


Year 2 Scheme of Work -KS1 Foundation Subjects

Term	Subject (Sessions per Term)	Sessions per Week	Medium Term/Weekly Focus	Short Term/Learning objective	Key Words	Resources
ROLE PLAY AREA TERM 1:			All things weather related: weather station, TV studio for weather forecaster. Ensure all keywords are laminated and available for children within the role play area. Any dressing up that will support children to be in role, should also be available. Staff should support children within the role play area, modelling language and supporting play.			
1: Topic: What changes the weather?	Science (6)	1	Name: Seasonal changes	Progression:	season spring summer autumn winter behaviours hibernation daytime daylight night time fog rain sleet warm snow cold seasonal changes	VOCABULARY LAMINATED AND UP ON WORKING WALL AND ROLE PLAY AREA. Pictures for sorting activity Four seasons wheel Pictures for matching game Objects from each season for sorting game Inquiry books
			Weekly focus: Does the weather change throughout the year?	<i>I can describe the differences between the four seasons. Observe changes across the four seasons</i>		
			Does the weather depend on the season?	<i>I can describe the weather in the different seasons. Observing closely, using simple equipment</i>		
			Do animals behave differently through the seasons?	<i>I understand that animals and animal behaviour is affected by the changing seasons. Identifying and classifying. Using their observations and ideas to suggest answers to questions</i>		
			Do we behave differently through the seasons?	<i>I can explore how humans and human behaviour is affected by the changing seasons. Using their observations and ideas to suggest answers to questions</i>		
			What happens when the clocks change?	<i>I know how changing daylight hours across the seasons affects people. Observe and describe weather associated with the seasons and how day length varies</i>		
			What's the temperature?	<i>I can use data to identify and describe seasons. Gathering and recording data to help in answering questions</i>		
	Design (6)	1	Name: Wacky windmills	Progression:	windmills structures sturdy join sturdy build template	The Brill Windmill story book A range of construction materials
			Weekly focus: What do windmills do?	<i>I can explore a variety of windmills and what they are used for. Explore and evaluate a range of existing products</i>		
			What's the best material?	<i>I know what materials and methods that would be appropriate for building a sturdy base for a windmill. Generate, develop, model and communicate their ideas through talking,</i>		


				<i>drawing, templates, mock-ups and, where appropriate, information and communication technology.</i>	design draw stable sails movement functional evaluate strong	Glue Image cards for windmills Windmill templates Evaluation sheets Inquiry books
			So sails need to be strong?	<i>I know what materials and methods that would be appropriate for building windmill sails. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</i>		
			What tools to use?	<i>I can create a design for a themed windmill, choosing appropriate materials and tools. Design purposeful, functional, appealing products for themselves and other users based on design criteria</i>		
			Does it look like my design?	<i>I can follow my design to create a windmill. Build structures, exploring how they can be made stronger, stiffer and more stable</i>		
			Am I pleased with my windmill?	<i>I can evaluate a finished windmill and assessing what went well and what could be improved. Evaluate their ideas and products against design criteria</i>		
	Geography (6)	1	Name: Wonderful weather	Progression:	Weather climate change weather system high pressure low pressure sunny rain weather pattern cold forecast warm hot coastal drizzle inland downpour blustery overcast seasons seasonal equator North pole South pole arctic tropical summer autumn winter spring	Pictures of different outfits pictures of different beach features Pictures of different inland features Gloves Atlases Inquiry books Videos Aerial photos
			Weekly focus: What's a weather pattern?	<i>I understand the difference between seasonal and daily weather patterns. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</i>		
			Does the sea affect the weather?	<i>I know the differences between inland and coastal weather patterns. Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</i>		
			Can we predict the weather?	<i>I can explore and create weather forecasts, and identifying why they are useful. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</i>		
			Why does the weather change in the world?	<i>I can compare the United Kingdom to other parts of the world. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</i>		
			Why are some countries hot?	<i>I can compare the weather in countries near the equator with weather in the United Kingdom. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</i>		
			Why are some countries cold?	<i>I can compare the weather near the North and South Poles with weather in the United Kingdom. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</i>		

