

Year 1 and 2 - Cycle A (2024 – 2025)

Holidays	Autumn Term 1	Autumn Term 2	Spring Term 3	Spring Term 4	Summer Term 5	Summer Term 6	
Learning Unit	Hello	<b>We are Conservationists</b>	<b>We are Voyagers</b>	<b>We are Citizens</b>	<b>We are explorers</b>	<b>We are Healthy</b>	Goodbye
Enquiry Questions	How are we all unique and special?	Geography: How does seasonal change affect animals?	History: Why is RAF Brize Norton important today?	Geography: How can we improve our school grounds?	History: How should we remember Shackleton today?	History: How have toys and games changed since our grandparents were children?	How have you grown?
Hook / visits	Exploring our senses	Forests  Trip to Westonbirt Arboretum (Autumn Explorers)	Visit to RAF Brize Norton.	Local fieldwork e.g. traffic study / physical and human features around school.		Oxfordshire Museum – Box Loan (Toys and Games) or in school workshop	Memories of year ceremony/book
Key Outcomes	Class expectations made clear.	Children learn why animals have different habitats.  Children learn that some animals are endangered and think about how they can help them.	Children create a timeline of flight throughout the ages.  Children understand the impact that different people had on how flight developed.	Children understand key human and physical features in their locality.  They think like a Geographer to use fieldwork skills.  Children will make suggestions on how to improve the school grounds and present these to SLT or local MP.	Children understand the impact of the Antarctic expedition and the difficulties faced.  They use Historical Enquiry skills to develop a sense of chronology and use a range of sources of evidence.  Children will be able to name the 7 continents and 5 oceans.	Children will use Historical Enquiry skills to develop a sense of chronology and use a range of sources of evidence.  Children will create a collaborative timeline to contrast and compare toys from grandparent’s youth to their own.	To reflect on the year.
Science	<b>Animals including humans</b>  identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense  <b>Growing from baby to adult.</b>	<b>Living things and their Environment</b> <ul style="list-style-type: none"> <li>• Categorising animals - reptiles, amphibians, herbivores, omnivores etc.</li> <li>• Describe and compare animals.</li> <li>• 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.</li> <li>• Identify and name a variety of plants and animals in their habitats, including microhabitats.</li> </ul>	<b>Materials</b> <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>	<b>Weather / Seasonal changes</b> <ul style="list-style-type: none"> <li>• Focus on Winter to Spring transition.</li> <li>• Observe weather and compare to previous months - observe and test using simple equipment.</li> <li>• Ask simple questions and realise that they can be answered in different ways.</li> <li>• Gather and record data.</li> </ul> (Crossover with Geography T1)	<b>Animals including Humans –</b> <ul style="list-style-type: none"> <li>• Explore and compare the differences between things that are living, dead, and things that have never been alive.</li> <li>• 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.</li> <li>• Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>	<b>Plants</b> <ul style="list-style-type: none"> <li>• Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li> <li>• Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> <li>• Observe and describe how seeds and bulbs grow into mature plants.</li> <li>• Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>	

History	Chronology skills		<ul style="list-style-type: none"> <li>• Events beyond living memory that are significant globally</li> <li>• Significant historical events, people and places in their own locality,</li> </ul>	<ul style="list-style-type: none"> <li>• Significant historical events, people and places in their own locality.</li> </ul>	<ul style="list-style-type: none"> <li>• Significant people – Shackleton.</li> </ul>	Changes within living memory	Chronology skills (Timeline work)
Geography		<ul style="list-style-type: none"> <li>• Identify seasonal and daily weather patterns in the UK.</li> <li>• Use basic geographical vocabulary to refer to: human / physical features.</li> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries.</li> </ul>		<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 features of its surrounding environment.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Name and locate the 7 continents and 5 oceans.</li> <li>• Locate hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>• Use world maps, atlases and globes to identify the continents and oceans studied.</li> <li>• Use compass directions (North, South, East and West) to describe the locations of features and routes on a map.</li> </ul>		
