug Hotel. What creatures will live in your hotel? How can you make the structure stronger so it can withstand the impact of the environment and animals?			
RE	CHRISTIANITY Baptism/Church Why is belonging to God and the church family important to Christians? Celebrations in other cultures Celebrations (Weddings/ Christenings etc.)		JUDAISM Mitzvot/Tzedakah Why is learning to do good deeds so important to Jewish people?		CHRISTIANITY Parables/Gospel What did Jesus teach about God in his parables?		CHRISTIANITY Prayer/Worship Why do Christians pray to God and worship him?		CHRISTIANITY Emmanuel/Holy Spirit How does celebrating Pentecost remind Christians that God is with them always?		JUDAISM Tefillah/Blessings Why do Jewish families say so many prayers and blessings?	
ICT	Digital Literacy (Cyber Wisdom) • I can use technology safely (year 1) and respectfully (year 2) • I can keep my personal information private (year 1) • I know where to go for help if I am concerned (year 2) • I know how technology is used in school and outside of school (year 2).				Computer Science (Algorithms and Programming) • I can create a series of instructions (year 1) a range of instructions including direction, angles and turn (year 2) • I can plan a journey for a programmable toy (year 1) • I can test and amend a set of instructions, find errors and debug (year 2) • I can write a simple program and test it (year 2) • I can predict what the outcome of a simple program will be (logical reasoning) (year 2) • I understand that algorithms are used on digital devices (year 2) • I understand that programmes require precise instructions (year 2).				Information Technology • I can create digital content (year 1) and organise (year 2) • I can store and retrieve digital content (year 1) and manipulate (year 2) • I can use a website (year 1) to complete simple searches (year 2) • I can use a camera (year 1) • I can record sound and play back (year 1).			
Digital Literacy: to include Planning Projects, Searching for Information, Evaluating and Selecting Information, Creating and Manipulating Digital Content, Organising Data Files, Communicating, Handling Data and Information, Modelling and Simulation, Testing and Evaluating. [This strand be taught by linking with other curriculum areas, such as researching topics, or presenting information to others]												
PE	Movement games and multi-skills Football		Gym and Dance Catching and Throwing (team games)		Catching and Throwing (Netball) Unihoc		Dodgeball Skittleball		Striking and Fielding (Tennis) Athletics /Swimming		Athletics / Swimming Running and Jumping	
PSHE	Being in my World 1 Feeling special and safe Being part of a class Rights and responsibilities	Being in my World 2 Hopes and fears for the year Rights and responsibilities Rewards and	Celebrating Difference 1 Similarities and differences Understanding bullying and	Celebrating Difference 2 Assumptions and stereotypes about gender Understanding	Dreams and Goals 1 Setting goals Identifying successes and achievements Learning styles	Dreams and Goals 2 Achieving realistic goals Perseverance Learning strengths Learning with	Healthy Me 1 Keeping myself healthy Healthier lifestyle choices	Healthy Me 2 Motivation Healthier choices Relaxation Healthy eating and	Relationships 1 Belonging to a family Making friends/being a good friend Physical contact	Relationships 2 Different types of family Physical contact boundaries	Changing Me 1 Life cycles - animal and human Changes since being a baby Differences	Changing Me 2 Life cycles in nature Growing from young to old Increasing independence

	s Rewards and feeling proud Consequences Owning the Learning Charter	consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	knowing how to deal with it Meeting new friends Celebrating the differences in everyone	bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	others Group co-operation Contributing to and sharing success	Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	nutrition Healthier snacks and sharing food	preferences People who help us Qualities as a friend and person Self-acknowledgement	Friendships and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition	Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
TRIPS									Seaside/Time and Tide			
VALUE	Trust		Generosity		Compassion		Courage		Responsibility		Service	
	Our Values For Life curriculum runs over a three-year cycle. It has been planned and implemented in partnership with our local faith communities.											
HOME LEARNING PROJECT	A country I would like to visit: Conduct research to find out in depth about a country you would like to visit and create a fact file about it.				An Island Home: Conduct research and find out in depth about a different island from around the world. Create a model/fact file/presentation				When you were young: Find out about what it was like at the seaside when your grandparents were little.			
OTHER EVENTS	Roald Dahl Day 13 th Sept European Day of Languages 26 th Sept Black History Month October National Poetry Day 7 th Oct World Mental Health Day 10 th Oct Remembrance Sunday 11 th Nov Anti-bullying Week 12-15 th Nov Children in Need Nov 18 th Road Safety Awareness Week 21-27 th Nov Christmas Jumper Day Christmas celebration or Christingle Christmas Nativity				Epiphany 6 th Jan Big Schools Garden Watch RSPB 16-30 th Jan Chinese New Year National Storytelling Week 28 th Jan - 4 th Feb UNICEF Day for Change 3 rd Feb Safer Internet Day 7 th Feb Comic Relief / Sports Relief World Book Day 1 st March Mothering Sunday 18 th March World Poetry Day 21 st March National Autism Awareness Month April Good Friday Easter Earth Day 22 nd April				Europe Day 9 th May Walk to school week - 16-20 th May World Environment Day 5 th June British Heart Week - 7-15 th June World Oceans' Day - 8 th June National School Grounds Week - 13-17 th June Recycle Awareness Week 18-24 th June Team Green Britain Bike Week 18 th - 24 th June Children's Art Day - 6 th July World Population Day - 11 th July Summer Celebration at Church			
BOOKS	If the World were a village - David J Smith Flat Stanley - Jeff Brown Yeh-Shen: A Cinderella Story from China - Ai-Ling Louie The Tiger Child: A folk tale from India - Joanna Troughton How Rabbit Stole Fire: A North American Indian Folk Tale - Joanna Troughton				The Katie Morag Storybooks - Mairi Hedderwick Granny Ting Ting - Patrice Lawrence and David Dean (set in Trinidad) Tales from the Caribbean - Trish Cooke My Two Grannies - Floella Benjamin/ Margaret Chamberline A range of traditional tales: the Elves and the Shoemaker/ The Enormous Turnip / LR Riding Hood / etc.				Fantasy Stories: The Tiniest Mermaid - Laura Garnham The Lost Treasure of the Sunken City - Martin Taylor Can you catch a mermaid - Jane Ray Seaside stories: Rover - Michael Rosen / Sally and the Limpet - Simon James / A house for hermit crab - Eric Carle / The Sand Horse - Ann Turnbull and Michael Foreman / The Mousehole Cat - Antonia Barber and			