	PE (6)	1	Name: Multi skills	Progression:	balance body body parts hands feet coordinate accuracy precision control movement agility equipment transitions jumping throwing fluency circuit	Sports hall Music Activity cards
			Weekly focus: How many ways can I balance?	<i>I can perform balances using a number of different parts of the body. To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination</i>		
			Can I move with coordination?	<i>I can coordinate the upper and lower part of my body, moving with greater precision and control. To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination</i>		
			Can I hit a target?	<i>I can aim a variety of balls and equipment accurately. To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</i>		
			Can I use control when I move?	<i>To travel in different ways, showing clear transitions between movements. To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</i>		
			Can I change direction when moving?	<i>I can quickly change direction whilst running, with control and fluency. To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</i>		
			Can I master my skills?	<i>I can practise ABC (agility, balance and co-ordination) at circuit stations. To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</i>		
	PSHE	1	Name: Being myself	Progression:	special unique feelings change difference recognise manage strategies like dislike similar	Scenario cards Feeling cards Whiteboards
			Weekly focus: How am I special?	<i>I know what makes me special and the way that I am unique. To recognise the ways in which we are all unique</i>		
			What do I feel?	<i>I can recognise and name different feelings. Understand how feelings can affect people's bodies and how they behave. To recognise when they need help with feelings</i>		
			Do I like everything?	<i>I know what I like and dislike and that others have different feelings. To recognise that not everyone feels the same at the same time, or feels the same about the same things</i>		
			What do others feel?	<i>I can begin to recognise what others are feeling. To learn how to recognise what others might be feeling.</i>		
			Can I manage my feelings?	<i>I understand how to manage my feelings. To identify different things that can be done to manage big feelings and to help calm themselves down</i>		
			What am I good at?	<i>I know what I am good at and I can share this. To identify what they are good at, what they like and dislike. To learn how to talk about and share their opinions on things that matter to them.</i>		

ROLE PLAY AREA TERM 2			All things fire related or related to London: Fire station, London city. Ensure all keywords are laminated and available for children within the role play area. Any dressing up that will support children to be in role, should also be available. Staff should support children within the role play area, modelling language and supporting play.			
						
2: Topic: Was The Great Fire of London the worst thing to ever happen to London?	Science (6)	1	Name:Materials and their uses	Progression:	materials properties man made natural compare group criteria shape squash bend stretch twist solid suitability wood metal plastic glass brick rock	VOCABULARY LAMINATED AND UP ON WORKING WALL AND ROLE PLAY AREA Various different materials (cardboard, glass, plastic, wood rubber etc) A variety of materials made from wood Same products made from different materials Pictures of materials for sorting also. Inquiry books
			Weekly focus: What material?	<i>I can identify a variety of materials and sort them according to a variety of criteria. Compare and group together a variety of everyday materials on the basis of their simple physical properties.</i>		
			Natural or man made?	<i>I can identify natural and man-made materials. Describe the simple physical properties of a variety of everyday materials</i>		
			Can I change the shape of come materials?	<i>I know that some materials can change shape by squashing, bending, stretching and twisting, and others can't. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</i>		
			Do all materials last well?	<i>To identify the suitability of some materials for certain objects (link to The Great Fire of London.) Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</i>		
			What is wood good for?	<i>I can identify different products that can be made from wood and their features and purposes. (link to the Great Fire of London) Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</i>		
			What material is best?	<i>To identify different materials that are used for the same product. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</i>		