Design and Technology			<p><b>Hand puppets (sewing)</b></p> <p><u>Design and Make</u></p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Select from and use a range of tools and equipment to perform practical tasks.</p> <p><b>Christmas hand puppets.</b></p>		<p><b>Moving pictures (levels and sliders)</b></p> <p><u>Technical Knowledge</u></p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p><u>Evaluate</u></p> <p>Explore and evaluate a range of existing products.</p> <p>Evaluate their ideas and products against design criteria</p> <p><b>Levers/sliding pictures based on Antarctica.</b></p>	<p><b>Making fruit Kebabs / salad</b></p> <p><b>Food technology</b></p> <ul style="list-style-type: none"> <li>• Develop a food vocabulary using taste, smell, texture and feel.</li> <li>• Group familiar food products e.g. fruit and vegetables.</li> <li>• Explain where food comes from. Cut, peel, grate, chop a range of ingredients</li> <li>• Work safely and hygienically. Understand the need for a variety of foods in a diet.</li> <li>• Measure and weigh food items, non-statutory measures e.g. spoons, cups.</li> </ul> <p><b>Make a healthy snack for a friend.</b></p>	

Art	<p><b>Portrait drawing</b></p> <p><b>Frida Kahlo</b> Describe the work of notable artists (Frida Kahlo)</p> <p>Use a variety of tools (pencils and colouring pencils)</p> <p>Colour own work neatly between the lines)</p> <p>Mix materials to create texture</p> <p>Experiment with mixing media</p> <p>Draw Frida Kahlo inspired portraits with collages flowers</p>	<p><b>Collage</b></p> <p>Describe the work of notable artists (Eric Carle and Henri Rousseau)</p> <p>To use a range of materials creatively to design and make products.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Create collaged animals in the style of Eric Carle and Henri Rousseau.</p>		<p><b>Simple printing</b></p> <p>To use a range of materials creatively to design and make products.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Children will make rubbings, prints and impressions using a range of media including plasticine, paint and charcoal.</p>			Applying skills of the year
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<p>Art (ongoing objectives throughout the year)</p>	<p><b>Exploring and developing ideas</b> Respond to ideas and starting points (first hand observation, experience and imagination) Explore ideas and collect visual information in a sketchbook Describe the work of notable artists, artisans and designers including art from other culture</p> <p><b>Evaluating and developing ideas</b> Review what they and others have done and say what they think and feel about it. E.g. Annotate sketchbook Identify what they might change in their current work or develop in their future work.</p> <p><b>Breadth of study</b> Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. Investigate different kinds of art, craft and design. Create original pieces that are influenced by investigation (of different kinds of art and design).</p>						
<p>Music</p>	<p><b>Singing</b> Learn song for Harvest festival</p> <p>Sing with an awareness of other performers Sing with an awareness of pulse and control of rhythm.</p>	<p><b>Charanga - Hey You!</b></p> <p><b>Find the pulse as they are listening</b> <b>Recognise and name 2 instruments</b></p> <p>Accompany a chant or a song by clapping or playing the pulse rhythm. Perform a rhythm to a given pulse. Begin to create rhythmic patterns Sing with an awareness of pulse and control of rhythm Sing with an awareness of other performers Perform a rhythm to a given pulse Create and chose sounds in response to a given stimulus Perform together and following instructions that combine the musical elements</p>	<p><b>Christmas Songs</b></p> <ul style="list-style-type: none"> <li>Perform together and follow instructions that combine the musical elements</li> <li>Perform together and following instructions that combine the musical elements</li> <li>Explore singing voice and use expressively</li> <li>Sing a melody</li> <li>Recall and remember short songs, sequences and patterns of sounds</li> <li>Respond physically when listening to, performing and composing music</li> </ul> <p><b>Learn some Christmas songs to perform in the Christmas concert.</b></p>	<p><b>Charanga – Rhythm in the way we walk / Banana Rap</b></p> <p>Accompany a chant or song by clapping or playing the pulse or rhythm. Perform a rhythm to a given pulse Begin to create rhythmic pattern Follow pitch movements with hands and use high, low and middle voices. Begin to sing with control of pitch. Chose sounds and instruments carefully and make improvements to their own work and suggest improvements to the work of others.</p>	<p><b>Charanga – In the Groove</b></p>	<p><b>Charanga - Reflect, Rewind and Replay</b></p>	<p>Performance?</p>