			Nicola Bayley / Storm Boy - Colin Thiele / The Lighthouse Keeper's Lunch - Rhonda Armitage / Rainbow Fish - Marcus Pfister / The Snail and the Whale / Tiddler - Julia Donaldson / Where the Forest meets the Sea - Jeannie Baker / Pesky Plastic: An environmental story - Leticia Colon de Mejias
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CYCLE B 2019-20	2019-20		
TERM	AUTUMN TERM	SPRING TERM	SUMMER TERM
THEME	Out and about in Fressingfield: a study of our local area.	Marvellous Inventions	Into the Great Unknown: Explorers
KEY-TO OPEN THE DOOR	A Fressingfield Walk Visit from an older villager (Mrs Fenning?)	Build a bridge: Collaborative Team Games	Visitor: Mark Davey Polar Explorer
LOCK - TO LOCK IN THE LEARNING	What we would like to do to improve the area. Presenting our findings to the Women's Institute.	Inventor's Workshop: Showcase our Marvellous Inventions	Postcards from Around the World: a journey around the world in music and dance.
ELLI	Changing and Learning and Learning Relationships The Changing Chameleon and the Busy Bee	Creativity and Strategic Awareness The Magical Unicorn and the Wise Owl	Curiosity and Making Meaning The Curious Cat and the Connecting Spider
LITERACY	Non-chron reports (i) (Y1/2): All about Fressingfield Poems structure/vocabulary (Y1/2): Useful Rules for Life (based on Don't by Michael Rosen) Recounts - personal experiences (i) (1/2) The day I lost... (Stories based on Dogger by Shirley Hughes) Familiar settings (Y1) / Personal experiences (Y2): Stories told from a pet's point of view (based on Fleabag by Helen Stephens and Six Dinner Sid by Inga Moore) Traditional tales (Y1)/Own versions of trad. tales (Y2): Upside Down and Inside Out Tales (based on The Three Little Wolves and the Big Bad Pig by Eugene Trivizas)	Instructions (Y1/2): How to make my marvellous invention work Poems descriptions/patterns (Y1/2): Sound Sandwiches Predictable phrases (Y1) / Extended stories (i)-modelled structures: When I built a flying car (Stories based on inventions) Stories from other cultures (Y1) / Folk tales (Y2): The Anansi Stories Extended stories (ii) (Y2) Mr Majieka - Humphrey Carpenter	Non-Chronological Reports (ii) (Y1/2): Arctic Explorer Labels/Lists/Captions (Y1) / Recounts - historical events (ii) (2) The day my class visited the Explorers exhibition Fantasy Worlds (Y1) / Adventure stories (Y2): Into the great unknown Poems based on theme/language (Y1/2): A night-time adventure (sounds of the night) Persuasion leaflets and posters (Y1) / Explanations (Y2): What we need to stay healthy (science link)
USE OF FILM	Don't by Michael Rosen: https://www.youtube.com/watch?v=Oaq3gzswei0	A Cloudy Lesson - Yezi Xue: A cloud maker and his apprentice are busy making clouds. Good things can come from accidents.	The Little Boat - Nelson Boles: A little boat embarks on an adventure.

ORACY	<p>How I would like to improve Fressingfield: present your ideas to the women of the WI.</p> <p>Christmas Nativity: speak and sing in front of an audience.</p>	<p>Welcome to the Inventor's Workshop: Explain how your invention works to a group of visitors.</p>	<p>Poems about transport and travel: recite a poem I have learnt by heart.</p>
MATHS	See White Rose planning overview for each year group	See White Rose planning overview for each year group	See White Rose planning overview for each year group
<p>SCIENCE</p> <p>Working Scientifically</p> <p>Asking simple questions and recognising that they can be answered in different ways</p> <p>Observing closely, using simple equipment</p> <p>Performing simple tests</p> <p>Identifying and classifying</p> <p>Using their observations and ideas to suggest answers to questions</p> <p>Gathering and recording data to help in answering questions.</p>	<p>Everyday materials (Y1)</p> <p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Scientists (W/S)</p> <p>Asking simple questions and recognising that they can be answered in different ways.</p> <p>Observing closely, using simple equipment.</p> <p>Performing simple tests.</p> <p>Identifying and classifying.</p> <p>Using their observations and ideas to suggest answers to questions.</p> <p>Gathering and recording data to help in answering questions.</p>	<p>Seasons- Winter (Y1)</p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Observe changes across the 4 seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> <p>Plants (Y2)</p> <p>Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>Animals inc humans (Y2)</p> <p>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Seasons- Summer (Y1)</p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Observe changes across the 4 seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>
HISTORY	<p>KQ How has Fressingfield changed over time?</p> <p><i>What different names has the village had?</i></p> <p><i>When were the houses built and what materials were used?</i></p> <p><i>Where was the old primary school? Compare with the current school (memories of staff/ex-pupils)?</i></p> <p><i>What places of worship were built and when?</i></p> <p><i>Famous historical characters of Fressingfield - Archbishop Sancroft or William Etheridge</i></p> <p>significant historical events, people and places in their own locality.</p> <p>changes within living memory.</p>	<p><i>Children to research an inventor from either England, Scotland, Northern Ireland or Wales, e.g. Alexander Bell-Scotland, David Edward Hughes - Wales, Tim Berners-Lee - England, John Phillip Holland - Ireland)</i></p> <p>KQ Why is _____ remembered today?</p> <p><i>Who were they?</i></p> <p><i>Where did they live/work?</i></p> <p><i>What did they invent - when?</i></p> <p><i>Why was it important?</i></p> <p><i>How does the invention impact on our lives today?</i></p> <p>the lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p>KQ (Exploring High, deep and wide)</p> <p>What method of travel did explorers use and why?</p> <p><i>Who was Neil Armstrong/Jacques Cousteau/Marco Polo?</i></p> <p><i>Where did they explore?</i></p> <p><i>When did they set out?</i></p> <p><i>How did they travel and why?</i></p> <p><i>What did they discover?</i></p> <p><i>What was the impact of their exploration on the people at home? (food/treasures/cultures)</i></p> <p>the lives of significant individuals in the past who have contributed to national and international achievements.</p>

		events beyond living memory that are significant nationally or globally	events beyond living memory that are significant nationally or globally
GEOG	<p>KQ Why has Fressingfield changed? <i>Major roads and routes - who built them, where and why?</i> <i>Where are the nearest waterways? (River study of The Waveney using photographs, map)</i> <i>Map the school grounds</i> <i>What are the main features of the village - human geography) - types of buildings, land use</i> <i>Does Fressingfield have sufficient facilities for the population? What could improve the village (children's viewpoint and parent questionnaire)</i></p> <p>to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills</p>	<p><i>What countries make up Great Britain/United Kingdom/British Isles?</i> <i>Identify and locate the capital cities.</i> <i>Identify and locate the longest river and road.</i> <i>Is there a relationship between the city, river and road?</i> <i>Identify , name and locate the highest peak.</i></p> <p>name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p>	<p><i>Plot the expeditions of the explorers.</i> name and locate the world's 7 continents and 5 oceans the location of hot and cold areas of the world in relation to the Equator and the North and South Poles use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use basic geographical vocabulary to refer to human and physical features</p>

