

	Week 1-7	Week 8	Week 9-14	Christmas	Week 15-21	Week 24	Week 22- 30	Week 31	Week 32 - 38	Week 39
Key Question	What happened in the Great Fire of London? [1]	LTW Charities - care givers and animal welfare [2]	Where does our food come from? [3]		Where do we live? [4]	LTW Influential people - the Royal Family [5]	How has Britain changed since 1960? [6]	LTW Masters of the arts	What was life when Queen Victoria ruled? [7]	
Enrichment & Staynor Passport Opportunity										
Trip and visitor contact list	Selby Fire Brigade	Adopt a donkey- Knotingley- visit the donkey	Farm Visit, grow something		A walk around the local area		Castle museum/Walk by the Ouse		Day as a Victorian	
Potential book links If the year group is stated, it's from TOB. If the author is stated, it is not from TOB.	Great Fire of London	Webites	TOB Farmer Duck (Y1) Oliver's Vegetables - Vivian French		No Place Like Home -Ronojoy Gosh Shine - Patrick McDonald Tiger Who Came for Tea	The Queen's Knickers - Nicholas Allan		I am an Artist Marta Altes		
English - genre	Diary		Instructions - how to make a...		Familiar settings				Setting description	
Writing Opportunities	Imagine they're in the Great Fire of London - set fire to houses they've made									
History Skills Progression	Point 2 Significant, national/global event beyond living history								Point 3 Life of a significant individual in the past	
Geography Skills Progression Seasonal and daily weather is taught daily. Y1 look at Selby's weather and record. Y2 look at different hot and cold areas around the world, linked to the Equator & the North and South Poles.	Locational knowledge point 2 Human & Physical point 2 Geographical skills Point 1 and 3 [8]		Location knowledge point 1 and 2 Human and physical point 1, 2 and 2 Geographical skills point 1, 2, 3 and 4 [9]		Location knowledge point 2 and 1 Place knowledge Point 1 Human & physical Point 2 & 3 Geographical skills points 1, 2, 3, 4 [10]		[11]		Location Knowledge Point 2 Human & Physical Point 2 Geographical skills point 1, 2 and 3 [12]	
Art Skills Progression	Painting [13]		Point 1, 2, 3 and 4 Sculpture		Learn through Day: Point 2 and 3 Painting water colour - linked to local area [14]					
DT Skills Progression	Learn through Day: Design point 2, Make point 1, Evaluate point 1 and 2, Technical knowledge point 1		Learn through Day: Design point 1, Make point 1 and 2 & Evaluate point 1 and 2 Textiles, make a reusable bag				Learn through Day: Design point 1, Make point 1 & Evaluate point 2		Learn through Day: Technical knowledge point 2 sliders and leavers - moving picture or object Mechanics	
Computing Knowledge Progression	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]	
Science Skills Progression	Animals including Humans [20]		Materials [21]		Seasonal Changes		Plants [22]		Living Things [23]	

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RE - agreed syllabus	What does it mean to belong? Weddings		How do Christian families prepare for Christmas?		1.1 Who is a Christian and what do they believe?		1.6 How and why do we celebrate special and sacred times? (Christians & Jewish)		1.8 How should we care for others and the world, and why does it matter? (Christians & Jewish)	
PSHE/RSE Guidance from LCP Cook School	Being me in my world	RSPCA	Celebrating difference		Dreams and goals	If I were a king or queen	Healthy me & relationships	Celebrating our talents	Relationships & changing me	
Spanish	yr1 colours. Yr2 Days of the week. Easter		Yr1, Counting to 29. Yr 2 Counting to 39. Both years Christmas		Yr1, How I feel, Day of the Dead, Yr2, Colours, Day of the Dead		yr1 body. yr 2 pets. Spanish foods		yr1 fruit. yr2 first foods. Art - Miro	

[1] A historical study into a significant event: planes

[2] A study into how charities work and who they benefit. Fundraising for both.

[3] A geographical study into how food reaches our plates, including non-European countries. Focus on Fair Trade

[4] A geographical study into the local area.

[5] A study into why the Royal Family are influential in Britain and across the world.

[6] A study into the rich culture of the UK and how we have become so diverse.

Has our food always been the same?

Celebrations

Representations - TV, books etc - when did this begin to change?

Disabilities - paralympics 1960

Where does technology come from?

Has music always sounded the same?

[7] A historical study into a significant person: Queen Victoria

[8] - Capital cities

-continents

[9] Create a messy map that shows the journey food takes. Add a key.

Use compass points to describe the journey of the food/tractor.

Invite a local farmer into school to interview.

Have food labels to show the journey of country of origin to the UK on a map.

[10] Study of school and grounds and key features of surrounding environment. Make a map of this with simple symbol and key.

Use direction and compass point to identify places and routes.

Create a plan perspective of the school grounds.

Create sound maps for the area.

Make a journey stick from a walk around the local area.

[11] Create a messy map that shows the journey food takes. Add a key.

Use compass points to describe the journey of the food/tractor.

Invite a local farmer into school to interview.

Have food labels to show the journey of country of origin to the UK on a map.

[12] Look at leisure and tourism - how did this grow?

[13] Painting - mixing primary colours to make secondary. Tints and Tones. Vangogh- Art critiques - Starry Night . Final piece 'fiery night'

[14] Artist idea: John Bird <https://johnbirdstudio.co.uk/doncaster-gallery-artwork/john-bird/selby-abbey/>

[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] Year 1: Labelling body parts and talk about how they have grown. Pet links - identify what classification they fit into

Year 2: Growing, comparing to how they have grown.

[21] Both link to DT topic

Y1 - name basic materials and properties

Y2- classify & sort materials

[22] Seasonal changes- on going throughout the year. How we keep healthy (both animals and humans)?

[23] Year 1- Identifying common and wild plants, deciduous and evergreen trees - looking at the plants in the jurassic coast area

Y2- look at beach habitat to see where she found the fossils, compare habitats where animals are found