



## Curriculum Cycle One 2021/2022 Classes two/ three/Four (Year one-two )

|                          | <i>Autumn Term</i>   |   | <i>Spring Term</i>  |   | <i>Summer Term</i>                                 |  |
|--------------------------|--|---|---|---|--|--|
| <b>Term dates</b>        | Autumn One<br>2.9.21-15.10.21<br>6 weeks 2 days            | 1.11.21-17.12.21<br>7 weeks   | 3.1.22-11.2.21<br>6 weeks                                     | 21.2.22-1.4.21<br>6 weeks   | 18.4.21-27.5.22<br>2.5.22-Bank Holiday<br>6 weeks  | 5.6.22-29.7.22<br>8 weeks  |
| <b>Significant dates</b> | October Black History Month<br>6.10.21-National Poetry Day | Diwali 4.11.21<br>Bonfire night 5.11.21<br>8.11.21-13.11.21 Maths week<br>Remembrance Day 11.11.21<br>15.11.21-19.11.21 Anti Bullying Week<br>Christmas | Chinese New Year 4.2.22<br>Tiger<br><br>Shrove Tuesday 1.3.22 | 3.3.22 World Book Day<br><br>11-20.3.22 National Science Week<br><br>Mothering Sunday 27.3.22<br><br>Easter 17.4.22 | Year Two Statuary Tests<br>St George's Day 23.4.22 | Year One Phonics screening<br>Father's Day-19.6.22<br>Gypsy, Roma and Traveller Month June<br>Eid 9.7.22 |

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| <b>Key topic title</b><br>Driver subjects                          | <u><b>What's on my doorstep?</b></u><br><i>Science and Local Geography Driver</i> | <u><b>Why is the Xbox more fun than my grandparent's toys?</b></u><br><i>History and computing Driver</i> | <u><b>Why did Paddington travel to London? –</b></u><br><br><i>Science and Geography Driver</i> | <u><b>Once upon a story</b></u>                       | <u><b>Where the wild things are</b></u><br><br>Rainforest and Dragon Stories<br><br><br><i>Science and Geography Driver</i> | <u><b>How deep Is the sea?</b></u><br><br>Art and History driver |
| <b>Wow moments</b><br>(visits/visitors)<br><b>Real Experiences</b> | <i>Visit to Potteric Carr</i><br><br><i>Building a den and survival day</i>       | <i>Author Visit Gail Jones – Sammy Robot<br/>Liz Minnion</i>  | Afternoon tea with the queen  | <i>Finding an egg in the allotment<br/>Pizza Day!</i> | <i>Pupil dress up- Character</i>  | <i>The Deep-Visit</i>  |
| <b>Parental</b>  | Parent Maths  | Grandparents playing  | <i>Structures challenge and</i>   |   |   | <i>Changes-return to the time</i>                                |

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| <b>engagement</b>   | Workshops -make a time capsule about themselves   | Toys and games   | <i>problem solving</i>   |  |  | <i>capsule</i>  |
| <b>Core Text And English outcomes</b><br><br><br><br><b>Class 2</b>       | -Superworm<br>The Owl Babies<br>The Owl who was afraid of the dark<br>Oi Frog<br>Wild<br><br><b>Story Time</b> sessions-<br>Nick Sharratt Books   | Y1-Toys in space Mini Gray   | Y1-The Queen's Hat<br>The Queen's Handbag (London landmarks) (UK landmarks)<br>Naughty Bus   | Y1-Jack and the Beanstalk<br>Chicken Little<br>Little Red Riding Hood  | -Wild-Shirley Hughes<br>Y1- Where the wild things are?<br>Zog  | -<br><br>Y1-Sea Tiger<br>Storm Whale  |
| <b>Core Text And English outcomes</b><br><br><b>Class 3 and 4</b><br><br> | Peter Rabbit-Beatrix Potter<br>The Rabbit Problem-Emily Gravett (focus author)<br>Percy the Park keeper <ul style="list-style-type: none"> <li>• Sentence structures secured/capitalisation, letter names, use of full stops</li> <li>• Re-tell a short narrative</li> <li>• Write about real events, short narrative.</li> <li>• Perform a poem for Harvest</li> </ul> | -Traction Man<br>Dogger<br>What makes me a me?<br>There's a boy just like me<br>Dirty Bertie stories<br>The Beano and graphic novels <ul style="list-style-type: none"> <li>• Explanation texts about machines, instructions.</li> <li>• Re-tell a story – sequencing</li> <li>• Graphic novels</li> </ul> | <i>Paddington</i><br>A book of bears<br>COMING TO England-migration <ul style="list-style-type: none"> <li>• Longer narratives<br/>Letter writing</li> <li>• London Guide information guide</li> <li>• Re-write a Paddington Story with a changed plot and ending</li> </ul> | George's Marvellous Medicine -Roald Dahl (focus author) <ul style="list-style-type: none"> <li>• Longer narratives</li> <li>• Writing to persuade</li> </ul> | The Egg<br>Tell me a dragon<br>The Great Kapok Tree<br>The Shamen's apprentice <ul style="list-style-type: none"> <li>• <b>Longer</b> Narrative based George's marvellous medicine</li> <li>• Poetry writing based on The Witch's brew</li> <li>• Writing a medicine recipe</li> </ul> | Dougal's Deep SEA Diary - Simon Bartram<br>The Secret of Black Rock <ul style="list-style-type: none"> <li>• Explanation text about different creatures and making non-fiction books</li> <li>• Letter and story writing based on survival</li> </ul> |

