

# **Year 1 and 2 Curriculum Topic Map**

## **2025-2026**



This curriculum is standardised across The Forge Trust. Where it differs in each academy, local context is taken into account.

	<u>Autumn 1</u>							<u>Autumn 2</u>						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Curriculum Drivers / Enrichment	Trip around the local area (Focus on key human features aerial photos). Aspiration (Jobs people do).													
PE	<u>Cog Focus: Personal</u> <ul style="list-style-type: none"><li>I know where I am with my learning and I have begun to challenge myself</li><li>I try several times if at first I don't succeed and I ask for help when appropriately</li><li>I can follow instructions, practise safely and work on simple tasks by myself</li></ul> <u>Learning Journey</u> <ol style="list-style-type: none"><li>Coordination, footwork. Matching Pairs game</li><li>Coordination, footwork. Follow the Leader game</li><li>Coordination, footwork. Matching Pairs game</li><li>Static balance, one leg. Balloon Balance game</li><li>Static balance, one leg. Mirror Image game</li><li>Static balance, one leg. Balloon Balance game</li><li>Static balance, one leg. Mirror Image game</li></ol>							<u>Cog Focus: Social</u> <ul style="list-style-type: none"><li>I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas</li><li>I can help praise and encourage others in their learning</li><li>I can work sensibly with others, taking turns and sharing</li></ul> <u>Learning Journey</u> <ol style="list-style-type: none"><li>Dynamic balance to agility, jumping and landing. Develop combinations (competitive)</li><li>Dynamic balance to agility, jumping and landing. Develop combinations (cooperative)</li><li>Dynamic balance to agility, jumping and landing. Develop combinations (competitive)</li><li>Static balance, seated. Mirror Image game</li><li>Static balance, seated. Mirror Image game</li><li>Static balance, seated. Exchange Objects in 4's (cooperative)</li><li>Static balance, seated. Exchange Objects in 4's (competitive)</li></ol>						
Science	<b>The Human body</b> <u>Learning Journey</u> <ol style="list-style-type: none"><li>To name the basic parts of a human body.</li><li>To explain the job of my eyes.</li><li>To explain the job of my nose.</li><li>To explain the job of my ears.</li><li>To explain the job of my mouth.</li><li>To explain the job of my hands.</li></ol>							<b>Seasonal Changes</b> <u>Learning Journey</u> <ol style="list-style-type: none"><li>To identify the changes that take place in Autumn.</li><li>To identify the changes that take place in Winter.</li><li>To identify the changes that take place in Spring.</li><li>To identify the changes that take place in Summer.</li><li>To investigate trees across the seasons.</li></ol>						
Art	<b>Art: Self Portraits</b> <u>Learning Journey</u> <ol style="list-style-type: none"><li>To draw a self-portrait (space).</li><li>To paint a self-portrait, using colours to portray emotions (blending).</li><li>To use watercolours to create a background.</li><li>To create a line self-portrait.</li></ol>													
DT						<b>DT: Healthy Eating.</b> <u>Nutrition – Fruit salad</u> <ol style="list-style-type: none"><li>To understand what a healthy, balanced diet it.</li><li>To plan a healthy dish.</li><li>To prepare a healthy dish.</li></ol>		<b>DT: Design a Home for a Hedgehog</b> <u>Design</u> <ul style="list-style-type: none"><li>Design purposeful, functional, appealing products for themselves and other users based on design criteria;</li><li>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li></ul> <u>Make</u> <ul style="list-style-type: none"><li>Select from and use a range of too(pls and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing];</li><li>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li></ul> <u>Evaluate</u> <ul style="list-style-type: none"><li>Explore and evaluate a range of existing products;</li><li>Evaluate their ideas and products against design criteria.</li></ul>						