ART	<p>Danube - 3D A shoe box city, Painting Jasper Johns—"Zero Through Nine" chalk numbers with rotated paper, mixing colours for each shape. Wassily Kadinsky—line, shape, colour. Move to music, use graphic tool to make designs. Select lines and paint on their A2 paper. Choose colours and add shapes in response to music. Discuss choices. Colorado - Textiles Rubbings from different surfaces. Overwork with Brusho. Add elastic band prints 3D Decorative clay tile—2 colours of clay. Designs in sketchbooks linked to the topic. <u>Local artists</u> Mary Webb</p>		<p>Danube - Printing Negative stencils—dabbing, stroking. Positive stencils—dabbing and strokes from the outside inwards. Textiles Fabric pegging Dream catchers—fabric wrapping and knotting Colorado - Painting Colour mixing practice. Listen to "Moonlight sonata" and talk about footsteps at night. Model painting paths on black paper using footsteps dots. Bigger steps and smaller steps. Listen to "Rondo ala Turka" and paint on light colour. Choose own mixed colours. Collage Bridget Riley—Black lines onto white paper and white lines onto black paper.</p>		<p>Danube - Collage Patrick Heron—sort ribbons into warm and cold colours. Half a class use warm, half cold tones and stick into sketchbook (group work) Drawing (Mark making—patterns, texture and response to music). Create own artwork in response to music. Experiment with different patterns and textures. Colorado - Drawing Yayoi Kusama—"Endless Life of People" and "My Eternal Soul" - experiment with different marks on folded paper. Draw shapes and add chosen marks. Experiment with adding dots and layering the picture. "Hippocrump" draw a large face (think of different emotions) and add shapes and patterns as in previous lessons. Brusho colours. Printing Repeat, overlaid shape patterns using ICT..Examples of wallpaper and wrapping paper with geometrical designs. Use bright colours. Plasticine stamps (simple imprints of houses pressed on with a stick) or colograph block with string in a shape of a house—Uzu Egonu—"Northern Nigerian Landscape". Discuss the shape of the houses, their layout and colours. Experiment with mixing different tones of brown to print your picture. A5 Add one or two blue accents.</p>	
D&T	<p>Danube - Food - Make a pizza. List ingredients for the dough and choose your toppings. Colorado - Gears —Looking at clock designs-link in with <i>The inventions of Hugo Cabret</i> by Brian Selznick. Design a simple mechanism using gears. Can you make the parts move? Khalaf al-Muradi invented the first geared clock in the 11th century. Winding of the Fressingfield Church clock</p>		<p>Danube - How Will Your Roly Poly Move? Design and make a simple a roly poly using a mixture of found materials, paper and card. Colorado - What Should Be Stuck to Your Fridge? Design and make a magnet. Who is the target audience? What preferences they have?</p>		<p>Danube - Which Part of Your Picture Should Move? Leavers and linkages—moving pictures. Seaside postcard with moving parts. Measure and mark out accurately. Cut out slots. Colorado - Food—Seaside treats (rainbow ice lollies, homemade lemonade), picnic by the sea). Follow a recipe. Measure ingredients using cups and electronic scales.</p>	
RE	<p>JUDAISM Teshuvah/GD Why do Jewish families talk about repentance at New Year</p>	<p>CHRISTIANITY Saviour/Jesus Why was Jesus given the name Saviour?</p>	<p>ISLAM Allah/Mercy How do some Moslems show Allah is</p>	<p>CHRISTIANITY Resurrection/Joy What are the best symbols of Jesus' death</p>	<p>CHRISTIANITY Disciple/Faith Why do Christians trust Jesus and follow him?</p>	<p>JUDAISM Torah/Rabbi Why is the Torah such a joy for the Jewish community?</p>

				compassionate and merciful		and resurrection at Easter?						
ICT	Digital Literacy (Cyber Wisdom) <ul style="list-style-type: none"> I can use technology safely (year 1) and respectfully (year 2) I can keep my personal information private (year 1) I know where to go for help if I am concerned (year 2) I know how technology is used in school and outside of school (year 2). 			Computer Science (Algorithms and Programming) <ul style="list-style-type: none"> I can create a series of instructions (year 1) a range of instructions including direction, angles and turn (year 2) I can plan a journey for a programmable toy (year 1) I can test and amend a set of instructions, find errors and debug (year 2) I can write a simple program and test it (year 2) I can predict what the outcome of a simple program will be (logical reasoning) (year 2) I understand that algorithms are used on digital devices (year 2) I understand that programmes require precise instructions (year 2). 			Information Technology <ul style="list-style-type: none"> I can create digital content (year 1) and organise (year 2) I can store and retrieve digital content (year 1) and manipulate (year 2) I can use a website (year 1) to complete simple searches (year 2) I can use a camera (year 1) I can record sound and play back (year 1). 					
	Digital Literacy: to include Planning Projects, Searching for Information, Evaluating and Selecting Information, Creating and Manipulating Digital Content, Organising Data Files, Communicating, Handling Data and Information, Modelling and Simulation, Testing and Evaluating. [This strand be taught by linking with other curriculum areas, such as researching topics, or presenting information to others]											
PE	Movement games and multi-skills Football		Gym and Dance Catching and Throwing (team games)		Catching and Throwing (Netball) Unihoc		Dodgeball Skittleball		Striking and Fielding (Tennis) Athletics /Swimming		Athletics / Swimming Running and Jumping	
PSHE	Being in my World 1 Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owing the Learning Charter	Being in my World 2 Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Celebrating Difference 1 Similarities and differences Understanding bullying and knowing how to deal with it Meeting new friends Celebrating the differences in everyone	Celebrating Difference 2 Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Dreams and Goals 1 Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Dreams and Goals 2 Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Healthy Me 1 Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Healthy Me 2 Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Relationships 1 Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement	Relationships 2 Different types of family Physical contact boundaries Friendships and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Changing Me 1 Life cycles - animal and human Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition	Changing Me 2 Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
TRIPS	Village Walk								Time and Tide Museum: Explorers exhibition			
VALUE	Trust		Generosity		Compassion		Courage		Responsibility		Service	
Our Values For Life curriculum runs over a three-year cycle. It has been planned and implemented in partnership with our local faith communities.												

