

Cycle A										
Humanities / Science		Autumn Term 1		Autumn Term 2		Spring Term 1				
EYFS										
Statutory requirements										
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"> * observing closely, using simple equipment * identifying and classifying * carrying out simple tests and suggesting answers to questions * gathering and recording data by hand in answering questions. 										
Notes and guidance (non-statutory)										
Pupils should begin to explore the world around them and raise their own questions. They should experience different types of scientific enquiries, including practical activities, and begin to respond in ways in which they might answer scientific questions. They should use simple features to compare objects, materials and living things and, with help, decide how to sort and group them; observe changes over time, and, with guidance, they should begin to notice patterns and relationships. They should ask people questions and use simple secondary sources to find answers. They should use simple measurements and equipment (for example, hand lenses, egg timers) to gather data, carry out simple tests, record simple data, and talk about what they have found out and how they found it out. With help, they should record and communicate their findings in a range of ways or begin to use a single simple language. Their opportunity for working scientifically should be provided across Years 1 and 2 so that the expectations in the programme of study can be met by the end of year 2. Pupils are not expected to cover each aspect for every area of study.										
Geography (in the classroom)										
Pupils should learn to identify the context of the classroom and its location, as well as the locations, contexts and issues studied at the key stages:										
<ul style="list-style-type: none"> * use simple compass directions (North, South, East and West) and cardinal directions (North, South, East and West), to describe the location of features and routes on a map. * use simple 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 * use simple feedback and observation skills to study the geography of their school and the way humans and physical features of the surrounding environment. 										
History										
Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.										
Physical Education										
Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their ability, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activity, in a range of increasingly challenging situations.										
<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 * perform the basic skills of striking and fielding 										
Computing										
Pupils should be taught to:										
<ul style="list-style-type: none"> * understand what algorithms are, how they are implemented as programs on digital devices, and what programs execute by following precise and unambiguous instructions * create and debug simple programs * use logical reasoning to predict the behaviour of simple programs * understand purposefully to create, organise, store, manipulate and retrieve digital content * recognise common uses of information technology beyond school * select, use and safely terminate programs using the internet and recorded music 										
Music										
Pupils should be taught to:										
<ul style="list-style-type: none"> * play tuned and untuned instruments musically * listen and appraise a range of high-quality live and recorded music * experiment with, create, select and combine sounds using the inter-related dimensions of music 										
Art and Design										
Pupils should be taught to:										
<ul style="list-style-type: none"> * use a range of materials creatively to design and make products * evaluate their products and the products of others, and the impact of them on the environment and society * develop a wide range of art and design techniques in using colour, pattern, texture, line, shape and space * explore the work of a range of artists, craft makers and designers, and understand some of their key characteristics 										
Design and Technology										
Through a variety of creative and practical activities, pupils should be taught to engage in an iterative process of designing and making. They should work in a range of relevant contexts (for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment).										
Design <ul style="list-style-type: none"> * generate, develop, model and communicate their ideas through drawing, templates, mock-ups and, where appropriate, information and communication technology. * select from and use a variety 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. 										
Technology <ul style="list-style-type: none"> * explore how things are made, how they work and how they can be changed, alter and make * explore and use mechanisms (for example, levers, sliders, wheels and axles); in their products. 										
As part of their work with food, pupils should be taught to cook and apply the principles of nutrition and healthy eating. Involving a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and later in life.										
Pupils should be taught to:										
<ul style="list-style-type: none"> * eat a varied diet of healthy and varied diet to prepare dishes * understand where food comes from. 										
