Year B KS1

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Scientists and inventors **Distinguish between Biology / Physics / Chemistry** Introduction to working scientifically IT -	Animals including humans. **Year 1** Pupils should be taught to: 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 describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study. Pupils should become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets. Pupils		Living things and their habitats. **Year 2** Pupils should be taught to: 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. Pupils should be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy. They should raise and answer questions that help them to become familiar with the life processes that are common to all living things. Pupils should be introduced to the terms ‘habitat’ (a natural environment or home of a		The environment. Bringing together all aspects relating to climate / sustainability etc. IT -

		should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes. Pupils might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells. **Year 2** Pupils should be taught to: 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. Pupils should use the local environment throughout the year to observe how different plants grow. Pupils should be introduced to the requirements of plants for germination, growth and survival, as well as to the processes of reproduction and growth in plants. Note: Seeds and bulbs need water to grow but most do not need light; seeds and bulbs have a store of food inside them. Pupils might work	variety of plants and animals) and 'micro-habitat' (a very small habitat, for example for woodlice under stones, logs or leaf litter). They should raise and answer questions about the local environment that help them to identify and study a variety of plants and animals within their habitat and observe how living things depend on each other, for example, plants serving as a source of food and shelter for animals. Pupils should compare animals in familiar habitats with animals found in less familiar habitats, for example, on the seashore, in woodland, in the ocean, in the rainforest. Pupils might work scientifically by: sorting and classifying things according to whether they are living, dead or were never alive, and recording their findings using charts. They should describe how they decided where to place things, exploring questions for example: 'Is a flame alive? Is a deciduous tree dead in winter?' and talk about ways of answering their questions. They could construct a simple food chain that includes humans (e.g. grass, cow, human). They could describe the conditions in different habitats and micro-habitats (under log, on stony path, under bushes) and find out how the	

		scientifically by: observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy. IT -		conditions affect the number and type(s) of plants and animals that live there. IT -		
RE	Why is the word God so important to Christians? Understanding Christianity We will discuss the Bible, what it is and what it says about God. We will discuss God, who He is, and what Christians believe. We will learn how Christians worship God through a range of festivals.	Why do Christians perform nativity plays at Christmas? Understanding Christianity We will discuss what the Bible says about Jesus, who he was, his birth and how Christians celebrate this. IT - images.	Which stories are special and why? Durham and Newcastle Diocese RE scheme of work. Pupils will learn to: Listen attentively to stories. Notice and communicate some of their own feelings linked to the stories they hear. Communicate their ideas about which books and objects are special to them. To name and identify features	Why do Christians put a cross in an Easter Garden? Understanding Christianity We will look at Palm Sunday and its significance in the Christian calendar. We will discuss Easter and the symbols connected to Jesus' death. IT - images.	Who is Jewish and how do they live? Durham and Newcastle Diocese RE scheme of work. Pupils will learn: That many people have objects in their home that are 'precious' to them and that these can be linked to religion. To recognise objects that can be found in many Jewish homes. What some of the words inside a mezuzah mean. That Jewish	Who is Jewish and how do they live? Durham and Newcastle Diocese RE scheme of work. Pupils will learn: That many people have objects in their home that are 'precious' to them and that these can be linked to religion. To recognise objects that can be found in many Jewish homes. What some of the words inside a mezuzah mean. That Jewish

	IT - images.		of the Bible. To listen attentively to a religious story. To tell the plot of the Calming of the Storm and communicate the meaning behind this story. That religious stories have meanings. Listen attentively to and talk about the story of Muhammad receiving the Qur'an. Identify some of their own feelings linked to events in a story they have heard. Communicate their ideas about what makes a good messenger. To talk about some religious stories that have been covered in this unit and say whether they are		people believe in one God. Why a mezuzah is put on the doorposts of houses. Why Jewish people celebrate Shabbat. How Jewish people welcome Shabbat on a Friday night. How Jewish people both rest and pray at Shabbat. The story of Chanukah. Jewish practices at Chanukah. How Jewish practices at Chanukah help Jews to reflect on important aspects of the story. IT - images.	people believe in one God. Why a mezuzah is put on the doorposts of houses. Why Jewish people celebrate Shabbat. How Jewish people welcome Shabbat on a Friday night. How Jewish people both rest and pray at Shabbat. The story of Chanukah. Jewish practices at Chanukah. How Jewish practices at Chanukah help Jews to reflect on important aspects of the story. IT - images.

