





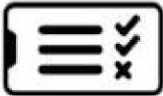



Larch, Beech, Willow (Years 1 and 2) - 2023/24

Cycle B		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Driver	PSHE	PSHE then History		Geography		Science - Biology	
Name	Identity	Heroes in History		Bright Lights, Big Cities Compare London to Oldham. Also Great Fire of London		Four legged Friends Eco - Endangered animals/deforestation	
Question		What made Florence Nightingale so famous?		How and Why have our cities changed so much?		How can we protect endangered friends?	
Book		Supertato, Vlad and The Florence Nightingale Adventure, Giraffe's Can't Dance   		Katie in London, Toby and the great fire of   London		Jaws Claws And Things With Wings, The Zoo, Tiger Who Came To Tea, One Day On     Our Blue Planet...In The Savannah	
Significant people		Mary Seacole Sporting heroes e.g Usain Bolt					

Enquiry Enhancer Art/DT		Art <u>Explore & Draw</u> Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.	DT Heroes in History Cooking and Nutrition -Use the basic principles of a healthy and varied diet to prepare dishes. Create healthy smoothies.	Bright Lights, Big Cities -Build structures, exploring how they can be made stronger, stiffer and more stable. Construct a Tudor building or a London landmark.	Art <u>Be an architect</u> Exploring architecture and creating architectural models.	Art <u>Exploring the world through mono print</u> Using a simple mono print technique to develop drawing skills, encourage experimentation and ownership	Paws, Claws and Whiskers -Join fabric in a variety of ways, including using over stitch. -Explore a range of puppets and materials. Make an animal puppet.
Writing Genre		Where do I belong? Letter Retell Prediction Police Incident Report Diary Character Description Retell from a role play Setting description Letters Postcards Biography			Retell /alternative endings Narrative Katie in London. Postcard. Diary as Samuel Pepys Non-chronological reports Character description of Toby Setting description of the Great Fire of London. Retell of Toby		Poems Book review Character description Retell will a changed character. Setting description from Anthony Browne Character Description of the Tiger Retell Retell with an alternative animal Retell of the Chester Zoo trip. Non chronological report (Science)

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Biology Seasonal Changes		Biology Identifying Habitats	Biology Growing Plants	Biology Pets and Gardens	Biology Growth and Survival
<i>Working Scientifically (ongoing development):</i>	<i>Working Scientifically (ongoing development): Identify and classify; observe closely, using simple equipment; perform simple tests; use observation and ideas to suggest answers to questions; gather and record data;</i>					


RE Visit to a temple Special Buildings	Our Wonderful World	Christmas Celebrations	What Do Hindus Celebrate Visit to a temple	Whon Was Buddha?	Christian Rites of Passage	
PSHE/SMSC/SRE PSHE- Zippy	Identity 3 weeks Solving problems		Changes		Moving Forward	
'What do I want to do when I am older?' and 'Money'						Money
Staying safe	Keeping safe online	Keeping safe online Bonfire and firework safety Safety at home Drug and alcohol education	Keeping safe online	Keeping safe online My body People who can help	Keeping safe online	Keeping safe online

Computing	Technology around us	Information Technology around us	Digital painting	Digital photography	Moving a robot	Robot Algorithms
E-safety	<p><u>E Safety Curriculum Overview Cycle B – Taught during PSHE and Computing Lessons</u></p> <div> <div>  <p>Self-Image and Identity</p> </div> <div>  <p>Online Relationships</p> </div> <div>  <p>Online Reputation</p> </div> <div>  <p>Online Bullying</p> </div> <div>  <p>Managing Online Information</p> </div> <div>  <p>Health, Well-being and Lifestyle</p> </div> <div>  <p>Privacy and Security</p> </div> <div>  <p>Copyright and Ownership</p> </div> </div>					

