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| **Year A** | **Autumn term** | **Spring term** | **Summer term** |
| **Let’s Build :****Me and my local area** | **Let’s Build:****Inventions** | **Let’s research:****People** | **Let’s research:****Animals** | **Let’s explore:****Plants** | **Let’s explore:****Explorers** |
| **English**  | Text:Transport – Our local area by Ruth ThompsonNon- fiction | Text:Stella and the seagullNon – fiction | Text:The Three Little Pigs Fiction | Text:Snow in the Garden by Shirley HughesNon Fiction/poetry | Text:This is how we do itNon- fiction | Text:First Poetry BookPoetry  | Text:PenguinsNon fiction  | Text:A mouse called JulianFiction | Text:Grow your own lettuce by Helen LanzNon-fiction | Text:The disgusting sandwich by Gareth EdwardsFiction | Text:A first book of the sea by Nicola DaviesPoetry | Text: Outdoor Wonderland |
| **Maths** | **Reception:****Getting to know you** **Match Sort and Compare****Talk about measure and pattern****It’s me 1,2,3****Circles and triangles****1,2,3,4,5****Shapes with 4 sides****Year One:**Place Value within 10Addition and subtraction within 10Geometry - ShapeConsolidation**Year Two:**Place ValueAddition and subtractionGeometry – Shape**See Calculation Policy for vocab and detail.** | **Reception:****Alive in five****Mass and Capacity****Growing 6,7,8****Length Height and Time****Building 9 and 10****Explore 3D shape****Year One:** Place Value within 20Addition and Subtraction within 20 Place Value within 50 Length and HeightMass and Volume**Year Two:** Money Multiplication and division Length and Height Mass, Capacity and Temperature**See Calculation Policy for vocab and detail** | **Reception****To 20 and beyond****How many now?****Manipulate, compose and decompose.****Sharing and Grouping****Visualise, Build and Map****Make connections.****Consolidation****Year One:**Multiplication and divisionFractionsGeometry – Position and directionPlace Value within 100Measurement – moneyMeasurement – timeConsolidation**Year Two:**FractionsTime StatisticsPosition and DirectionProblem Solving**See Calculation Policy for vocab and detail** |
| **Science** | **Materials****Year 1****Everyday Materials**Questioning – ask about everyday materials. What is the same/what is different? What is the material and what is it made from.Sorting and classifying – sort materials into categories according to physical properties.**Year 1 Vocab****Object, material, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see-through, not see-through****Year 2**Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular usesObserve and record – what material is best for …Collect data - how often is plastic used How often is metal used etc – tally chartObtain and present evidence – bar chartEvaluate – most common material.**Uses of everyday materials****Year 1**Everyday MaterialsQuestioningSorting and classifying into categories according to physical properties.Observe and record – compare uses of everyday materials.Collect data – Test for waterproof and absorbent properties of materialsCompare and group together a variety of everyday materials on the basis of their simple physical properties**Year 2**Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular usesTest how shapes of solid objects are changed by squashing, bending, twisting and stretching.Test for suitability of materials for different uses.**Year 2 Vocab****Names of materials – wood, metal, plastic, glass, brick, rock, paper, cardboard Properties of materials – as for Year 1 plus opaque, transparent and translucent, reflective, nonreflective, flexible, rigid Shape, push/pushing, pull/pulling, twist/twisting, squash/squashing, bend/bending, stretch/stretching****Seasonal Changes**Weather in the seasonsAn Autumn Tree**Year 1****weather, sunny, rainy, raining, shower, windy, snowy, cloudy, hot, warm, cold, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, rainbow, seasons, winter, summer, spring, autumn, Sun, sunrise, sunset, day length** | **Materials continued.****Plants** **Year 1 Tree focus**Identify and name deciduous and evergreen treesidentify and describe the basic structure of a variety of common flowering plants, including trees.Questioning – How do plants grow? Is a deciduous tree dead in winter?Sorting and classifying – plant types/ trees. Parts of a plant and a tree.Observe and record – drawing of different leaves/ trees**Year 1 Vocab****Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud Names of trees in the local area Names of garden and wild flowering plants in the local area****Year 2 Planting bulbs**Plants and their habitatsPhotograph to record. growth of plants accurately over time.Collect data -– measurement of plants as they grow.Obtain and present evidence- simple bar chart to collate growth over time. Use hand lenses to identify plants/ trees.Observe and describe how seeds and bulbs grow into mature plants**Year 2 Vocab****light, shade, Sun, warm, cool, water, space, grow, healthy, bulb, germinate, shoot, seedling****Seasonal Changes**A winter tree**Year 1****weather, sunny, rainy, raining, shower, windy, snowy, cloudy, hot, warm, cold, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, rainbow, seasons, winter, summer, spring, autumn, Sun, sunrise, sunset, day length** | **Humans****Year 1**Name and locate parts of the human body and begin to make suggestions about what some parts of the body do. • Name the five senses and the part of the body they are related to. Explain how they use each of their senses. Timelines of human growth from baby to adult.Collect data – photographs of themselves as they have grown.Obtain and present evidence Evaluate**Year 1 vocab****head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves, names of animals experienced first-hand from each vertebrate group, parts of the body including those within the school’s RSE policy, senses, touch, see, smell, taste, hear, fingers, skin, eyes, nose, ear, tongue****Year 2**Identify several ways that humans grow and develop through each life cycle stage Questioning - What do humans need to keep healthy. Why do we need to exercise?Describe the effects of exercise and begin to explain the importance of exercise for the human bodyIdentify several foods according to the basic food groups and talk about the importance of a balanced diet. Good hygiene and why.Explain how to be hygienic and why this is important.**Year 2 vocab****offspring, reproduction, growth, baby, toddler, child, teenager, adult, old person, names of animals and their babies (e.g. chick/hen, kitten/cat, caterpillar/butterfly), survive, survival, water food, air, exercise, heartbeat, breathing, hygiene, germs, disease, food types (e.g. meat, fish, vegetables, bread, rice, pasta, dairy)** | **Animals** **Year 1 Animals part 1**Name a variety of common animals including fish, amphibians, reptiles, birds and mammals.Describe and compare the observable features of animals from a range of groups.Name and identify animals that are herbivore, carnivore or omnivoreQuestioning – What do all living things do? Life ProcessesQuestions about local environment.Sorting and classifying (animals and minibeasts) seen on walks**Year 1 vocab****head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves, names of animals experienced first-hand from each vertebrate group, parts of the body including those within the school’s RSE policy, senses, touch, see, smell, taste, hear, fingers, skin, eyes, nose, ear, tongue****Year 2** Sort and classify animalsUse secondary sources to obtain information.Questioning –Animals growth and change over time – time lineMatch animals with offspringWhat do animals need to survive? Basic needs for survival.Compare 2 animals life cycles.Name the three basic needs of all animals to survive. Describe the specific needs of a given animalCollect data- how animals change over time.Obtain and present evidence – Pictures of animals at different stages.Construct simple food chains.Evaluate**Year 2 vocab****offspring, reproduction, growth, baby, toddler, child, teenager, adult, old person, names of animals and their babies (e.g. chick/hen, kitten/cat, caterpillar/butterfly), survive, survival, water food, air, exercise, heartbeat, breathing, hygiene, germs, disease, food types (e.g. meat, fish, vegetables, bread, rice, pasta, dairy)****Seasonal Changes**Weather in the seasonsA Spring Tree**Year 1****weather, sunny, rainy, raining, shower, windy, snowy, cloudy, hot, warm, cold, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, rainbow, seasons, winter, summer, spring, autumn, Sun, sunrise, sunset, day length** | **Year 1 Animals part 2**Identify a variety of common animals.Revisit classification:Amphibian, reptile, fish, mammal bird, omnivore, herbivore and carnivoreDescribe and compare the structure of a variety of common animalsSorting and classifying animals from Paignton Zoo Trip**Year 1 vocab****head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves, names of animals experienced first-hand from each vertebrate group, parts of the body including those within the school’s RSE policy, senses, touch, see, smell, taste, hear, fingers, skin, eyes, nose, ear, tongue****Year 2 Living things and their habitats**Observe and record –numbers of different living things on walks. ( Tally) Map a habitat and identify living creatures – park.Living and dead and things that have never been alive.7 life processesCollect data – tally charts of animals in habitats and micro habitatsSorting and classifying (animals and minibeasts) seen on walks/ at EscotObtain and present evidence - using hand lenses , simple tables using info collected.Evaluate – compare data from tables – most common minibeast/living creatures found.World habitatsDependency in habitats and simple food chains.