			found in the Bible or Qur'an. To retell a religious story using correct vocabulary where necessary. Understanding Christianity IT - images.			
Art		Landscapes and cityscapes.		African Art	Joan Miro	
Computing	Online safety Maze explorers Challenges 1 and 2 • Children know how to use the direction keys in 2Go to move forwards, backwards, left and right. • Children know how to add a unit of measurement to the direction in 2Go Challenge 2. • Children know how to undo their	Pictograms Data in Pictures • Children can discuss and illustrate the transport used to travel to school. • Children can contribute to the collection of class data. • Children have used these illustrations to create a simple pictogram. 2 Class Pictogram •	Animated story books Drawing and Creating • Children know the difference between a traditional book and an e-book. • Children can use the different drawing tools to create a picture on the page. • Children can add text to a page. 2 Animation •	Spreadsheets 2.3 Reviewing The Use of Spreadsheets • Children can explain what rows and columns are in a spreadsheet. • Children can open, save and edit a spreadsheet. • Children can add images from the image toolbox and allocate them	Questioning Using and Creating Pictograms • Children understand that the information on pictograms cannot be used to answer more complicated questions. 2 Asking Yes / No Questions • Children have used a range of	Presenting ideas Presenting a Story Three Ways • Children have examined a traditional tale presented as a mind map, as a quiz, as an ebook and as a fact file. • Children know that digital content can be represented in many forms. 2 Presenting Ideas

	last move. • Children know how to move their character back to the starting point. 2 Challenges 3 and 4 • Children can use diagonal direction keys to move the characters in the right direction. • Children know how to create a simple algorithm. • Children know how to debug their algorithm. 3 Challenges 5 and 6 • Children can use the additional direction keys to create a new algorithm. • Children can challenge themselves by using the longer algorithm to complete challenges. 4 Setting More Challenges • Children can	Children can contribute to a class pictogram. • Children can discuss what the pictogram shows. 3 Recording Results • Children can collect data from rolling a die 20 times and recording the results. • Children can represent the results as a pictogram.	Children can open previously saved work. • Children can add an animation to a page. • Children can play the pages created. • Children can save changes and overwrite the file. 3 Sounds and More! • Children can add a sound to the page. • Children can add voice recording to the page. • Children can create music for a page. 4 Making a Story • Children can add a background to the page. • Children can use the additional drawing tools on My Story mode. • Children can change the font style and size. 5 Copy and Paste • Children can use	a value. • Children can add the count tool to count items. 2 Copying, Cutting, Pasting and Totals • Children can use copying, cutting and pasting to help make spreadsheets. • Children can use tools in a spreadsheet to automatically total rows and columns. • Children can use a spreadsheet to solve a mathematical puzzle. 3 Using a Spreadsheet to Add Amounts • Children can use images in a spreadsheet. • Children can work out how much they need to pay using coins by using a spreadsheet to	yes/no questions to separate different items. 3 Binary Trees • Children understand what is meant by a binary tree. • Children have designed a binary tree to sort pictures of children. 4 Using 2Question - a Computer-Based Binary Tree Program • Children understand that questions are limited to ‘yes’ and ‘no’ in a binary tree. • Children understand that the user cannot use 2Question to find out answers to more complicated questions. • Children have matched 2Simple item pictures to	as a Quiz • Children have made a quiz about a story using 2Quiz. • Children can talk about their work and make improvements to solutions based on feedback received. 3 Making a Non-Fiction Fact File • Children have extracted information from a 2Connect file to make a publisher fact file on a non-fiction topic. • Children have added appropriate clipart. • Children have added an appropriate photo. • Children know that data can be structured in tables to make it useful. 4 Making a Presentation •

	change the background images in their chosen challenge and save their new challenge. • Children have tried each other's challenges.		the copy and paste function to add more pages to their animated e-book. • Children can share their e-books on a class story book display board.	help calculate. 4 Creating a Table and Block Graph • Children can create a table of data on a spreadsheet. • Children can use the data to create a block graph manually.	names using a binary tree. 5 Using 2Investigate: a NonBinary Database. • Children understand what is meant by a database. • Children have used a database to answer simple and more complex search questions.	Children can use a variety of software to manipulate and present digital content and information. • Children can collect, organise and present data and information in digital content. • Children can create digital content to achieve a given goal by combining software packages.
DT	Structures- Castles Design a Castle with a moving drawbridge. IT - CAD?		Mechanisms Design a vehicle to follow a route IT - Beebots / Roamer etc			Food Dips and dippers. IT -
French	Greetings How are you? Names IT - Youtube	Counting to 10 and beyond. Christmas. IT - Youtube	Days of the week. IT - Youtube	Weather and the map. French cities. IT - Youtube	Goldilocks. IT - Youtube	Goldilocks. IT - Youtube

	videos and songs	videos and songs	videos and songs	videos and songs	videos and songs	videos and songs
Geography		Magical Mapping Name different types of maps and explain some key features of maps. • Draw a simple sketch map of the school and local area. • Name the four points of a compass. • Plan a simple route around the local area using key vocabulary. • Identify map symbols. • Use an atlas to locate the four countries of the UK, capital cities and other key places. • Use an atlas to locate the seven continents of the world. • Use an atlas to locate the five major oceans of the world. • Use aerial photographs to	IT -	Contrasting places - Northumberland/ Sensational safari - exploring Africa. 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 IT -		Beside the seaside (physical features). 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 IT -

