

# Cabot Primary School Cycle A Year 1/2

	Autumn Topic: Blast Off! Key Text: The Man on the Moon	Spring Topic: Fire Fire! Key Text: Oliver Twist	Summer Topic: Africa Key Text: Lila and the Secret of Rain
Science	<p><b><u>Seasonal Changes</u></b> <b>Know</b> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies.</p> <p><b>Understand</b> Compare features of different seasons and to say how the weather has changed</p> <p><b>Do</b> Go outside and using their 5 senses describe what they see, hear, smell, taste and feel at different times of the year. Present this information in a variety of ways e.g. Drawing, discussion, and writing. As a key stage, look at the changes that happen to one particular tree throughout the seasons.</p> <p><b><u>Move it</u></b> <b>Know</b> How different objects move Which forces are used when making something move</p> <p><b>Understand</b> Comparing how things move, changing objects so that they move in different ways and at different distances.</p> <p><b>Do</b> Design and make a car, changing the model to make it move in different ways. Make a simple presentation in groups about using different forces to manipulate different objects.</p>	<p><b><u>Seasonal Changes</u></b> <b>Know</b> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies.</p> <p><b>Understand</b> Compare features of different seasons and to say how the weather has changed</p> <p><b>Do</b> Go outside and using their 5 senses describe what they see, hear, smell, taste and feel at different times of the year. Present this information in a variety of ways e.g. Drawing, discussion, and writing. As a key stage, look at the changes that happen to one particular tree throughout the seasons.</p> <p><b><u>Materials Monster</u></b> <b>Know</b> 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><b>Understand</b> How to classify materials into different categories and how to describe the properties of materials.</p> <p><b>Do</b> To design and make their own materials monster out of recycled materials. To look at and evaluate a friend's materials monster and give them constructive feedback about what works well and how it could be improved.</p>	<p><b><u>Seasonal Changes</u></b> <b>Know</b> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies.</p> <p><b>Understand</b> Compare features of different seasons and to say how the weather has changed</p> <p><b>Do</b> Go outside and using their 5 senses describe what they see, hear, smell, taste and feel at different times of the year. Present this information in a variety of ways e.g. Drawing, discussion, and writing. As a key stage, look at the changes that happen to one particular tree throughout the seasons.</p> <p><b><u>Young Gardeners</u></b> <b>Know</b> To name the different parts of a plant and to know the function of the different parts.</p> <p><b>Understand</b> How to grow a plant from seed and comparing the best conditions for a plant to grow.</p> <p><b>Do</b> To carry out a test where they plant a seed and change a specific condition to understand the impact this has on the growth. Make observations over time and gather information which will be used to make a booklet on how to grow seeds.</p>



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	<p><b><u>Healthy Me</u></b> <b>Know</b> To describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</p> <p><b>Understand</b> To observe closely To perform simple tests To identify and classify</p> <p><b>Do</b> To role play being a doctor using stethoscopes, pedometers and weighing scales. To look at all aspects of their own health in order to earn a healthy me certificate in a KS1 celebration assembly which parents are invited to.</p>	<p><b><u>Mini Worlds</u></b> <b>Know</b> To be able to explore and compare the differences between things that are living, dead and things that have never been alive. To describe how different habitats provide for the basic needs of different kinds of animals and plants.</p> <p><b>Understand</b> Observe closely to use observations and ideas to suggest answers to questions.</p> <p><b>Do</b> Choose an invertebrate and design and make a suitable habitat that the creature could live in. Using word aware introduce a different comparative or descriptive word each week and use it in observations, this word will be sent home using the word aware sticker.</p>	<p><b><u>Little Masterchef</u></b> <b>Know</b> To understand how different foods help to keep out bodies healthy.</p> <p><b>Understand</b> How eating the <b>right amounts</b> of different types of food keeps us healthy.</p> <p><b>Do</b> Understand the different food groups in order to plan and create a healthy meal. Make a chef's hat and wear this whilst making sandwiches and fruit kebabs to share it during a KS1 picnic.</p>
Computing	<p><b><u>iAlgorithm</u></b> <b>Know</b> I understand what algorithms are and create and debug simple programs.</p> <p><b>Understand</b> That programs execute by following precise and unambiguous instructions.</p> <p><b>Do</b> Children plan a sequence of instructions to direct a partner to an object.</p> <p><b><u>iProgram</u></b> <b>Know</b> I understand what algorithms are and create and debug simple programs.</p> <p><b>Understand</b> I can use technology purposefully.</p> <p><b>Do</b></p>	<p><b><u>iProgram</u></b> <b>Know</b> I understand what algorithms are and create and debug simple programs.</p> <p><b>Understand</b> I can use technology purposefully.</p> <p><b>Do</b> Create a simple animation</p> <p><b><u>iSafe</u></b> <b>Know</b> I know how to keep myself safe online.</p> <p><b>Understand</b> How to use technology safely and respectfully.</p> <p><b>Do</b> Create an online safety poster</p>	<p><b><u>iSearch</u></b> <b>Know</b> To use technology purposefully to create, organize, store, manipulate and retrieve digital content.</p> <p><b>Understand</b> That I can find out information using the internet which contains large amounts of information.</p> <p><b>Do</b> To research facts about Kenya using the internet</p> <p><b><u>iWrite</u></b> <b>Know</b> To use technology purposefully to create, organize, store, manipulate and retrieve digital content.</p> <p><b>Understand</b></p>



