
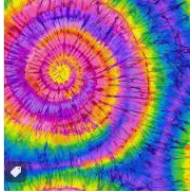








St Mawes KS1 Rolling Programme

| | Autumn A | Spring A | Summer A | Autumn B | Spring B | Summer B |
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| 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 | My Senses Animals, including humans- Growing up and becoming an adult | Seasonal changes Everyday Materials- Fabrics | Animals, including humans -Identifying and classifying animals Animals, including humans- Basic needs of humans | Living things and their habitats- Living, dead and never alive, Animals in our local environment. Plants- Identify plants in our local environment. | Use of Everyday Materials-Building Living things and their habitats- Basic needs and food chains | Growing Plants Forces- How things move. |
| 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: | YR 1: | YR 1: | YR 1: | YR 1: distinguish between an object and | YR 1: |

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| | <p>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>YR 2: find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Notice that animals, including humans, have offspring which grow into adults.</p> | <p>observe changes across the four seasons.</p> <p>observe and describe weather associated with the seasons and how day length varies.</p> <p>distinguish between an object and the material from which it is made.</p> <p>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>describe the simple physical properties of a variety of everyday materials.</p> <p>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.</p> <p>find out how the shapes of solid objects made from some materials can be changed by</p> | <p>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>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.</p> <p>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.</p> <p>identify that most living things live in habitats to which they are suited and describe</p> | <p>observe changes across the four seasons-observe and describe weather associated with the seasons and how day length varies.</p> <p>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>YR 2: observe and describe how seeds and bulbs grow into mature plants.</p> <p>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> | <p>the material from which it is made</p> <p>-identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>-describe the simple physical properties of a variety of everyday materials</p> <p>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</p> <p>-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.</p> |
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| | | squashing, bending, twisting and stretching | 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. | | | |
| Design Technology | -Mask making -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. | -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 | -Designing clay pots- link with Clarice Cliff | -Transient art- link with Tony Plant |
| 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 | | | | | |

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| | <ul style="list-style-type: none"> ➤ 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. -Understand how to find out about events beyond living memory. | -Use of animals throughout history- pets to working animals | -Famous Cornish people. | -The Great Fire of London and the changes it brought about. -Explore how the past is represented through resources such as art, newspapers, diaries and word of mouth | -Explorers and plant hunters such as George Forrest -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 | -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 | -use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical | -name and locate the world's seven continents and five oceans -understand geographical similarities and | Use basic geographical vocabulary to refer to: -key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop | -use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left |

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| | United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage | Equator and the North and South Poles | features of its surrounding environment. 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 | 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 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 | 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 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 | Real P.E Team Games | Real P.E Real Gym/Dance | Real P.E Athletics | Real P.E Team Games | Real P.E Real Gym/Dance | Real P.E Athletics |
| NC Objectives | Pupils should be taught to: <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? | 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 | Gospels- What is the good news Jesus brings to Christians? |

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| | Belonging to a faith and being part of a community. | | | | Salvation and why is Easter important to Christians. | What makes some places sacred? |
| Computing | Technology all around us. Internet safety- digital footprints and internet etiquette | Digital Writing Digital Photography | Digital Painting Moving a robot/Robot Algorithms - | Computing systems and networks Online safety and Cyber Bullying | Grouping Data Pictograms | Programming animations Click and Go- Scratch JNR |
| NC Objectives | -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 | -use technology purposefully to create, organise, store, manipulate and retrieve digital content | -understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions | - 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 | -use technology purposefully to create, organise, store, manipulate and retrieve digital content | -create and debug simple programs |