		‘view from above’ and recognise basic human and physical features • Ask geographical questions – Where is it? What is this place like? How near/far is it?				
History	*Why is there a castle ruin in Harbottle?* *Local History Study Harbottle Castle* Why was a castle built in Harbottle? Why was the castle important? Was it a ‘good’ castle?		Kings and Queens. 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 [for example, Elizabeth I and Queen Victoria, Demonstrate an understanding of the chronology of various significant		Great fire of London. events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] IT -	

			British kings and queens, such as Richard III, Elizabeth I and Queen Victoria. Know the chronological order of some kings and queens.			
Music	Elements. Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds	Elements. Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds	Traditional music. Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds	Traditional music. Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds	Carnival of the animals. Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds	Carnival of the animals. Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds

	using the inter-related dimensions of music. IT - Youtube.	using the inter-related dimensions of music. IT - Youtube.	using the inter-related dimensions of music. Link to history. IT - Youtube.	using the inter-related dimensions of music. Link to history. IT - Youtube.	using the inter-related dimensions of music. Link to science. IT - YouTube.	using the inter-related dimensions of music. Link to science. IT - YouTube.
Outdoor learning and STEM			Commando Joes - The Queen	Commando Joes - The Queen		
PE	Multiskills. Orienteering. Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending .	Multiskills. Orienteering. Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending .	Tag rugby, multi skills, yoga. Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending .	Tag rugby, multi skills, yoga. Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending .	Athletics, tennis, problem solving. Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending .	Athletics, tennis, problem solving. Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending .

	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. Participate in team games, developing simple tactics for attacking and defending.	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. Participate in team games, developing simple tactics for attacking and defending.	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. Participate in team games, developing simple tactics for attacking and defending. Perform dances using simple movement patterns.	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. Participate in team games, developing simple tactics for attacking and defending. Perform dances using simple movement patterns.	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. Participate in team games, developing simple tactics for attacking and defending.	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. Participate in team games, developing simple tactics for attacking and defending.
PSHE	Being me in my world. I can explain why my behaviour can impact on other people in my class.	Celebrating differences. I can explain that sometimes people get bullied because they are seen to	Dreams and goals. I can explain how I played my part in a group and the parts other people	Healthy Me. I can explain why foods and medicines are good for my body comparing my	Relationships. I can explain why some things might make me feel uncomfortable in	Changing me. I can justify how and why some things might make me feel comfortable or

	I can compare my own and my friends' choices and can express why some choices are better than others. IT - images	be different. This might include people who do not conform to gender stereotypes. I can explain how it feels to have a friend and be a friend. I can also explain why it is ok to be different from my friends. Link to geography, RE, Science. IT - images	played to create an end product. I can explain how our skills complemented each other. I can explain how it felt to be part of a group and can identify a range of feelings about group work. IT - images	ideas with less healthy/ unsafe choices. I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices. IT - images	a relationship and compare this with relationships that make me feel safe and special. I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships. IT - images	uncomfortable in relationships. I can appraise how effective different problem-solving solutions might be when solving problems in my relationships. IT - images
Collective Worship	Awe and Wonder, friendship wall. Following the Church calendar, Ely Cathedral. Friday worship presentations - encouraged to use powerpoint	Awe and Wonder, friendship wall. Following the Church calendar, Ely Cathedral. Friday worship presentations - encouraged to use powerpoint	Human rights and liberty. Awe and Wonder, friendship wall. Following the Church calendar, Ely Cathedral. Friday worship presentations - encouraged to	Awe and Wonder, friendship wall. Following the Church calendar, Ely Cathedral. Friday worship presentations - encouraged to use powerpoint	Awe and Wonder, friendship wall. Following the Church calendar, Ely Cathedral. Friday worship presentations - encouraged to use powerpoint	Awe and Wonder, friendship wall. Following the Church calendar, Ely Cathedral. Friday worship presentations - encouraged to use powerpoint

	(IT) People who help us.	(IT) Drugs.	use powerpoint (IT) Animals and us.	(IT) The law.	(IT) Gender stereotypes/ families of all kinds.	(IT) First aid.