	Art (6)	1	Name: Sparks and Flames	Progression:	light dark chalk texture line shape colour form techniques 3D landmark viewpoint imagination diorama	Chalk Black sugar paper Collage materials A range of card Pictures of London landmarks Painting of The Great Fire of London from a different perspective Clay.
			How can I show light and dark?	<i>I can explore light and dark, and using chalk to create flames. - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</i>		
			Does shape affect my art work?	<i>I can use shapes and colours in flames, and use collage to create a depiction of the Great Fire of London using tissue paper. - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</i>		
			What does 3D mean?	<i>I can create a 3-D pictures of a London landmark destroyed in the Great Fire of London. - To use a range of materials creatively to design and make products</i>		
			How can I make my art work 3D?	<i>I can create a 3-D pictures of a London landmark destroyed in the Great Fire of London. To use a range of materials creatively to design and make products</i>		
			Can I use a point of view to show events?	<i>I can evaluate a painting of the Great Fire through the arches of a bridge and recreate it. - To use painting to develop and share their ideas, experiences and imagination</i>		
			What's a diorama?	<i>Using mixed media to create dioramas of fire scenes. To use sculpture to develop and share their ideas, experiences and imagination</i>		
	History (6)		Name: The Great Fire of London	Progression:	fire river firefighter burning fire engine diary axe smoke escaping leather bucket bakery 17th century 17th century London modern London baker tower of London River Thames King Charles II water squirt tower of London cart horse and cart	Resources from Wiltshire resource library Timeline Main events of Great Fire of London An old diary Extract from Samuel Peyps diary
			Weekly focus: What was life like 400 years ago?	<i>I have an understanding of what life was like in London in 17th century. Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</i>		
			What happened in the Great fire of London?	<i>I can order the main events of the Great Fire Of London. Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</i>		
			Where did the fire start?	<i>I understand where and when the Great Fire of London started. Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</i>		
			What do I know about the Great Fire of London?	<i>I can use Samuel Peyps diary to find out more about The Great Fire of London. Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</i>		
			What did the fire spread so much?	<i>I understand why the fire spread so quickly and stayed for so long Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</i>		

			What happened to the people who lived in London?	<i>I know how the Great Fire of London affected the city and the people who lived there. Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</i>		
	PE (6) https://primarypeplanning.com/lesson-planning-resources/key-stage-1/ks1-oaa/		Name: Outdoor and adventurous	Progression:	cooperation team team games instructions forward backwards left right North South East West solve solving direction participate	Sports hall Direction cards Matching task game
			Weekly focus: Can I work with others?	<i>I can cooperate with my partner. Participate in team games</i>		
			Can I give and receive instructions	<i>I can cooperate with my partner and give them clear instructions. Participate in team games</i>		
			Do I know my directions?	<i>I can move forward, backwards, left and right and follow instructions I can move in different directions North, East, South and West (yr 2) Participate in team games</i>		
			Can I follow directions?	<i>I can instruct a partner to move in different directions. Participate in team games</i>		
			What does it take to work in a group?	<i>I can work in a group to solve a matching task. Participate in team games</i>		
			What makes group work successful?	<i>I can cooperate and encourage my team to complete a task. Participate in team games</i>		
	PSHE	1	Name: The wider world	Progression:	family difference similarity features family life rules needs care environment planet living things differ generations	Family character cards List of rules for classroom List of rules for community Display paper
			Weekly focus: Are all families the same?	<i>I know who is in my family and that other families can look different to mine. To learn about different types of families including those that may be different to their own</i>		
			What does family life look like?	<i>I understand the features of family life and how these may differ. To identify common features of family life. To recognise the ways they are the same as, and different to, other people.</i>		
			Why so many rules?	<i>I understand why we need rules in life. To learn about what rules are, why they are needed, and why different rules are needed for different situations</i>		
			Does everything have a need?	<i>I know that all living things have different needs and how to care for others. To learn how people and other living things have different needs; about the responsibilities of caring for them</i>		
			What can I do to help where I live?	<i>I know how I can look after my environment. To learn about things they can do to help look after their environment</i>		

			Why does our planet need protecting?	<i>I know how I can look after the planet for future generations. To learn about things they can do to help look after their environment.</i>		
ROLE PLAY AREA FOR TERM 3			All things body and safety related: Hospital, doctors surgery, police station. Ensure all keywords are laminated and available for children within the role play area. Any dressing up that will support children to be in role, should also be available. Staff should support children within the role play area, modelling language and supporting play.			
						
3: Topic: Is my childhood the same as those of the past?	Science (6)	1	Name: My body	Progression:	shoulder ear lips skin freckles hair nose ears hearing sight touch explore compare sense finger bones foot mouth tongue hand finers	VOCABULARY LAMINATED AND UP ON WORKING WALL AND ROLE PLAY AREA Poster of body parts. Human body (Wiltshire resources library?) Range of materials to feel. Foods to smell and taste. Range of musical instruments Inquiry books
			Weekly focus: Do I know my body parts?	<i>I can name and identify different parts of my body. Identifying and classifying</i>		
			What is each part of my body for?	<i>I can explore which parts of the body are used for different activities. Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</i>		
			What if I can't see?	<i>I understand the sense of sight and identifying how it helps us stay safe. Using their observations and ideas to suggest answers to questions. Asking simple questions and recognising that they can be answered in different ways</i>		
			Does being able to touch, help us?	<i>I know we experience touch, and exploring and comparing how materials feel. Using their observations and ideas to suggest answers to questions. Asking simple questions and recognising that they can be answered in different ways</i>		
			Why can I smell and taste?	<i>I can explore the sense of smell and taste and how these help me in life. Using their observations and ideas to suggest answers to questions</i>		
			Is it important to hear things?	<i>I know why hearing is an important sense and carrying out experiments to test sounds. Performing simple tests. Observing closely, using simple equipment</i>		
	Design (6)	1	Name: Puppets	Progression:	puppet	


