

<b>YEAR 1 TERMS 1 &amp; 2</b>	
<b>Big Question</b>	<b>What makes living things different?</b>
<b>Why here, why now?</b>	This enquiry will support the children to build on their learning about plants and animals from EYFS. It also links to how the children have grown and changed, alongside the changing of the seasons. This enquiry is also the foundation for learning in Y2 (habitats and environment).
<b>Enquiry Questions</b>	What are my body parts called?
	What kind of animal am I?
	Do all plants have leaves?
<b>Science</b>	<p><b>National Curriculum</b></p> <p><b>Animals, including Humans:</b></p> <ul style="list-style-type: none"> <li>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</li> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</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>
	<p><b>Plants:</b></p> <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.</li> <li>Identify and name the roots, trunk, branches and leaves of trees.</li> </ul>
	<p><b>Seasonal Changes:</b></p> <ul style="list-style-type: none"> <li>Observe changes across the 4 seasons.</li> <li>Observe and describe weather associated with the seasons and how day length varies.</li> </ul>
	<p><b>Working Scientifically</b></p> <p>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> <li>Asking simple questions and recognising that they can be answered in different ways.</li> </ul>
	<p><b>TAPS</b></p> <p><b>Term 1 – Animals including humans: Body Parts</b></p> <ul style="list-style-type: none"> <li>Use observations and ideas to suggest answers to questions.</li> </ul> <p><b>Term 2 – Animals including humans: Animal Classification</b></p> <ul style="list-style-type: none"> <li>Identify and classify.</li> <li>Use appropriate scientific language to communicate ideas.</li> </ul>

	<ul style="list-style-type: none"> <li>Observing closely, using simple equipment</li> <li>Performing simple tests</li> <li>Identifying and classifying</li> <li>Using their observations and ideas to suggest answers to questions.</li> <li>Gathering and recording data to help in answering questions.</li> </ul>	
	<p><b>Vocabulary</b></p>	
	<p><b>Revisited:</b> Basic parts of the human body: head, arms, legs, hands, feet, mouth, eye, nose etc.</p>	<p><b>New:</b> Seasons - summer, spring, autumn, winter, weather, day length. Deciduous, evergreen, variety, leaves, flowers, blossom, bulb, petal, fruit, roots, trunk, stem, branches, physical properties. Carnivores, herbivores, omnivores, fish, amphibians, reptiles, birds, mammals, pets, senses, sight, hear, touch, feel, taste, common animals, habitat, environment.</p>
<p><b>Art and Design</b></p>	<p><b>National Curriculum</b></p>	<p><b>Skills Progression - Craft</b></p>
	<ul style="list-style-type: none"> <li>To use a range of materials.</li> <li>To become proficient in <b>drawing</b> and other art, craft and design techniques.</li> <li>To develop techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>To learn about a range of artists (Paul Klee)</li> </ul>	<ul style="list-style-type: none"> <li>Children can cut and tear materials.</li> <li>Children can combine different materials effectively in one artwork.</li> <li>Continue to explore and experiment with a variety of malleable media.</li> <li>Manipulate media like clay by rolling, pinching and kneading etc.</li> </ul>
	<p><b>Vocabulary</b></p>	<p><b>Revisited:</b></p>
<p><b>Design and Technology</b></p>	<p><b>Focus:</b> Exploring construction kits and a variety of construction materials and methods (Science link – skeletons)</p>	
	<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, where appropriate, information and communication technology.</li> </ul> <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> </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>Explore and use mechanisms [for example, levers, sliders], in their products.</li> </ul>	
	<b>Vocabulary</b>	
	<b>Revisited:</b>	<b>New:</b> Materials, textiles, ingredients, cutting, shaping, folding, finishing, design, construct, construction.
<b>Geography</b>		
<b>History</b>		
<b>Music</b>	<b>Unit 1 - Introducing Beat:</b> How Can We Make Friends When We Sing Together?	<b>Unit 2 - Adding Rhythm &amp; Pitch:</b> How Does Music Tell Stories about the Past?
	<b>Vocabulary</b> Beat, rhythm, pitch.	
<b>PE</b>	<b>Real PE Theme</b>	<b>Unit 2: Balance to agility (outside)</b> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
	<b>Sport/Skill Application</b>	<b>Dance (inside)</b> Perform dances using simple movement patterns
	<b>Vocabulary</b>	
	<b>Dance:</b> Running, jumping, throwing, catching, balance, agility, coordination, team games, tactics, attacking, defending,	<b>Balance:</b> perform, evaluate, health, fitness, stamina, speed, distance, personal target.
<b>RE</b>	<b>Faiths:</b>	Christianity
	<b>Creation story</b> Does God want Christians to look after the world? <ul style="list-style-type: none"> <li>Say how it felt to make something.</li> <li>Remember the Christian Creation story and talk about it.</li> <li>Express an opinion about the Christian belief about creation.</li> </ul>	
	<b>Christmas - Incarnation</b> What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? <ul style="list-style-type: none"> <li>Talk about a gift that is special to me</li> <li>Remember some of the Christmas story.</li> <li>Suggest a gift I would give to Jesus.</li> </ul>	
<b>PSHE</b>	<b>JIGSAW Units:</b> Being Me in My World	Celebrating Differences