HOME LEARNING PROJECT	Another village: Conduct research and find out in depth about another village elsewhere in the UK or around the world. Compare and contrast to Fressingfield.	Inventions: Design and make an invention together with an explanation as to how it works and what it does. This will be presented at an inventor's workshop	Into the unknown: Conduct research and find out in depth about a modern explorer. Create maps and details of their expeditions.
OTHER EVENTS	Roald Dahl Day 13 th Sept European Day of Languages 26 th Sept Black History Month October National Poetry Day 7 th Oct World Mental Health Day 10 th Oct Remembrance Sunday 11 th Nov Anti-bullying Week 12-15 th Nov Children in Need Nov 18 th Road Safety Awareness Week 21-27 th Nov Christmas Jumper Day Christmas celebration or Christingle Christmas Nativity	Epiphany 6 th Jan Big Schools Garden Watch RSPB 16-30 th Jan Chinese New Year National Storytelling Week 28 th Jan - 4 th Feb UNICEF Day for Change 3 rd Feb Safer Internet Day 7 th Feb Comic Relief / Sports Relief World Book Day 1 st March Mothering Sunday 18 th March World Poetry Day 21 st March National Autism Awareness Month April Good Friday Easter Earth Day 22 nd April	Europe Day 9 th May Walk to school week - 16-20 th May World Environment Day 5 th June British Heart Week - 7-15 th June World Oceans' Day - 8 th June National School Grounds Week - 13-17 th June Recycle Awareness Week 18-24 th June Team Green Britain Bike Week 18 th - 24 th June Children's Art Day - 6 th July World Population Day - 11 th July Summer Celebration at Church
BOOKS	Dogger - Shirley Hughes Six Dinner Sid - Inga Moore This is our house - Michael Rosen Two Homes - Claire Masurel The Colour of Home - Mary Hoffman Stuck - Oliver Jeffers A selection of traditional tales: Goldilocks/The Three Little Pigs/etc The Three Little Wolves and the Big Bad Pig - Eugene Trivizas	Mr Majieka - Humphrey Carpenter From the Good Mountain: How Gutenberg Changed the World - James Rumford Clink - Kelly DiPucchio The Most Magnificent Thing - Ashley Spires What do you do with an idea? - Kobi Yamada If I built a car - Chris Van Dusen Hidden Figures: The Story of Four Black Women and the Space Race - Margot Lee Shetterly Anansi and the Pot of Beans / Anansi and the Tug o War / Anansi goes to lunch - Bobby Norfolk	Flat Stanley Meerkat Mail Lost and Found The Magic Paintbrush Julia Donaldson The Emperor of Absurdia: Chris Riddell

CYCLE C 2020-2021	2020-21		
TERM	AUTUMN TERM	SPRING TERM	SUMMER TERM
THEME	Let's Explore London: a city through the ages.	Dinosaurs Roar!	Wild, Wild World: animals and their habitats
KEY- TO OPEN THE DOOR	Build it up: making the landmarks of London and a virtual tour of the city.	Dinosaur Egg Discovered on School Field!	Pond dipping and other habitats in the school
LOCK - TO LOCK IN THE LEARNING	The Great Fire of London: recreate the fire of London.	Trip to the Dinosaur Park	Trip to Banham Zoo
ELLI	Changing and Learning and Making Meaning The Changing Chameleon and the Connecting Spider	Curiosity and Strategic Awareness The Curious Cat and the Wise Old Owl	Resilience and Learning Relationships The Resilient Tortoise and the Busy Bee
LITERACY	Non-chron reports (i) (Y1/2): The Great Fire of London Poems structure/vocabulary (Y1/2) Concrete Poems based on Fire, Flames and Water Recounts - historical events (ii) (2) Escape! The Day London Burned Down Familiar settings (Y1) / Personal experiences (Y2): It's all gone wrong! (stories based on Emily Brown by Cressida Cowell and Clarice Bean by Lauren Child) Predictable phrases (Y1) / Extended stories (i)-modelled structures	Stories from other cultures (Y1) / Folk tales (Y2) Taught through film (see below) Instructions (Y1/2) How to look after a dinosaur Poems based on theme/language (Y1/2) Roar! Poems about dinosaurs Extended stories (ii) (Y2) Dinosaur Egg Discovered on The School Field! (based on The Village Dinosaur/Two Village Dinosaurs by Phyllis Arkle) Non-Chronological Reports (ii) (Y1/2) Everything you ever wanted to know about dinosaurs	Labels/Lists/Captions (Y1) / Recounts - personal experiences (i) (1/2) The day my class visited Banham Zoo Fantasy Worlds (Y1) / Adventure stories (Y2) The Land at the top of the tree (based on The Enchanted Wood by Enid Blyton) Persuasion leaflets and posters (Y1) / Explanations (Y2) What makes my animal special - explain how your animal is specially adapted to its habitat Poems descriptions/patterns (Y1/2) Hurt No Living Thing by Christina Rossetti Traditional tales (Y1)/Own versions of trad. tales (Y2) Upside Down and Inside Out - Traditional Tales with a Twist
USE OF FILM		The Story of Wali Dad / Where the Night Came From / The Prince Who Thinks he is a Rooster /	Ride of Passage: Toki in the rainforest

		The Tale of How the Caliph Became a Stork / The King Who Was Eaten for Breakfast (BBC Teach)	
ORACY	Christmas Nativity: speak and sing in front of an audience.	How to look after a dinosaur: share your instructions with another group of children.	What makes my animal special: explain how your animal is specially adapted to its habitat.
MATHS		See White Rose planning overview for each year group	See White Rose planning overview for each year group
SCIENCE Working Scientifically Asking simple questions and recognising that they can be answered in different ways Observing closely, using simple equipment Performing simple tests Identifying and classifying Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions.	<p>Everyday materials (Y2) Identify & compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper & cardboard for different uses. Compare how things move on different surfaces. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Seasons-Autumn (Y1) Identify seasonal and daily weather patterns in the United Kingdom. Observe changes across the 4 seasons. Observe and describe weather associated with the seasons and how day length varies.</p>	<p>Animals including Humans (Y1) Identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals. 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> <p>Seasons- Spring (Y1) Identify seasonal and daily weather patterns in the United Kingdom. Observe changes across the 4 seasons. Observe and describe weather associated with the seasons and how day length varies.</p>	<p>Plants (Y1) Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, inc trees.</p> <p>Living things and their habitats (Y2) Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify & name a variety of plants and animals in their habitats, inc microhabitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>
HISTORY	<p>KQ Why is the Great Fire of London remembered and how did it affect London? <i>When did it take place?</i> <i>Where did it start and how?</i> <i>Why did it spread so far and so fast?</i> <i>What were the effects on London buildings and re-building?</i> <i>How has the London skyline changed since then? (Significant constructions over the last ten years)</i></p> <p>events beyond living memory that are significant nationally or globally the Great Fire of London,</p>	<p>KQ How did Mary Anning's fossil finds change what people knew about animals? <i>Who was Mary Anning?</i> <i>Where did she live?</i> <i>When was she alive?</i> <i>What was her home/family life like?</i> <i>How did she help her family?</i> <i>What impact did she have on the scientists of the day?</i></p> <p>the lives of significant individuals in the past who have contributed to national and international</p>	<p>KQ Where did the plants in Kew Gardens come from and how did they get there? <i>Sir William Jackson Hooker and Joseph Dalton Hooker</i> <i>Who were they?</i> <i>When were they alive?</i> <i>Where did they live?</i> <i>Where did they travel to?</i> <i>What remains of their discoveries today and where?</i></p> <p>significant historical events, people and places in their own locality.</p>

	changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life - environmental changes?	achievements. Some should be used to compare aspects of life in different periods				
GEOG	<p>Identify the geographical changes in London through the ages. <i>Where is London? (Compare maps from different periods)</i> <i>Rivers and canals and crossings (bridges)</i> <i>Land use - parks and gardens</i> <i>Homes (from tower blocks to royal palaces)</i> <i>Shops and markets (what types, where?)</i> <i>Go on a virtual guided tour of the City and Westminster.</i> <i>Create a page for a guidebook</i></p> <p>Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas use basic geographical vocabulary to refer to: physical features, including: sea, river, soil, valley and weather human features, including: city, town, village, house, office, port, and shop Links Science identify seasonal and daily weather patterns in the United Kingdom use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>	<p>Why are there different rocks in different places? <i>Identify the changes of world maps through the different periods</i> <i>What happens when continents move? (Volcanoes)</i> <i>In which rock are dinosaur fossils found and why?</i></p> <p>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map name and locate the world's 7 continents and 5 oceans</p>	<p>How does the climate and weather differ between the UK and Equatorial regions? <i>Identify the continents that the Equator passes through and countries in each of the three continents (Africa, South America, Asia)</i> <i>Compare the climate in the UK with one of the countries in terms of:-</i> <i>temperatures</i> <i>rainfall</i> <i>extreme weather</i> <i>Carry out simple weather experiments (rain gauge, wind strength)</i></p> <p>identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles use simple fieldwork and observational 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 United Kingdom, and of a small area in a contrasting non-European country name and locate the world's 7 continents and 5 oceans</p>			
ART	<p>Danube - Painting Experimental—thick and thin paint (ready mixed with water, powder). Different textures. Colour mixing and stroking technique. Colour mixing and circles and spots with curved strokes. Anthony Frost—primary</p>	<p>Colorado - Collage Paul Klee "Highway and Byways" - Complementary colour wheel. Paint 2 pairs of colours on separate papers. Cut into strips and lay out with complementary colours. 3D Painted bowl—brown,</p>	<p>Danube - Printing Clay slab block - chosen objects and designs. Collograph block . Islamic Geometric patterns (repeating patterns). Variety of images printed for inspiration—Printing with collograph block onto</p>	<p>Colorado - Drawing Maya Kopitseva—still life drawing - (positional language, texture, shading, hatching, criss-crossing) Textiles Dip dye technique. (Add prints with plasticine stamps).</p>	<p>Danube - Collage Goldsworthy (natural materials, form circles and spirals. Matisse "The Snail" - Group project. Cut shapes from paper in primary colours. Arrange on a large piece of paper in a snail shape and work together to stick it on.</p>	<p>Colorado - Painting Tint, shade, tone. Paul Cezanne—"Still Life with Green Apples". Monochromatic artwork. Outlines and shadows. Printing Direct prints—leaves, feathers, flowers, lace. Botanical art - Marianne North link to History (Kew Gardens)</p>

	colours tinting and shading. Use a palette of primary colours to create shapes. Textiles Weaving. Embellishing strips of fabric and adding it to own weaving design.	gummed tape, balloon and tissue paper. Prime and develop ideas for patterns based on the topic.	coloured paper 3D Aboriginal Art—show examples. Explore aboriginal symbols. Didgeridoos with aboriginal designs.		Drawing create different surfaces and draw classroom objects using a variety of mark makers. Marks in response to music. "The Owl who Was Afraid of the Dark" - drawing from imagination, add Brusho. Adding different emotions. IT use opportunity	Monoprints—scratch thick and thin lines.
D&T	Danube - Structures—design a bridge. How can you improve it, make it stronger? Plan what to do next and choose tools. What went well with my work? Local bridges London Bridge—Lord Holford and engineers Mott, Hay and Anderson	Colorado - Food—Suffolk Harvest Cake. Follow a recipe. Measure ingredients using cups and electronic scales.	Danube - Food—local produce. Where does food come from? Design a container for a local dairy farm.	Colorado - Invention a the car. Wheels and axels—design a vehicle to take someone across England. Plan a sequence of actions to make my product. Karl Benz built his first automobile in 1885 in Mannheim	Danube - Prepare food safely—cut, grate and peel - Make a sandwich.	Colorado - Design a miniature garden—explain how you want to make your product. Make a simple plan. Choose appropriate tools. Plan a sequence of actions to make a product. Make my product stronger.
RE	CHRISTIANITY Baptism/Church Why is belonging to God and the church family important to Christians?	JUDAISM Mitzvot/Tzedakah Why is learning to do good deeds so important to Jewish people?	CHRISTIANITY Parables/Gospel What did Jesus teach about God in his parables?	CHRISTIANITY Prayer/Worship Why do Christians pray to God and worship him?	CHRISTIANITY Emmanuel/Holy Spirit How does celebrating Pentecost remind Christians that God is with them always?	JUDAISM Tefillah/Blessings Why do Jewish families say so many prayers and blessings?
COMPUTING	Digital Literacy (Cyber Wisdom) • I can use technology safely (year 1) and respectfully (year 2) • I can keep my personal information private (year 1) • I know where to go for help if I am concerned (year 2)	Computer Science (Algorithms and Programming) • I can create a series of instructions (year 1) a range of instructions including direction, angles and turn (year 2) • I can plan a journey for a programmable toy (year 1)	Information Technology • I can create digital content (year 1) and organise (year 2) • I can store and retrieve digital content (year 1) and manipulate (year 2) • I can use a website (year 1) to complete simple searches (year 2)	Digital Literacy (Cyber Wisdom) • I can use technology safely (year 1) and respectfully (year 2) • I can keep my personal information private (year 1) • I know where to go for help if I am concerned (year 2)	Computer Science (Algorithms and Programming) • I can create a series of instructions (year 1) a range of instructions including direction, angles and turn (year 2) • I can plan a journey for a programmable toy (year 1)	Information Technology • I can create digital content (year 1) and organise (year 2) • I can store and retrieve digital content (year 1) and manipulate (year 2) • I can use a website (year 1) to complete simple searches (year 2)

	<ul style="list-style-type: none"> I know how technology is used in school and outside of school (year 2). 		<ul style="list-style-type: none"> I can test and amend a set of instructions, find errors and debug (year 2) I can write a simple program and test it (year 2) I can predict what the outcome of a simple program will be (logical reasoning) (year 2) I understand that algorithms are used on digital devices (year 2) I understand that programmes require precise instructions (year 2). 		<ul style="list-style-type: none"> I can use a camera (year 1) I can record sound and play back (year 1). 		<ul style="list-style-type: none"> I know how technology is used in school and outside of school (year 2). 		<ul style="list-style-type: none"> I can test and amend a set of instructions, find errors and debug (year 2) I can write a simple program and test it (year 2) I can predict what the outcome of a simple program will be (logical reasoning) (year 2) I understand that algorithms are used on digital devices (year 2) I understand that programmes require precise instructions (year 2). 		<ul style="list-style-type: none"> I can use a camera (year 1) I can record sound and play back (year 1). 	
	<p>Digital Literacy: to include Planning Projects, Searching for Information, Evaluating and Selecting Information, Creating and Manipulating Digital Content, Organising Data Files, Communicating, Handling Data and Information, Modelling and Simulation, Testing and Evaluating. [This strand be taught by linking with other curriculum areas, such as researching topics, or presenting information to others]</p>											
PE	Movement games and multi-skills Football		Gym and Dance Catching and Throwing (team games)		Catching and Throwing (Netball) Unihoc		Dodgeball Skittleball		Striking and Fielding (Tennis) Athletics /Swimming		Athletics / Swimming Running and Jumping	
PSHE	Being in my World 1 Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Being in my World 2 Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Celebrating Difference 1 Similarities and differences Understanding bullying and knowing how to deal with it Meeting new friends Celebrating the differences in everyone	Celebrating Difference 2 Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Dreams and Goals 1 Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Dreams and Goals 2 Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Healthy Me 1 Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Healthy Me 2 Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Relationships 1 Belonging to a family Making friends/being a good friend Physical contact Preferences People who help us Qualities as a friend and person Self-acknowledgement	Relationships 2 Different types of family Physical contact boundaries Friendships and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Changing Me 1 Life cycles - animal and human Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition	Changing Me 2 Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
TRIPS					Dinosaur Park				Banham Zoo			
VALUE	VALUE		Creative		Humility		Justice		Hope		Perseverance	

