



KS 1	Autumn		Spring		Summer	
	Identity	Empathy	Compare	Community	Growth	Exploration
<b>Concept</b>	<b>Identity</b>	<b>Empathy</b>	<b>Compare</b>	<b>Community</b>	<b>Growth</b>	<b>Exploration</b>
<b>Theme</b>	<b>Marvellous Me</b>	<b>Happily Ever After</b>	<b>The Old Toy Box</b>	<b>Made in Batley</b>	<b>The Secrets Of The Garden</b>	<b>Roar!</b>
<b>Visits</b>	Local walks			Oakwell Hall	Batley Forest School	Yorkshire Wildlife Park
<b>Personal Development</b>	<b>Relationships</b>	<b>Keeping safe</b>	<b>Health</b>	<b>Wellbeing</b>	<b>Rights and Responsibilities</b>	<b>Careers and Finance</b>
<b>Key Texts</b>	Feelings: Inside My Heart And In My Head by Libby Walden.  There's Only One You! by Katherine Heling  Poems to Perform by Julia Donaldson	The Ugly Duckling and other fairy tales by Hans Christian Andersen.  The Gunpowder Plot BBC Film	Dogger by Shirley Hughes  Toys and Games (Ways In History) by Sally Hewitt	The Smartest Giant in Town by Julia Donaldson	The Secret Sky Garden by Linda Sarah and Fiona Lumbers  My Lonely Garden (Poem) by Nadim Shamma-Sourgen	Meerkat Mail by Emily Gravett  National Geographic The Ultimate Book of Big Cats
<b>English</b>	Non-Fiction: Recount summer holiday experiences.  Fiction: Invent a new page for	Non-Fiction: Write about the events of the Gunpowder Plot.  Fiction: Write an adapted version of	Narrative: Plan and write a story about a lost toy.  Non- Fiction: Write instructions on how to play a game.	Narrative: Plan and adapt a section of the story and write an alternative ending.	Poetry: Compose a free verse poem about a garden or special green space.  Non-Fiction: Create a green spaces leaflet and	Narrative: In role, write postcards back to Sunny.  Non-Fiction: Create a report about an African animal.



	<p>the Feelings book.</p> <p>Non-Fiction: Write about what makes me unique.</p> <p>Poetry: Respond to, perform and compose poetry.</p>	The Ugly Duckling fairytale.	Non-Fiction Report: My Favourite Toy.	Non-Fiction: Write a recount about Oakwell Hall.	write a letter to the headteacher.	Write a "What Am I?" riddle poem.
<b>Maths</b>	<p>Year 1: Number and place value within 10. Addition and subtraction within 10.</p> <p>Year 2: Number and place value within 100. Number bonds to 100. Multiplication: 2s, 5s, 10s and 3s</p>	<p>Year 1: Addition and subtraction within 10. 2D and 3D shapes. Number and Place value within 20</p> <p>Year 2: Addition and subtraction within 100. Money and money problems. Grouping.</p>	<p>Year 1: Addition and subtraction within 20. Place value within 50.</p> <p>Year 2: Multiplication using arrays. Divisions. Tally charts. Pictograms</p>	<p>Year 1: Measurement: length and height, weight and volume.</p> <p>Year 2: 2D and 3D shapes and properties of shapes. Symmetry. Fractions: halves, quarters, thirds</p>	<p>Year 1: Multiplication and division. Fractions. Position and direction.</p> <p>Year 2: Measures using non-standard units and standard units. Mass, weight and capacity using standard measures. Telling the time to 5 minute intervals. Describing position.</p>	<p>Year 1: Number and place value within 100. Money. Time.</p> <p>Year 2: Telling the time to 5 minute intervals. Mass, weight and capacity using standard measures.</p>
<b>Science</b>	Year 1 - Who am I?	Year 1- Materials	Year 1- Living things	Year 1- Vertebrates	Year 1- Plants	Year 1- Animal Safari



	<p>Learning about basic parts of the human body and the senses. Year 2 -Healthy me Find out about the importance of exercise, eating the right food, hygiene and being safe and happy.</p>	<p>Learning about materials and their physical properties. Year 2- Materials Monster. Name, describe, classify materials. Compare the suitability of everyday materials. Where materials come from.</p>	<p>Learning about carnivores, herbivores and omnivores. Naming animals that are birds, fish and mammals, looking at woodland creatures.  Year 2- Move It. Find out how solid object shapes can be changed.</p>	<p>Describing and comparing the structure of a variety of common animals. To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. (sea creatures)  Year 2 -Young masterchefs . The basic need for survival, food sources, hygiene, a balanced diet and food groups. Where food comes from. Design and cook a healthy pizza.</p>	<p>Identifying and naming a variety of plants.  Year 2- Young Gardeners. Identify different plants, observe and find out how they grow and stay healthy, seed germination.</p>	<p>Identifying and naming a variety of common invertebrates.  Year 2-Mini worlds. Find out about animal habitats and food sources, food chains, compare things that are living , dead, never lived.</p>
<b>History</b>	<p>Changes within living memory. Chronology and timelines. Compare one's own childhood with those of parents and grandparents. Conduct</p>		<p>Toys How do we find out about the past? To learn about changes within living memory by exploring toys from today. To understand some of the ways in</p>	<p>Batley- Local History through visit to Oakwell Hall. Find out about differences in lives of rich and poor Significant historical people and places in</p>		