<b>YEAR 1 TERMS 3 &amp; 4</b>							
<b>Big Question</b>	<b>What is my town like?</b>						
<b>Why here, why now?</b>	This enquiry supports and builds on their learning about their community and what is around them from EYFS. Children have to have a strong understanding of their local community and how this has changed through time. Children will have a deep understanding of where they live and where we are in the world.						
<b>Enquiry Questions</b>	Where in the world are we? What is around us? Where is hot and where is cold?						
<b>Science</b>	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"><b>National Curriculum</b></td> <td style="width: 50%;"><b>TAPS</b></td> </tr> <tr> <td> <b>Seasonal Changes:</b> <ul style="list-style-type: none"> <li>Observe changes across the 4 seasons.</li> <li>Observe and describe weather associated with the seasons and how day length varies.</li> </ul> </td> <td> <b>Term 3 – Seasons:</b> Seasonal Changes           <ul style="list-style-type: none"> <li>Gather and record data to help in answering questions.</li> </ul> </td> </tr> <tr> <td></td> <td> <b>Term 4 – Plants:</b> Leaf Looking           <ul style="list-style-type: none"> <li>Observing closely</li> </ul> </td> </tr> </table>	<b>National Curriculum</b>	<b>TAPS</b>	<b>Seasonal Changes:</b> <ul style="list-style-type: none"> <li>Observe changes across the 4 seasons.</li> <li>Observe and describe weather associated with the seasons and how day length varies.</li> </ul>	<b>Term 3 – Seasons:</b> Seasonal Changes <ul style="list-style-type: none"> <li>Gather and record data to help in answering questions.</li> </ul>		<b>Term 4 – Plants:</b> Leaf Looking <ul style="list-style-type: none"> <li>Observing closely</li> </ul>
	<b>National Curriculum</b>	<b>TAPS</b>					
	<b>Seasonal Changes:</b> <ul style="list-style-type: none"> <li>Observe changes across the 4 seasons.</li> <li>Observe and describe weather associated with the seasons and how day length varies.</li> </ul>	<b>Term 3 – Seasons:</b> Seasonal Changes <ul style="list-style-type: none"> <li>Gather and record data to help in answering questions.</li> </ul>					
		<b>Term 4 – Plants:</b> Leaf Looking <ul style="list-style-type: none"> <li>Observing closely</li> </ul>					
	<b>Working Scientifically</b> During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: <ul style="list-style-type: none"> <li>Asking simple questions and recognising that they can be answered in different ways.</li> <li>Observing closely, using simple equipment.</li> <li>Performing simple tests.</li> <li>Identifying and classifying.</li> <li>Using their observations and ideas to suggest answers to questions.</li> <li>Gathering and recording data to help in answering questions.</li> </ul>						
<b>Vocabulary</b> <b>Revisited:</b> Seasons – Autumn, winter, spring, summer, observe, describe, weather, day length.	<b>New:</b>						
<b>National Curriculum</b> <b>Term 3:</b> <ul style="list-style-type: none"> <li>To use a range of materials.</li> <li>To become proficient in sculpture and other art, craft, and design techniques. To develop techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>To learn about a range of artists, craftsmen, and designers. (Donkeys, Banksy, find out who did the sheeps etc)</li> </ul>	<b>Skills Progression – Drawing and Craft</b> <ul style="list-style-type: none"> <li>Children can make a variety of marks with a pencil.</li> <li>Children can explore mark marking and experiment with drawing lines and using 2D shapes to draw.</li> <li>Children can produce a simple observational drawing of a subject.</li> <li>Children can begin to weave.</li> <li>Children can use fabrics and material in collage.</li> </ul>						
	<b>Vocabulary</b>						
<b>Art and Design</b>							