<p>RE</p>	<p><b>Why is RE important and what do I know?</b></p> <p>Introduction to religion and religious vocabulary</p> <p>Recognise some religious symbols and words</p>	<p><b>Why is it important to look after our world? Christianity</b></p> <p>Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong.</p> <p>Realise that some questions that cause people to wonder are difficult to answer</p>	<p><b>Why do people celebrate important occasions? Christianity</b></p> <p>Ask and answer simple questions about religion using information.</p> <p>Identify aspects of own experience and feelings, in religious material studied. Identify things they find interesting or puzzling, in religious materials studied</p>	<p><b>How important is belonging to a group for people? Christianity / Judaism</b></p> <p>Recognise features of religious life and practice.</p> <p>Recognise some religious symbols and words</p> <p>Recognise what is of value and concern to themselves, in religious material studied.</p>	<p><b>What makes some stories so important to different people? Judaism</b></p> <p>Recount outlines of some religious stories</p> <p>Use simple resources to answer questions</p> <p>Retell religious stories in my own words</p>	<p><b>What makes some stories so important to different people? Christianity</b></p> <p>Recount outlines of some religious stories</p> <p>Use simple resources to answer questions</p> <p>Retell religious stories in my own words</p>	<p><b>What do I now know about RE?</b></p> <p>Recognise some religious symbols and words</p> <p>Identify some religious practices, know that some are characteristic of more than one religion.</p>

			<p>Identify some religious beliefs and teachings</p> <p>Suggest meanings in religious symbols, language and stories</p> <p>Respond sensitively to the experiences and feelings of others, including those with a faith.</p>	<p>Identify some religious practices, know that some are characteristic of more than one religion.</p> <p>Suggest meanings in religious symbols, language and stories</p>	<p>Suggest meanings in religious symbols, language and stories</p>		
RSE Time 2 Talk	<p><b>Relationships.</b> <b>What is the same and different about us?</b></p> <ul style="list-style-type: none"> <li>• what they like/dislike and are good at</li> <li>• what makes them special and how everyone has different strengths</li> <li>• how their personal features or qualities are unique to them</li> <li>• how they are similar or different to others, and what they have in common</li> </ul> <p>All about me Flowers</p>	<p><b>Living in the wider world</b> <b>How can we look after each other and the world?</b></p> <ul style="list-style-type: none"> <li>• how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work cooperatively</li> <li>• the responsibilities they have in and out of the classroom</li> <li>• how people and animals need to be looked after and cared for</li> <li>• what can harm the local and global environment; how they and others can help care for it</li> <li>• how people grow and change and how people's needs change as they grow from young to old</li> </ul>	<p><b>Living in the wider world</b> <b>What can we do with money?</b></p> <ul style="list-style-type: none"> <li>• what money is - that money comes in different forms</li> <li>• how money is obtained (e.g. earned, won, borrowed, presents)</li> <li>• how people make choices about what to do with money, including spending and saving</li> <li>• the difference between needs and wants - that people may not always be able to have the things they want</li> <li>• how to keep money safe and the different ways of doing this</li> </ul> <p>Twinkl/HSBC scheme</p>	<p><b>Living in the wider world?</b> <b>Who helps to keep us safe?</b></p> <ul style="list-style-type: none"> <li>• that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people</li> <li>• who can help them in different places and situations; how to attract someone's attention or ask for help; what to say</li> <li>• how to respond safely to adults they don't know</li> <li>• what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard</li> <li>• how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say</li> </ul> <p>PC Connor visit Links to who helps us stay safe in the local area.</p>	<p><b>Relationships</b> <b>Who is special to us?