	Our Values For Life curriculum runs over a three-year cycle. It has been planned and implemented in partnership with our local faith communities.		
HOME LEARNING PROJECT	Where in London? Research and find out in depth about a famous landmark in London. E.g. where is it? Why is it there?	Dinosaur Roar: Research and find out in depth about a dinosaur, including which period it lived, where in the world it was found and the diet.	Animal discovery: Design and create a new type of animal that could live in a habitat from somewhere around the world. Invent a fact file to describe how it is adapted to live in that habitat.
OTHER EVENTS	<p>Roald Dahl Day 13th Sept</p> <p>European Day of Languages 26th Sept</p> <p>Black History Month October</p> <p>National Poetry Day 7th Oct</p> <p>World Mental Health Day 10th Oct</p> <p>Remembrance Sunday 11th Nov</p> <p>Anti-bullying Week 12-15th Nov</p> <p>Children in Need Nov 18th</p> <p>Road Safety Awareness Week 21-27th Nov</p> <p>Christmas Jumper Day</p> <p>Christmas celebration or Christingle</p> <p>Christmas Nativity</p>	<p>Epiphany 6th Jan</p> <p>Big Schools Garden Watch RSPB 16-30th Jan</p> <p>Chinese New Year</p> <p>National Storytelling Week 28th Jan - 4th Feb</p> <p>UNICEF Day for Change 3rd Feb</p> <p>Safer Internet Day 7th Feb</p> <p>Comic Relief / Sports Relief</p> <p>World Book Day 1st March</p> <p>Mothering Sunday 18th March</p> <p>World Poetry Day 21st March</p> <p>National Autism Awareness Month April</p> <p>Good Friday</p> <p>Easter</p> <p>Earth Day 22nd April</p>	<p>Europe Day 9th May</p> <p>Walk to school week - 16-20th May</p> <p>World Environment Day 5th June</p> <p>British Heart Week - 7-15th June</p> <p>World Oceans' Day - 8th June</p> <p>National School Grounds Week - 13-17th June</p> <p>Recycle Awareness Week 18-24th June</p> <p>Team Green Britain Bike Week 18th - 24th June</p> <p>Children's Art Day - 6th July</p> <p>World Population Day - 11th July</p> <p>Summer Celebration at Church</p>
BOOKS	<p>Beatrice and the London Bus - Francesca Lombardo</p> <p>Hyde Park Squirrels - Nick Croydon</p> <p>Katie in London - James Mayhew</p> <p>See Inside London - Usborne</p> <p>The Ladybird Book of London</p> <p>London for Children - Matteo Pericoli</p> <p>Toby and the Great Fire of London - Margaret Nash and Jane Cope</p>	<p>A Village Dinosaur / Two Village Dinosaurs - Phyllis Arkle</p> <p>Dinosaurs and all that rubbish - Michael Foreman</p> <p>Stone Girl Bone Girl: The story of Mary Anning - Laurence Anholt</p> <p>How to look after your dinosaur - Jason Cockroft</p> <p>Tom and the Island of Dinosaurs - Ian Beck</p> <p>Dinosaur Poems - Paul Cookson</p>	<p>Dr Xargle's Book of Earthlets - Jeanne Willis</p> <p>Twisted Traditional Tales</p> <p>Into the Forest - Anthony Browne / The Pea and the Princess - Mini Grey / Revolting Rhymes - Roald Dahl / The True Story of the Three Little Pigs - Jon Scieszka / Jack and the Baked Beanstalk - Colin Stimpson / Once Upon a Wild Wood - Chris Riddell / Goldilocks - Allan Ahlberg</p>

CYCLE D 2021-22		2021 - 22	
TERM	AUTUMN TERM	SPRING TERM	SUMMER TERM
THEME	Amazing Women	Dragons, Giants and Monsters: legends from across the UK	Castles and Fairy Tales
KEY-TO OPEN THE DOOR	Visits from amazing mums and other amazing women	Big feet: draw life-size pictures of the footprints of dragons, monsters and giants in water or chalk on the school playground.	Trip to Framlingham Castle
LOCK - TO LOCK IN THE LEARNING	Mixed Up Luggage: help the famous women sort out their mixed up luggage.	Retell a legend for a TV News report	A Royal Tournament: dress as a knight or a lady, attend the royal banquet and compete in the games!
ELLI	Changing and Learning and Learning Relationships The Changing Chameleon and the Busy Bee	Creativity and Strategic Awareness The Magical Unicorn and the Wise Old Owl	Making M and Curiosity The Connecting Spider and the Curious Cat
LITERACY	Non-chron reports (i) (Y1/2) An Amazing Woman from History Recounts - historical events (ii) (2) - Rescue at Seal: First person recount of Grace Darling's Rescue Poems structure/vocabulary (Y1/2): Concrete poems and acrostics Familiar settings (Y1) / Personal experiences (Y2) - My Mum: Superhero - Stories about mummies Predictable phrases (Y1) / Extended stories (i)-modelled structures The Strongest Girl in the World (based on Pippi Longstocking by Astrid Lindgren)	Instructions (Y1/2): How to catch a monster/How to train a dragon/How to care for a unicorn Stories from other cultures (Y1) / Folk tales (Y2): Finn McCool / The Red Dragon of Wales / George and the Dragon / Scottish Folk Tales Poems based on theme/language (Y1/2) Dragon Poems Fantasy Worlds (Y1) / Adventure stories (Y2): Stories based on Nim's Island by Wendy Orr Extended stories (ii) (Y2) Beaver Towers - Nigel Hinton	Non-Chronological Reports (ii) (Y1/2) Knights Labels/Lists/Captions (Y1) / Recounts - personal experiences (i) (1/2) The day my class visited Framlingham Castle Traditional tales (Y1)/Own versions of trad. tales (Y2): Once Upon a Time: Rapunzel, Rumpelstiltskin, The Princess and the Frog, The Princess and the Pea. Persuasion leaflets and posters (Y1) / Explanations (Y2) Catapults and Murder Holes: How to attack and defend a castle Poems descriptions/patterns (Y1/2):
USE OF FILM		The Myth of Finn McCool (Vimeo) George and the Dragon	What was life like? Episode 6 Framlingham Castle Sir Gawain and the Green Knight BBC Schools
ORACY	My favourite amazing woman is... : present your home-learning research to the class Christmas Nativity : speak and sing in front of an audience.	Breaking News! Retell a legend for a TV News report	Once upon a time... : retell a fairy tale to another class of children.
MATHS	See White Rose planning overview for each year group	See White Rose planning overview for each year group	See White Rose planning overview for each year group
SCIENCE SCIENCE Working Scientifically Asking simple	Animals inc humans (Y2) Notice that animals, including humans, have offspring which grow into adults.	Seasons- Winter (Y1) Identify seasonal and daily weather patterns in the United Kingdom. Observe changes across the 4 seasons.	Plants (Y2) Observe and describe how seeds and bulbs grow into mature plants.

