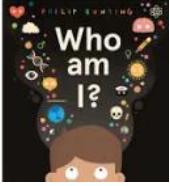
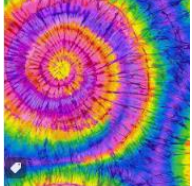








St Mawes KS1 Rolling Programme

	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Termly Theme	Who am I? 	Dress to Impress 	Circle of Life 	Home and Away 	The Big Build 	All Aboard 
Enquiry Questions	What do I need to be me?	What shall I wear today?	Where do I fit in the Circle of Life?	Cornwall and Kenya- what's the same, what's different?	How do we build our homes?	Where shall we go and how can we get there?
Science	-Basic needs of humans -Exercise and healthy diet -Senses	-Seasonal changes -Properties and uses of everyday materials- focus on fabrics	-Classifying of animals -Animal food chains	-Seasonal changes -Plants in our local environment with a focus on farming and food import/export	-Properties and uses of everyday materials- focus on building materials	-Plants and animals in our local environment with a focus on minibeasts.
NC Objectives	Working Scientifically During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: <ul style="list-style-type: none"> ➤ asking simple questions and recognising that they can be answered in different ways ➤ observing closely, using simple equipment ➤ performing simple tests ➤ identifying and classifying ➤ using their observations and ideas to suggest answers to questions ➤ gathering and recording data to help in answering questions. 					
	YR 1: identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	YR 1: describe the simple physical properties of a variety of everyday materials. -describe the simple physical properties of a	YR 1: identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.	YR 1: identify and name a variety of common wild and garden plants, including deciduous and evergreen trees	YR 1: distinguish between an object and the material from which it is made -identify and name a variety of everyday	YR 1: identify and name a variety of common wild and garden plants, including deciduous and evergreen trees

	<p>YR 2: describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. -find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p>	<p>variety of everyday materials.</p> <ul style="list-style-type: none"> - observe changes across the four seasons. -observe and describe weather associated with the seasons and how day length varies. <p>YR 2: identify and compare the suitability of a variety of everyday materials.</p>	<p>-identify and name a variety of common animals that are carnivores, herbivores and omnivores. -describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p>YR 2: explore and compare the differences between things that are living, dead, and things that have never been alive. -describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. - 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 -identify and name a variety of plants and animals in their habitats, including micro habitats.</p>	<p>-identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <ul style="list-style-type: none"> -observe changes across the four seasons -observe and describe weather associated with the seasons and how day length varies. <p>YR 2: observe and describe how seeds and bulbs grow into mature plants. -find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>materials, including wood, plastic, glass, metal, water, and rock -describe the simple physical properties of a variety of everyday materials -compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>YR 2: identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses -find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>-identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>YR 2: identify and name a variety of plants and animals in their habitats, including micro habitats. -observe and describe how seeds and bulbs grow into mature plants -find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>
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Design Technology	-Mask making -Fruit salad/healthy foods -Christmas decorations	-Tie dye T-shirts and patterned bandanas for fashion show	-Building animal homes- bug hotels, bird feeders	-Making souvenirs -Christmas decorations	-Select materials to create structures (houses and homes) that are strong and stable	-Designing boats that will float. -Designing wheeled vehicles using axels.
NC Objectives	<p>Design</p> <ul style="list-style-type: none"> ➤ design purposeful, functional, appealing products for themselves and other users based on design criteria ➤ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. <p>Make</p> <ul style="list-style-type: none"> ➤ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ➤ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> ➤ explore and evaluate a range of existing products ➤ evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none"> ➤ build structures, exploring how they can be made stronger, stiffer and more stable ➤ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> ➤ use the basic principles of a healthy and varied diet to prepare dishes ➤ understand where food comes from. 					
Art	-Primary colours and colour mixing to create secondary colours- link to Rothko. -Self portraits- link with Rembrandt and Picasso	-Printing and creating pattern using paints- link to William Morris	-Animal patterns and camouflage using both painting and collage- link to Henri Rousseau and Paul Klee	-Painting on a large scale- link to Georgia O'Keefe -Explore sculpture – link to Guy Laramie Work in 2D collage then 3D with clay	-Designing clay pots- link with Clarice Cliff	-Transient art- link with Tony Plant/ Andy Goldsworthy
NC Objectives	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> ➤ to use a range of materials creatively to design and make products ➤ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination ➤ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space ➤ 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. 					
History	-Family trees and exploring living memory through timelines.	-The use of fabrics through time and how fashion has changed.	-Use of animals throughout history- pets to working animals	-Famous Cornish people.	-The Great Fire of London and the changes it brought about.	-Explorers and plant hunters such as George Forrest