			Weekly focus: How do puppets work?	<i>I can investigate and describe a range of different puppets and their features. Explore and evaluate a range of existing products</i>	movement features finger puppet equipment joining sewing stitch tools finishing design purposeful functional appealing model templates evaluate	Range of puppets (Wiltshire resource library) Felt Glue Needles Thread Puppet designs Socks Eyes Beads Various pieces of material
			How can I join fabric?	<i>I can use felt to create a simple finger puppet, using glue to join fabric. Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</i>		
			How do I sew?	<i>I can practise sewing skills to perform simple stitches and add features to fabric, such as buttons. Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</i>		
			Can I use my skills to make a puppet?	<i>I can design a glove puppet. Design purposeful, functional, appealing products for themselves and other users based on design criteria</i>		
			Can I create the same as my design?	<i>I can follow a design to make a glove puppet. Generate, develop, model and communicate their ideas through talking, drawing, templates, mockups and, where appropriate, information and communication technology.</i>		
			What would I change?	<i>I can evaluate a finished glove puppet. Evaluate their ideas and products against design criteria</i>		
	History (6)	1	Name: Childhood then and now	Progression:	now then past present old new once today yesterday memory back then modern different same change unchanged leisure fashion	A variety of old toys (Wiltshire resource library) Images of toys from the past. Images of popular toys, now and then Pictures of school buildings Old clothes (Wiltshire resource library) or pictures of them Inquiry books
			Weekly focus: What toys were in the past?	<i>I am able to identify and describe toys from the past. Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i>		
			What toys were popular?	<i>I can identify toy 'crazes' from now and the past. - Events beyond living memory that are significant nationally or globally.</i>		
			Is my home the same now as it was?	<i>I know how homes have changed over time. - Events beyond living memory that are significant nationally or globally.</i>		
			How has school changed over time?	<i>I can describe how schools have changed over time. Events beyond living memory that are significant nationally or globally</i>		
			Have our clothes changed over time?	<i>I can observe and discuss how clothes and fashion have changed over time. The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</i>		
			What did people do with their time?	<i>I can compare leisure activities in the past and compare them to leisure activities today. - Events beyond living memory that are significant nationally or globally</i>		
	PE (6)	1	Name: Ball skills	Progression:	movement	

	https://primarypeplanning.com/lesson-planning-resources/key-stage-1/ks1-ball-skills/		Weekly focus: What's the best way to stop a ball?	I can stop a ball with my foot. Master basic movements including running, jumping, throwing and catching,	running jumping throwing catching passing inside foot control target accuracy underarm overarm attacking defending developing	Sports hall Large balls Cones Targets
			How can I pass a ball to someone else?	I can pass a ball using the inside of my foot. Master basic movements including running, jumping, throwing and catching,		
			What does it mean to dribble a ball?	I can dribble a ball with my foot, with some control. Master basic movements including running, jumping, throwing and catching,		
			Can I aim accurately?	I can roll a ball at a target with some accuracy. Master basic movements including running, jumping, throwing and catching,		
			Is underarm an effective way to throw?	I can use underarm to throw a ball at a target. Master basic movements including running, jumping, throwing and catching,		
			Can I catch?	I can catch a ball and begin to use this skill in a game situation. Participate in team games, developing simple tactics for attacking and defending.		
	PSHE (6)	1	Name: Digital wellbeing	Progression:	safe safety risk harm sun exposure skin damage stranger stranger danger private privacy circle of safety	A range of cleaning products and electrical products. Sun lotion PANTS poster Fake telephone (to practise calling 999) Visit from paramedic, fireman or policeman
			Weekly focus: How does the internet help me?	I understand how the internet helps us in everyday life. To know about how the internet and digital devices can be used safely to find things out and to communicate with others.		
			Can I talk contact others using the internet?	I know that I can use the internet to communicate with others. To understand how the internet and digital devices can be used safely to find things out and to communicate with others.		
			How can I be safe when online?	I understand that there are rules when using the internet and these help to keep me safe. To know about rules and age restrictions that keep us safe. To know basic rules to keep safe online, including what is meant by personal information and what should be kept private.		
			How can I be safe when online?	I understand how to keep myself safe when using the internet. To know basic rules to keep safe online, including what is meant by personal information and what should be kept private.		
			Can the internet be dangerous?	I understand how the internet can be used in a negative way. To understand that bodies and feelings can be hurt by words and actions; that people can say hurtful things online.		