	<u>Autumn 1</u>							<u>Autumn 2</u>						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
History	<u>History of Ourselves</u> <ul style="list-style-type: none"><li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li></ul>													
RE	<b>Discovery RE</b> <b>Theme – The Creation Story</b> <ul style="list-style-type: none"><li>Christianity</li><li>Key Question - Does God want Christians to look after the world?</li><li>We are learning to re-tell the Christian Creation story and to explore how this influences how Christians behave towards nature and the environment.</li><li>Does the world belong to God?</li><li>Should people take care of the world? (Believing/Behaving)</li></ul>							<b>Discovery RE</b> <b>Theme – The Christmas Story</b> <ul style="list-style-type: none"><li>Christianity</li><li>Key Question - What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?</li><li>We are learning to reflect on the Christmas story and decide what gifts would be meaningful for Jesus.</li><li>What can I learn from stories from religious traditions?</li><li>Are symbols better than words at expressing religious beliefs? (Believing/Belonging)</li></ul>						
PSHE	<b>Being me in my world</b> <ul style="list-style-type: none"><li>Understand their own rights and responsibilities with their classroom</li><li>Understand that their choices have consequences</li><li>Understand that their views are important</li><li>Understand the rights and responsibilities of a member of a class</li></ul>							<b>Celebrating differences</b> <ul style="list-style-type: none"><li>Know what bullying means</li><li>Know who to tell if they or someone else is being bullied or is feeling unhappy</li><li>Know that people are unique and that it is OK to be different</li><li>Know skills to make friendships</li><li>Know that people have differences and similarities</li></ul>						
Geography						<u>The Local Area</u> <ul style="list-style-type: none"><li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country;</li><li>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;</li><li>Use aerial 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.</li></ul>		<u>Weather around the World</u> (begin with local weather leading to UK weather forecast to explore capital cities and weather in different locations on a given day leading to wider world/ key weather characteristics associated with different climate zones. <ul style="list-style-type: none"><li>Identify 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;</li><li>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage;</li><li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li></ul>						

	<b>Autumn 1</b>							<b>Autumn 2</b>						
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>
<b>Computing</b>	<b>Unit 1.1 Online Safety and exploring Purple Mash Unit</b> <b>1.2: Grouping and Sorting</b> <ul style="list-style-type: none"> <li>use technology purposefully to create, organise, store, manipulate and retrieve digital content;</li> <li>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>							<b>Unit 1.3: Pictograms Unit</b> <b>1.4: Lego Builders</b> <ul style="list-style-type: none"> <li>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions;</li> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> </ul>						
<b>Music</b>	<b>Music Express</b> <b>Ourselves</b>  <b>Musical Focus: Exploring Sounds</b>  The children explore ways of using their voices expressively. They develop skills singing while performing actions and create an expressive story. <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes;</li> <li>Play tuned and untuned instruments musically;</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music;</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>			<b>Music Express</b>  <b>Travel</b>  <b>Musical focus: Performance</b>  The children develop their performance skills and learn songs about travel and transport around the world. <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes;</li> <li>Play tuned and untuned instruments musically;</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music;</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>										

	<u>Spring 1</u>						<u>Spring 2</u>					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Curriculum Drivers/ Enrichment</b>	<b>Visit to Sudbury Hall</b> (Toy Museum to support topic).  Visiting craftsman linked to toy making- e.g. carpentry. To talk about their job/ hobby and how they learned the skill (career opportunities/ routes.						<b>Visit to Yorkshire Wildlife Park</b>					
<b>PE</b>	<b>Gymnastics</b>  <b>Dance</b> <ul style="list-style-type: none"> <li>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;</li> <li>Perform dances using simple movement patterns.</li> </ul>						<b>Ball skills</b> <b>Team Games</b> <ul style="list-style-type: none"> <li>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;</li> <li>Participate in team games, developing simple tactics for attacking and defending.</li> </ul>					
<b>Science</b>	<b>Toys</b>  <b>Everyday materials</b> <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, glass, metal, water, and rock;</li> <li>Describe the simple physical properties of a variety of everyday materials;</li> <li>Compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul>						<b>Animals Including Humans</b> <ul style="list-style-type: none"> <li>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals;</li> <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>					
<b>Art</b>							<b>Spring Flowers (representing flowers through a range of media using the work of Georgia O’ Keeffe as an inspiration)</b> <ul style="list-style-type: none"> <li>Produce creative work, exploring their ideas and recording their experiences;</li> <li>Become proficient in drawing, painting, sculpture and other art, craft and design techniques;</li> <li>Evaluate and analyse creative works using the language of art, craft and design;</li> <li>Know about great artists, craft- makers and designers, and understand the historical and cultural development of their art forms.</li> </ul>					
<b>DT</b>												
	<b><u>Build a Bridge (use the stimulus of a toy car for a character. Can you design build and evaluate a bridge that will allow the character to drive across)</u></b>  <b>Design</b> <ul style="list-style-type: none"> <li>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.</li> </ul> <b>Make</b> <ul style="list-style-type: none"> <li>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing];</li> <li>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li> </ul> <b>Evaluate</b> <ul style="list-style-type: none"> <li>Explore and evaluate a range of existing products;</li> <li>Evaluate their ideas and products against design criteria.</li> </ul> <b>Technical knowledge</b> <ul style="list-style-type: none"> <li>Build structures, exploring how they can be made stronger, stiffer and more stable.</li> </ul>											