	<p>I can explain how other people may look and act differently online and offline.</p> <p>I can give examples of issues online that might make someone feel sad, worried, uncomfortable or frightened; I can give examples of how they might get help.</p> <p>I can demonstrate how to navigate a</p>	<p>I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online gaming, a pen-pal in another school / country).</p> <p>I can explain why I have a right to say 'no' or 'I will have to ask someone'. I can</p>	<p>I can explain how information put online about someone can last for a long time.</p> <p>I can describe how anyone's online information could be seen by others.</p>	<p>I can explain what bullying is, how people may bully others and how bullying can make someone feel.</p> <p>I can talk about how anyone experiencing bullying can get help</p>	<p>I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'</p> <p>I can explain why some information I find online may not be real or true.</p> <p>Supplement these objectives with "Detective Digiduck"</p>	<p>I can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions).</p> <p>I can recognise that content on the internet may belong to other people.</p>
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	<p>simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections).</p> <p>I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).</p>	<p>explain who can help me if I feel under pressure to agree to something I am unsure about or don't want to do.</p>				
Music	Hand, Feet, Heart	Ho Ho Ho	I wanna play in a Band	Zootime	Friendship Song	Reflect, Rewind and Replay
P.E.	Fundamentals And Ball Skills	Gymnastics And Sending and receiving	Dance And Target games	Yoga And Invasion	Athletics And Net and wall	Team building And Striking and fielding

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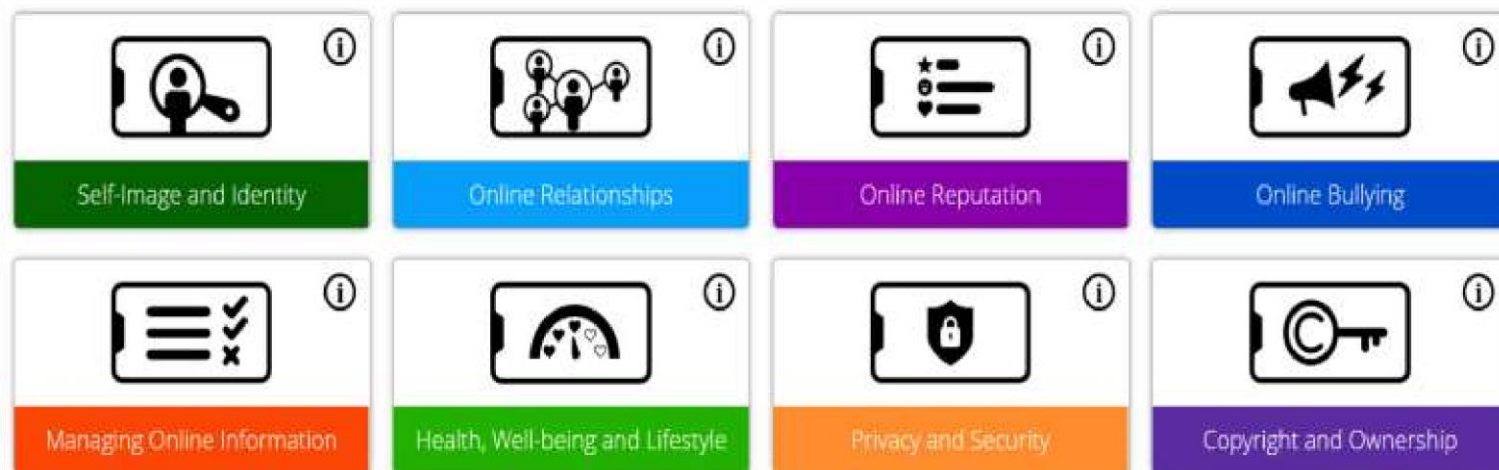
Cycle A		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry Driver	PSHE	PSHE + en History		Science - Physics		Geography	
Name	Identity	Memory Box		Magnificent Materials		Precious Planet	
Question		How has Britain 100 changed in the last years? + Remembrance		Which materials would be best to build a house?		Can 6 year olds save the world?	
Book		Paper Dolls, Traction Man, The Naughty Bus, Little Red Riding Hood, Robin Hood <div>      </div>		Pinocchio, 3 Little Pigs, 3 Little Wolves And The Big Bad Pig, Man On The Moon <div>     </div>		Somebody Swallowed Stanley, The Journey Home, Clean Up, A planet Full Of Plastic, Tale Of The Toothbrush <div>      </div>	