**Year 2 Vocab****living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed, water, air, survive, survival, names of local habitats (e.g. pond, woodland etc.), names of micro-habitats (e.g. under logs, in bushes etc.), conditions, light, dark, shady, sunny, wet, damp, dry, hot, cold, names of living things in the habitats and microhabitats studied**  | **Plants****Year 1- wild and garden plants**Identify and name a variety of common wild and garden plants, including deciduous and evergreen treesidentify and describe the basic structure of a variety of common flowering plants, including trees.Questioning – How do plants grow? Is a deciduous tree dead in winter?Sorting and classifying – plant types/ trees. Parts of a plant and a tree.Observe and record – drawing of different leaves/ trees**Year 1 Vocab****Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud Names of trees in the local area Names of garden and wild flowering plants in the local area****Year 2**Plants and their habitatsPhotograph to record. growth of plants accurately over time.Collect data -– measurement of plants as they grow.Obtain and present evidence- simple bar chart to collate growth over time. Use hand lenses to identify plants/ trees.Evaluate- test to see the conditions that plants need to grow – light/ dark wet/dry/,temperatureObserve and describe how seeds and bulbs grow into mature plants **Year 2 Vocab****light, shade, Sun, warm, cool, water, space, grow, healthy, bulb, germinate, shoot, seedling****Seasonal Changes**Weather in the seasonsA Summer Tree**Year 1****weather, sunny, rainy, raining, shower, windy, snowy, cloudy, hot, warm, cold, storm, thunder, lightning, hail, sleet, snow, icy, frost, puddles, rainbow, seasons, winter, summer, spring, autumn, Sun, sunrise, sunset, day length** |  |
| **D&T** | **Moving Pictures Traditional Tales** **KS1 Vocab**Moving, picture, book, story, traditional tale, lever, slider, pivot, wheel, push, pull, direction, up, down, left, right, evaluate, product, moving, mechanism, slider, evaluate, assemble, fix, moving, mechanism, lever, assemble, split pin, pivot, traditional tale, moving, picture, mechanism, wheel, disc, assemble, reassemble, split pin, fixed, push, cut, draw design criteria, annotated sketch, idea, discuss, choose, drawing, label, appealing, design Criteria, evaluate, make, improve | **Fabric Faces****KS1 Vocab:**Explore, fabric, textile, lace, felt, corduroy, jean, satin, silk, cotton, velvet, velour, ribbon, wool, fur, evaluate, hessian, join, fabric, attach, template, cut, line, shape, oval, round, square, heart, tone, design, criteria, textiles, materials, tools, annotated drawing, evaluate. | **Pirate Paddy’s Packed Lunch Problems****KS1 Vocab:**Evaluate, product, existing, disassemble, materials, waterproof, strong, protect, reclaimed, select, tools, equipment, safety, area, join, tape, glue, structure, hinges, design criteria, specification, test, stronger, stable, stiffer, retest, evaluate, improvements, appealing.  |
| **Art** | **Spirals:****KS1 Vocab:**spiral, movement, pressure, motion, line, continuous line, small, slow, larger, faster, careful, hand, wrist, elbow, shouldergraphite, chalk, pen, drawing surface (paper, ground), oil pastel, dark, light, blending, mark making, colour, pattern, sketchbook, pages, elastic band, measure, size, cover, “spaces and places”, observation, careful looking, object, drawing, (water soluble), colour ,reflect, discuss, share, think | **Simple printmaking:****ks1 vocab:**print, press, pressure, paint ,primary colours: red, yellow, blue, shape, line, arrangement, rubbing, texture, wax crayon, pencil crayon, cut, collage, stick, arrange, explore, try, test, reflect, artwork, artist: printmakerrelief print, plasticine, plate, impression, colour mixing, secondary colours: green, orange, purple, pattern, sequence, picture, image, reflect, discuss, share, crit | , **Making Birds:** **ks1 vocab:**Lines, shapes, mark making, texture, soft pencil, graphite, handwriting pen, pastel, oil pastel, coloured pencil, observation, close study, blending, texture, explore, discover, transform, fold, tear, crumple, collage, sculpture, structure, balance, texture, personality, character, installation, flock, collaboration ,present, reflect, share, discuss |
| **Computing** | **1.1 Technology around us****Year 1 :** Technology around us- Recognising technology in school and using it responsibly.**Year 2:** Information technology around us- Identifying IT and how its responsible use improves our world in school and beyond.**1.2 Creating Media****Year 1** Digital painting -Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally.**Year 2** Digital photography -Capturing and changing digital photographs for different purposes.**KS1 Vocab** Algorithm attribute, browser, code, code snippet, command, computer, computer network, computer system, condition, condition controlled loop, count controlled loop, data, data set, debugging, decompose, digital device, domain name, execute, hardware, html, hyperlink, infinite loop, information, information technology, input, input device, internet, loop, network, object, output, output device, procedure, process, programme, property, repetition, router, run, selection, server, software, stored, sub routine, switch, technology, URL, variable, web, web address, web browser, web page, website, WiFi, WAP, WWW.  | **1.3 Programming A****Year 1: Moving a robot -** Writing short algorithms and programs for floor robots, and predicting program outcomes.**Year 2:** **Robot algorithms** -Creating and debugging programs, and using logical reasoning to make predictions.**1.4 Data and Information****Year 1:** Grouping data-Exploring object labels, then using them to sort and group objects by properties.**Year 2:** Pictograms- Collecting data in tally charts and using attributes to organise and present data on a computer.**KS1 Vocab** Algorithm attribute, browser, code, code snippet, command, computer, computer network, computer system, condition, condition controlled loop, count controlled loop, data, data set, debugging, decompose, digital device, domain name, execute, hardware, html, hyperlink, infinite loop, information, information technology, input, input device, internet, loop, network, object, output, output device, procedure, process, programme, property, repetition, router, run, selection, server, software, stored, sub routine, switch, technology, URL, variable, web, web address, web browser, web page, website, WiFi, WAP, WWW.  | **1.5 Digital Writing****Year 1:** Digital writing - Using a computer to create and format text, before comparing to writing non-digitally.**Year 2:** Making music- Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.**1.6 Programming B animations****Year 1:** Programming animations- Designing and programming the movement of a character on screen to tell stories.**Year 2:** Programming quizzes- Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.**KS1 Vocab** Algorithm attribute, browser, code, code snippet, command, computer, computer network, computer system, condition, condition controlled loop, count controlled loop, data, data set, debugging, decompose, digital device, domain name, execute, hardware, html, hyperlink, infinite loop, information, information technology, input, input device, internet, loop, network, object, output, output device, procedure, process, programme, property, repetition, router, run, selection, server, software, stored, sub routine, switch, technology, URL, variable, web, web address, web browser, web page, website, WiFi, WAP, WWW.  |
| **History** | **The History Connected Curriculum** ***Local Scheme of Work**** **Identify** and **describe** the main external features of Dartmoor Prison as it exists today;
* **Identify, locate** and **describe** the main internal features of the prison as they existed in 1908;
* Give a **variety of reasons** why Princetown makes such a suitable location for a prison;
* **Describe** what occurred at the battle of Trafalgar;
* **Suggest reasons** why paintings produced after the battle may not always provide a true account of what happened;
* **Explain** why letters written by sailors who actually participated in the battle are likely to be more reliable as evidence of what happened;
* **Describe** the life and achievements of Lord Horatio Nelson and **give reasons to explain** why he was admired and respected;
* **Identify** and **describe** the causes and effects of imprisoning so many French soldiers and sailors at Dartmoor Prison during and after the Napoleonic wars;