Seasonal Changes / Wild Weather		Everyday Materials		Seasonal Changes / Wild Weather		Plants (Spring Focus)				
						Seasonal Changes / Wild Weather				
						Plants (Summer Focus)				

	<p>Statutory requirements</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> * recognise that light appears to travel in straight lines * explain how light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye * explain that we use things because light travels from light sources to our eyes or from light sources to reflect light into the eye * use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them <p>Notes and guidance (non-statutory)</p> <p>Pupils should build on their learning in year 1, exploring the way that light behaves, including light source, reflection and shadow. They should talk about what happens when light reflects off different surfaces and when it passes from one medium to another. Pupils can carry out simple experiments to explore how light interacts with different materials.</p> <p>Pupils should build a more systematic understanding of materials by exploring and comparing the properties of a broad range of materials, including metals, wood and plastic. They should explore changes that are difficult to reverse, including melting and dissolving, recognising that melting and dissolving are reversible processes. Pupils should explore changes that are difficult to reverse, for example, burning, rusting and other reactions, for example, vinegar with bicarbonate of soda. They should find out about how materials change when heated or cooled, for example, ice melting or water freezing. They should explore how some materials conduct heat and others insulate it. They should find out about how some materials are good insulators and others conduct heat well. Pupils should explore how some materials are good conductors of heat and others are poor conductors. They could extend their experience of light by looking at a range of phenomena such as rainbows, colours on soap bubbles, objects looking like in water and coloured fibres (they do not need to explain why these phenomena occur).</p>	<p>Statutory requirements</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> * know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution * know that some materials will react chemically with water, and that this might be visible through colour changing or bubbles forming * give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic * demonstrate that breaking, mending and changing of state are reversible changes, including changes associated with burning and the action of acid on bicarbonate of soda <p>Notes and guidance (non-statutory)</p> <p>Pupils should build on their learning in year 1, exploring the properties of a broad range of materials, including metals, wood and plastic. They should talk about what happens when light reflects off different surfaces and when it passes from one medium to another. Pupils can carry out simple experiments to explore how light interacts with different materials.</p> <p>Pupils should build a more systematic understanding of materials by exploring and comparing the properties of a broad range of materials, including metals, wood and plastic. They should explore changes that are difficult to reverse, including melting and dissolving, recognising that melting and dissolving are reversible processes. Pupils should explore changes that are difficult to reverse, for example, burning, rusting and other reactions, for example, vinegar with bicarbonate of soda. They should find out about how materials change when heated or cooled, for example, ice melting or water freezing. They should explore how some materials conduct heat and others insulate it. 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They should learn about the life cycles of different plants and animals, including humans. Pupils should build on their learning from years 2 and 4 about the main body parts and internal organs that make up the human circulatory system. They should learn about how the heart pumps blood around the body and how the circulatory system enables the body to function. Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including through smoking, overeating and other substances as they begin to learn about the human life cycle.</p> <p>Pupils might work scientifically by exploring the work of scientists and engineers who research and develop new materials such as polymers, super-strength and super-thin materials.</p>	<p>Statutory requirements</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> * describe the differences in the life processes of a mammal, an amphibian, an insect and a bird * describe the life process of reproduction in some plants and animals <p>Notes and guidance (non-statutory)</p> <p>Pupils should study and consider questions such as:</p> <ul style="list-style-type: none"> - the life-cycle changes in variety of living things, for example, plants, insects, organisms, birds or flower - the processes involved in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by observing the processes involved in the growth and development of humans, for example, David Attenborough and save Goliath. Pupils should find out about different types of reproduction in mammals, amphibians, insects and birds. They should learn about the life processes of different plants and animals can be studied. Through direct observation where possible, they should classify plants and animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, frogs, birds, mammals). Pupils should learn about the life processes of different plants and animals, for example, the life processes of a mammal, an amphibian, an insect and a bird. <p>Pupils might work scientifically by observing and comparing the life cycles of plants and animals in their local environment. They might work scientifically by observing and comparing the life cycles of plants and animals in their local environment. They might find out about the significance of the work of scientists such as Carl Linnaeus and Georges Cuvier. They might work scientifically by observing and comparing the life cycles of plants and animals in their local environment. They might observe changes in one plant or animal over a period of time or compare, by hatching and rearing chicks, comparing how different animals reproduce and grow.</p>	<p>Statutory requirements</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> * describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle * identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p>Notes and guidance (non-statutory)</p> <p>Pupils should study and consider questions such as:</p> <ul style="list-style-type: none"> - the processes involved in the growth and development of humans. They should learn about the changes experienced in puberty. 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	<p>WW2 - local study</p> <p>* a local history study * a family history * a study of the local area of study * a depth study of aspect of the British area of study (not above) * a study over time tracing how several aspects of national history are reflected in the locality (the can go beyond 2000)</p>	<p>History of W Africa/Asia</p> <p>* a non-European society that provides contrasts with British history – one study chosen from early Islamic civilisation, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa); c. AD 900-1200.</p>	<p>Extreme Earth</p> <p>* describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle * identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>		