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	Create a simple animation		To use word processing software to create a text.  <b>Do</b> To produce a leaflet using word processor (KENYA FACTFILE)
History	<p><b><u>Neil Armstrong:</u></b></p> <p><b>Know</b> about the lives of significant individuals in the past who have contributed to national and international achievements</p> <p><b>Understand</b> -compare aspects of life in 1950 and now</p> <p><b>Do</b> – create a fact file about Neil Armstrong Drama – interview Neil Armstrong about his life</p>	<p><b><u>Great Fire of London</u></b></p> <p><b>Know</b> Events beyond living memory that are significant nationally or globally.</p> <p><b>Understand</b> Compare aspects of life now and at the time of the great fire of London.</p> <p><b>Do</b> Make model black and white houses and re-enact the great fire of London. Hot seat a child who witnessed the great fire.</p>	
Geography	<p><b><u>Location knowledge</u></b></p> <p><b>Know</b> Name and locate the worlds 7 continents and 5 oceans</p> <p><b>Understand</b> Compare geographical similarities between Bristol and Ohio.</p> <p><b>Do</b> Complete a fact file about Ohio and share it with Year 3 asking them to identify whether it sounds different or similar to Bristol.</p>		<p><b><u>Contrasting locations (Bristol and Kenya)</u></b></p> <p><b>Know</b> – name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p><b>Understand</b> -understand geographical similarities and differences through studying the human and physical geography of Bristol and Nairobi</p> <p><b>Do</b> - make a model of Nairobi/Bristol labelling the geographical features of the place Discussion – would you rather live in Bristol or Nairobi, explain using geographical references</p>
Art	<p><b><u>Drawing</u></b></p> <p><b>Know</b></p>	<p><b><u>Collage</u></b></p> <p><b>Know</b></p>	<p><b><u>Paint Skills</u></b></p> <p><b>Know</b></p>



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	<p>To use a range of materials creatively to design and make products</p> <p><b>Understand</b> 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 using colour, pattern, texture, line, shape, form and space.</p> <p><b>Do</b> To incorporate techniques learnt to produce a pencil drawing of the surface of the moon, these will be joined together and displayed as a complete moon.</p>	<p>To use a range of materials creatively to design and make products</p> <p><b>Understand</b> 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 using colour, pattern, texture, line, shape, form and space.</p> <p><b>Do</b> Make collage Tudor houses using variety of materials.</p>	<p>To use a range of materials creatively to design and make products</p> <p><b>Understand</b> 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 using colour, pattern, texture, line, shape, form and space.</p> <p><b>Do</b> Produce a painting inspired by the illustrations from Lila and the Secret of Rain.</p>
DT	<p><b><u>Rockets</u></b></p> <p><b>Know</b> 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> <p><b>Understand</b> To build structures, exploring how they can be make stronger, stiffer and more stable.</p> <p><b>Do</b> Design and make a rocket</p>	<p><b><u>London Bridge</u></b></p> <p><b>Know</b> 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> <p><b>Understand</b> To build structures, exploring how they can be make stronger, stiffer and more stable.</p> <p><b>Do</b> Design and make a London Bridge.</p>	<p><b><u>Cooking</u></b></p> <p><b>Know</b> Use the basic principles for a healthy and varied diet to prepare dishes.</p> <p><b>Understand</b> Where food comes from.</p> <p><b>Do</b> Design and make an African meal.</p>
Music	<p><b><u>Singing</u></b></p> <p><b>Know</b> Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p><b>Understand</b> How they can use their voices to make different sounds.</p> <p><b>Do</b> Learn a variety and compose a seaside song,</p>	<p><b><u>Listening</u></b></p> <p><b>Know</b> To listen with concentration and understanding to a range of high quality live and recorded music.</p> <p><b>Understand</b> How different music can make you feel.</p> <p><b>Do</b> Produce pieces of art in response to different</p>	<p><b><u>Composing</u></b></p> <p><b>Know</b> Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p><b>Understand</b> How different instruments can fit together to make a piece of music.</p> <p><b>Do</b></p>



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	perform these in a KS1 concert.	types of music.	Using a graphic score compose and perform a piece of music in response to an illustration from Lila.
RE	<p><b><u>Where do we belong</u></b></p> <p><b>Know</b> Explore the significance of belonging and how aspects of human nature relate to the practices of religion and belief communities.</p> <p><b>Understand</b> Develop respect for an understanding of their own culture and beliefs and begin to realise that other people have different cultures and beliefs.</p> <p><b>Do</b> Draw and label a picture of a jewish leader reading from the torrah.</p>	<p><b><u>Why are some stories special?</u></b> <b><u>NO SCHEME</u></b></p> <p><b>Know</b></p> <p><b>Understand</b></p> <p><b>Do</b></p>	<p><b><u>How should we live our lives?</u></b></p> <p><b>Know</b> Explore how religious and other beliefs effect approaches to moral issues.</p> <p><b>Understand</b> Consider relevant moral issues in their own lives and possible consequences of certain actions.</p> <p><b>Do</b> Explore jewish and Christian stories. Write their own moral story.</p>
PHSE	<p><b><u>It's our world</u></b></p> <p><b>Know</b> To identify communities we belong to and know some ways to look after them.</p> <p><b>Understand</b> To understand what a community is and ways to save energy.</p> <p><b>Do</b> As a group make an information booklet about pollution and its causes.</p>	<p><b><u>Money Matters</u></b></p> <p><b>Know</b> To understand the meaning of affording something.</p> <p><b>Understand</b> To know the value of money.</p> <p><b>Do</b> Class vote on which out of 3 local charities they want to raise money for. Work out how much they want to raise and how they are going to do it.</p>	<p><b><u>People around us</u></b></p> <p><b>Know</b> To find out about people and places around the world.</p> <p><b>Understand</b> Recognise and respect the similarities and differences between people in different places.</p> <p><b>Do</b> Create a diary entry as the day in the life of...</p>
P.E			