	-Understand events within living memory.	-Understand how to find out about events beyond living memory.			-Explore how the past is represented through resources such as art, newspapers, diaries and word of mouth	-Women in history- Grace Darling and Ann Glanville. -Understand how to find out about events beyond living memory.
NC Objectives	-changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	-events beyond living memory that are significant nationally or globally.		-significant historical events, people and places in their own locality	-events beyond living memory that are significant nationally or globally	-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
Geography	-Where are we in the world -Know the countries of the U.K, capital cities and surrounding seas. -Use maps and atlases to explore the U.K	-Seasonal weather patterns and hot and cold places of the world including the equator and poles.	-The geography and features of the school grounds and surrounding environments.	-Where are we in the world-The continents and oceans of the world. -Understanding the differences between the U.K and a non-European country- Kenya.	-Human features of the local environment such as factory, far, shop, harbour. -Recognise map symbols and devise simple maps.	-Use of direction and compass points. -Using aerial photographs and plans to identify landmarks
NC Objectives	-name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas -use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	-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	-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. Use basic geographical vocabulary to refer to: -key physical features, including: beach, cliff, coast, forest, hill, mountain, sea,	-name and locate the world's seven continents and five oceans -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	Use basic geographical vocabulary to refer to: -key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop -use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	-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 -use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple

			ocean, river, soil, valley, vegetation, season and weather			map; and use and construct basic symbols in a key
Music	Charanga Year 1- Hey You Rhythm in the Way We Walk	Charanga Year 1- In the Groove Round and Round	Charanga Year 1- Your Imagination Reflect, Rewind and Replay	Charanga Year 2- Hands, Feet, Heart Ho Ho Ho	Charanga Year 2- I Wanna Play in a Band Zoo Time	Charanga Year 2- Friendship Song Reflect, Rewind and Replay
NC Objectives	Pupils should be taught to: <ul style="list-style-type: none"> ➤ use their voices expressively and creatively by singing songs and speaking chants and rhymes ➤ play tuned and untuned instruments musically ➤ listen with concentration and understanding to a range of high-quality live and recorded music ➤ experiment with, create, select and combine sounds using the inter-related dimensions of music. 					
PE	Gymnastics Team Games	Dance Team Games	Team games Athletics	Gymnastics Team Games	Dance Team games	Team Games Athletics
NC Objectives	Pupils should be taught to: Team Games <ul style="list-style-type: none"> ➤ 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 ➤ participate in team games, developing simple tactics for attacking and defending ➤ perform dances using simple movement patterns 					
PSHE	Jigsaw-YR1 Being in My World Celebrating Difference	Jigsaw-YR1 Dreams and Goals Healthy Me	Jigsaw-YR1 Relationships Changing Me	Jigsaw-YR2 Being in My World Celebrating Difference	Jigsaw-YR2 Dreams and Goals Healthy Me	Jigsaw-YR2 Relationships Changing Me
R.E	Creation Story- Who made the World? Belonging to a faith and being part of a community.	What do Christians think God is like? Who is Jewish? Part 1	Who is Jewish? Part 2 Caring for others.	Who is Muslim? Part 1 Why is Christmas important to Christians?	Who is Muslim? Part 2 Salvation and why is Easter important to Christians.	Gospels- What is the good news Jesus brings to Christians? What makes some places sacred?
Computing	-Common uses of technology beyond school- digital footprints and internet etiquette -Use technology safely and respectfully- online safety	-Using apps to create a presentation or online book using information retrieved online.	-Using programmable resources to understand algorithms.	-Common uses of technology beyond school- Cyber Bullying -Use technology safely and respectfully- online safety	-Using apps to store information and data about building types within their local environment.	-Using programmable resources to follow directions on a map.

<p>NC Objectives</p>	<p>-recognise common uses of information technology beyond school - 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</p>	<p>-use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>-understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p>	<p>- 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</p>	<p>-use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>-create and debug simple programs</p>
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