<p>questions and recognising that they can be answered in different ways Observing closely, using simple equipment Performing simple tests Identifying and classifying Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions.</p>	<p>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> <p>Scientists (W/S) Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment. Performing simple tests. Identifying and classifying. Using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions.</p>	<p>Observe and describe weather associated with the seasons and how day length varies.</p> <p>Everyday materials (Y1) Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties</p>	<p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Seasons- Summer (Y1) Identify seasonal and daily weather patterns in the United Kingdom. Observe changes across the 4 seasons. Observe and describe weather associated with the seasons and how day length varies.</p>
<p>HISTORY</p>	<p>KQ Who was the bravest woman that ever lived and why? <i>Study the lives of significant women in history:- Boudicca (Suffolk link), Grace Darling, Amelia Earhart, Rosa Parks, (link to Black History Month), Emmeline Pankhurst, and Edith Cavell (Norfolk link) Who were they? When and where did they live? What was their job/role? What acts of bravery did they do and why? Children decide who they think was the bravest and make an argument for their choice.</i></p> <p>Significant events 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 significant historical events, people and places in their own locality.</p>	<p>KQ Did dragons and monsters really exist and how do we know about them today? <i>Find out about significant legends of the UK:- Black Shuck (Suffolk) St George and the Dragon (England), the Loch ness Monster (Scotland), the Giant's Causeway (Northern Ireland), Gelert the Dog - Beddgelert (Wales). When and where did the legend originate? What are the actual facts surrounding the character or event?</i></p> <p>events beyond living memory that are significant nationally or globally changes within (beyond) living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<p>KQ What was it like living in Framlingham Castle? <i>Where is it? When was it built? How was it constructed (shape, materials) Who lived/worked there? What effect did the castle have on the town when it was built? What effect does the castle have on the life of the town today?</i></p> <p>Find out about Framlingham Castle significant historical events, people and places in their own locality. events beyond living memory that are significant nationally or globally changes within (beyond) living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>
<p>GEOG</p>	<p>Animals around the world - what lives where? <i>Investigate different types of environment (polar, rainforest, desert, oceans)</i></p>	<p>What weather do we associate with the UK? <i>Find out about rainfall in different seasons.</i></p>	<p>Why were castles built in particular locations in Suffolk?</p>

	<p><i>What are the features of the environment? How are animals adapted to that environment? What effects does human activity have on the environments? (pollution, deforestation, global warming, plastics in oceans) What changes can be made to improve these environments?</i></p> <p>name and locate the world's 7 continents and 5 oceans use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p>	<p><i>(including extremes - floods and droughts - effects on people and places) Snowfall - effects on people and places Winds and waves - effects on people and places of gales and hurricanes How does the weather affect what is grown (fruit, vegetables, crops)</i></p> <p>Countries of UK - physical and human features linked to each country name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles use basic geographical vocabulary to refer to Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p><i>Identify the locations of castles in Suffolk (Framlingham, Orford, Eye, Bungay) What are the geographical features of the land around the castle? Why was the castle built in that location (link to rivers, coast, land height)? Identify major castle in each country of UK (The Tower of London (England), Edinburgh Castle (Scotland), Caernarvon Castle (Wales), Carrickfergus Castle (N. Ireland) - compare the location in terms of geographical position (river/land height)</i></p> <p><i>Create a fairy tale map with a key - give reasons why it was built in that location.</i></p> <p>use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</p> <p>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>Countries of UK - physical and human features linked to each country name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p>
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ART	<p>Danube - 3D - Caribbean inspired sculptures based on Zemi - sculptural object housing the spirit</p> <p>Textiles - cold tones card wraps and warm tone card wraps (different sizes). Class final piece inspired by Piet Mondrian's Victory Boogie Woogie</p>	<p>Colorado - Drawing - Human Figure proportions. Using pencils to sketch human body adding lines of different thickness.</p> <p>3D - Famous statues - Christ the Redeemer (1931) - Paul Landowski and Statue of Liberty (1886) - Frederic Auguste Bartholdi</p>	<p>Danube - Collage - UK city landscape collage inspired by Peter Brown's Grayson's Piccadilly and Waterloo Bridge.</p> <p>Drawing - Michelangelo inspired side portraits using pencil, graphite and pastels. Study of portraits and side profile drawings.</p>	<p>Colorado - Collage - A3 outline of the UK. Collage with small photos from around the country (magazines, catalogues, local newspaper) - places, monuments, geographical features, traditional costumes. Small group projects.</p> <p>Printing - positive and negative overlaid prints in primary colours.</p>	<p>Danube - Painting- Fantasy paintings - Julie Bell Kirin: Morning Daydream. Colour mixing, adding white to create a tint of a colour.</p> <p>Printing - Circular prints onto watercolour background overworked with charcoal Rina Bakis' Energetic Circles</p>	<p>Colorado - Painting - Fantasy paintings by Paul Lehr 'Parapet in Golden Light' - mixing colour and adding black to create tones of colour.</p> <p>Textiles - applying Brusho colours to fabric squares and working over with oil pastels to create Caribbean inspired textile.</p>
D&T	<p>Danube - Feeding the Sick (Florence Nightingale) - the importance of a balanced diet. Food groups. Design a healthy meal for a patient.</p>	<p>Colorado - Electricity— design and make a torch. Who invented the light bulb? Thomas Edison study</p>	<p>Danube - Design and make a postcard, from different parts of the UK, with moving parts. Which parts should move?</p>	<p>Colorado - Where does food come from? Learn about the processes involved in making food. Bread Baking.</p>	<p>Danube - Design and make a windmill. How can you make the base strong? How can you make the blades spin?</p>	<p>Colorado - Design a toy with moving parts (Automaton) - leavers and gears. Who is the target audience?</p>
RE	<p>JUDAISM Teshuvah/GD Why do Jewish families talk about repentance at New Year</p>	<p>CHRISTIANITY Saviour/Jesus Why was Jesus given the name Saviour?</p>	<p>ISLAM Allah/Mercy How do some Moslims show Allah is compassionate and merciful?</p>	<p>CHRISTIANITY Resurrection/Joy What are the est symbols of Jesus' death and resurrection at Easter?</p>	<p>CHRISTIANITY Disciple/Faith Why do Christians trust Jesus and follow him?</p>	<p>JUDAISM Torah/Rabbi Why is the Torah such a joy for the Jewish community?</p>
COMPUTING	<p>Digital Literacy (Cyber Wisdom)</p> <ul style="list-style-type: none"> • I can use technology safely (year 1) and respectfully (year 2) • I can keep my personal information private (year 1) • I know where to go for help if I am concerned (year 2) • I know how technology is used in school and outside of school (year 2). 	<p>Computer Science (Algorithms and Programming)</p> <ul style="list-style-type: none"> • I can create a series of instructions (year 1) a range of instructions including direction, angles and turn (year 2) • I can plan a journey for a programmable toy (year 1) • I can test and amend a set of instructions, 	<p>Information Technology</p> <ul style="list-style-type: none"> • I can create digital content (year 1) and organise (year 2) • I can store and retrieve digital content (year 1) and manipulate (year 2) • I can use a website (year 1) to complete simple searches (year 2) • I can use a camera (year 1) 	<p>Digital Literacy (Cyber Wisdom)</p> <ul style="list-style-type: none"> • I can use technology safely (year 1) and respectfully (year 2) • I can keep my personal information private (year 1) • I know where to go for help if I am concerned (year 2) • I know how technology is used in school and outside of school (year 2). 	<p>Computer Science (Algorithms and Programming)</p> <ul style="list-style-type: none"> • I can create a series of instructions (year 1) a range of instructions including direction, angles and turn (year 2) • I can plan a journey for a programmable toy (year 1) • I can test and amend a set of instructions, find errors and debug (year 2) 	<p>Information Technology</p> <ul style="list-style-type: none"> • I can create digital content (year 1) and organise (year 2) • I can store and retrieve digital content (year 1) and manipulate (year 2) • I can use a website (year 1) to complete simple searches (year 2) • I can use a camera (year 1)