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Maths- Year One



|               | Week 1                                       | Week 2 | Week 3 | Week 4 | Week 5                                       | Week 6 | Week 7                           | Week 8                           | Week 9 | Week 10                        | Week 11                         | Week 12       |
|---------------|--|--------|--------|--------|--|--------|----------------------------------|----------------------------------|--------|--------------------------------|---------------------------------|---------------|
|               | Number: Place Value (within 10)              |        |        |        | Number: Addition and Subtraction (within 10) |        |                                  |                                  |        | Geometry: Shape                | Number: Place Value (within 20) |               |
| Consolidation | Number: Addition and Subtraction (within 20) |        |        |        | Number: Place Value (within 50)              |        |                                  | Measurement: Length and Height   |        | Measurement: Weight and Volume |                                 | Consolidation |
| Consolidation | Number: Multiplication and Division          |        |        |        | Number: Fractions                            |        | Geometry: Position and Direction | Number: Place Value (within 100) |        | Measurement: Money             | Measurement: Time               |               |


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| Week 1                              | Week 2 | Week 3                           | Week 4                           | Week 5                            | Week 6 | Week 7                        | Week 8             | Week 9                                      | Week 10                             | Week 11       | Week 12 |
|-------------------------------------|--------|----------------------------------|----------------------------------|-----------------------------------|--------|-------------------------------|--------------------|---|-------------------------------------|---------------|---------|
| Number: Place Value                 |        |                                  | Number: Addition and Subtraction |                                   |        |                               | Measurement: Money |   | Number: Multiplication and Division | Consolidation |         |
| Number: Multiplication and Division |        |                                  |                                  | Statistics                        |        | Geometry: Properties of Shape |                    | Number: Fractions                           |                                     |               |         |
| Measurement: Length and Height      |        | Geometry: Position and Direction |                                  | Consolidation and problem solving |        | Measurement: Time             |                    | Measurement: Mass, Capacity and Temperature |                                     | Consolidation |         |


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| <p>Cross Curricular Maths Projects And Magic maths Monday problem solving</p> | <p>Centipedes 100 shoes<br/>How many Jelly Beans-Place Value and numbers to 100<br/>Statistics-mini beasts/ bird survey</p>  | <p>Geometry-Christmas decorations and cards</p>  | <p>Measurement length and height –Smartest Giant in Town<br/>Fractions-afternoon tea with the queen</p>   | <p>Food recipes-measurement application<br/>Temperature-climate</p>  | <p>Market gardener-plant and grow cress and herbs for resale at the summer fair-Money</p>  | <p>Time and Money</p> |
| <p>Science See Science LT plan Year One</p>                                   | <p><u>Animals including humans</u><br/>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals<br/>• identify and name a</p> | <p><u>Materials and their properties</u></p> <ul style="list-style-type: none"> <li>distinguish between an object and the material from which it is made</li> <li>identify and name a variety of everyday materials, including wood, plastic,</li> </ul> | <p><u>Animals including humans</u></p> <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><u>Plants</u><br/>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> | <p><u>Seasonal Changes</u><br/>observe changes across the four seasons<br/><br/>observe and describe weather associated with the</p> |                       |

