



Autumn 1 - On Sudden Hill

<p style="text-align: center;">Geography</p> <p>Pupils should be taught:</p> <p><i>Human and Physical</i> 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</p> <p><i>Geographical skills and fieldwork</i> 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</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>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 style="text-align: center;">DT</p> <p>Pupils should be taught:</p> <p>Design -design purposeful, functional, appealing products for themselves and other users based on design criteria - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make -select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] -select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>Evaluate -explore and evaluate a range of existing products -evaluate their ideas and products against design criteria</p>
<p style="text-align: center;">Science</p> <p><u>Year 1</u> Pupils should be taught to:</p> <p>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><u>Year 2</u> Pupils should be taught to:</p> <p>- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p>	<p style="text-align: center;">ICT</p> <p>Year 1 <i>0:1 What is a computer?</i> Mouse & Keyboard Skills; Logging on; Opening & saving work; Organising files; Searching for information.</p> <p><i>Communicating: Text and Images</i> 1.1 How do I use the school computer independently? LEARNING OBJECTIVE: I understand that a computer is a type of machine and we use computers to help us find out and present information</p> <p>Year 2 <i>0:2 Using a computer.</i> Mouse & Keyboard Skills; Logging on; Opening & saving work; Organising files; Searching for information.</p> <p><i>Communicating: Text and Images</i> 1:2 How do I use the computer as a writer?</p>



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-find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

LEARNING OBJECTIVE:

I can combine images and text to help tell my story or give information



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Autumn 2 - Around the world

Geography	Design and Technology
<p>Pupils should be taught:</p> <p><i>Human and Physical</i></p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> -key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p><i>Geographical skills and fieldwork</i></p> <ul style="list-style-type: none"> -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>Pupils should be taught to:</p> <p><i>Cooking and nutrition</i></p> <ul style="list-style-type: none"> -use the basic principles of a healthy and varied diet to prepare dishes -understand where food comes from
ICT	Art and Design
<p>Year 1</p> <p><i>Communicating: Text and Images</i></p> <p>1.1 How do I use the school computer independently?</p> <p>LEARNING OBJECTIVE:</p> <p>I understand that a computer is a type of machine and we use computers to help us find out and present information</p> <p><i>Communicating: Multimedia</i></p> <p>2.1 How do I record sounds and pictures?</p> <p>LEARNING OBJECTIVE:</p> <p>I can record sounds and images using computers and digital devices – these provide different kinds of information</p> <p>Year 2</p> <p><i>Communicating: Text and Images</i></p> <p>1:2 How do I use the computer as a writer?</p> <p>LEARNING OBJECTIVE:</p> <p>I can combine images and text to help tell my story or give information</p> <p><i>Communicating: Multimedia</i></p> <p>2.2. How do I create a multimedia story?</p> <p>LEARNING OBJECTIVE:</p> <p>I can tell stories using images and sounds using a computer</p>	
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Spring 1 - What's it like to live in Africa?

<p style="text-align: center;">Geography</p> <p>Pupils should be taught to:</p> <p>Place knowledge</p> <p>-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</p>	<p style="text-align: center;">Science</p> <p>Year 1</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - 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 -observe and describe weather associated with the seasons and how day length varies. <p>Year 2</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -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. -notice that animals, including humans, have offspring which grow into adults -find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
<p style="text-align: center;">Art</p>	<p style="text-align: center;">ICT</p> <p>Year 1</p> <p><i>Understanding & Sharing Data</i></p> <p>3.1. How do I present data using pictures?</p> <p>LEARNING OBJECTIVE:</p> <p>I can present information by using different kinds of charts</p> <p>Year 2</p> <p><i>Understanding & Sharing Data</i></p> <p>3.2 What is a branching database?</p> <p>LEARNING OBJECTIVE:</p> <p>I understand that we use databases to store data and help us find out information</p>



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Spring 2 - What happened in Eyam?

<p style="text-align: center;">Design and Technology</p> <p>When designing and making, pupils should be taught to:</p> <ul style="list-style-type: none"> -generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. -select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. -evaluate their ideas and products against design criteria 	<p style="text-align: center;">Art and Design</p> <p>Landscapes?</p>
<p style="text-align: center;">History</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> -events beyond living memory that are significant nationally or globally. -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 style="text-align: center;">Science</p> <p>Year 1 Pupils should be taught to:</p> <ul style="list-style-type: none"> -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, including trees -observe changes across the four seasons <p>Year 2 Pupils should be taught to:</p> <ul style="list-style-type: none"> -observe and describe how seeds and bulbs grow into mature plants -find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
<p style="text-align: center;">ICT</p> <p>Year 1 <i>Computational Thinking + Programming A</i> 4.1 What is an algorithm? Algorithms-Sequencing and Sorting. LEARNING OBJECTIVE: I understand that algorithms are made up of instructions and that the order of these instructions is important. We use algorithms to program and control computers.</p>	<p style="text-align: center;">Geography</p> <p>Pupils should be taught to:</p> <p><i>Geographical skills and fieldwork</i> -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>Human and Physical</i> Use basic geographical vocabulary to refer to:</p>



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Year 2 <i>Computational Thinking + Programming A</i> 4.2 How do I improve my algorithms? Algorithms – Precise instructions – Debugging. LEARNING OBJECTIVE: I understand that algorithms are made up of clear and precise instructions. I know that making mistakes is part of writing a program – a good programmer debugs!	-key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
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Summer 1 - Living things and their habitats

<p style="text-align: center;">History</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> -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 	<p style="text-align: center;">Art and Design</p>
<p style="text-align: center;">Science</p> <p>Year 1</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals -describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) -identify and name a variety of common animals that are carnivores, herbivores and omnivores <p>Year 2</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> -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 and name a variety of plants and animals in their habitats, including 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 style="text-align: center;">ICT</p> <p>Year 1</p> <p><i>Computational Thinking + Programming 5</i></p> <p>5.1 What is a program?</p> <p>LEARNING OBJECTIVE:</p> <p>I understand that computers are controlled by humans. We program computers to make them do things by giving them instructions</p> <p>Year 2</p> <p><i>Computational Thinking + Programming B</i></p> <p>5.2 How do I improve my programs?</p> <p>LEARNING OBJECTIVE:</p> <p>I understand that the order of commands in a program is important. Debugging is an important part of improving our programs.</p>



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Summer 2 - All things bright and beautiful

Art and Design	Science AT1 investigating skills Recap practical scientific methods, processes and skills - 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.
	ICT Catch up: Using and consolidating knowledge on computing.