			Is everything we read, true?	<i>I understand that the internet may not have true information. To understand that not everything on the Internet is true.</i>		
ROLE PLAY AREA FOR TERM 4			All things different to the UK: Kenya, Desert, jungle, survival, safari Ensure all keywords are laminated and available for children within the role play area. Any dressing up that will support children to be in role, should also be available. Staff should support children within the role play area, modelling language and supporting play.			
						
4: Where in the world is different to where I live?	Science (6)	1	Name: Amazing animals	Progression:	common birds mammals amphibians birds reptiles insects wildlife nature pets wild herbivore omnivore carnivore structure nocturnal needs survival environment natural environment	VOCABULARY LAMINATED AN UP ON WORKING WALL AND ROLE PLAY AREA Animal category labels A range of animal pictures. Visit from the animal man A range of foods (that you might feed to omnivores, carnivores and herbivores)
			Weekly focus: What's the animal?	<i>I am able to identify and name a range of common animals Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets</i>		
			What is a mammal?	<i>I am able to identify and name a variety of common mammals Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets</i>		
			What's the structure of a reptile?	<i>I am able to identify and compare a range of common birds and reptiles. Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets</i>		
			What's the difference between a fish and an amphibian?	<i>I can identify and compare a range of fish and amphibians. Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets</i>		
			What does it eat?	<i>I can identify and sort herbivores, carnivores and omnivores. Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</i>		

			How can I meet their need?	<i>I can identify the needs of a range of different animals and how best to take care of them. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</i>		
	Art (6)	1	Name: Animal art	Progression:	wildlife animals British African aboriginal native colour texture line shading pattern repeated pattern space form symbolism discipline designer artist	Pictures and videos of British Wildlife African art resources to print patterns Images of aboriginal dot art Paint Clay Brushes Sketch books Pallets Sketch pencils Colouring pencils
			Weekly focus: What is wildlife?	<i>I am able to create art to reflect British wildlife. Produce creative work, exploring their ideas and recording their experiences.</i>		
			How do I know this is African art?	<i>I can manipulate paper to create African animal art. Become proficient in drawing, painting, sculpture and other art, craft and design techniques</i>		
			How is pattern used in art?	<i>I am able to explore and create patterns. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i>		
			What is dot art?	<i>I can create animal art in the style of aboriginal dot art. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</i>		
			How can I make a structure?	<i>I can make a 3D model of a rainforest animal. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</i>		
			How were animals symbolised?	<i>I can explore the symbolism of animals in Native American art. (Totem pole art work) About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</i>		
	Geography (6)	1	Name: Sensational safari	Progression:	Africa Kenya UK United Kingdom weather climate equator North pole South pole sparse landscape culture nativite compass compass direction North East south	Maps Globes Map of Kenya Kenyan animal pictures Compasses (To practise walking in certain directions) Videos of kenya Map of UK Aerial photos of both Kenya and tbe UK
			Weekly focus: Where is Africa?	<i>I can locate Africa on a world map. Use world maps, atlases and globes.</i>		
			Why is it different weather?	<i>I can explore the climate and weather of Kenya. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</i>		
			What lives in Kenya?	<i>I can explore the animals of Kenya. To use basic geographical vocabulary to refer to key physical and human features</i>		
			What direction?	<i>I can use compass points to navigate around a map. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</i>		
			What's it like in Kenya?	<i>I can describe the landscapes of Kenya and discuss the culture and lives of the people of Kenya. Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</i>		

				Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	west physical similarities differences	
			How is Kenya different to the UK?	I can draw similarities between the UK and Kenya. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country		
	PE (6)	1	Name: Attack and defend	Progression:	team team game attack defend space mark players participate pass receive defender attacker skills cooperate cooperation	Sports hall Large ball Whistle Cones
			How does space help me?	I can use space to try and score points in a team game. To participate in team games, developing simple tactics for attacking and defending.		
			What does it mean to mark?	I can mark another player. To participate in team games, developing simple tactics for attacking and defending.		
			How can I defend my space?	I can begin to defend the space between players. To participate in team games, developing simple tactics for attacking and defending.		
			How can I make sure the ball gets to another player?	I can pass the ball to another player. To participate in team games, developing simple tactics for attacking and defending.		
			How do I get past a defender?	I can get past a defender. To participate in team games, developing simple tactics for attacking and defending.		
			How do I apply my skills to a game?	I can use attacking and defending skills in a team game. To participate in team games, developing simple tactics for attacking and defending.		
	PSHE	1	Name: Safe spaces and boundaries	Progression:	Safe safety safe space comfortable help worry adult worried trust scared trusted adult peer peer pressure resist uncomfortable unsafe	Scenario cards Role play activity cards
			Weekly focus: What makes me feel safe?	I understand what makes me feel comfortable and safe. To understand what makes us feel comfortable and safe		
			Who is my trusted adult?	I understand what a trusted adult is and how to ask for help. To learn what a trusted adult is and how to ask for help		
			When should I ask for help?	I know how to ask for help when feeling uncomfortable. To understand how to ask for help when feeling uncomfortable.		
			How can I stop friends pressuring me?	I understand what peer pressure is and how to resist it. To learn what peer pressure is and how to resist it.		
			Do I always have to keep a secret?	I understand the difference between a safe and unsafe secret. To understand the difference between a safe and unsafe secret.		

ROLE PLAY AREA FOR TERM 5			All things health related: restaurant to prepare healthy dishes, exercise class, mediation centre Ensure all keywords are laminated and available for children within the role play area. Any dressing up that will support children to be in role, should also be available. Staff should support children within the role play area, modelling language and supporting play.			
						
5: Topic: What do I know about my lifestyle?	Science (6)	1	Name: Growth and survival	Progression:	animals offspring grow mature humans	VOCABULARY LAMINATED AND UP ON WORKING WALL AND ROLE PLAY AREA Animal and offspring matching cards Stages of human development picture cards to order.
			Weekly focus: What happens to animals?	<i>I can find out about the offspring of a range of animals. Notice that animals, including humans, have offspring which grow into adults</i>	adults	
			Does everything grow?	<i>I understand that different animals reproduce in different ways. Notice that animals, including humans, have offspring which grow into adults</i>	elderly old older	
			What happens to humans as they get older?	<i>I understand that humans grow as they get older. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</i>	exercise	
			What is needed to survive?	<i>I know what different animals (including humans) need to survive. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</i>	bones shorten food air water environment	
			Does the environment help survival?	<i>I know that the environment can affect the survival of an animal. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</i>	reproduce grow growth healthy	
			Why do I need healthy food?	<i>I know how to eat a balanced and healthy diet. Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</i>	unhealthy balanced diet hygiene	
	Design (6)	1	Name: Fruit and veg!	Progression:	fruit vegetables	A variety of 'different' or exotc fruits and vegetables. Squared paper Knives Peelers Access to a sink Chopping board
			Weekly focus: What's the favourite?	<i>I can find out the favourite fruit and vegetables in my class and present my findings in a pictogram. Understand where food comes from. Ask and answer questions about totalling and comparing categorical data.</i>	kiwi mango pineapple pomegranite	
			What's my favourite?	<i>I can examine, taste and describe a range of fruit and vegetables. Explore and evaluate a range of existing products</i>	asparagus broccoli parsnips	
			How do I prepare it?	<i>I know how to handle and prepare a range of fruit and vegetables. Use the basic principles of a healthy and varied diet to prepare dishes</i>	baby corn swede	
			Is my dish tasty?	<i>I can design a recipe to include fruit and vegetables. Use the basic principles of a healthy and varied diet to prepare dishes</i>	taste taste buds total product exotic	