# Curriculum Cycle One 2021/2022 Classes two/ three/Four (Year one-two )


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|   | <p>variety of common animals that are carnivores, herbivores and omnivores</p> <ul style="list-style-type: none"> <li>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> </ul>   | <p>glass, metal, water, and rock</p> <ul style="list-style-type: none"> <li>describe the simple physical properties of a variety of everyday materials</li> </ul> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>  |  | <p>identify and describe the basic structure of a variety of common flowering plants, including trees.</p>  | <p>seasons and how day length varies.</p> <p><b>Animals including humans</b><br/>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <ul style="list-style-type: none"> <li>identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> </ul> |
| <p><b>Science Class Three and Four to be taught in pure year groups See Science LT plan</b></p>  <p><b>Year Two</b></p> | <p><b><u>Living Things and their Habitats –</u></b></p> <p>-explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>- 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</p> <p>-identify and name a variety of plants and animals in their habitats,</p> | <p><b><u>The Use of everyday Materials</u></b></p> <p>-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><b><u>Animals, including humans</u></b></p> <p>--notice that animals, including humans, have offspring which grow into adults</p> <p>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> <ul style="list-style-type: none"> <li>Carnivore, omnivore, herbivore</li> </ul> | <p><b><u>Plants-planting outside</u></b></p> <p>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>Explore how different plants are suited to their habitats-rain forest</p> | <p><b><u>Living Things and their Habitats –</u></b></p> <p><i>Revisit-compare habitats – ocean</i></p> <p><i>Revisit-Plastics /materials</i></p>  |

**Plants-sowing**  
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


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|   | including microhabitats<br>-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. (NFU resources)   |  |  |   |   |  |
|   |   |  |  |   |   |  |
| <b>History (H)</b><br> | <p><b>Significant historical events, people and places in their own locality</b><br/> <b>Festivals – Bonfire Night, Remembrance</b><br/> Remembrance-William Hackett Bessie Coleman<br/> Land girls/</p> <p><b>the lives of significant individuals in the past who have contributed to national and international achievements</b><br/> Link to anti bullying week and Black History Month</p> | <p><b>Events beyond living memory that are significant nationally</b><br/> The Great Fire of London<br/> -know where the people and events it within a chronological framework and identify similarities and differences between ways of life in different periods<br/> -ask and answer questions, choosing and using parts of stories to show that they know and understand key features of</p> |  | <p><b>The lives of significant individuals in the past who have contributed to national and international achievements</b></p> <p>Environmentalists:<br/> David Attenborough<br/> Chris Packham<br/> the lives of significant individuals in the past who have contributed to national and international achievements<br/> -famous authors and illustrators</p> | <p><b>Learn about events beyond living memory that are significant nationally or globally</b><br/> The Titanic<br/> -Understand historical concepts such as continuity and change.<br/> -Identify similarities and differences between ways of life in different periods.<br/> Grace Darling and The RNLI<br/> -the lives of significant individuals in the past who have contributed to national and international</p> |  |

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|  |  | <p>-Malala Yousafi, Rosa Parks, Ruby Bridges</p> <p>Inventors- William Caxton (brought the printing press to England) and Tim Berners-Lee (founder of WWW)</p> <p><b>changes within living memory</b></p> <p>Toys and books</p> <p>Technological changes around the home- artefacts</p> <p>Chn's TV programmes</p> <p>Set up a toy and book museum</p> <p>Grandparents and parents- time line</p> <p>Alexander Graham Bell</p> <p>Changes at Christmas</p> | <p>events</p> <p>Castles around the British Isles and Conisborough Castle →</p> <ul style="list-style-type: none"> <li>• significant historical events, people and places in their locality</li> <li>• changes within living memory</li> <li>•</li> </ul>  | <p><b>THIS MAY NEED TO CONTINUE INTO SPRING 2</b></p>   |  | <p>achievements.</p>  |
| <p><b>Geography</b></p> <p>(G) </p> | <p><b>A small area of the United Kingdom- Mexborough</b> Our local area, our playground, the park</p> <p>-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.</p> <p>-use basic geographical vocabulary for key</p> |  | <p><b>Name, locate and identify characteristics of the 4 countries and capital cities of the United and its surrounding seas</b> Focus on London-the capital city of England -</p> <p>-use basic geographical vocabulary to refer to key physical features</p> <p>-use world maps, atlases and globes to identify the UK and its countries</p> <p>-use plan perspectives and aerial photographs to</p> | <p><b>Where does our food come from?</b></p> <p>Link to PSHCE Healthy Me and Science-plants</p> <p>-compare climates of the Caribbean/ Mediterranean and UK</p> <p>-conditions needed to grow foods</p> <p>-journey of food and impact on the environment</p> | <p><b>A small area in a contrasting non-European country Rainforests of South America</b></p> <p>-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</p> <p>-name and locate the world's 7 continents and 5 oceans</p> | <p><b>Oceans and seas around the world (inc UK)</b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>• name and locate the world's 7 continents and 5 oceans</li> </ul> <p>-use world maps, atlases and globes to identify the UK and its countries...</p> <p>-interpret maps, globes and aerial photographs</p> <p>-use basic geographical vocabulary to refer to key</p> |

