Year Group-1/2 Cycle 1	Autumn Journeys	Spring The Great Fire of London	Summer The World Wars
Geography	1) Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 2) Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK. 5) Use basic geographical vocabulary to refer to: key human features, including town, village, farm, house and shop 6) Use world maps, atlases and globes to identify the UK and its countries 9) Devise a simple map 10) Use simple fieldwork and observational skills to study the geography of their school and its grounds 16) Use basic geographical vocabulary to refer to: key human features, including city, factory, port, office and harbour 20) Map work-use and construct basic symbols in a key 21) Use simple fieldwork and observational skills to study the key human and physical features of the school's surrounding environment	5) Use basic geographical vocabulary to refer to: key human features, including town, village, farm, house and shop 8) Use aerial photographs to recognise landmarks 19) Use Ariel photographs and plan perspective to recognise landmarks and basic human and physical features	6) Use world maps, atlases and globes to identify the UK and its countries
History	2b) Significant historical people 2d) Significant history in own locality 5) Compare aspects of life in different periods-Rosa Parks	1b) Changes in national life 2c) Significant historical places 3a) events beyond living memory that are significant nationally 3b) events beyond living memory that are significant globally 3c) events commemorated through festivals or anniversaries 4a) The lives of significant individuals in the past who have contributed to national achievements 5) Compare aspects of life in different periods-Samuel Pepys	1b) Changes in national life 2a) Significant historical events 2b) Significant historical people 2c) Significant historical places 3b) events beyond living memory that are significant globally 3c) events commemorated through festivals or anniversaries 4a) The lives of significant individuals in the past who have contributed to national achievements 5) Compare aspects of life in different periods-Tim Berners-Lee, Edith Cavell
Art	1) Use a range of materials	2) Use drawing, painting and sculpture	1) Use a range of materials
DT	2) Generate, model & communicate ideas 4) Evaluate existing products & own ideas	2) Generate, model & communicate ideas 4) Evaluate existing products & own ideas	2) Generate, model & communicate ideas 3) Use range of tools & materials to complete practical tasks 4) Evaluate existing products & own ideas
Music		1) Sing songs 2) Play tuned & untuned instruments musically 3) Listen & understand live and recorded music 4) Make and combine sounds musically	1) Sing songs 2) Play tuned & untuned instruments musically 3) Listen & understand live and recorded music 4) Make and combine sounds musically

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PSHCE	Ourselves and our bodies / Being healthy Say no to bullying	Going for goals / Growth mindset	Changes British values
Computing	● 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. ● use technology purposefully to create, organise, store, manipulate and retrieve digital content ● recognise common uses of information technology beyond school	understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs	● use technology purposefully to create, organise, store, manipulate and retrieve digital content ● recognise common uses of information technology beyond school
PE	Dance - rhythm, speed and level Games - agility and coordination	Dance - express and communicate ideas and feelings - simple dance phrases Games - aiming, kicking, striking - tactical games	Gymnastics Athletics

Year Group-1/2 Cycle 2	Autumn Land, Space and sea	Spring The Royal Family	Summer Countries
Geograph	3) Identify seasonal and daily weather patterns in the UK 4) Use basic geographical vocabulary to refer to: key physical features, including beach, forest, hill, mountain, sea, river 13) Identify seasonal and daily weather patterns in the UK 15) Use basic geographical vocabulary to refer to: key physical features, including cliff, coast, ocean, soil, valley, vegetation, season and weather	8) Use aerial photographs to recognise landmarks	1) Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 4) Use basic geographical vocabulary to refer to: key physical features, including beach, forest, hill, mountain, sea, river 6) Use world maps, atlases and globes to identify the UK and its countries 7) Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map 11) Name and locate the world's seven continents and five oceans 12) Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country 14) Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 17) Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage 18) Use simple compass directions (N, S, E, W) to describe the location of features and routes on a map
History	1b) Changes in national life 2a) Significant historical events 2b) Significant historical people 3b) events beyond living memory that are significant globally 4a) The lives of significant individuals in the past who have contributed to national achievements 4b) The lives of significant individuals in the past who have contributed to international achievements 5) Compare aspects of life in different periods-Orville, Wright brothers, Christopher Columbus	1a) Changes within living memory 1b) Changes in national life 2b) Significant historical people 2c) Significant historical places 3a) events beyond living memory that are significant nationally 3c) events commemorated through festivals or anniversaries 4a) The lives of significant individuals in the past who have contributed to national achievements 4b) The lives of significant individuals in the past who have contributed to international achievements 5) Compare aspects of life in different periods-Elizabeth I, Queen Victoria, Henry VIII, Portrait parinter	1a) Changes within living memory 2b) Significant historical people 5) Compare aspects of life in different periods-Mary Seacole, Nelson Mandela
Art	3) Develop techniques of colour, pattern, texture, line, shape, form and space	2) Use drawing, painting and sculpture 4) Learn about range of artists, craftsmen and designers	3) Develop techniques of colour, pattern, texture, line, shape, form and space 4) Learn about range of artists, craftsmen and designers
DT	2) Generate, model & communicate ideas 4) Evaluate existing products & own ideas 5) Build and improve structure & mechanisms	1) Design purposeful, functional & appealing products 2) Generate, model & communicate ideas 4) Evaluate existing products & own ideas	2) Generate, model & communicate ideas 6) Understand where food comes from
Music	1) Sing songs 2) Play tuned & untuned instruments musically 3) Listen & understand live and recorded music	1) Sing songs 2) Play tuned & untuned instruments musically 3) Listen & understand live and recorded music	1) Sing songs 2) Play tuned & untuned instruments musically 3) Listen & understand live and recorded music

	4) Make and combine sounds musically	4) Make and combine sounds musically	4) Make and combine sounds musically
PSHCE	• New beginnings / Growth mindset • Getting on and falling out	Good to be me	Relationships British values
Computing	• Using 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. • use technology purposefully to create, organise, store, manipulate and retrieve digital content • recognise common uses of information technology beyond school	Understanding what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Creating and debugging simple programs use logical reasoning to predict the behaviour of simple programs	• use technology purposefully to create, organise, store, manipulate and retrieve digital content • recognise common uses of information technology beyond school
PE	Dance - perform simple dance patterns - master basic movements Games - running, jumping, throwing, catching	Dance - communicating a dance ideas - creating collaborative dances Gymnastics - travelling - high and low movements - using apparatus - balancing	Athletics - agility and coordination - participation in team games Gymnastics - strength and flexibility - basic gymnastic actions - different ways of travelling - jumping and balancing