

Robert Wilkinson Primary Academy – KS1 (A)

Theme	Cycle One		Cycle Two		Cycle Three	
	Traditional Tales	Victorians	Amazing People who Help Us	What a Wonderful World	Our Local Area	Rainforests
Key Questions	What is the best material to make a strong house for the three little pigs?	What was life like when Queen Victoria ruled?	Why do we remember Florence Nightingale and Mary Seacole?	What continents and oceans make up our wonderful world?	Who was Robert Wilkinson and what makes our local area special?	Let's explore...Where in the world are Rainforests and what will I find there?
	Who was Hans Christian Anderson and why do we remember him today?	What were toys like in Victorian times and how are they different to the toys I play with?	How were they the same and how were they different?	How can we create our very own secret school garden?	What are the human and physical features of our local area?	What is happening to our rainforests and how can we help?
		How can we make a puppet that could be enjoyed by Victorian children and children today?	Who are the people that help us today?	Where does our food come from?	What was Strensall like in the past?	How can I represent the beauty of the rainforest through art?
Suggested texts:	The Three Little Pigs	The Owl and the Pussycat - Edward Lear	A superhero like you - Dr Ranj Singh	Secret Sky Garden - Linda Sarah (Take One Book)	No Place Like Home - Ronojoy Ghosh	Leaf - Sandra Diekman (Take One Book)
	The Princess and the Pea - Hans Christian Anderson	Lost in the toy museum - David Lucas	Lifesavers: Spend a day with 12 real life emergency service heroes - Eryl Nash	Bloom - Anne Boothe	Planet Awesome - Stacey McNulty (take one book)	Adder, Bluebell, Lobster - Chissie Gittins and Paul Bommer
	The Pea and the Princess - Mini Grey	Extra Yarn - Mac	Message from the	The Little Gardener - Emily Hughes		The Great Kapok Tree - Lynne Cherry
	The Last Wolf - Mini Grey (Take One Book)					There's a Rangtan in my bedroom - James Sellick

	<u>one book)</u> Little people big dreams: Hans Christian Anderson	<u>Barnett (Take One Book)</u>	<u>moon (and other poems) (Take One Book)</u>			
PSHE	Relationships - Y1 <u>Families & Friendships</u> Roles of different people; families; feeling cared for. <u>Safe Relationships</u> Recognising privacy; staying safe; seeking permission <u>Respecting ourselves & others</u> How behaviour affects others; being polite and respectful.		Living in the wider world - Y1 <u>Belonging to a Community</u> What rules are; caring for others' needs; looking after the environment. <u>Media literacy & digital resilience</u> Using the internet and digital devices; communicating online. <u>Money & Work</u> Strengths and interests; jobs in the community.		Health and Wellbeing - Y1 <u>Physical health and mental wellbeing</u> Keeping healthy; food and exercise; hygiene routines; sun safety. <u>Growing and changing</u> Recognising what makes them unique and special; feelings; managing when things go wrong. <u>Keeping Safe</u> How rules and age restrictions help us; keeping safe online.	
	Relationships - Y2 <u>Families & Friendships</u> Making friends; feeling lonely and getting help <u>Safe Relationships</u> Managing secrets; resisting pressure and getting help; recognising hurtful behaviour. <u>Respecting ourselves & others</u> Recognising things in common and		Living in the wider world - Y2 <u>Belonging to a Community</u> Belonging to a group; roles and responsibilities; being the same and different in the community. <u>Media literacy & digital resilience</u> The internet in everyday life; online content and information . <u>Money & Work</u> What money is; needs and wants; looking		Health and Wellbeing - Y2 <u>Physical health and mental wellbeing</u> Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help. <u>Growing and changing</u> Growing older; <i>naming body parts</i> ; moving class or year.	

	differences; playing and working cooperatively; sharing opinions .		after money		<u>Keeping Safe</u> Safety in different environments; risk and safety at home; emergencies.	
Curriculum Experiences	Traditional Tales Day (Dress as your favourite character)	Trip to the Theatre Christmas singalong Toys from the museum	Visits from emergency services + real life people who help us (link to PSHE) Yo Yo – Linked to Easter		Walk Around Strensall Reading Picnic	Sam’s Safari – Visitor
English:	Reasons for Writing: Writing to Entertain: Character Description Traditional Tale Writing to Inform: Instructions	Reasons for Writing: Writing to Inform: Non-chronological Report Writing to Entertain: Christmas Poetry	Reasons for Writing: Writing to Inform: Recount Diary (A day in the life of...)	Reasons for Writing: Writing to Entertain: Setting Description Writing to Inform: Instructions	Reasons for Writing: Writing to Entertain: Narrative/story writing Writing to Inform: Persuasive leaflet	Reasons for Writing: Writing to Persuade: -Persuasive letter Writing to Entertain: - Animal poetry - Recount
History	Who was Hans Christian Andersen and why do we remember him today? Who was Hans Christian Andersen?	What was life like when Queen Victoria ruled? When was the Victorian era? What was daily life like for a child living	Who was Florence Nightingale and Mary Seacole and why are they important? Who were they and what was their job?		Strensall now and then Who was Robert Wilkinson and why is he important to our community? Who was Robert Wilkinson and what	