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|   | <p>human features: city, town, village, factory, farm, house, office, and shop</p> <p>-use basic geographical vocabulary to refer to key physical features - hill, canal, river,</p> <p>-use plan perspectives and aerial photographs to recognise landmarks and basic human and physical features</p> |   | <p>recognise landmarks and basic human and physical features</p> <p>-devise a simple map; use and construct basic symbols in a key</p>   |   |   | <p>physical features, including: sea, weather and ocean</p>  |
| <b>DT</b>   | <p><b>-Design and build</b> a park based on Rocket Park-explore simple joins and how to use equipment safely</p>   | <p><b>DT-Crafts and skills</b> from people of the past-finger bobs/ puppets/ sewing. Make a moving part robot on wheels – link to materials</p>     | <p><b>Structures</b></p> <p><i>-investigate how to build for height and strength</i></p> <p><i>-Bridge challenges</i></p>  | <p><i>DT-recipes and food preparation</i></p> | <p><b>DT-making pop up books</b> about <i>The Rainforest</i></p> <p><i>Outside area development – planters/ small world etc</i></p>   | <p><b>DT-building a crane to lift a wreck</b></p> <p><i>Up cycling-creating an aquarium from recycled materials</i></p>  |
| <p><b>Art and Design</b></p>  <p><b>Drawing</b></p> | <p style="text-align: center;"><b>Painting</b></p> <p>Colour mixing paint-landscapes/ seasons colours / moods Brugel</p> <p>Link to digital photography to create</p>  | <p style="text-align: center;"><b>Drawing</b></p> <p>Focus study of portraits-National Portrait Gallery</p> <p>Focus Artist-Andy Warhol Pop art</p> | <p><b>Pastels and charcoal</b></p> <p><i>Charcoal sketches of St Paul's Cathedral/ castles Compare with Paul Klee's The Castle and The Sun and create own pictures with crayons/oil pastels and watercolours</i></p> |   | <p><b>Focus Artist-Henri Rousseau</b></p> <p><b>Printing</b>-large rainforest creatures printed images</p> <p><b>Collage</b> of textures and papers-paper folding</p> <p><b>Textiles</b>-Rainforest creatures</p> | <p><b>Painting</b></p> <p><i>water colour landscape, 3D creating an underwater display (collaboration) from plastic, collage of a coral reef, clay work-creating texture Clay Clay work-sea animals / shells</i></p> |





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|  | <p>landscapes of Mexborough-collage</p> <p><b>Focus Artist -3D</b><br/>Andy Goldsworthy - art in nature, weaving frames</p> <p><b>Printing/ Collage</b><br/>Leaves and seeds<br/>Windows/ doors and roof tops collage</p> <p><b>3D</b> Clay mini beast tiles<br/>Making twig frames for weaving and framing</p> <p><b>Printing</b>-leaf art and printing</p> | <p>Book illustrations-Old comics<br/><b>Artist Study</b></p> <p>Paintings of childhood-Mary Cassatt</p> <p><b>Collage</b></p> <p>Link to Winter and Christmas Theme</p> <p><b>3D</b> Clay tea light holders</p> |  |  | <p>and canopy<br/>Large exotic flowers – sun flowers or Georgia O Keefe<br/><b>Exotic birds</b> – collage<br/>How Gaudi used nature in his architecture</p> | <p><b>Seascapes</b> – Turner<br/><i>textured watercolours and sea-storm collages different effects of texture and patterning.</i></p> <ul style="list-style-type: none"> <li>•Mix colours to create a range of hues appropriate for use in paintings of the sea.</li> <li>•Use a range of materials creatively to design and make products.</li> <li>•Use drawing and painting to develop and share their ideas, experiences and imagination.</li> <li>•Look carefully at paintings of sea storms by J. M. W. Turner and use these as a basis for their own work.</li> <li>•Use the techniques of blotting and adding salt to watercolour to create</li> </ul> |
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|              |                               |                                   |  |                                |  |
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| <b>Music</b> | Whole school-harvest Festival | Whole School Christmas Production |  | Whole School Easter Production |  |
|--------------|-------------------------------|-----------------------------------|--|--------------------------------|--|