Significant people							
Enquiry Enhancer Art/DT		DT Identity -Join fabric in a variety of ways, including using running stitch. Our Fabric Faces	DT Memory Box Cooking and Nutrition -Understand where food comes from. Compare food from a different era.	Art <u>Playful Making</u> Exploring materials and intention through a playful approach	DT Marvellous Materials Explore and use mechanisms (for example levers, sliders, wheels	Art <u>Spirals</u> Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.	Art <u>Exploring Watercolour</u> Exploring watercolour and discovering we can use accidental
			Bring an old recipe up to date.		and axles) in their products. Moving Picture Books		marks to help us make art.
Writing Genre		Short narrative retell of paper dolls Retell of trip to the science and Industry museum. Imaginative story. Write about a personal experience as a retell. Retell of trip to panto to watch Robin Hood. Setting description		Retell of Pinocchio Retell of three little pigs. Comparison between two texts. Setting description. Set of instructions to clean up litter on the moon.		Poster Persuasive letter Short Narrative Non chronological report. Diary entry.	

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<div>Science</div> <div>Working Scientifically (ongoing development):</div>	<div>Biology</div> <div>My Body</div>	<div>Biology</div> <div>Identifying animals</div>	<div>Physics</div> <div>Everyday Materials</div>	<div>Physics</div> <div>Exploring Everyday Materials</div>	<div>Biology</div> <div>Identifying Plants</div>	
	Working Scientifically (ongoing development): Identify and classify; observe closely, using simple equipment; perform simple tests; use observation and ideas to suggest answers to questions; gather and record data;					
<div>RE</div> <div>Visit to a Church</div> <div>Special Buildings</div>	<div>Leaders and Teachers</div> <div>Special Buildings - visit a church</div>	<div>Why do Christians give gifts at Christmas</div>	<div>What do Muslims celebrate?</div>	<div>Special Books</div>	<div>What do Sikhs believe?</div>	
<div>PSHE/SMSC/SRE PSHE-Zippy</div>	<div>Identity 3 weeks</div> <div>1 Full of Feelings</div>		<div>2 Communication</div>		<div>3 Friendship</div>	
<div>'What do I want to do when I am older?' and 'Money'</div>				<div>Money</div>		<div>One World</div>

Staying safe	Keeping safe online	Keeping safe online Bonfire and firework safety My Body	Keeping safe online	Keeping safe online Sun safety	Keeping safe online	Keeping safe online
Computing	Digital Writing	Grouping Data	Data and Information - Pictograms	Programming - Introduction to animation	Programming - An introduction to Quizzes	Creating Music

E-safety



E Safety Curriculum Overview Cycle A - Taught during PSHE and Computing Lessons

I can recognise that there may be people online who could make someone feel sad, embarrassed or upset.

Revisit
"Digiduck's big decision"
<https://www.childnet.com/ufiles/Digiduck-eBook.pdf>

I can give examples of when I should ask permission to do something online and explain why this is important.

If something happens that makes me feel sad, worried, uncomfortable or frightened I can

I can recognise that information can stay online and could be copied.

I can explain why it is important to be considerate and kind to people online and to respect their choices.

I can describe how to behave online in ways that do not upset others and can give examples.

I know / understand that we can encounter a range of things online including things we like and don't like as

I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching.

I can explain why it is important to always ask a

I can explain rules to keep myself safe when using technology both in and beyond the home.

	I can explain that passwords are used to protect information, accounts and devices.	give examples of when and how to speak to an adult I can trust and how they can help.	I can explain why things one person finds funny or sad online may not always be seen in the same way by others.	well as things which are real or make believe / a joke.	trusted adult before sharing any personal information online, belonging to myself or others.	
Music	Hey you!	Rhythm in the way we walk	In the groove	Round and round	Your imagination	Reflect, Rewind and Replay
P.E.	Fundamentals And Ball Skills	Gymnastics And Sending and receiving	Dance And Target games	Yoga And Invasion	Athletics And Net and wall	Team building And Striking and fielding