

	Cycle A			Cycle B		
	Homes/Castles	Predators and Prey/ We're going on a bug hunt	Charlie and the Chocolate Factory/ Africa	SOS/ Super heroes	Rainforests/ Antarctic	Space/ Under the Sea
	Walk around local area GFoL Day?		Chocolate workshop			Educational visit to Herstmonceux
Science	<p><b>Materials</b></p> <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,</li> <li>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> <p><b>Seasonal changes</b></p> <ul style="list-style-type: none"> <li>observe changes</li> </ul>	<p><b>Animals</b></p> <ul style="list-style-type: none"> <li>identify and name a variety of common animals including fish, amphibians, reptiles,</li> <li>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</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</li> <li>and evergreen trees</li> <li>□ identify and describe the basic structure of a variety of common flowering plants,</li> <li>including trees. □</li> </ul>	<p><b>Animals</b></p> <ul style="list-style-type: none"> <li>notice that animals, including humans, have offspring which grow into adults</li> <li>□ find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>□ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul> <p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>observe and describe how seeds and bulbs grow into mature plants</li> <li>□ find out and describe how</li> </ul>	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>observe and describe how seeds and bulbs grow into mature plants</li> <li>□ find out and describe how plants need water, light and a suitable temperature to grow</li> <li>and stay healthy</li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>identify and compare the suitability of a variety of everyday materials, including</li> <li>wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>□ find out how the shapes of solid objects made from some materials can be changed</li> <li>by squashing, bending, twisting and stretching. □. □</li> </ul>

	<p>across the four seasons</p> <ul style="list-style-type: none"> <li>□ observe and describe weather associated with the seasons and how day length varies. □</li> </ul>	<p>part</p> <ul style="list-style-type: none"> <li>• of the body is associated with each sense. □</li> </ul>		<p>plants need water, light and a suitable temperature to grow and stay healthy. □</p>		
Geography	<p><b>Contrasting locality in the UK</b>  <b>Seasonal and daily weather patterns</b></p>	<p><b>Name, locate and identify characteristics of the four countries and capital cities on the United Kingdom and its surrounding areas.</b>          -linked to literature          Linked to History topic          -Weather, transport, pirate, smuggling</p>	<p><b>Contrasting localities in non EU country</b></p>		<p><b>Name and locate the world's seven continents and five oceans</b>          -endangered animals          -Holidays          -food from around the world          -homes          -weather  <b>The location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</b>          -explorers          -holidays          -looking after our world</p>	
History	<p><b>Changes within living memory</b>          -how we play          -holidays          -food          -clothes          -technology  <b>Great events-</b>  <b>National or Global</b>          -moon landing</p>			<p><b>Significant people</b>          -Queen Victoria          -Florence Nightingale          -Mary Seacole          -Grace Darling          Neil Armstrong          Samuel Pepys</p> <p><b>Changes within living memory</b></p>		<p><b>Significant people</b>          -Queen Victoria          -Florence Nightingale          -Mary Seacole          -Grace Darling          Neil Armstrong          Samuel Pepys  <b>Great events-</b>  <b>National or Global</b>          -moon landing</p>

	-Fire of London -First flight -rememberance -the great plague of london			-how we play -holidays -food -clothes -technology		-Fire of London -First flight -rememberance -the great plague of london
DT	<b>Structures</b> -about the working characteristic of materials (e.g folding paper to make it stiffer, plaiting yarn to make it stronger)	<b>Mechanisms</b> -wheels, axels, levers, sliders, winding mechanisms, joints that allow movement	<b>Food</b> -prepare simple dishes using the principles of healthy eating. Where does food come from? <b>Textiles</b> -using a range of materials that can be put together to make products.	<b>Textiles</b> -using a range of materials that can be put together to make products.	<b>Mouldable Materials</b> -creating products from e.g clay, modroc, paper mache	<b>Structures</b> -about the working characteristic of materials (e.g folding paper to make it stiffer, plaiting yarn to make it stronger)
Art	<b>Drawing</b> Lines and marks, tone, shape and texture. <b>Printing</b> (printing with objects, mono prints, stencils, press making)	<b>Artist Study</b> -craft makers	<b>Painting</b> -colour mixing-(shades and tones. Textures)	<b>Collage</b> Explore colour, shape and texture, range of materials, folding, tearing, crumpling, overlapping) <b>Drawing</b> Lines and marks, tone, shape and texture.	<b>Sculpture</b> -form and texture which could include: clay, paper pulp, paper mache, fimo, mod roc, plasticine.	<b>Textiles</b> -colour and texture-dying, weaving, fringing, plaiting, embellishing by stictching or gluing. E.g scarf, cushion cover, bags, Tshirt.
Music	<b>Singing</b> Yr1-Singing songs, speaking chants and rhymes, simple action songs Yr	<b>Composing</b> Exploring sounds, simple picture notation, sound effects. <b>Using ICT</b> -record and playback own music, create melodies using music software.	<b>Pulse and rhythm</b> Maintaining pulse, rhythms, including rests, simple ostinato	<b>Pitch</b> -Developing pitch awareness in voices, tuned and untuned instruments Y1 -Simple pitch patterns Y2		

PSHE	<b>Community and Diversity</b>	<b>Money Management</b>	<b>Sex and Relationship Education</b>	<b>Being Healthy and Keeping Safe</b> <b>Pupil Voice</b>	<b>Environment</b> <b>Similarities and differences</b>	<b>Medicines</b>
RE-	Refer to separate Curriculum map					
ICT						