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| <p><b>YEAR 1</b><br/>OVERVIEW &amp; PLANNING</p> | <p>Hey You!</p> <p>1 2 3 4 5 6</p>           | <p>Rhythm In The Way We Walk and Banana Rap</p> <p>1 2 3 4 5 6</p> | <p>In The Groove</p> <p>1 2 3 4 5 6</p>          | <p>Round And Round</p> <p>1 2 3 4 5 6</p> | <p>Your Imagination</p> <p>1 2 3 4 5 6</p> | <p>Reflect, Rewind and Replay</p> <p>1 2 3 4 5 6</p> |
| <p><b>YEAR 2</b><br/>OVERVIEW &amp; PLANNING</p> | <p>Hands, Feet, Heart</p> <p>1 2 3 4 5 6</p> | <p>Ho Ho Ho</p> <p>1 2 3 4 5 6</p>                                 | <p>I Wanna Play In A Band</p> <p>1 2 3 4 5 6</p> | <p>Zootime</p> <p>1 2 3 4 5 6</p>         | <p>Friendship Song</p> <p>1 2 3 4 5 6</p>  | <p>Reflect, Rewind and Replay</p> <p>1 2 3 4 5 6</p> |


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| <b>P.E.</b><br>  | <div style="border: 1px solid black; padding: 10px; width: fit-content; margin: auto;">                 Your PE units and scheme of learning             </div>   |   |   |  |   |
| <b>R.E.</b><br><br><b>Linked to Discovery RE Year Two Topics</b> | <p><b>Christianity-What did Jesus teach?</b></p> <p><b>NC Reference-AT1 A</b><br/>Beliefs, teachings and sources</p> <p>AT 2 F Values and commitments</p> <p><b>Key Skills</b>-understand Bible stories that show kindness and how this</p> | <p><b>Christianity-Jesus as a gift from God</b></p> <p><b>NC Reference-AT1 A</b><br/>Beliefs, teachings and sources</p> <p>AT 2 E Meaning, purpose and truth</p> <p><b>Key Skills</b>-reflect on the reasons for the birth of Jesus</p> | <p><b>Judaism-The Passover</b></p> <p><b>NC Reference-AT1 B</b><br/>Practices and ways of life</p> <p>AT1 F Values and commitments</p> <p><b>Key Skills</b>-Learn how celebrating Passover and keeping Kashrut help Jews show God their special relationship with him</p> | <p><b>Christianity-Easter Resurrection</b></p> <p><b>NC Reference-AT 1A</b> Beliefs, teachings and sources</p> <p>AT2 E Meaning, purpose and truth</p> | <p><b>Judaism-Prayer at home</b></p> <p><b>NC Reference-AT1 B</b><br/>Practices and ways of life</p> <p>AT 2 F Values and commitments</p> <p style="text-align: center;"><b>Key Skills</b>-Promises made by the Jews to God</p> |