			Is my dish the same as my design?	<i>I can make my dish according to my recipe. Design purposeful, functional, appealing products for themselves and other users based on design criteria.</i>	evaluate design recipe balanced healthy popular pictogram	
			Was it good?	<i>I can evaluate my food product, based on my design. Evaluate their ideas and products against design criteria</i>		
	Geography (6)	1	Name: Where do I live?	Progression:	UK United Kingdom England Scotland Wales Northern Island London port Belfast harbour Edinburgh shop Cardiff church capital city difference characteristics features country human features physical features	Map of the UK Globe Aerial photos Pictures of towns, villages and cities Welly walk to describe the town they are in. (Melksham)
			Weekly focus: What makes up the UK?	<i>I can name and locate the 4 countries of the UK. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</i>		
			What's the capital?	<i>I can name the capital cities of countries of the UK and use photos to describe what I see. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</i>		
			What's special about the countries in the UK?	<i>I can investigate some features and characteristics of the countries of the UK. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</i>		
			What's the difference?	<i>I know the difference between a town, a city and village. Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</i>		
			What's in, where I live?	<i>I can describe the town I live in. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</i>	town city village population factory farm	
			What's around me?	<i>I can describe the physical and human features of the environment around me. (around the school.) Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</i>		
	PE (6)	1	Name: Dodgeball	Progression:	team games team work coordination communication control agility movement	Sports hall Benches Large soft ball
			Weekly focus: Does talking help teamwork?	<i>I am able to use teamwork and communication in order to throw, catch and dodge a ball. Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</i>		
			Can I move in a better way?	<i>I am able to improve my movement, agility and coordination in a team game. Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</i>	speed direction launch accurate accurately	
			How can I aim better?	<i>I can improve my overarm throw within a team game. Participate in team games, developing simple tactics for attacking and defending</i>	overarm target	

			What helps me to catch?	<i>I can throw and catch accurately when in a team game. Participate in team games, developing simple tactics for attacking and defending</i>	skill throw		
			What skills do I need to work as a team?	<i>I can use a range of skills in a team game. Participate in team games, developing simple tactics for attacking and defending</i>			
			What does it mean to be part of a team?	<i>I can use a range of skills in a team game. Participate in team games, developing simple tactics for attacking and defending</i>			
PSHE	1	Name: Healthy lifestyles	Progression:		health healthy unhealthy processed food activity lifestyle teeth plaque medicine exercise endorphin wellbeing mental wellbeing	Scenario cards Role play cards Teeth model Toothbrush Visit form a dentist or school nurse Fitness cards Yoga cards Meditation activities	
		Weekly focus: What does it mean to be healthy?	<i>I understand how we can stay healthy. To understand how we can stay healthy</i>				
		Healthy or unhealthy?	<i>I know the difference between healthy and unhealthy activities. To understand the difference between healthy and unhealthy activities</i>				
		Do teeth need to be kept healthy?	<i>I understand how to keep teeth healthy. To understand how to keep teeth healthy</i>				
		What do medicines do?	<i>I understand that medicines can help keep people healthy. To understand how medicines can help people to stay healthy</i>				
		Why exercise?	<i>I understand the importance of exercise on the body. To understand the benefits of exercise to the body</i>				
		How do I keep my mind healthy?	<i>I know the importance of mental wellbeing, on a healthy lifestyle. To understand the importance of looking after my mind in order to lead a healthy lifestyle</i>				
ROLE PLAY AREA FOR TERM 6			All things beach related: Beach, Beach hut, ice cream parlour Ensure all keywords are laminated and available for children within the role play area. Any dressing up that will support children to be in role, should also be available. Staff should support children within the role play area, modelling language and supporting play.				
							