	<p>When was Hans Christian Andersen alive and what was life like for him?</p> <p>What was Hans Christian Andersen famous for?</p>	<p>in England in the Victorian era?</p> <p>What did Victorian children like to play with? How do their toys compare with ours today?</p>	<p>When were they alive and where were they from?</p> <p>Why were they important when they were alive and today?</p> <p>What's the same/different about their life and work?</p>		<p>has he contributed to the community?</p> <p>What did Strensall look like in the past (1980s)?</p> <p>What's the same/different about Strensall in the past and Strensall now?</p> <p>What's the same/different about the students at Robert Wilkinson Primary Academy then (1811) and now?</p>	
Geography				<p>Mapping Skills + Locational knowledge</p> <p>Children will use a world map, atlas or globe. Along with mapping skills, they will be able to recognise the world's 7 continents and 5 oceans.</p> <p>Directional language, such as North, East, South and West, will encourage children</p>	<p>Place knowledge</p> <p>(local area from walk, google street view)</p> <p>Children will learn about their local area. Linking with mapping skills they will be able to locate human features such as their house and school.</p> <p>Human + Physical geography (labelling</p>	<p>Identifying/locating rainforests on a map</p> <p>Fieldwork</p> <p>Children will use a variety of skills to locate a distant place. These skills will cover mapping skills and locational knowledge too.</p> <p>(Human and Physical knowledge)</p> <p>Linking to the Summer 1 topic children will explore the human and</p>

				to use their locational knowledge and mapping skills.	<p>features using photographs)</p> <p>Continuing mapping children will investigate the different physical and human features of their local area, making clear observations of their findings.</p> <p>Fieldwork Tabletop maps (aerial photos, google maps)</p> <p>Children will use a variety of maps to locate important features in their local area from aerial perspectives, google maps and atlases.</p> <p>By the end of the term, children should be able to draw a basic map and add symbols.</p>	<p>physical geography of a distant place- non european.</p> <p>Weather comparisons will be made of a place in the Uk with the weather of a distant place.</p> <p>Furthermore the children will compare similarities and differences between a distant place and a place in the UK.</p>
RE:	How and why should we care for others and the	How and why do we celebrate special and sacred times?	Who is a Christian and what do they believe in?	Who is a Muslim and what do they believe in?	What makes some places sacred?	<p>How can we learn from sacred books?</p> <p>Children will</p>

	world and why does it matter? Children will retell bible stories showing how people care for each other and the world. They will learn about issues affecting our world.	Children will learn about ways Christians celebrate special times (Advent and Christmas)and retell Christian stories	Children will learn about the Christian celebrations of Lent, Pancake Day, St Valentine and Easter.	Teaching will focus on the importance of theIslamic faith to Muslims. Children will find out about objects and stories and discuss why they are important to Islamic faith.	Children will learn about Churches, Mosques and Synagogues.	recognise that sacred texts contain stories which are special to many people and should be treated with respect and discuss the importance of these stories.
STEM						
Year 1 maths:	Number and Place Value <ul style="list-style-type: none">Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given numberRead and write numbers to 100 in numerals; Number and Place Value <ul style="list-style-type: none">count, read and write numbers to 20 in numerals; count,given a number, identify one more and one lessidentify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, leastread and write numbers from 1 to 20 in numerals and words Geometry <ul style="list-style-type: none">recognise and name common 2-D and 3-D shapes, including:2-D shapes [for example, rectangles (including squares), circles and triangles]		Geometry <ul style="list-style-type: none">recognise and name common 2-D and 3-D shapes, including:2-D shapes [for example, rectangles (including squares), circles and triangles]3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. Number and Place Value <ul style="list-style-type: none">Count, read and write numbers to 20 in numerals; count,given a number, identify one more and one lessidentify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, leastread and write numbers from 1 to 20 in numerals and words Number – addition and subtraction <ul style="list-style-type: none">read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs		Number and Place Value <ul style="list-style-type: none">count, read and write numbers to 20 in numerals; count,given a number, identify one more and one lessidentify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, leastread and write numbers from 1 to 20 in numerals and words Measurement <ul style="list-style-type: none">compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]measure and begin to record the following: lengths and heights Number and Place Value <ul style="list-style-type: none">count in multiples of twos, fives and tensrecognise and know the value of different denominations of coins and notes Geometry – Position and Direction	

- 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].

- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.
- Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

Number – addition and subtraction

- read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.

- describe position, direction and movement, including whole, half, quarter and three quarter turns

Measurement

- compare, describe and solve practical problems for: time [for example, quicker, slower, earlier, later]
- measure and begin to record the following: time (hours, minutes, seconds)
- sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- recognise and use language relating to dates, including days of the week, weeks, months and years
- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Number – Fractions

- recognise, find and name a half as one of two equal parts of an object, shape or quantity
- recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

Measure

- compare, describe and solve practical problems for:
- mass/weight [for example, heavy/light, heavier than, lighter than]
- capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]

Year 2 Maths:	<p>Number:</p> <ul style="list-style-type: none"> * Place value – children will understand: composition of 2-digit numbers; comparing and ordering * Addition and Subtraction – children will understand: bridging 10; 2-digit and 1-digit; 2-digit and 2-digit; multiples of 10 * Multiplication and Division – children will understand: multiplying by 2, 5 and 10; inverse relationships; doubling and halving 	<p>Number:</p> <ul style="list-style-type: none"> * Addition and Subtraction – children will understand: 2-digit and 2-digit; multiples of 10 * Multiplication and Division – children will understand: multiplying by 2, 5 and 10; inverse relationships; doubling and halving <p>Fractions:</p> <ul style="list-style-type: none"> – children will understand: recognising quarters of shapes; finding basic fractions of amounts <p>Geometry:</p> <ul style="list-style-type: none"> * Properties of Shape – children will understand: identifying properties in relation to 2D and 3D shapes, comparing shapes properties <p>Measure:</p> <ul style="list-style-type: none"> * Money – children will understand: recognising £ and p; adding and subtracting amounts * Length and Height – children will understand: comparing, measuring, ordering; using appropriate units of measure * Time – children will understand: key terminology; comparing units of time; telling the time to the nearest 5 minute interval 	<p>Geometry:</p> <ul style="list-style-type: none"> * Position and Direction – children will understand: ordering and arranging in mathematical sequences; describing movements and turns in relation to rotations <p>Measure:</p> <ul style="list-style-type: none"> * Mass, Capacity and Temperature – children will understand: estimating and measuring using appropriate units; comparing and ordering <p>Statistics:</p> <ul style="list-style-type: none"> – children will understand: recognising and interpreting pictograms, tallying, totalling, differences
Science (x2):	<p>Ongoing objective through Forest schools and weekly routines – Y1s:</p> <p>Plants:</p> <p>The children will will:</p> <ul style="list-style-type: none"> identify and name common plants that are found in our school grounds, including deciduous and evergreen trees identify and describe parts of different common flowering plants and trees (e.g. stem, leaves, petals, fruit, roots, trunk) Notice how these plants change over time through different seasons (e.g. leaves falling off trees, buds opening) 		

Seasonal Change:

The children will:

observe changes across the four seasons and how this is reflected in our school grounds

observe and describe weather associated with the seasons and how day length varies (weather watchers and forest school routines)

Animals including humans:

The children will:

Use forest schools environment to identify and name animals in their own habitat, and ask and answer questions about these

Learn how to look after animals in their environment and know to return them safely

Ongoing objective through Forest schools and weekly routines – Y2:**Living things and their habitats**

Children will identify and name a variety of plants and animals in their habitats, including microhabitats in Forest Schools

Children will explore how 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 – specifically within the Forest environment

Materials – Y1

Children will distinguish between an object and the material from which it is made (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

Animals including Humans – Y1

Children will:

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Make links with people who help us to keep our bodies healthy (e.g. PSHE)

Animals including Humans – Y2**Plants – Y2**

- The children will be able to talk about how seeds and bulbs grow into plants.
- Pupils will explore the needs of a plant to grow healthily- water, light and warmth.
- Children will grow their own plants to create a 'Secret School Garden' and will closely observe changes over time.

Animals including humans – Y1

Children will identify and name a variety of common animals and sort/compare them in different ways (e.g. body parts, classification)

They will identify and name animals that are carnivores, herbivores and omnivores

Animals including humans – Y2

-Pupils will name different animals young

simple physical properties

Materials – Y2

Children will identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses

-Children will learn about how humans can stay healthy. They will explore how germs can be transmitted and can explain ways why regular handwashing is important.
-Pupils will explore what it means to eat healthily and will apply this knowledge in comparing two different diets.
Make links with the people who help us to stay healthy.
-Children will investigate what is needed for humans in order to survive.
- Children will learn about the importance for humans of exercise.

and can discuss how they change as they grow older.
-Children will be able to group animals on what they eat and explain what a simple food chain is from a familiar habitat.
-Children will investigate what is needed for animals in order to survive.