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|   | influences how Christians behave towards people | Visit to St John's Church-   |   |  |  |  |   |
|  <p><b>Class Three and Four to be taught in year groups</b></p> | <p>Y1</p>                                       | <p><u>Computing systems and networks –Technology around us</u><br/>As this is a Year 1 unit, no prior knowledge is assumed.</p> <p>This unit progresses students' knowledge and understanding of technology and how they interact with it in school. Learners will build their knowledge of parts of a computer and develop the basic skills needed to effectively use a computer keyboard and mouse.</p>  | <p><u>Creating media – Digital painting</u><br/>Learners should be familiar with:</p> <ul style="list-style-type: none"> <li>• How to switch their device on</li> <li>• Usernames</li> <li>• Passwords</li> </ul> | <p><u>Creating media – Digital writing</u><br/>This unit progresses students' knowledge and understanding of using computers to create and manipulate digital content, focussing on using a word processor. The learners will develop their ability to find and use the keys on a keyboard in order to create digital content. The learners are then introduced to manipulating the resulting text, making cosmetic changes, and justifying their reason for making these changes.</p> | <p><u>Data and information – Grouping data</u><br/>This unit will introduce pupils to data and information. It will introduce pupils to the concept of labelling and grouping objects based on their properties. Pupils will develop their understanding that objects can be given labels, which is fundamental to their future learning concerning databases and spreadsheets. In addition, pupils will begin to improve their ability to use dragging and dropping skills on a device.</p> | <p><u>Programming – Moving a robot</u><br/>As this is a Year 1 unit, no prior knowledge is assumed.</p> <p>This unit progresses students' knowledge and understanding of giving and following instructions. It moves from giving instructions to each other to giving instructions to a robot by programming it.</p>   | <p><u>Programming – Introduction to animation</u><br/>This unit progresses learners' knowledge and understanding of programming and follows on from 'Programming A – Moving a robot', where children will have learned to program a floor robot using instructions.</p> |
|   | <p>Y2</p>                                       | <p><u>Computing systems and networks – IT around us</u><br/>Learners should have an understanding of what technology is and where it is used in a school context. They should also be familiar with the technology available in their own school setting.</p> <p>This unit progresses students' knowledge and understanding of technology and how they interact with it beyond school. Learners will also build on their knowledge of using technology safely and responsibly, and begin to consider the implications of the choices that they make.</p> | <p><u>Creating media – Digital photography</u><br/>Learners should recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving photos.</p>     | <p><u>Creating media – Making music</u><br/>Learners should have experience of making choices on a tablet/computer, and they should be able to navigate within an application. Learners should also have some experience of patterns.</p> <p>This unit progresses students' knowledge through listening to music and considering how music can affect how we think and feel. Learners will then purposefully create rhythm patterns and music.</p>                                     | <p><u>Data and information – Pictograms</u><br/>This unit progresses students' knowledge and understanding of grouping data.</p>   | <p><u>Programming – Robot algorithms</u><br/>In advance of the lessons in this Year 2 unit, pupils should have had some experience of creating short programs and predicting the outcome of a simple program. This unit progresses students' knowledge and understanding of algorithms and how they are implemented as programs on digital devices. Pupils will spend time looking at how the order of commands affects outcomes. Pupils will use this knowledge and logical reasoning to trace programs and predict outcomes.</p> | <p><u>Programming – An introduction to quizzes</u><br/>This unit progresses learners' knowledge and understanding of instructions in sequences and the use of logical reasoning to predict outcomes.</p>  |

# Curriculum Cycle One 2021/2022 Classes two/ three/Four (Year one-two )

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| <p><b>PSHCE</b></p>  <p>Through out the year learning behaviours to be promoted-</p> <p><b>Concentration</b></p> <p><b>Collaboration</b></p> <p><b>Curiosity/ Enquiry/ imagination</b></p> <p><b>Reflection and evaluation</b></p> <p><b>Resilience</b></p> <p><b>Challenge</b></p> | <p><b>Being me in my world</b></p> <p>Understanding hopes and fears ahead of me this year</p> <p>Recognise how to become a successful learner</p> <p>Recognise a positive growth mindset</p> | <p><b>Celebrating Difference</b></p> <p>I can explain how my friend is different to me</p> <p>I can explain what I like about my friend</p> <p>Anti-Bullying week- diversity and tolerance</p> <p>Remembrance</p> | <p><b>Dreams and Goals</b></p> <p>I can explain how I worked well in a group to co-operate</p> <p>I can recognise what behaviours show that I can work in a team</p> | <p><b>Healthy Me</b></p> <p>I can make healthy food and recognise how I can stay Healthy</p> | <p><b>Relationships</b></p> <p>I can recognise the things that cause conflicts between me and my friends</p> <p><b>Changing Me</b></p> <p>I can use the correct names for body parts and explain the main differences between boys and girls</p> |
| <p>Reflected Units throughout the year-metacognition</p>  |  |   |  |  |  |
|   |  |   |  |  |  |