</b></p> <ul style="list-style-type: none"> <li>• that family is one of the groups they belong to, as well as, for example, school, friends, clubs</li> <li>• about the different people in their family / those that love and care for them</li> <li>• what their family members, or people that are special to them, do to make them feel loved and cared for</li> <li>• how families are all different but share common features – what is the same and different about them</li> <li>• about different features of family life, including what families do / enjoy together</li> <li>• that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried</li> </ul> <p><b>Relationships</b> <b>What is the same and different about us?</b></p> <p>to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private</p>	<p><b>Health and wellbeing</b> <b>What helps us to stay healthy?</b></p> <p>what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor)</p> <ul style="list-style-type: none"> <li>• that things people put into or onto their bodies can affect how they feel</li> <li>• how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy</li> <li>• why hygiene is important and how simple hygiene routines can stop germs from being passed on</li> <li>• what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing</li> </ul>	<p><b>Relationships</b> <b>How can we manage change?</b></p> <ul style="list-style-type: none"> <li>• how to manage change when moving to a new class/year group</li> </ul>
Computing (Teach computing )	How to use devices safely	<p>Year 1 Computing systems and networks - technology around us.</p> <p>Exploring programs and using computers responsibly</p>	<p>Year 1 Creating media - digital painting</p> <p>Using computers to create art inspired by different artists</p>	<p>Year 2 - Robot algorithms Programming - moving a robot</p> <p>Making a 'Carterton' beebot mat</p>	<p>Year 1 - Grouping data</p> <p>Grouping shapes on ipad</p>	<p>Year 1 - creating media - digital writing</p> <p>Experimenting with fonts and toolbars</p> <ul style="list-style-type: none"> <li>• use technology purposefully to retrieve and manipulate digital content.</li> </ul>	

		<ul style="list-style-type: none"> <li>• use technology safely and respectfully</li> <li>• keep personal information private when using technology</li> <li>• Know how to ask for help if they feel unsure about content online</li> <li>• describe common uses of information technology beyond school</li> </ul>	<b>Comparing a painted and digital sunflower</b> <ul style="list-style-type: none"> <li>• use technology purposefully to retrieve and manipulate digital content.</li> <li>• use technology safely and respectfully</li> </ul>	<ul style="list-style-type: none"> <li>• create simple programs</li> <li>• understand that programmes execute by following precise and unambiguous instructions</li> <li>• understands what algorithms are and how they are implemented as programs on digital devices</li> <li>• use logical reasoning to predict the behaviour of simple programs</li> </ul>	<ul style="list-style-type: none"> <li>• use technology purposefully to retrieve and manipulate digital content.</li> <li>• use technology safely and respectfully</li> </ul>	<ul style="list-style-type: none"> <li>• use technology safely and respectfully</li> </ul>	
Values	Respect	Empathy	Self-awareness	Positivity	Excellence	Communication	Teamwork
PE	<b>Real PE</b> <u>Year 2 – Social</u> <b>Year 1</b> Practise skills associated with simple games (coordination, throwing and catching) Work cooperatively in teams <b>Year 2</b> Develop tactics Follow rules of the game and play fairly Pass to teammates at appropriate times		<b>Real Gymnastics</b> <u>Year 1 – Unit 1</u> <u>Shapes and Travel</u> <u>Cog – Health and Fitness</u> <b>Year 1</b> Stand and sit like a gymnast Explore balance on front and back so that extended arms and legs are held off the floor. To travel in different ways To explore different ways of moving. <b>Year 2</b> To explore shapes in the air and show control when jumping and landing Begin to travel on hands and feet. Complete bunny hop, caterpillar walk, monkey walk.	<b>Real Dance</b> <u>Year 1</u> <u>Cog – Physical</u>	<b>Real Gymnastics</b> <u>Year 2 Unit 1</u> <u>Balance and Travel</u> <u>Cog – Creative</u> <b>Year 1</b> Stand and sit like a gymnast Create a sequence with a partner To copy and remember actions <b>Year 2</b> Develop balance by showing good tension in core and tension and extension in the arms and legs, hands and feet. Explore balance on front and back so that extended arms and legs are held off the floor.	<b>Real PE</b> <u>Year 1 – Unit 5 –</u> <u>Cog - Cognitive</u> <u>Sports Day Practise</u> <b>Year 1</b> Be aware of different jumps Be aware of safe jumps Perform 5 basic jumps 2-2, 2-1, 1-2, 1-1 same, 1-1 other To run with control To explain a successful throw Perform a range of throwing actions – overarm and underarm Throw into targets <b>Year 2</b> Describe different ways of jumping Explain what is a successful jump Perform combinations of jumps	