	<b>Revisited:</b>	<b>New:</b> Sculpture Form, wrapping, padding, covering, undoing, re arranging, shape (the names of different shapes), cutting, re-attaching, linking, sculpture, decoration, adding, junk, background, folding, size, scrunch, fastening,
<b>Design and Technology</b>	<b>Focus:</b> Healthy Picnics (Jigsaw link – Healthy Me)	
	<b>Term 4 - Food &amp; Nutrition:</b>	
	<ul style="list-style-type: none"> <li>Use the basic principles of a healthy and varied diet. (Links with Jigsaw - Healthy Me)</li> <li>Understand where food comes from.</li> </ul>	
	<b>Vocabulary</b>	
	<b>Revisited:</b>	<b>New:</b> Peel, chop, cut, healthy, balanced/varied
<b>Geography</b>	<ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (<b>Weston-Super-Mare, Bristol, London</b>), and of a small area in a contrasting non-European country.</li> <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 (<b>Focus: Bristol &amp; London</b>).</li> </ul>	
	<b>Vocabulary</b>	
	<b>Revisited:</b> Seasons, Spring, Summer, Autumn, Winter, months, weather, location, Equator, North and South Pole, map, atlas, globe, hot and cold areas.	<b>New:</b> Countries, capitals, cities, continents, oceans, seas, United Kingdom, England, Scotland, Wales, Northern Ireland, London, Cardiff, Edinburgh, Belfast, North Sea, Irish Sea, English Channel, Atlantic Ocean, Pacific Ocean, Indian Ocean, Southern Ocean, Arctic Ocean, Asia, Africa, North America, South America, Antarctica, Europe, Oceania, seasonal, daily weather patterns, aerial photographs, diagrams, similarities, differences, compare,
<b>History</b>		
<b>Music</b>	<b>Unit 3 - Introducing Tempo &amp; Dynamics</b>	<b>Unit 4 - Combining pulse, rhythm &amp; pitch</b>
	<ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>Play tuned and untuned instruments musically.</li> <li>Listen with concentration 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>	
	<b>Vocabulary</b>	
	Tempo, dynamics, pulse, rhythm, pitch, beat	
<b>Real PE Theme</b>	Gym (inside)	



PE	<b>Sport/Skill Application</b>	Balance (outside)	
	<b>Vocabulary</b>		
	<b>Coordination (inside) Agility/Balance/ Coordination (outside):</b> <ul style="list-style-type: none"> <li>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> </ul>		
RE	<b>Faiths:</b>	Christianity	
	<b>Jesus as a friend</b> Was it always easy for Jesus to show friendship? <ul style="list-style-type: none"> <li>Talk about my friends and why I like them.</li> <li>Remember a story about Jesus showing friendship and talk about it.</li> <li>Say how Jesus tried to be a good friend.</li> </ul>		
	<b>Easter - Palm Sunday</b> Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? <ul style="list-style-type: none"> <li>Talk about a person I admire.</li> <li>Recall parts of the Easter story. I can recognise some symbols in the story.</li> <li>Start to show understanding that Jesus is special to Christians and say why.</li> </ul>		
PSHE	<b>JIGSAW Units:</b>	Dreams and Goals	Healthy Me

<b>YEAR 1 TERMS 5 &amp; 6</b>		
<b>Big Question</b>	<b>What are things made from?</b>	
<b>Why here, why now?</b>	This builds upon the EYFS enquiry question in T5 and T6 as well as extending the children's thinking beyond where they live (T3 & 4) to look at the wider world and compare localities and climates. We will also look at historical events in living memory and before living memory such as the Grand Pier fire and the death of Queen Elizabeth.	
<b>Enquiry Questions</b>	What did the seaside used to look like? What happened to the pier? Who was Queen Elizabeth II?	
<b>Science</b>	<b>National Curriculum</b> <b>Seasonal Changes:</b> <ul style="list-style-type: none"> <li>Observe changes across the 4 seasons.</li> <li>Observe and describe weather associated with the seasons and how day length varies.</li> </ul>	<b>TAPS</b> <b>Term 5 – Materials: Reflectiveness</b> <ul style="list-style-type: none"> <li>Ask simple questions and recognise that they can be answered in different ways,</li> </ul>
	<b>Everyday 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>Term 6 – Materials: Floating and Sinking</b> <ul style="list-style-type: none"> <li>Perform simple tests</li> </ul>
	<b>Working Scientifically</b> During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: <ul style="list-style-type: none"> <li>Asking simple questions and recognising that they can be answered in different ways.</li> <li>Observing closely, using simple equipment.</li> <li>Performing simple tests.</li> <li>Identifying and classifying.</li> <li>Using their observations and ideas to suggest answers to questions.</li> <li>Gathering and recording data to help in answering questions.</li> </ul>	
	<b>Vocabulary</b>	
	<b>Revisited:</b> Seasons – Autumn, winter, spring, summer, observe, describe, weather, day length	<b>New:</b> Seasons – Dawn, dusk. Everyday Materials - Soft, smooth, bendy, stretchy, shiny, rough, metal, wood, paper, glass, recycle, plastic.