**Enquiry 2: An historically significant event****What did Arthur find in 1927 and why is it amazing?*** **Describe** the work of archaeologists (and in particular that of Arthur Ogilvy at Kents Cavern in Torquay), **compare and contrast** a range of different artefacts to **suggest reasons** why some may be as old as 40,000 years and others not;
* **Recognise, describe** and **give reasons** for the significance of one particular historical artefact discovered by an archaeologist at Kents Cavern in 1927;
* Show **understanding through reasoning** and **explanation** of some of the ways of life of Neanderthal people who lived in and around Kents Cavern 40,000 years ago;
* **Compare and contrast** different Neanderthal cave paintings and **give reasons to help explain** why such historical evidence of people in the past can have many **different interpretations**;

**Enquiry 3: Historically significant people****Why do we remember the achievements of two men named Francis?*** **Describe** and **give reasons** why Sir Francis Drake became a hero during the time of Elizabeth I but was despised by the King of Spain, Phillip II;
* **Locate, describe** and **explain** the route taken by Sir Francis Drake when he circumnavigated the world;
* **Describe the reasons** why the English navy defeated the Spanish Armada and begin to **explain** the actions that Sir Francis Drake took that showed he was a great commander;
* **Compare** and **contrast** the sailing accomplishments of Sir Francis Drake and Sir Francis Chichester and **make a judgment with reasons** as to which they consider was the greatest achievement;

