



	Cycle A	Cycle B
Science	<p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>• Ask simple questions and recognise that they can be answered in different ways</li> <li>• Observe closely, using simple equipment</li> <li>• Perform simple tests</li> <li>• Identify and classify</li> <li>• Use observations and ideas to suggest answers to questions</li> <li>• Gather and record data to help answering questions</li> </ul> <p><b>Seasonal Changes</b></p> <ul style="list-style-type: none"> <li>• Observe changes across the four seasons</li> <li>• Observe and describe weather associated with the seasons and how day length varies</li> </ul> <p><b>Plants</b></p> <ul style="list-style-type: none"> <li>• Observe and describe how seeds and bulbs grow into mature plants</li> <li>• Find out and describe how plants need water, light and suitable temperature to grow and stay healthy</li> </ul> <p><b>Plants</b></p> <ul style="list-style-type: none"> <li>• Identify and name a variety of common wild and</li> </ul>	<p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>• Ask simple questions and recognise that they can be answered in different ways</li> <li>• Observe closely, using simple equipment</li> <li>• Perform simple tests</li> <li>• Identify and classify</li> <li>• Use observations and ideas to suggest answers to questions</li> <li>• Gather and record data to help answering questions</li> </ul> <p><b>Everyday Materials</b></p> <ul style="list-style-type: none"> <li>• Distinguish between an object and the material from which it is made</li> <li>• Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock</li> <li>• Describe the simple physical properties of a variety of everyday materials</li> <li>• Compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul> <p><b>Uses of Everyday Materials</b></p> <ul style="list-style-type: none"> <li>• Identify and compare the suitability of a variety of</li> </ul>



	<p>garden plants, including deciduous and evergreen trees</p> <ul style="list-style-type: none"> <li>Identify and describe the basic structure of a variety of common flowering plants, including trees</li> </ul>	<p>everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <ul style="list-style-type: none"> <li>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul> <p>Animals including humans</p> <ul style="list-style-type: none"> <li>Notice that animals, including humans, have offspring that grow into adults.</li> <li>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</li> <li>Describe the important for humans of exercise, eating the right amounts of different types of food and hygiene.</li> <li>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</li> <li>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul>
History	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> </ul>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>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 [for example,</li> </ul>



	<ul style="list-style-type: none"> <li>Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> </ul>	<p>Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p> <ul style="list-style-type: none"> <li>Significant historical events, people and places in their own locality.</li> </ul>
<p>Geography</p>	<p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical</li> </ul>	<p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Use basic geographical vocabulary to refer to:             <ol style="list-style-type: none"> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features.</li> </ol> </li> </ul> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>



	<p>features; devise a simple map; and use and construct basic symbols in a key</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>	
Art	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• To use a range of materials creatively to design and make products.</li> <li>• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>• About the work of a range of artists, craft makers and designers, describing the differences and similarities.</li> </ul>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> <li>• To use a range of materials creatively to design and make products.</li> <li>• To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>• To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>• About the work of a range of artists, craft makers and designers, describing the differences and similarities.</li> </ul>
Design Technology	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>• Design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>• Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups</li> </ul>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>• Design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>• Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and,</li> </ul>



	<p>and, where appropriate, information and communication technology</p> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>• Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• Explore and evaluate a range of existing products</li> <li>• Evaluate their ideas and products against design criteria</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>• Build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>• Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul>	<p>where appropriate, information and communication technology</p> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>• Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• Explore and evaluate a range of existing products</li> <li>• Evaluate their ideas and products against design criteria</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>• Build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>• Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li> </ul>
Computing	<p>E Safety Computer Skills Word Processing Skills Painting</p>	<p>E Safety Presentation Skills Computer Art Preparing for Programming</p>



	Programming	Programming
French	Ongoing: songs, rhymes, Games and cultural similarities and differences in GB and France Self and greetings Family Numbers 1-10	Ongoing: songs, rhymes, Games and cultural similarities and differences in GB and France Body Colours Number 1-10
Religious Education	<p><b>Learning about the place of religion and belief in their local community</b> - recognising diversity and the influence of those religions and worldviews, and exploring questions about the meaning, purpose and value of life.</p> <p><b>Learning about key features of Christianity</b> (selected from key beliefs, teaching and values behind celebrations and commemorations, patterns of worship, places of worship, and stories) exploring their significance for Christians.</p> <p><b>Learning about key features of at least one other religion or non-religious worldview</b> (selected from key beliefs and, in the case of religion, teaching and values behind celebrations and commemorations, patterns of worship, places of worship, and stories ) exploring their significance for followers of that religion or worldview.</p>	<p><b>Learning about the place of religion and belief in their local community</b> - recognising diversity and the influence of those religions and worldviews, and exploring questions about the meaning, purpose and value of life.</p> <p><b>Learning about key features of Christianity</b> (selected from key beliefs, teaching and values behind celebrations and commemorations, patterns of worship, places of worship, and stories) exploring their significance for Christians.</p> <p><b>Learning about key features of at least one other religion or non-religious worldview</b> (selected from key beliefs and, in the case of religion, teaching and values behind celebrations and commemorations, patterns of worship, places of worship, and stories ) exploring their significance for followers of that religion or worldview.</p>
Physical Education	<p><u>Across the PE Curriculum</u> Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range</p>	



	<p>of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p><u>Gymnastics</u> Children will master basic movements as well as developing balance, agility and co-ordination.</p> <p><u>Swimming</u> Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• Swim competently, confidently and proficiently over a distance of at least 25 metres (by the end of KS2)</li> <li>• Use a range of strokes effectively</li> <li>• Perform safe self-rescue in different water-based situations.</li> </ul> <p><u>Team Games</u> Children will participate in team games, developing simple tactics for attacking and defending.</p> <p><u>Athletics</u> Developing running, jumping and throwing skills.</p>	<p><u>Dance</u> Children will perform dances using simple movement patterns.</p> <p><u>Swimming</u> Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>• Swim competently, confidently and proficiently over a distance of at least 25 metres (by the end of KS2)</li> <li>• Use a range of strokes effectively</li> <li>• Perform safe self-rescue in different water-based situations.</li> </ul> <p><u>Team Games</u> Children will participate in team games, developing simple tactics for attacking and defending.</p> <p><u>Athletics</u> Developing running, jumping and throwing skills.</p>
<p>Music</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> </ul>



	<ul style="list-style-type: none"><li>• Play tuned and untuned instruments musically</li><li>• Listen and understanding to a range of high-quality live and recorded music</li><li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li></ul>	<ul style="list-style-type: none"><li>• Play tuned and untuned instruments musically</li><li>• Listen and understanding to a range of high-quality live and recorded music</li><li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li></ul>
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