

Year 1/2 Cycle A Overview

	Plymouth/Lighthouses	Elizabeth 1st	Our Local Environment
	How did lighthouses help Plymouth to grow?	Why was Elizabeth 1 st so important?	How does our environment change and how can we look after it?
	AUTUMN	SPRING	SUMMER
Literacy	<u>Poetry</u> Sea Shanties - Poems on a theme (themed poems, patterns)	<u>Poetry</u> Patterns on the page (structural and language patterns)	<u>Poetry</u> Pattern and rhyme (rhyme, language patterns, simple structures)
	<u>Narrative</u> The Lighthouse (Visual Literacy) The Lighthouse Keepers Lunch	<u>Narrative</u> The Witch's Children and the Queen (Ursula Jones) Paddington Bear - Michael Bond	<u>Narrative</u> On the way home - Jill Murphy Sally and the Limpet - Simon James
	<u>Nonfiction</u> Information text - What's interesting in Plymouth? Instructions - How to make healthy fruit salad for the Lighthouse keeper	<u>Nonfiction -</u> Information text about the Elizabeth 1st	<u>Nonfiction</u> Explanation of the seasons and how the changes in our environment Leaflet advertising/celebrating our local area
		<u>Fairy/Traditional/Key story</u> The Princess and the Pea	<u>Fairy/Traditional/Key story</u> Author Focus - Simon James
Grammar (within Literacy)	Year 1 <ul style="list-style-type: none"> How words can combine to make sentences. Joining words and joining clauses using and. Separation of words with spaces. Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I. Sequencing sentences to form short narratives. 		Year 2 <ul style="list-style-type: none"> Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]. How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. Correct choice and consistent use of present tense and past tense throughout writing. Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Commas to separate items in a list.
	Grammar (discreet)	Year 2 <ul style="list-style-type: none"> Correct choice and consistent use of present tense and past tense throughout writing. Formation of adjectives using suffixes such as -ful, -less. Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs. Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman]. 	Year 2 <ul style="list-style-type: none"> Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]. Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting].
Numeracy		Number and Place Value Addition and Subtraction Shape Fractions	Number and Place Value Addition and Subtraction Multiplication and Division Shape Position and Direction

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Geography	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.		<u>Our Local Environment</u> Identify seasonal and daily weather patterns across the world. Use simple compass directions and locational and directional language to describe the location of features and routes on a map. 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 environment.
History	<u>Changes in Plymouth over time</u> Significant historical events, people and places in their own locality. Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	<u>Elizabethan Life</u> The lives of significant individuals in the past who have contributed to national and international achievements.	
Science	<u>Humans and Keeping Healthy</u> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 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). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	<u>Materials</u> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	<u>Plants and seasonal changes</u> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. 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.
RE	Belonging	Leaders and Teachers	Myself
E-Safety (SWGFL)	E safety - Use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.		
	<u>Staying Safe Online</u> Pupils and students understand that they should stay safe online by choosing websites that are good for them to visit, and avoid sites that are not appropriate for them.	<u>Follow the Digital Trail</u> Pupils and students learn that the information they put online leaves a digital footprint or "trail." This trail can be big or small, helpful or hurtful, depending on how they manage it.	<u>Screen Out the Mean</u> Pupils and students learn that children sometimes can act like bullies when they are online. They explore what cyberbullying means and what they can do when they encounter it.
Computing	<u>Technology around us and beyond school.</u> What technology is available to use at school. Logging on, saving, and retrieving. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	<u>2Publish to create an information booklet</u> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	<u>Roamer/Beetbots to follow and make routes around our local environment.</u> Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

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D&T	<p style="text-align: center;"><u>Design a healthy lunchbox</u></p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria. Evaluate their ideas and products against design criteria. 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. Explore and evaluate a range of existing products.</p>	<p style="text-align: center;"><u>Coin making (material selection)</u></p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria. Evaluate their ideas and products against design criteria. 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. Explore and evaluate a range of existing products. Build structures, exploring how they can be made stronger, stiffer and more stable.</p>	<p style="text-align: center;"><u>Design playground equipment (levers, pivots and mechanism)</u></p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria. Evaluate their ideas and products against design criteria. 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. Explore and evaluate a range of existing products. Explore and use mechanisms in their products</p>
	<p style="text-align: center;"><u>Cooking and Nutrition</u></p> <p><u>Look at a balanced diet and what food we need to keep healthy so we can design a healthy lunch box.</u></p> <p>Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.</p>	<p style="text-align: center;"><u>Cooking and Nutrition</u></p> <p><u>What would we have eaten in Elizabethan times? How was it prepared?</u></p> <p>Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.</p>	<p style="text-align: center;"><u>Cooking and Nutrition</u></p> <p><u>Food from our local environment.</u></p> <p>Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.</p>
Art & Design	<p style="text-align: center;"><u>Clay lighthouse - sculpture</u></p> <p>Use a clay creatively to design and make a lighthouse. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p style="text-align: center;"><u>Portrait Painting</u></p> <p>Use a range paint, pastels and pencils creatively to design and make portraits. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p style="text-align: center;"><u>Matisse - The Snail</u></p> <p>Use a felt, buttons, sequins and other materials creatively to design and make products. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Learn 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.</p>
	<p>Use their voices expressively and creatively Play tuned and untuned instruments musically. Listen with concentration and understanding. Experiment with, create, select and combine sounds.</p>	<p>Use their voices expressively and creatively Play tuned and untuned instruments musically. Listen with concentration and understanding. Experiment with, create, select and combine sounds.</p>	<p>Use their voices expressively and creatively Play tuned and untuned instruments musically. Listen with concentration and understanding. Experiment with, create, select and combine sounds.</p>
PE	Basic Skills	Dance	Team Games
SMSC	Getting on and falling out	Relationships	Going for Goals