**Enquiry 4: Historically significant event****How did the First World War affect the lives of people where I live?*** **Describe** in simple terms why Britain went to war with Germany in 1914 and **give reasons** why living and fighting in the trenches of the Western Front was so horrific for many soldiers;
* **Explain** some of the ways in which the First World War affected people in their own locality.

Substantive concepts: What Walter Raleigh discovered. **KS1 Vocab References**: Prison; building; Dartmoor Prison; prisoners; cell; plan; escape; Ordnance Survey; map; Her Majesty’s; grid square; plan; design; cemetery; reservoir; doctor; governor; hospital; petty officer; passage; wall; railway; turnkey; public; market; allowance; layout; vertical; oblique; tree; lawn; landscape; surroundings; location; common; hill; moorland; escape; National Park; Devon; futile; tempted; success; aerial; fleet; engaged; stern; determined; board; intent; starboard; port; prize; receipt; oblige; naval; formal; factual; emotion; celebrate; pride; Royal Navy; joy; cursive; longhand; style; Admiral Horatio Nelson; military; leader; inspiration; courageous; empathy; marksman; mourning; St Paul’s Cathedral; funeral; Admiral; Captain; soldier; Trafalgar Square; Nelson’s Column; Battle of Waterloo; Duke of Wellington; overland; accommodate; overcrowded; furniture; quarry; farming; solitary confinement; exhaustion; unsanitary; outbreak; disease; repatriated; mass grave; discover; treasure; cave; incredible; archaeologist; artefact; excavate; evidence; archaeological dig; painstaking; sequence; timeline; understand; important; telephone; mobile; football; boots; woolly mammoth; teapot; tea; plastic; ammonite; fossil; bicycle; steel; dagger; copper; bronze; iron; smelt; crucible; bc; century; India; tool; arrowhead; hunting; Stone Age; timeline; human; skeleton; jawbone; skull; teeth; modern; dated; cliff; Neanderthal; life; permanently; weather; hunt shelter; gather; climate; tundra; hunters and gatherers; family; auroch; fruit; fungi; berries; vegetables; fish; streams; rivers; occupying; wild; animals; freezing; prey; afraid; spear; knife; language; painting; communicate; story; event; feeling; interpretation; celebration; feast; achievement; ketch; Australia; globe; solo; route; journey; port; discover; Aboriginal Australians; European; Dutch; voyage; vessel; crew; construction; launched; propulsion; maximum; speed; displacement; weight; armament; armour; sails; area; navigation; equipment; value; captured; war; First World War; United Kingdom; Germany; invade; neighbour; friend; promise; protect; India; army; volunteer; enlist; sign up; recruitment; encourage; Western Front; recruit; trench warfare; enemy; fierce; wounded; killed; war memorial; plaque; regular; overseas; research; soldier; airman; nurse; online; website; sibling; census; conscript; Flanders; grave.  | **The History Connected Curriculum** **1960s toys Scheme of work*** **Identify** and **describe** some of the ways in which historians divide up time such as **bc** and **ad** and decades and **suggest reasons** for doing this;
* **Compare, contrast** and **sequence** historical events to create a simple timeline of British history and a personal timeline of their life to date;
* **Identify** through **observation** and discussion some of the most memorable events of the 1960s and **suggest reasons** for their significance;
* **Identify** and **describe** some of the most popular toys and games of the 1960s;
* **Compare and contrast** toys and games of the 1960s with those of today, **identifying** and **describing** similarities (*continuity*) and differences they **observe** (*change*);
* **Describe** and **explain** the cause of the major change to toys and games since the 1960s;
* **Describe** what Tim Berners-Lee invented in 1989 and **suggest reasons to explain** how this has affected toys, games and other aspects of life since then;
* **Recognise, describe** and **explain** how they can use Wi-Fi-enabled toys and games safely and securely;
* **Describe**, collate and **compare and contrast** the memories of adults who lived in the 1960s by gathering primary evidence from interviews (oral histories).