Living things and their habitats

-explore and compare the differences between things that are living, dead, and things that have never been alive
-Pupils will learn about where an animal lives. Using their knowledge of animal needs, they will then design their own creature to live in a habitat and explain why it is well-suited to live there .
- Children will explore how 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 – comparing those in Forest Schools to those in the rainforest
DT	<p>Design and Make Challenge (Structures):</p> <p>Children will build structures (e.g. houses for the three little pigs), exploring how they can be made stronger, stiffer and more stable.</p> <p>Cooking and Nutrition</p> <p>Children will learn to group food products. They will cut, peel, grate and chop food products safely and hygienically using the correct utensils. Children will measure and</p>	<p>Design and Make Challenge: (Textiles)</p> <p>Children will design and make puppets. They will cut out shapes by drawing around a template onto fabric and Join fabric using running stitch and PVA glue. They will decorate fabric using buttons, beads. etc</p>	<p>Design and Make Challenge: (Mechanical Systems)</p> <p>Children will design and make a wheeled vehicle (e.g. an emergency vehicle).</p> <p>Their designs for the model vehicle must incorporate working wheels and axles.</p>	<p>Cooking and Nutrition</p> <p>Children will learn to group food products, making links to the plants that we have grown.</p> <p>They will cut, peel, grate and chop food products safely and hygienically using the correct utensils.</p> <p>Children will measure and weigh food items (using NS units of measure).</p>		

	weigh food items (using NS units of measure).					
Computing		DIGITAL LITERACY Y1 Understand why we should keep personal information private. Understand what is inappropriate online content and know to report it to a trusted adult. Y2 Understand what usernames and passwords are and why they are important. Understand we can respond to inappropriate online content in different ways.		INFORMATION TECHNOLOGY Y1 Understand how information technology beyond school can help us. Understand how and why digital content can be changed. y2 Understand how information technology is used within school to help us. Understand how we can use technology to create, organise, store and retrieve digital content.		CONTROL y1 Understand what algorithms are (& how they are implemented as programs on a digital device) Understand that programs need precise instructions. y2 Understand how we can use logical reasoning to predict the behaviour of a simple program. Understand what debugging is and how it affects how a program runs.
Wider Curriculum						

<p>Art:</p>		<p>Textiles (making a puppet) I can sew fabrics together. I can join different fabrics together using glue.</p> <p>Painting (Christmas Calendars) I can mix primary colours to make secondary colours.</p> <p>I can mix colours and predict the outcomes. I can create different tints in paint by adding white.</p> <p>I can create different tones of colours by adding black.</p> <p>I can mix colours to make brown.</p>			<p>3D modelling and sculpture</p> <p>Investigate building simple model from a range of different materials (clay mice)</p> <p>Artists Respond to an artist/designer/architecture within their own piece of work.</p>	<p>Drawing and Painting Use 3 different grades of drawing pencils in my drawing (e.g. B, 2B & 6B)</p> <p>Explore the use of different tones to create light and dark.</p> <p>Investigate the use of texture and pattern in drawing</p> <p>Comparing Monet + O'Keefe</p> <p>Explore how artists use colour within a picture.</p> <p>Respond to an artist/designer/architecture within their own piece of work.</p>
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		Artists Respond to an artist/designer/architecture within their own piece of work.				
PE:	Throwing and catching Gymnastics	Movement/Dance Gymnastics	Multi-skills circuits, Multiskills free flow Dance - linked to a pirate routine	Dodgeball & benchball Fitness circuits	Multi-skills games Ball skills	Bean bag rounders Athletics
Music:	* Exploring singing with traditional melody, rhythm and rhyme. * Exploring pulse, tempo and dynamics. * Identifying untuned percussion * Playing tuned percussion with partner (musication). * Wider listening - range of styles and recognising pop.		• Rhythm & stick notation • Exploring pulse, tempo, dynamics singing a short song. • Untuned percussion in performance noticing timbre • Wider listening - range of styles, describe using terms * Ongoing singing with traditional melody, rhythm and rhyme. * Recognise and perform up to 10 rhythms. • Mark a pulse in different ways * Ongoing singing with traditional melody, rhythm and rhyme.		• Composing, exploring sound - using books • Performing with untuned percussion (musication) and displaying stagecraft. • Improvise a rhythm with a theme • Wider listening - range of styles, likes and dislikes * Ongoing singing with traditional melody, rhythm and rhyme. • Record music with graphic notation on a chromebook, grid or whiteboard. • Maintain a pulse whilst tempo changes performing using classical music.	