	<u>Spring 1</u>						<u>Spring 2</u>					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>History</b>	<b>Toys</b> <ul style="list-style-type: none"> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> </ul>											
<b>RE</b>	<b>Discovery RE</b> <b>Theme – Jesus as a friend</b> <ul style="list-style-type: none"> <li>Christianity</li> <li>Key Question - Was it always easy for Jesus to show friendship?</li> <li>We are learning to identify when it is easy and difficult to show friendship and explore when Jesus may have found it difficult.</li> <li>What can I learn from religious traditions?</li> <li>Should people follow religious leaders and teachings? (Believing/Behaving)</li> </ul>						<b>Discovery RE</b> <b>Theme – Easter – Palm Sunday</b> <ul style="list-style-type: none"> <li>Christianity</li> <li>Key Question – Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</li> <li>We are learning to know that Jesus is special to Christians and how His welcome on Palm Sunday shows this.</li> <li>Should people follow religious leaders and teachings?</li> <li>Are symbols better than words at expressing religious beliefs? (Believing/Behaving)</li> </ul>					
<b>PSHE</b>	<b>Dreams and Goals</b> <ul style="list-style-type: none"> <li>Know how to set simple goals</li> <li>Know how to achieve a goal</li> <li>Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them.</li> <li>Know when a goal has been achieved</li> <li>Know how to work well with a partner</li> <li>Know that tackling a challenge can stretch their learning</li> </ul>						<b>Healthy Me</b> <ul style="list-style-type: none"> <li>Know the difference between being healthy and unhealthy</li> <li>Know some ways to keep healthy</li> <li>Know how to make healthy lifestyle choices</li> <li>Know that all household products, including medicines, can be harmful if not used properly</li> <li>Know that medicines can help them if they feel poorly</li> <li>Know how to keep safe when crossing the road</li> <li>Know how to keep themselves clean and healthy</li> <li>Know that germs cause disease/illness</li> <li>Know about people who can keep them safe</li> </ul>					
<b>Geography</b>							<b>Helen Sharman</b> <ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage;</li> <li>Name and locate the world’s seven continents and five oceans;</li> <li>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</li> </ul>					

	<u>Spring 1</u>						<u>Spring 2</u>					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Computing</b>	<b>Unit 1.5: Maze Explorers</b> <b>Computing:</b> <ul style="list-style-type: none"> <li>Create and debug simple programs.</li> </ul>						<b>Unit 1.6: Animated Story Books</b> <ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> </ul>					
<b>Music</b>	<b>Music Express</b>  <b>Hello, hi:</b>  Musical Focus: pitch  The children explore beat through movement, body percussion and instruments. They combine steady beat with word rhythms and explore changes in tempo. <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes;</li> <li>Play tuned and untuned instruments musically;</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music;</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>			<b>Music Express</b>  <b>Machines:</b>  Musical Focus: Beat  The children explore beat through movement, body percussion and instruments. They combine steady beat with word rhythms and explore changes in tempo. <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes;</li> <li>Play tuned and untuned instruments musically;</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music;</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>			<b>Music Express</b>  <b>Midnight wood:</b>  Musical Focus: dynamics  The children explore beat through movement, body percussion and instruments. They combine steady beat with word rhythms and explore changes in tempo. <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes;</li> <li>Play tuned and untuned instruments musically;</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music;</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>			<b>Music Express</b>  <b>Seasons:</b>  Musical Focus: Pitch  The children develop further their vocabulary and understanding of pitch movements, exploring pitch through singing, tuned percussion and listening games. <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes;</li> <li>Play tuned and untuned instruments musically;</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music;</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>		