Substantive concepts: how toys have changed, comparing now and then. Key Thread: **culture and religion, economy and trade, exploration and invention** Disciplinary knowledge: **Significance, Continuity & Change** **KS1 Vocab References:** Historian; time; bc; ad; abbreviation; order; years; Jesus; timeline; chronological; recent; Ice Age; English Channel; farmer; crops; Britain; Stonehenge; construct; village; Celtic; manufacture; iron; coins; money; Roman; Caesar; Emperor; invade; Queen; Boudica; rebellion; Hadrian’s Wall; conquer; Wales; Vikings; raid; withdraw; Anglo Saxon; kingdom; plaque; King; battle of Hastings; Crusades; Holy Land; Spanish Armada; navy; English Civil War; Great Fire of London; Napoleon; France; slavery; territory; First World War; Second World War; computer; television; Channel Tunnel; Olympic Games; referendum; European Union; decade; century; millennium; order; sequence; change; introduced; replace; shilling; humans; Moon; transplant; Barbie; The Beatles; James Bond; cinema; ring pull; *The Jungle Book*; film; Walt Disney; videotape recorder; human rights Martin Luther King; Nobel Peace Prize; Muhammad Ali; boxing; champion; John F. Kennedy; President; United States of America; audiocassette; episode; television; Doctor Who; broadcast; miniskirt; Mary Quant; England; World Cup; Concorde; supersonic; airliner; maiden; flight; Harold Wilson; Prime Minister; ATM; cashpoint; London; colour; toy; game; doll; fashion; television; science fiction; space; continuity; change; similar; different; smart toy; computer; internet; app; Wi-Fi; digital; tablet; algorithm; intelligence; simulate; World Wide Web (WWF); Tim Berners-Lee; interactive; smartphone; social networking; platform; online; CD; DVD; personal computer; website; radical; education; honour; primary evidence; interview; research. | **The History Connected Curriculum** **Great Explorers Scheme of Work*** **Describe** the achievements of Ranulph Fiennes, the qualities he possesses and **give reasons** why he is recognised as the world’s greatest living explorer;
* **Give an account** of the accomplishments of Amy Johnson and **give reasons** which suggest why they can be considered remarkable given the role of women in society at the time;
* **Identify** and **recognise** the main motives of the explorer Christopher Columbus, **describe** what he achieved and **give reasons** to help understand why he was able to accomplish what he did;
* **Describe** and **suggest reasons** to help **explain** why the achievement of Neil Armstrong was so significant in the history of mankind and what enabled him to accomplish what he did;
* **Recognise, observe** and **suggest reasons** for the particular challenges explorers venturing to Mars will face and explain the personal qualities they will require to complete the expedition successfully;
* Through personal research, **describe** the achievements of another major explorer and **identify, give reasons** and **begin to** **explain** the ways of life of most people in the historic period in which they lived.

Substantive concepts: describe achievements of well known explorers, Discoveries made, how explorers travelled, the impact of their discoveries. **Key Thread: Hierarchy and power, culture and religion, exploration and invention, conflict and disaster** Disciplinary knowledge: **Significance, Cause & Consequence****Ks1 Vocab References** Explorer; expedition; continent; ocean; North Pole; South Pole; Antarctica; mountain; Mount Everest; summit; polar; United Kingdom; Himalayas; Asia; courage; energy; spirit; bravery; persistence; resilience; patience; determination; purpose; aeroplane; transport; pioneer; aviator; university; ‘in service’; occupation; textiles; Civil Service; clerical; administrative; management; salary; equality; ‘women’s work’; engineering; domestic; gender; discrimination; Old World; New World; Europe; Asia; Africa; North America; South America; Oceania; Australia; port; trade; merchant; navigated; compass; voyage; China; silk; manufactured; crew; King; Queen; ship; damaged; palm; anchor; inform; discovered; voyage; islands; numerous; possession; unfurling; standard; abound; gold; inhabitants; affection; trust; Christian; flag; banner; symbol; landscape; native; indigenous; emotions; commercial; rocket; aircraft; NASA; space; astronaut; lunar; universe; mankind; planet; mission; President; United States; billion; dollars; government; world; timeline; speech; Mars; goal; ultimate; extended; remain; solar system; planet; Sun; Venus; kilometres; extremes; advertisement; recruit.  |
| **Geography** | **The Geography Connected Curriculum** **Local area , where I live*** **Identify** and **describe** physical and human geographical features of a range of environments and **understand** that geography is the study of how people are connected with these environments;
* Use a number of GIS layers of *Google Earth* to **identify** and **observe** familiar physical and human geographical features of the immediate vicinity of their school;
* **Identify** and **locate** where they live in the United Kingdom in relation to the four nations of the country, its largest cities and the continent of Europe;
* Using a range of layers in *Google Earth* GIS imagery, **identify, describe** and offer **reasons** for changes in land use they can **observe** and **record** in the local area of the school;
* **Understand** that the many different uses of land **observed** in the local area can be grouped into a small number of categories;
* Through fieldwork **observe** and **record** in a variety of ways, significant examples of physical and human geographical features of the local area;
* Use interactive online mapping to plot, **describe** and **explain** a geographical walk around the local area that would introduce a visitor to some of the key physical and human geographical features;
* **Recognise, identify** and **locate** the key human and physical geographical features of their own home area and offer **reasons** for any current changes in land use;

**KS1 Vocab References** Place; People; Environment; Landscape; Community; Natural; Physical geography; Human geography; Global; United Kingdom; Country; Nation; City; Capital; Continent; Ocean; Europe; Equator; Sea; Tree; Wood; Forest; Tropical; Buildings; Landslide; Beach; Wave; Motorway; Canyon; Mountain; Snow; Cliff; Town; Moor; Train; Offices; Service; Hotel; Departmental Store; Fishing; Boat; Farm; Ice; Freeze; Plough; Field; Road; Bridge; Safari; Holiday; Sport; Timber; Railway; Geo tagged; Geographical Information System (GIS); Annotated; Local area; Stadium; Change; Construction; Land use; Scale; Street; Transport; Recreation; Economic; Residential. | **The Geography Connected Curriculum** **Penguins*** **Identify**, **recognise** and **describe** the key geographical features of the Antarctic environment;
* **Identify** ways in which penguins are adapted to the Antarctic environment;
* **Identify** countries in Africa which lie within the Sahara Desert;
* **Identify**, **recognise** and **describe** the key geographical features of the Sahara Desert;
* **Explain** why Antarctica is a desert despite being the coldest place on Earth;
* **Describe** ways that the Arctic region and North Pole is similar to and different from (**compare and contrast**) Antarctica and the South Pole and offer **reasons** for such differences;
* **Describe** and **explain** the components of the food chain of an Emperor Penguin;
* **Identify** and **describe** 3 geographical features of a South American country that Peter the Polar Bear visits on his journey to Antarctica;
* **Compare and contrast** the weather and climate of Antarctica (the home of Polo) and Zambia (the home of Marco
* **Explain** the geographic reasons why Polo finds it difficult to live in Zambia and Marco finds it a problem to live in Antarctica;
* Design and construct a simple model of a waterfall and use it to **identify** and **describe** some of its geographical features;
* **Describe** and offer **reasons** why an ostrich doesn’t need to fly and **explain** how this is very similar to a penguin.