	Science (6)	1	Name: Ocean animals	Progression:		Ocean	

6: Topic: What's at the seaside?			Weekly focus: What lives in the ocean?	I am able to identify, describe and classify a variety of ocean animals. Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals	ocean life crab stingray octopus shark sea turtle amphibian reptile mammal fish structure whale dolphin habitat environment plants deciduous evergreen identify leaf tree stem flower fruit roots seed	VOCABULARY LAMINATED AND UP ON WORKING WALL AND ROLE PLAY AREA Variety of ocean animal pictures to classify and group. Under the sea pictures A range of garden plants and wild plants. Flowers for the children to cut up and dissect,
			Are ocean animals built the same as me?	I can identify and describe the structure of a variety of ocean animals. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)		
			How do animals live in the ocean?	I can consider how ocean animals are suited to the environment in which they live. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other		
			What's the difference between a garden plant and a wild plant?	I can identify and describe a range of garden and wild plants. Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.		
			Are all trees the same?	I can identify and describe a range of trees. Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.		
			What's a plant made up of?	I can name the different parts of a plant. Identify and describe the basic structure of a variety of common flowering plants, including trees		
	Art / Design (6)	1	Name: Paper art	Progression:	paper tissue paper papier mache jewellery collage craft] design product sculpture draw imagination line colour shape perspective shading pattern	Paper Tissue paper Newspaper Wire Glue
			Weekly focus: Can paper be used to make art?	I can explore different types of paper used in art. Evaluate and analyse creative works using the language of art, craft and design		
			What is a collage?	I am able to use paper to create a collage. To use a range of materials creatively to design and make products		
			Can tissue paper make art?	I can work with tissue paper to create a piece of artwork. To use a range of materials creatively to design and make products		
			How can I use paper to make jewellery?	I am able to use paper to create beads. (making bracelets and other jewellery). To use a range of materials creatively to design and make products		
			Can paper make a sculpture?	I am learning to use papier mâché to create a sculpture. (beach sculpture). To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination		
			Is paper strong enough?	I can create sculptures from paper. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination		

	History (6)	1	Name:	Progression:	feature beach seaside sea ocean marine sealife Victorian past present nationally sand sandcastle pebbles seagull similarity promenade difference punch and judy pier bucket and spade rockpool lighthouse ice-cream deckchair sandcastle crab	Deaside pictures Victoran seaside pictures A range of beach activities (Wiltshire resource library)
			Weekly focus: What do we do at the seaside?	I can explore and describe the features of seaside holidays. Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.		
			Have seaside holidays changed?	I can use photographs to help deduce what seaside holidays were like in the past. The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods		
			What did the Victorians do at the beach?	I know what seaside holidays were like in Victorian Britain. Events beyond living memory that are significant nationally or globally		
			Why so popular?	I know when and why seaside holidays became popular in Victorian Britain. Events beyond living memory that are significant nationally or globally.		
			How have seaside holidays changed?	I can explore seaside holidays within living memory. Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life		
			Whats the same? Whats different?	Identify similarities and differences between seaside holidays now and in the past. The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods		
	PE (6)	1	Name: Fitness games	Progression:	coordination teamwork gross motor skill walking running jumping sitting torso legs circuit fitness health communication	Sports hall Cones Ladders Goals Balls
			Weekly focus: Are my movements coordinated?	I can move in a coordinated and creative way. Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities		
			Does controlling my movements help me in a team game?	I am able to develop my gross motor skills whilst using teamwork and coordination. Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities		
			Can I roll, catch and throw accurately?	I am able to complete a circuit of fitness activities that involve throwing, rolling and catching. Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities		
			What does teamwork involve?	I am able to complete a circuit of fitness activities that involve teamwork, coordination and communication. Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities		

			What activities keep me fit?	<i>I am able to devise my own fitness task. Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</i>		
			How can I help others keep fit?	<i>I can help others to perform my fitness task. Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</i>		
	PSHE	1	Name: Roles and responsibilities	Progression:	community rules responsibilities help role members of the community living things environment	Community pictures Sets of rules
			Weekly focus: Am I part of a community?	<i>I can explore what a community is. To explore what a community is</i>		
			What is my responsibility in the classroom?	<i>I understand the rules and responsibilities within my classroom. To know about our rules and responsibilities in our classroom community</i>		
			Do we need rules in our community?	<i>I understand why there are rules in the community. To know about our rules and responsibilities in our classroom community</i>		
			How can I help?	<i>I know how I can help people in our community. To find out how to help people in our communities</i>		
			Do I have a role in the home?	<i>I understand what my role is in the home and community. To find out how to care for living things and the environment</i>		
			What shows I care?	<i>I can use my knowledge to care for living things and the environment. To find out how to care for living things and the environment</i>		