	<p>interviews. Investigate and compare food, books, technology (including Internet), transport and music. Where appropriate, these should be used to reveal aspects of change in national life.</p>		<p>which we find out about the past by identifying and using different sources. To use sources to ask and answer questions about the past. Compare similar toys from different times within a chronological framework. To know where people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods in the context of finding out about Victorian toys. To identify changes in living memory by understanding how toys have changed over time. To develop an awareness of the</p>	<p>Batley (John Batt and Charlotte Bronte.)</p>		
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			<p>past, using common words and phrases relating to the passing of time in the context of thinking about toys</p> <p>Compare modern and Victorian toys to know where people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods in the context of finding out about Victorian toys</p> <p>Find out about the origins and inventors of toys including significant historical figures.</p>			
<b>Geography</b>					Geographical skills & fieldwork: use aerial photographs and plan	Kenya To name and locate the world's



					<p>perspectives to recognise landmarks and basic human and physical features; devise a simple map of surrounding green spaces; and use and construct basic symbols in a key ( in the context of gardens and green spaces.)</p> <p>To use simple observation ( aerial photos) and /fieldwork skills to study the immediate surroundings in the context of Batley as a town.</p> <p>To understand sense of place in relation to our town (journey lines after walks )</p> <p>To describe the location of features and routes on a map.</p> <p>Understand the differences between a 'town' ,</p>	<p>seven continents and five oceans.</p> <p>To use world maps, atlases and globes to identify Africa and Kenya.</p> <p>To devise simple maps in the context of Africa (Kenya) To 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 Kenya.</p> <p>To use basic geographical vocabulary to refer to key physical and human features in the context of Africa (national parks and reserves.) To use simple compass directions (North, South, East and West) and</p>
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					<p>"city' and countryside'. To develop and follow directional vocabulary (4 compass points) in the context of our school environment. To begin to recognise map symbols and understand their use.</p>	<p>locational and directional language to describe the location of features and routes on a map of a reserve and the YWP. To 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 (Maasai)</p>
<b>PE</b>	<p>Locomotion- running and jumping</p> <p>Ball Skills- hands, rackets,bats and balls</p>	<p>Ball Skills with feet</p> <p>Gymnastics- pathways across apparatus</p>	<p>Gymnastics - linking routines</p> <p>Movement - animals</p>	<p>Attacking and Defending Games</p> <p>Team Building Games</p>	<p>Locomotion - Jumping and dodging</p> <p>Games for understanding</p>	<p>Multiskills -Health and Wellbeing</p> <p>Games for Team Building</p>
<b>Art</b>	<p>Self-Portraits. Explore identity</p>			<p>Digital media and photography collage.</p>		<p>Sculpture. Use wire armatures and clay to create</p>



	through painting. Artists: Frida Kahlo, Picasso, Mailou Jones			Observational drawing of local buildings. Artists: Tony Noble, Georgia O'Keeffe		animals inspired by the Yorkshire Wildlife Park. Artist: Nick Mackman
<b>Design Technology</b>		Levers and Sliders - Design and make a moving picture for a pop- up book	Wheels and axles- Design and make a wheeled toy with a rotary movement		Freestanding Structures - Design and make a strong house for a garden creature	
<b>Computing</b>	Year 1- collecting images using the net Year 2- researching using the net.	Year 1- illustrating an ebook Year 2- safety, emails, forums etc.	Year 1- producing a talking book Year 2- recording data.	Year 1 - creating a card electronically Year 2- taking, selecting and editing digital images.	Year 1 - filming the steps to a recipe Year 2- programming on screen using Scratch.	Year 1 - using programmable toys Year 2- exploring how computer games work.
<b>Religious Education</b>	Year 1: C1.6 Which books and stories are important? (Pathway 6)  Year 2: C1.3 How can we make good choices? (Pathway 3)	Year 1: C1.5 Why are festivals important in a community? (Pathway 5)  Year 2: F1.12 How and why do we care for others? (Pathway 3)	Year 1: F1.13 What do religions/worldviews say about our wonderful world? (Pathways 4 and 6)  Year 2: C1.4 How and why do some people pray? (Pathway 4)		Year 1: C1.1 What does it mean to belong to a community of belief? (Pathway 1)  Year 2: C1.2 How are symbols used to welcome new life? (Pathway 2)	
<b>Music</b>	Year 1: Charanga Unit 'Hey You!' Style of main	Year 1: Charanga Unit 'Rhythm In The Way We Walk' Style of main	Year 1: Charanga Unit 'In The Groove'. Style of main song: Blues,	Nasheeds and Eid Performance	Year 1: Charanga Unit 'Round and Round'. Style of main song: Bossa	Year 1: Charanga Unit 'Your Imagination'. Style of main song: Pop.



	<p>song: Old School Hip-Ho. Unit theme: How pulse, rhythm and pitch work together. Year 2: Charanga Unit 'Hands, Feet, Heart' Style of main song: Afropop, South African. Unit theme: South African music.</p>	<p>song: Reggae. Unit theme: Pulse, rhythm and pitch, rapping, dancing and singing Year 2: Charanga Unit 'Ho, Ho, Ho' Style of main song: A song with rapping and improvising for Christmas. Unit theme: Festivals and celebrations.</p>	<p>Baroque, Latin, Bhangra, Folk, Funk. Unit theme: How to be in the groove with different styles of music Year 2: Charanga Unit 'I Wanna Play In A Band'. Style of main song: Rock. Unit theme: Playing together in a band.</p>		<p>Nova. Unit theme: Pulse, rhythm and pitch in different styles of music. Year 2: Charanga Unit 'Zootime'. Style of main song: Reggae. Unit theme: Reggae and animals.</p>	<p>Unit theme: Using your imagination. Year 2: Charanga Unit 'Friendship Song'. Style of main song: Pop. Unit theme: A song about being friends.</p>
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