

	Week 1-7 (7 weeks)	Week 8	Week 9-14 (6 weeks)	Week 15	Week 16 - 22 (8 weeks)	Week 23	Week 24 - 30 (7 weeks)	Week 31	Week 32 - 38 (6 weeks)	
Key Question	Did my grown ups play with the same toys as me? [1]	LTW Be the best version of you [2]	How do we look after our world and how does our world look after us? [3]		Was Humpty Dumpty real? [4]	LTW The World of Work	Is China similar to where I live? [5]	LTW Celebrating different cultures	How did we get into space?. [6]	
Computing Knowledge Progress Science	Digital literacy Point 4 and 6 [15]		Information Technonogly Point 4 and 6 [16]		Control Systems Point 4, 6 and 6 [17]		Information Technology Point 1,2, 3, 4 [18]		Control Systems Point [19]	
Skills Progression	Seasonal Changes		Animals including Humans [20]		Materials [21]		Living Things and Their Habitats [22]		Plants [23]	
RE - agreed syllabus	What makes us special?		1.5 What makes some places sacred? (Christians & Jewish)		1.3 Who is a Jewish person and what do they believe?		Does the Easter story have a happy ending?		1.7 What does it mean to belong to a faith community? (Christians & Jewish)	
PSHE/RSE Guidance from LCP	Being me in my world	I am good at - best version of you	Celebrating difference		Dreams and goals	When I grow up - world of work	Healthy me & relationships	Same love different family - other cultures	Relationships & changing me	
Spanish	Yr 1 Greetings & Feelings. Yr 2 - all colours Culture - Day of the Dead [24]		Yr 1 Counting to 20. Yr 2 - Count to 39 Culture - Feliz Navidad [25]		Yr 1 Colours - primary & start body parts. Culture - Easter in Spain Geography - Spanish City - Madrid Yr 2 Days fo the week and pets Culture - Easter - The Prossesion. Geography - [26]		Actions. Culture - Spanish artist [27]		Food and Drink. Culture - Spanish food [28]	

[1] A historical study into changes within living memories.

[2] And relaunch of charity work from Year A

[3] A study into being environmentally friendly and being a sustainable planet.
How can we improve our local area?

[4] A local history study based on a significant person Humpty Dumpty (Cawood Castle and the Tudors)

[5] A geographical study of the similarities and differences of a small area of the UK and a small area of a contrasting non-european country.

[6] A historical study into significant people and events: space race and moon landings with a focus on Neil Armstrong

[7] comparing markets to the U.K

[8] Create a journey map for the toy coming to the UK from another country.

Explain the direction the toy travels to move around the world.

Play Kim's game with toys and country of origin e.g. plastic toy from China is missing.

[9] Create a messy map, journey map or plan perspective from litter picking.

Tally the number of cars passing by school.

Sound map the local area.

Label aerial views of the local area to show manmade and natural features - Score it based on how well Staynor looks after the world. How does it make you feel?

Look at the local area from someone else's perspective.

[10] Map out Humpty Dumpty's journey.

Fieldwork - Directional poetry for Humpty Dumpty's journey.

Visit Cawood Castle - create a journey stick. Hot seat as Humpty Dumpty or the guards.

Play I Spy for human and physical features at Cawood Castle.

Annotate on photos the different features that can be seen.

[11] Look at what's the same and different based on human and physical features of the UK and China. Play as Kim's game.

Map a map of China with the main human and physical features. Create a key with symbols.

Use directional language to explain to to travel somewhere new in China.

Look at aerial photographs of the area.

[12] Look at aerial photographs as an astronaut- what features can you see?

Look at countries where astronauts have come from. - tally chart how many from certain countries

Look at images of the world - which parts are hot, cold - how can you tell?

[13] Discuss textures e.g. smooth shell, ridges in clothes

Artist ideas: Abigail Brown, Ardyn Griffin

[14] Artist idea: Peter Thorpe. Investigate using different media to recreate the image types. Compare and evaluate. Then create own with chosen media.

[15] Children should be exposed to basic chromebook skills during the first term.

Y1 - why we should keep our personal information private (what's personal/what's not etc)

Y1 - online content and know to report things to an adult

Y2 - Usernames and passwords (why we use them, what they can be for (banking, school, gaming, emails etc)

Y2 - responding to inappropriate content online (trusted adult/reporting it to the website)

[16] Y1 - IT beyond school (washers, cars, tills, shops, mcdonalds etc)

Y2 - Technology within school (screens, chromebooks, wifi, ipads printer - go on a walk what can you see)

[17] Y1 - what is an algorithm? How do we use them?

Y2 - logical reasoning to predict the outcome of a simple program

[18] Y1 - Understand how and why digital content can be changed (slides, docs etc editing/adding textboxes/seesaw) [content should be pre-made for them to edit]

Y2 - Using technology to create/organise/store/retrieve content (google drive/seesaw)

[19] Y1 - understand that programmes need precise instructions (explore what happens when they don't)

Y2 - Debugging and the impact that will have on their program

[20] Plants- evergreen and local common and wild garden plants

Yr 2 leaving nature and ensuring 'untouched' areas for animals to live in- question about if it is fair for humans to be building over the empty fields when animals could in fact 'live' there /Animals of farthing woods

[21] Materials together as this links to the DT project. Progression with the materials from Y1 naming everyday materials to Y2 talking about how we use them and where they come from

[22] Year 1- Seasons in Africa how it is hotter compared to England. How this impacts etc. Seasons will be taught throughout though as part of the daily routine

year 2- Animal classes

[23] Year 1 Looking at these animal groupings from space as if you were an alien

Year 2 Would an alien be able to grow plants in space?

[24] What is your name? My name is Humpty Dumpty. Feelings - how Humpty Dumpty feelings change.

[25] Previous learning links to transport & wild animals

[26] Colours - past learning links to transport, counting, fruit.

Body Parts - introduce singular/plural, left/right, big/small. Verb - I have.

Easter - Palm Sunday in Spain

Geography - Madrid

[27] Actions Up/down, left/right, fast/slow

Culture - Spanish artist. Miro link to traditional African art - compare colours

[28] Cook school - paella