**KS1 Vocab References** Continent; Ocean; Antarctica; Southern Ocean; Mountain; Valley; Snow; Ice; Blizzard; Desert; Landscape; Environment; Wind; Rain; Ice Sheet; Pebbles; Shore; Hill; Cliff; Habitat; Adapted; Africa; Iceberg; Sand dune; Arctic; Carnivore; Temperature; Summer; Winter; Predator; Food chain; Krill; Animal; Phytoplankton; Plant; River; Waterfall; Gorge; Country; Jungle. | **The Geography Connected Curriculum** **Seaside*** **Identify** and **describe** the main physical and human features of seaside environments;
* Provide **reasons** as to why it is important to protect living things at the seaside;
* **Describe** popular activities undertaken at the seaside;
* **Understand** the interdependence of living things in seaside environments;
* **Identify**, **describe** and **categorise** living things within a rock pool habitat;
* **Identify**, **categorise** and begin to **explain** the distribution of sea shells on a beach;
* **Identify**, **describe** and offer **reasons** for the presence of pollution on a beach;
* **Describe** and **explain** how people can take greater care of the seaside environment;
* **Describe** and **explain** **reasons** why seaside holidays have changed in living memory;
* **Identify**, **describe** and offer **reasons** for European flight destinations from their nearest regional airport;
* **Compare** and **contrast** modern day experiences of the seaside with those of older members of their families or the Victorians.

**KS1 Vocab References** Seaside; Countryside; Town; City; Urban; Rural; Flats; Sand; Beach; Pebbles; Mountain; Rocks; Field; High Street; Sea; Shops; Road; Street; Heath; Trees; Wood; Crops; Farming; Cliff; Houses; Hill; Traffic; Habitat; Environment; Adaptation; Camouflage; Nutrition; Food chain; Plankton; Pollution; Continent; Ocean; Country; North Pole; South Pole; North America; South America; Europe; Africa; Asia; Australia; Antarctica; Ocean; Pacific Ocean; Indian Ocean; Arctic Ocean; Southern Ocean; Atlantic Ocean; Compass; Map; River; Mountain; Desert; Island; Capital; Resort; Region. |
| **Music** | **English Model Music Curriculum - Charanga****Year One** * **My Musical heartbeat lessons 1 to 6**
* **Dance, Sing and Play lessons 1 to 6**

**Year 1 Vocab** Actions, audience, backing singers/backing vocals, ballet, band, bass, bass guitar, bassline, beat, beaters, bells, big band, brass instruments, celeste, cello, chimes, chorus, clap, Classical music, compose, composer, composition, concert, conga drums, copy back, count, count in, Country music, cymbals, dance, double bass, drum kit, drums, drumsticks, electric guitar, electric organ, electronic, fast and slow, film, flute, Funk, glockenspiel, Gospel, groove, © Copyright 2023 Charanga Ltd Page 1 of 3 guitar, harpsichord, high and low sounds, Hip Hop, imagination, improvise, instrument, introduction, Jazz, keyboard, listen, Lullaby, loud and quiet sounds, maracas, march, marching band, marimba, melody, Musicals, musician, note, nursery rhyme, octobass, orchestra, orchestral, outro, percussion, perform, piano, piano keys, pitch, play, player, Pop, pulse, question and answer, rap, rattle, Reggae, rhythm, Rock, saxophone, section, singer, sleigh bells, smooth and spiky sounds, solo, song, songwriter, Soul, sound, steady, steel pans, string instruments, structure, musical style, Swing, synthesizer, tempo, trumpet, tuba, verse, viola, violin, vocals, voice, Waltz, warm up, words of the song, xylophone.**Year Two** * **Pulse , Rhythm and Pitch lessons 1 to 6**
* **Playing in an orchestra Lessons 1 to 6**

