

ENTRY POINT:

EXIT POINT:

HISTORY

- Events beyond living memory that are significant nationally or globally (eg Grace Darling)
- 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.

RE

- Poems, prayers and promises
- What happens in a place of worship

Computing

- Use sets of program commands
- Begin to use subroutines
- Plan and solve programming challenges

DT

- To use the basic principle of a healthy and varied diet to prepare dishes
- Understand where food comes from

ART

- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To use a range of materials creatively to design and make products
- To develop a wide range of art and design techniques in colour, pattern, texture, line, shape, form and space
- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and making links to their own work (eg. Goldsworthy)

MUSIC

- Play tuned and untuned instruments musically
- Experiment with, create, select and combine sounds
- Know symbols represent sounds

GEOGRAPHY

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country.
- Identify seasonal and daily weather patterns in the UK and hot and cold areas of the world in relation to the Equator and the North and South Poles
- 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
- 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 environments

Cycle A—Spring: Environment (Objectives)

SCIENCE

Year 1

- 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
- 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 changes across the four seasons
- Observe and describe weather associated with the seasons and how day length varies
- Describe and compare the structure of a variety of common animals
- Identify, name, draw, label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2

- 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 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 micro-habitats
- 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
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

SE1—identifying and classifying, observing closely, using simple equipment, using observations and ideas to suggest answers to questions, asking simple questions and recognising that they can be answered in different ways

ENTRY POINT:

Food and the senses (introduction to Science and DT topics) - healthy eating and body (Weather dependent—snow sculptures)

EXIT POINT: Assembly to Parents

MUSIC

- Create a sound diary, walk around school and list the sounds they hear—where are quiet/noisy areas?
- Explore different ways sounds can be made using their body.
- Guessing game/instruments
- Pass the ball/parcel

RE

- Poems, prayers and promises
- What happens in a place of worship

Computing

- Control Daisy the dinosaur to move and dance
- Program Daisy to perform sequences
- Solve challenges using programming sequences and sub routines
- Control—following a map

DT

- Locally grown vegetables (journey from farm to mouth)
- Principles of healthy eating (5 a day)
- Design and make salad/coleslaw
- **CCE: Instructions**

ART

- Design and make Flower sculptures—clay, mod-rock (groups)
- Compare flower art work: O'Keefe, Monet, Manet, Warhol
- Arctic art work—animals and snowy scenes
- Snow Sculptures (Weather dependent)

GEOGRAPHY

- World Geography—where is the arctic? Weather and seasonal changes in the arctic (discuss hot and cold areas of the world in relation to the Equator and the North and South Poles)
- Geographical comparison between York and the arctic.
- Where do different types of animals live in the world (link to Science)
- Simple fieldwork and observational skills of the Green to create a simple map with a basic key. (Link to science and Tree project—trees on the Green and Rowntree Park)

Cycle A—Spring: Environment (Activities)

SCIENCE

- Adopt a Tree project (parts, shape, size, colour, habitat, location: wild or garden) and study seasonal changes and why (including deciduous and evergreen trees)
- Bulb growing—observe and describe. Discuss what plants need to survive (water, light and a suitable temperature to grow and stay healthy)
- Compare things that are living, dead and things that have never been alive eg. plastic plant/real plant, cuddly toy/animal, live/dead plant—sorting activity
- Animal project (Arctic Animals): - Information Booklet
 - ⇒ Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals—sorting—compare the habitats of these creatures in that not all types of animals can be found in the arctic and why/where.
 - ⇒ Identify and name a variety of common animals that are carnivores, herbivores and omnivores—sorting
 - ⇒ Describe and compare the structure of a variety of common animals
 - ⇒ Identify that most living things live in habitats to which they are suited and describe how different habitats provide the basic needs of different kinds of animals and plants, and how they depend on each other (see first arrow)
- Human Body
 - ⇒ Senses through food eg. fruit—note their observations/description in a senses table—Learn which senses are linked to which body parts.
 - ⇒ Draw, label and identify the parts of their body.
 - ⇒ Using what they have learnt about plants, what do they think humans need to survive? (water, food, air, shelter)

SE1—identifying and classifying, observing closely, using simple equipment, using observations and ideas to suggest answers to questions, asking simple questions and recognising that they can be answered in different ways