	<u>Summer 1</u>					<u>Summer 2</u>							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
Curriculum Drivers/ Enrichment	Cultural Diversity: Exploring other faiths (Judaism, Christianity, people with no faith). Celebrating difference and common humanity. How can people who think different things get on together. Aspiration: During visit to place of worship/ minister/ rabbi. What is their role? How did they achieve their role?					Aspiration: Trip to the beach - Cleithorpes (Geography link). Input re conservations and role played. Global citizen – caring for our world. One world we all need to share.				Cultural Diversity: Great Fire of London. How the city responded together to fight the fire. Role of King Charles.			
PE	Ball Skills – working in teams <ul style="list-style-type: none"><li>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.</li><li>Participate in team games, developing simple tactics for attacking and defending.</li></ul>					Athletics/Sports Day prep Team Games (competitive) <ul style="list-style-type: none"><li>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.</li><li>Participate in team games, developing simple tactics for attacking and defending.</li></ul>							
Science	Let’s Grow <ul style="list-style-type: none"><li>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees;</li><li>Identify and describe the basic structure of a variety of common flowering plants, including trees.</li></ul>					Coast to Country <ul style="list-style-type: none"><li>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals;</li><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>							
Art	Art (plant paintings using Monet as a stimulus) Aims: <ul style="list-style-type: none"><li>Produce creative work, exploring their ideas and recording their experiences;</li><li>Become proficient in drawing, painting, sculpture and other art, craft and design techniques;</li><li>Evaluate and analyse creative works using the language of art, craft and design;</li><li>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li></ul> Subject content <ul style="list-style-type: none"><li>To use a range of materials creatively to design and make products;</li><li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;</li><li>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li></ul>		Collage (linked to work on Monet) <ul style="list-style-type: none"><li>Produce creative work, exploring their ideas and recording their experiences;</li><li>Become proficient in drawing, painting, sculpture and other art, craft and design techniques;</li><li>Evaluate and analyse creative works using the language of art, craft and design;</li><li>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li></ul> Subject content <ul style="list-style-type: none"><li>To use a range of materials creatively to design and make products;</li><li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;</li><li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space;</li><li>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li></ul>		Coastal Art (observational) <ul style="list-style-type: none"><li>Produce creative work, exploring their ideas and recording their experiences;</li><li>Become proficient in drawing, painting, sculpture and other art, craft and design techniques.</li></ul>								



	<u>Summer 1</u>					<u>Summer 2</u>						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>History</b>						<b>The Great Fire of London</b> <ul style="list-style-type: none"> <li>events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries].</li> </ul>						
<b>RE</b>	<b>Discovery RE</b> <b>Theme – Shabbat</b> <ul style="list-style-type: none"> <li>Judaism</li> <li>Key Question - Is Shabbat important to Jewish children?</li> <li>We are learning to empathise with Jewish children by understanding what they do during Shabbat and why it is important to them.</li> <li>Are religious celebrations important to people? (Believing/Belonging).</li> </ul>					<b>Discovery RE</b> <b>Theme – Rosh Hashanah and Yom Kippur</b> <ul style="list-style-type: none"> <li>Judaism</li> <li>Key Question - Are Rosh Hashanah and Yom Kippur important to Jewish children?</li> <li>We are learning to empathise with Jewish children by understanding what Rosh Hashanah and Yom Kippur mean to them.</li> <li>Are religious celebrations important to people?</li> <li>Are symbols better than words at expressing religious beliefs? (Believing/Belonging) ).</li> </ul>						
<b>PSHE</b>	<b>Relationships</b> <ul style="list-style-type: none"> <li>Know that everyone’s family is different</li> <li>Know that families are founded on belonging, love and care</li> <li>Know that physical contact can be used as a greeting</li> <li>Know how to make a friend</li> <li>Know who to ask for help in the school community</li> <li>Know that there are lots of different types of families</li> <li>Know the characteristics of healthy and safe friends</li> <li>Know about the different people in the school community and how they hel</li> </ul>					<b>Changing me</b> <ul style="list-style-type: none"> <li>Know the names of male and female private body parts</li> <li>Know that there are correct names for private body parts and nicknames, and when to use them</li> <li>Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these</li> <li>Know who to ask for help if they are worried or frightened</li> <li>Know that animals including humans have a life cycle</li> <li>Know that changes happen when we grow up</li> <li>Know that people grow up at different rates and that is normal</li> <li>Know that learning brings about change</li> </ul>						
<b>Geography</b>	<b>Coast to Country (building to visit in week 1 summer 2 with science links)</b> <ul style="list-style-type: none"> <li>use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;</li> <li>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul> </li> </ul>											
<b>Computing</b>	<b>Unit 1.7: Coding</b> <ul style="list-style-type: none"> <li>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions;</li> <li>Create and debug simple programs;</li> <li>Use logical reasoning to predict the behaviour of simple programs;</li> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> </ul>					<b>Unit 1.8: Spreadsheets</b> <b>Unit 1.9: Technology outside school</b> <ul style="list-style-type: none"> <li>Recognise common uses of information technology beyond school;</li> <li>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>						