**Year 2 Vocab** Accordion, actions, audience, backing singers/backing vocals, ballet, band, bass, bass drum, bass guitar, bassline, bassoon, beat, beaters, bells, brass band, brass instruments, Calypso, canon, cello, choir, Choral music, chorus, clap, clarinet, Classical music, compose, composer, composition, concert, conductor, copy back, cornet, count, count in, cymbals, dance, double bass, drum kit, drums, drumsticks, dynamics, electric guitar, electric organ/Hammond organ, electronic, euphonium, fast and slow, film, Film Music, flute, Folk music, French horn, Funk, glockenspiel, Gospel, groove, guitar, high and low sounds, Hip Hop, horn section (trumpets and trombones), hymn, imagination, improvisation, improvise, instrument, instrumental, introduction, Jazz, keyboard, Kwela, layers of sound, lead singer/vocals, listen, Lullaby, loud and quiet sounds, lyrics, major, maracas, march, marching band, melody, minor, mouthpiece, Musicals, musician, noise, note, oboe, off-beat rhythms, one-man band, opera, orchestra, orchestral, outro, penny whistle, percussion, perform, performance, performer, piano, piano accompaniment, piano keys, pianola, piccolo, pitch, play, player, Pop, production, pulse, question and answer, Ragtime, rap, rattle, recorder, records, reeds, Reggae, rhythm, Rock, Rock 'n' Roll, round, Romantic music, saxophone, scat singing, section, side drum (or snare drum), singer, smooth and spiky/detatched sounds, solo, song, songwriter, Soul, sound, steady, steel pans, string instruments, structure and form, musical style, sustain pedal, Swing, symphony, synthesizer, tambourine, tempo, time signature, timpani, trio, trombone, trumpet, tuba, verse, vibraslap, viola, violin, vocals, voice, warm up, woodblock, woodwind instruments | **English Model Music Curriculum – Charanga****Year One –** * **Exploring Sounds lessons 1 to 6**
* **Learning to Listen lessons 1 to 6**

**Year 1 Vocab** Actions, audience, backing singers/backing vocals, ballet, band, bass, bass guitar, bassline, beat, beaters, bells, big band, brass instruments, celeste, cello, chimes, chorus, clap, Classical music, compose, composer, composition, concert, conga drums, copy back, count, count in, Country music, cymbals, dance, double bass, drum kit, drums, drumsticks, electric guitar, electric organ, electronic, fast and slow, film, flute, Funk, glockenspiel, Gospel, groove, © Copyright 2023 Charanga Ltd Page 1 of 3 guitar, harpsichord, high and low sounds, Hip Hop, imagination, improvise, instrument, introduction, Jazz, keyboard, listen, Lullaby, loud and quiet sounds, maracas, march, marching band, marimba, melody, Musicals, musician, note, nursery rhyme, octobass, orchestra, orchestral, outro, percussion, perform, piano, piano keys, pitch, play, player, Pop, pulse, question and answer, rap, rattle, Reggae, rhythm, Rock, saxophone, section, singer, sleigh bells, smooth and spiky sounds, solo, song, songwriter, Soul, sound, steady, steel pans, string instruments, structure, musical style, Swing, synthesizer, tempo, trumpet, tuba, verse, viola, violin, vocals, voice, Waltz, warm up, words of the song, xylophone.**Year Two*** **Inventing a musical story lessons 1 to 6**
* **Recognising different sounds lessons 1 to 6**

**Year 2 Vocab** Accordion, actions, audience, backing singers/backing vocals, ballet, band, bass, bass drum, bass guitar, bassline, bassoon, beat, beaters, bells, brass band, brass instruments, Calypso, canon, cello, choir, Choral music, chorus, clap, clarinet, Classical music, compose, composer, composition, concert, conductor, copy back, cornet, count, count in, cymbals, dance, double bass, drum kit, drums, drumsticks, dynamics, electric guitar, electric organ/Hammond organ, electronic, euphonium, fast and slow, film, Film Music, flute, Folk music, French horn, Funk, glockenspiel, Gospel, groove, guitar, high and low sounds, Hip Hop, horn section (trumpets and trombones), hymn, imagination, improvisation, improvise, instrument, instrumental, introduction, Jazz, keyboard, Kwela, layers of sound, lead singer/vocals, listen, Lullaby, loud and quiet sounds, lyrics, major, maracas, march, marching band, melody, minor, mouthpiece, Musicals, musician, noise, note, oboe, off-beat rhythms, one-man band, opera, orchestra, orchestral, outro, penny whistle, percussion, perform, performance, performer, piano, piano accompaniment, piano keys, pianola, piccolo, pitch, play, player, Pop, production, pulse, question and answer, Ragtime, rap, rattle, recorder, records, reeds, Reggae, rhythm, Rock, Rock 'n' Roll, round, Romantic music, saxophone, scat singing, section, side drum (or snare drum), singer, smooth and spiky/detatched sounds, solo, song, songwriter, Soul, sound, steady, steel pans, string instruments, structure and form, musical style, sustain pedal, Swing, symphony, synthesizer, tambourine, tempo, time signature, timpani, trio, trombone, trumpet, tuba, verse, vibraslap, viola, violin, vocals, voice, warm up, woodblock, woodwind instruments | **English Model Music Curriculum – Charanga****Year One –*** **Having fun with improvisation lessons 1 to 6**
* **Let’s Perform together lessons 1 to 6**

**Year 1 Vocab** Actions, audience, backing singers/backing vocals, ballet, band, bass, bass guitar, bassline, beat, beaters, bells, big band, brass instruments, celeste, cello, chimes, chorus, clap, Classical music, compose, composer, composition, concert, conga drums, copy back, count, count in, Country music, cymbals, dance, double bass, drum kit, drums, drumsticks, electric guitar, electric organ, electronic, fast and slow, film, flute, Funk, glockenspiel, Gospel, groove, © Copyright 2023 Charanga Ltd Page 1 of 3 guitar, harpsichord, high and low sounds, Hip Hop, imagination, improvise, instrument, introduction, Jazz, keyboard, listen, Lullaby, loud and quiet sounds, maracas, march, marching band, marimba, melody, Musicals, musician, note, nursery rhyme, octobass, orchestra, orchestral, outro, percussion, perform, piano, piano keys, pitch, play, player, Pop, pulse, question and answer, rap, rattle, Reggae, rhythm, Rock, saxophone, section, singer, sleigh bells, smooth and spiky sounds, solo, song, songwriter, Soul, sound, steady, steel pans, string instruments, structure, musical style, Swing, synthesizer, tempo, trumpet, tuba, verse, viola, violin, vocals, voice, Waltz, warm up, words of the song, xylophone.**Year Two*** **Exploring Improvisation lessons 1 to 6**
* **Our big concert – lessons 1 to 6**