<b>Art and Design</b>	<b>National Curriculum</b> <ul style="list-style-type: none"> <li>To use a range of materials.</li> <li>To become proficient in painting and other art, craft and design techniques.</li> <li>To develop techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>To learn about a range of artists, craftsmen and designers.</li> </ul> <p><u>Artists:</u> Mark Rothko - At the Beach Elizabeth Blackadder - Aveiro Beach</p>	<b>Skills Progression – Colour and Printing</b> <ul style="list-style-type: none"> <li>Children can recognise primary colours and use them to mix secondary colours.</li> <li>Create shades of a colour and choose and justify colours for a purpose.</li> <li>Children can create rubbings of different natural objects.</li> <li>Children can create prints of different natural objects using paint.</li> </ul>
	<b>Vocabulary</b>	
	<b>Revisited:</b>	<b>New:</b> Painting: Colour, adding, mixing, pallets, brushes, same, similar, different, compare, paler, darker, primary colours.
<b>Design and Technology</b>	<b>Focus:</b> Structures	
	<b>Technical knowledge:</b> <ul style="list-style-type: none"> <li>Build structures, exploring how they can be made stronger, stiffer, and more stable.</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, where appropriate, information and communication technology.</li> </ul> <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> </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>Explore and use mechanisms [for example, levers, sliders], in their products.</li> </ul>	
<b>Geography</b>		
<b>History</b>	<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. <b>(Queen Elizabeth II)</b></li> <li>Significant historical events, people and places in their own locality. <b>(Weston Pier)</b></li> </ul>	

	<b>Vocabulary</b>	
	<b>Revisited:</b> Old, new, same, different	<b>New:</b> Past, present, old and new, year, similarities or same, differences or different, history, historical source, evidence, timeline, artefact, memory, Chronological order.
<b>Music</b>	<b>Unit 5 - Having fun with improvisation</b> - What Songs Can We Sing to Help Us through the Day?	
	<b>Unit 6 - Explore sound &amp; create a story</b> - How Does Music Teach Us About Looking After Our Planet?	
	<ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>Play tuned and untuned instruments musically listen with concentration 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>	
	<b>Vocabulary</b> Tune, pitch, volume, voice, lyrics,	
<b>PE</b>	<b>Real PE Theme</b>	<b>Co-ordination</b> - John and Jasmine Learn to Juggle <b>Agility</b> - Sammy Squirrel and his rolling nuts
	<b>Sport/Skill Application</b>	<b>Multi-Skills Activities</b> <b>Athletics</b> <b>Running, jumping, throwing</b>
	<b>Gymnastics:</b> <ul style="list-style-type: none"> <li>Perform basic gymnastic actions like traveling, rolling and jumping.</li> <li>Manage the space safely, showing good awareness of each other, mats and apparatus.</li> <li>Make up simple movement phrases in response to simple tasks.</li> <li>Link &amp; repeat basic gymnastic actions.</li> <li>Perform movement phrases with control and accuracy.</li> </ul>	
	<b>Games:</b> <ul style="list-style-type: none"> <li>Throw and catch a ball with a partner.</li> <li>Move fluently, changing direction and speed easily and avoiding collisions.</li> <li>Show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking.</li> <li>Choose and use skills effectively for particular games.</li> <li>Understand the concepts of aiming, hitting into space, and taking the ball to a good position for aiming.</li> </ul>	
	<b>Athletics:</b> <ul style="list-style-type: none"> <li>Run at different speeds, jump with accuracy, use a small range of techniques.</li> <li>Choose which throwing and retrieving technique to use.</li> </ul>	
	<b>Vocabulary</b> Running, jumping, throwing, catching, balance, agility, coordination, team games, tactics, attacking, defending, perform, evaluate, health, fitness, stamina, speed, distance, personal target.	
	<b>Faiths:</b>	Judaism



RE	<b>Shabbat</b> Is Shabbat important to Jewish children? <ul style="list-style-type: none"><li>• Tell you which is my favourite day of the week and talk about food I would like to share in a special meal.</li><li>• Use the right names for things that are special to Jewish people during Shabbat and explain why.</li><li>• Start to make a connection between being Jewish and decisions about behaviour.</li></ul>	
	<b>Rosh Hashanah and Yom Kippur</b> Are Rosh Hashanah and Yom Kippur important to Jewish children? <ul style="list-style-type: none"><li>• Say how it feels to say sorry and what I have said sorry for.</li><li>• Tell you something that either Rosh Hashanah or Yom Kippur is about.</li><li>• Choose a picture and give my thinking on why this might be important to Jewish children at Rosh Hashanah or Yom Kippur.</li></ul>	
PSHE	<b>JIGSAW Units:</b> Relationships	Changing Me