	<u>Summer 1</u>					<u>Summer 2</u>							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
Music	<b>Our school:</b>  <b>Musical focus: Pitch</b> The children use voices, movement and instruments to explore changes of pitch. They develop a performance with different vocal pitch shapes and tuned percussion. <ul style="list-style-type: none"><li>use their voices expressively and creatively by singing songs and speaking chants and rhymes;</li><li>play tuned and untuned instruments musically;</li><li>listen with concentration and understanding to a range of high-quality live and recorded music;</li><li>experiment with, create, select and combine sounds using the inter-related dimensions of music.</li></ul>			<b>Water:</b>  <b>Musical focus: Pitch</b> The children use voices, movement and instruments to explore changes of pitch. They develop a performance with different vocal pitch shapes and tuned percussion. <ul style="list-style-type: none"><li>use their voices expressively and creatively by singing songs and speaking chants and rhymes;</li><li>play tuned and untuned instruments musically;</li><li>listen with concentration and understanding to a range of high-quality live and recorded music;</li><li>experiment with, create, select and combine sounds using the inter-related dimensions of music.</li></ul>		<b>Pattern:</b>  <b>Musical focus: beat</b> The children use voices, movement and instruments to explore changes of pitch. They develop a performance with different vocal pitch shapes and tuned percussion. <ul style="list-style-type: none"><li>use their voices expressively and creatively by singing songs and speaking chants and rhymes;</li><li>play tuned and untuned instruments musically;</li><li>listen with concentration and understanding to a range of high-quality live and recorded music;</li><li>experiment with, create, select and combine sounds using the inter-related dimensions of music.</li></ul>				<b>Weather:</b> <b>Musical Focus: Exploring sounds</b> The children use voices, movement and instruments to explore different ways that music can be used to describe the weather. <b>Water:</b> <b>Musical focus: Pitch</b> The children use voices, movement and instruments to explore changes of pitch. They develop a performance with different vocal pitch shapes and tuned percussion. <ul style="list-style-type: none"><li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes;</li><li>Play tuned and untuned instruments musically;</li><li>Listen with concentration and understanding to a range of high-quality live and recorded music;</li><li>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li></ul>			
DT									<b>The Great Fire of London</b> (design make and build a model of a 17th century house with doors that open) <b>Design</b> <ul style="list-style-type: none"><li>➤ Design purposeful and functional products for themselves and other users based on design criteria;</li><li>➤ Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li></ul> <b>Make</b> <ul style="list-style-type: none"><li>➤ Select from and use a range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing);</li><li>➤ Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li></ul> <b>Evaluate</b> <ul style="list-style-type: none"><li>➤ Explore and evaluate a range of existing products;</li><li>➤ Evaluate their ideas and products against design criteria.</li></ul> <b>Technical knowledge</b> <ul style="list-style-type: none"><li>➤ Build structures, exploring how they can be made stronger, stiffer and more stable;</li><li>➤ Explore and use mechanisms such as levers, sliders, wheels and axles in their products.</li></ul>				