**Year 2 Vocab** Accordion, actions, audience, backing singers/backing vocals, ballet, band, bass, bass drum, bass guitar, bassline, bassoon, beat, beaters, bells, brass band, brass instruments, Calypso, canon, cello, choir, Choral music, chorus, clap, clarinet, Classical music, compose, composer, composition, concert, conductor, copy back, cornet, count, count in, cymbals, dance, double bass, drum kit, drums, drumsticks, dynamics, electric guitar, electric organ/Hammond organ, electronic, euphonium, fast and slow, film, Film Music, flute, Folk music, French horn, Funk, glockenspiel, Gospel, groove, guitar, high and low sounds, Hip Hop, horn section (trumpets and trombones), hymn, imagination, improvisation, improvise, instrument, instrumental, introduction, Jazz, keyboard, Kwela, layers of sound, lead singer/vocals, listen, Lullaby, loud and quiet sounds, lyrics, major, maracas, march, marching band, melody, minor, mouthpiece, Musicals, musician, noise, note, oboe, off-beat rhythms, one-man band, opera, orchestra, orchestral, outro, penny whistle, percussion, perform, performance, performer, piano, piano accompaniment, piano keys, pianola, piccolo, pitch, play, player, Pop, production, pulse, question and answer, Ragtime, rap, rattle, recorder, records, reeds, Reggae, rhythm, Rock, Rock 'n' Roll, round, Romantic music, saxophone, scat singing, section, side drum (or snare drum), singer, smooth and spiky/detatched sounds, solo, song, songwriter, Soul, sound, steady, steel pans, string instruments, structure and form, musical style, sustain pedal, Swing, symphony, synthesizer, tambourine, tempo, time signature, timpani, trio, trombone, trumpet, tuba, verse, vibraslap, viola, violin, vocals, voice, warm up, woodblock, woodwind instruments |
| **PE** | **EYFS** Fundamental Movements Gymnastics**KS1** Introduction to I*nvasion Games* *Health and Fitness* | **EYFS** Throwing and CatchingPassing and Receiving in teams**KS1**Multi skills hand eye coordinationObject Control and Striking | **EYFS**Team Building/Problem SolvingAthletics**KS1**Throwing , Catching and Fielding GamesAthletics |
| **RE**Devon and Torbay RE Syllabus Y2 Units | Yr1 and 21.6 Who is Muslim and how do they live? (Part 1)Vocab: Allah, Muslim, Prophet, Shahadah, beliefs, Qur'anbelieve, celebration, belong, symbol, artefact, care, peace, community, reflect.1.3 Incarnation: Why does Christmas matter to Christians?Vocab: Gospel, bible, nativity, celebrate, beliefs, God, Jesusbelieve, celebration, belong, symbol, artefact, care, peace, community, reflect.R - F 4 Being Special and where do we belong?Vocab – Special, belong, unique.F2 INCARNATION: Why do Christians perform Nativity play at Christmas?Vocab: nativity, Jesus, celebrate, King, world | Yr1 and 21.6 Who is Muslim and how do they live? (Part 2)Vocab: Allah, Qur'an, Prophet, prayer, beliefs, Shahadahbelieve, celebration, belong, symbol, artefact, care, peace, community, reflect.1.5 Salvation: Why does Easter matter to Christians?Vocab: Incarnation, salvation, bible, beliefs, Jesus, God, church, father, spirit, creation, priest, parable, prayer, worship,believe, celebration, belong, symbol, artefact, care, peace, community, reflect.R - What time / stories are special and why?Vocab: God, bible believe, specialF3 Why do Christians put a cross in an Easter garden? Vocab: cross, bible, Jesus, remember | Yr1 and 21.4 What is the good news Jesus brings?Vocab: bible, Gospel, Christians, forgiveness, peace, beliefs, Jesus, God, church, father, spirit, parable, prayer.believe, celebration, belong, symbol, artefact, care, peace, community, reflect.1.8 What makes some places sacred to believers?Vocab: Sacred, worship, church, Mosque, Synagogue, prayer. leaderbelieve, celebration, belong, symbol, artefact, care, peace, community, reflect.R - F1 GOD/ CREATION: Why is the word ‘God’ so important to Christians?Vocab: Creation, God, belief, Christians, beginning, worldF6 Which stories are special are why?Vocab: God, bible, believe |
| Jigsaw (PSHE) **Vocab identified on weekly planning** | Being me in my worldYear RYear 1 2 programme | Celebrating difference Year RYear 1 2 programme | Dreams and goalsYear RYear 1 2 programme | Healthy meYear RYear 1 2 programme | RelationshipsYear RYear 1 2 programme | Changing me Year RYear 1 2 programme |
| Experiences | AllotmentWalks in the locality/ park /shop/churchTraffic surveys from playgroundVisit to park to photograph Autumn treeOtterton Mill Milling Day | Christmas panto/ show funded by PTFA:Quirk Theatre?Visit to the MosqueVisit to park to photograph Winter tree | Whole School Drumming WorkshopCooking Focus – Possible involvement in Food For Life Awards. | Allotment Class Visit – Axminster Wildlife CentreVisit to park to photograph Spring tree | AllotmentWhole school visit from The Animal ManWalks/visits in the locality | Visit to park to photograph Summer treeEthos Group Fund raiser |