

Infants

Cycle A on a two year rolling programme.

	Autumn	Spring	Summer
History	Great Fire of London Gunpowder Plot	Castles	
Geography	Geography of the UK		Where in the World? Comparison of UK and Kenya
Science Seasonal Change-to be covered throughout the year,	Animals Including Humans	Materials	Plants
RE Christianity and Judaism More than one Religious viewpoint.	Who do Christians say made the World?	Who is Jewish and how do they live? Lent The Story of Easter	Why does Easter matter to Christians? How should we care for others and for the world and why does it matter?
Art	Drawing Colour	Texture Form	Printing Pattern
Design and Technology (Food unit to link to PSHE Eat Better work).	Mechanisms	Structures	Food
	Sliders and levers	Free standing structures	Preparing fruit and vegetables (including cooking and nutrition requirements for KS1)

<p>Music</p>	<p><u>Singing</u> (Harvest and Christmas) Small pitch range and use dynamics and tempo when singing.</p> <p><u>Playing untuned instruments</u> Represent rhythm patterns using stick notation (crotchet, quavers and quaver rests).</p> <p><u>Improving and Composing</u> to a non-musical stimulus. Graphic notation.</p> <p><u>Critical Engagement</u>(Listening and appraising) Understand the stories, origins, traditions, history and social context of the music.</p>	<p><u>Singing</u> (Easter performance)</p> <p><u>Playing</u> Recorder (Tuned instrument lessons) – Shropshire Music Service</p> <p><u>Improving and Composing</u> Compose simple question and answer phrases to be played on untuned percussion linked to topic.</p> <p><u>Critical Engagement</u> Identify beat grouping when listening to music e.g. Maple Leaf Rag by Scott Joplin</p>	<p><u>Singing</u> (Summer performance) Respond to dynamics and leaders directions eg crescendo.</p> <p><u>Playing</u> Create and perform chanted rhythm patterns improving on previous stick notation knowledge. Recognise changes in tempo and keep the pulse</p> <p><u>Improving and Composing</u> Make use of music technology (Garageband) to capture, change and combine sounds.</p> <p><u>Critical Engagement</u> Listen to recorded and live music using the musical dimensions to discuss the music.</p>
<p>COMPUTING All E-safety work to be completed through Project Evolve units. 1x each half term.</p>	<p>Information Technology: Wordprocessing and Typing</p> <p>Computer Science: iPad Beebot</p> <p>Digital Literacy/Esafety Project Evolve Units</p>	<p>Information Technology: Presentation Garageband</p> <p>Computer Science: Beebot</p> <p>Digital Literacy/Esafety Project Evolve Units</p>	<p>Information Technology: Animation: PuppetPals</p> <p>Computer Science: Beebot</p> <p>Digital Literacy/Esafety Project Evolve Units</p>
<p>PE</p>	<p>Multi Skills: Feet and Hands Cross Country Balance and Coordination.</p>	<p>Multi Skills: Attack and Defence Dance</p>	<p>Multi Skills: Hand Eye Coordination Athletics Tennis/Cricket</p>
<p>PSHE</p>	<p>What is the same and different about us? Who is special to us</p>	<p>What helps us stay healthy? What can we do with money?</p>	<p>Who helps to keep us safe? How can we look after each other and the world?</p>

RSE

RSE: Changes.

Eat Better: Identifying and sorting different foods/
food plate (D&T link)