	<ul style="list-style-type: none"> find errors and debug (year 2) I can write a simple program and test it (year 2) I can predict what the outcome of a simple program will be (logical reasoning) (year 2) I understand that algorithms are used on digital devices (year 2) I understand that programmes require precise instructions (year 2). 		<ul style="list-style-type: none"> I can record sound and play back (year 1). 				<ul style="list-style-type: none"> I can write a simple program and test it (year 2) I can predict what the outcome of a simple program will be (logical reasoning) (year 2) I understand that algorithms are used on digital devices (year 2) I understand that programmes require precise instructions (year 2). 		<ul style="list-style-type: none"> I can record sound and play back (year 1). 			
	Digital Literacy: to include Planning Projects, Searching for Information, Evaluating and Selecting Information, Creating and Manipulating Digital Content, Organising Data Files, Communicating, Handling Data and Information, Modelling and Simulation, Testing and Evaluating. [This strand be taught by linking with other curriculum areas, such as researching topics, or presenting information to others]											
PE	Movement games and multi-skills Football		Gym and Dance Catching and Throwing (team games)		Catching and Throwing (Netball) Unihoc		Dodgeball Skittleball		Striking and Fielding (Tennis) Athletics /Swimming		Athletics / Swimming Running and Jumping	
PSHE	Being in my World 1 Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owing the Learning Charter	Being in my World 2 Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Recognising feelings	Celebrating Difference 1 Similarities and differences Understanding bullying and knowing how to deal with it Meeting new friends Celebrating the differences in everyone	Celebrating Difference 2 Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Dreams and Goals 1 Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Dreams and Goals 2 Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Healthy Me 1 Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Healthy Me 2 Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Relationships 1 Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement	Relationships 2 Different types of family Physical boundaries Friendships and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Changing Me 1 Life cycles - animal and human Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition	Changing Me 2 Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
TRIPS									Framlingham Castle			
VALUE	Friendship		Peace		Consideration / Respect / Reverence		Forgiveness		Wisdom		Thankfulness	

Our Values For Life curriculum runs over a three-year cycle. It has been planned and implemented in partnership with our local faith communities.			
HOME LEARNING PROJECT	Admirable Woman: Conduct research and find out in depth about a modern day amazing woman.	Local Legends: Conduct research and find out in depth about a legend or myth that took place in the local area (Norfolk or Suffolk)	Castles: Conduct research about a different castle from around the UK. Make a model, label the features, find out about the history of it.
OTHER EVENTS	<p>Roald Dahl Day 13th Sept</p> <p>European Day of Languages 26th Sept</p> <p>Black History Month October</p> <p>National Poetry Day 7th Oct</p> <p>World Mental Health Day 10th Oct</p> <p>Remembrance Sunday 11th Nov</p> <p>Anti-bullying Week 12-15th Nov</p> <p>Children in Need Nov 18th</p> <p>Road Safety Awareness Week 21-27th Nov</p> <p>Christmas Jumper Day</p> <p>Christmas celebration or Christingle</p> <p>Christmas Nativity</p>	<p>Epiphany 6th Jan</p> <p>Big Schools Garden Watch RSPB 16-30th Jan</p> <p>Chinese New Year</p> <p>National Storytelling Week 28th Jan - 4th Feb</p> <p>UNICEF Day for Change 3rd Feb</p> <p>Safer Internet Day 7th Feb</p> <p>Comic Relief / Sports Relief</p> <p>World Book Day 1st March</p> <p>Mothering Sunday 18th March</p> <p>World Poetry Day 21st March</p> <p>National Autism Awareness Month April</p> <p>Good Friday</p> <p>Easter</p> <p>Earth Day 22nd April</p>	<p>Europe Day 9th May</p> <p>Walk to school week - 16-20th May</p> <p>World Environment Day 5th June</p> <p>British Heart Week - 7-15th June</p> <p>World Oceans' Day - 8th June</p> <p>National School Grounds Week - 13-17th June</p> <p>Recycle Awareness Week 18-24th June</p> <p>Team Green Britain Bike Week 18th - 24th June</p> <p>Children's Art Day - 6th July</p> <p>World Population Day - 11th July</p> <p>Summer Celebration at Church</p>
BOOKS	<p>Pippi Longstocking - Astrid Lindgren</p> <p>The Great Big Book of Families - Mary Hoffman</p> <p>The Best Mother- CM Surrisi</p> <p>When Hitler Stole Pink Rabbit - Judith Kerr</p> <p>Great Women Who Changed the World / Great Women Who Changed History - Kate Pankhurst</p> <p>Usborne Famous Lives - Florence Nightingale, etc...</p>	<p>Beaver Towers - Nigel Hinton</p> <p>Scottish Folk and Fairy Tales - Theresa Breslin and Kate Leiper</p> <p>George and the Dragon - Chris Wormell</p> <p>The Egg - MP Robertson</p>	<p>King Arthur and the Knights of the Round Table - Marcia Williams</p> <p>The Paper Bag Princess - Robert Munsch</p> <p>Rapunzel - Sarah Gibb</p> <p>See inside Castles - Katie Daynes</p> <p>The Kiss That Missed - David Melling</p>