Year 1 / 2
Autumn 1
Where are the continents and oceans?

Linked Text: Something fishy

Trips and visits: National Maritime Museum

Wild Tribe link: Science

Geography

Intent: Children will have a good geographical knowledge of our world. Children will be able to identify the seven continents and 5 oceans.

Skills, and Knowledge Components Focus
-Know the 5 oceans and know the seven continents. .
-Use maps, atlases and globes to identify the UK and selected other countries.
Use simple compass directions (North, South, East and West) and locational

Sticky Knowledge:
-The seven continents are Antarctica, Africa, Asia, Europe, North America, Oceania and South America.
-The five Oceans are; Atlantic, Arctic, Indian, Pacific and Southern.
-The large amounts of water between each continent are called oceans.
-Some of the continents are joined by land. others are separated by oceans.

Key Vocabulary: ocean, continent, countries, seas, map, atlas, globe, Africa, Asia, North and South America, Europe, Australasia, Antarctica, Arctic Ocean, Southern Ocean, Atlantic, Pacific, Indian

Subject Composite: Children can use a world map to identify where the different Oceans and continents are and will talk about where they would like to visit in the future.

Impact: Children will have a greater understanding of our world and the diverse places in it. They will be inspired to explore new places.

Science
Animals' needs for survival

Intent: Children develop their knowledge of animals in their local area and beyond. They begin to think sustainably and explore how to protect and care for mammals in their local area.

Skills and knowledge:
Find out and describe the basic needs of animals, including humans for survival (water, food, air). Ask simple questions and recognise
they can be answered in different ways. Gather and record data to help
answer questions. Work scientifically by identifying and classifying. Use observations and ideas to suggest answers to questions

Sticky Knowledge:
Mammals have fur or hair on their bodies. Mammals are carnivores, herbivores or omnivores. Birds have feathers, wings and
beaks. Some birds can fly and others cannot.
Fish live in water and have gills that they use to breathe.
Amphibians live on land and in
water. They do not have scales on their bodies. Reptiles have dry scales on their bodies and need direct heat to survive. All animals need food, water and air to survive.

Vocabulary: Mammal, adult, baby, shelter, reptile, scales, carnivore, herbivore, omnivore, amphibian, webbed feet, frog, toad, newt, fish, scales, gills, fin, bird, feathers, beak, insect, insectivore, identify, classify, data.

Subject composite: Children will explore their local area to find out more about different types of animal. The will take part in a range of practical activities including: bird spotting, pond making, make bird feeders, handle whole fish.

Impact: Children will develop their understanding of their world around them. They will build their scientific enquiry skills and begin to think sustainably.

Science
Humans

Intent: Children will learn about exercise, healthy eating, germs and teeth to support them to make good choices now and in the future.

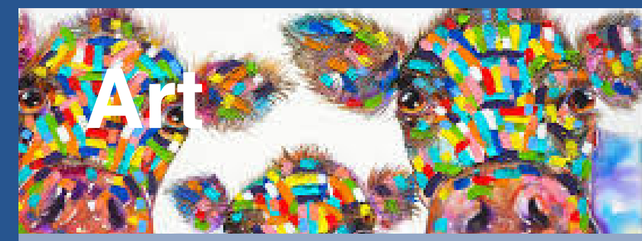
Skills and knowledge: Describe the importance of exercise, eating the rights amounts of different types of food and hygiene. Gather and record data to help answer scientific questions. Work scientifically by identifying and classifying. Observe closely using simple equipment

Sticky Knowledge:
Exercise improves your physical and mental health. It ensures your heart is healthy.
A healthy diet includes fruit, vegetables and other healthy food.
An unhealthy diet is high in fa, sugar or friend food. Germs can make you unwell and can be spread easily from unwashed hands.
You should wash your hands, sneeze into a tissue and have regular baths or showers.
You should brush your teeth twice a day with water, a toothbrush and toothpaste.
Plaque can build up on your teeth and can damage your teeth and gums.

Vocabulary: heart, exercise, physical health, mental health, healthy diet, unhealthy diet, meat, vegetables, fruit, sugar, gems, hygiene, disease, doctor, teeth, plaque, filling

Subject composite: Children will create a how to stay healthy guide around the 4
areas they have studied.

Impact: Children will develop their understanding of how to keep themselves healthy and will be able to start making sensible choices for themselves.



Art

Intent: Children will develop their colour mixing and will consolidate their understanding of primary and secondary colours. Children learn about the artist Tracey Keller and will use her work to inspire their own.

Skills and knowledge:
to use a range of materials creatively to design and make products
To use painting to share, ideas, experiences and imagination.
to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
To learn about artists and make links to their own work.

Sticky Knowledge:
I know that red, blue, and yellow are primary colours, and they cannot be made by mixing other colours.
I know how to mix primary colours to create secondary colours (green, orange, purple).
I know that blending means mixing two or more colours together so that they gently change from one colour to another,
I know that artists can create backgrounds for their art pieces.
I know that Tracey Keller is an artist who uses lots of colour.

Vocabulary: primary, secondary, blending, pallet, artist, whimsical, texture, mix, background

Subject composite: Children to create a final piece where they create an animal in the sea in the style of Tracey Keller, known for her vibrant and whimsical animal paintings.

Impact: Children are confident colour mixes and explore using colour in different ways. They can talk about art pieces and artists.

Year 1 / 2 Autumn 2
What makes the RNLI so special?

Linked Texts: The Mousehole Cat by Antonia Barber
The sound collector by Roger McGough
Blue Planet; Life in Our Oceans and river by Moira Butterfield
At the beach by Roland Harvey
To the Rescue– Steven Biesty

Trips and visits
Maritime Museum

History

Intent: To learn about historical events, people and places. Children to understand how important the RNLI is in Cornwall and they learn about the Penlee Lifeboat disaster in 1981.

Skills, and Knowledge
Put things in order within the topic.
Offers opinions and facts with some reasoning.
Ask who, where, when and why questions?
Answer simple questions relating to the topic.
Explore a particular event and how if affected people at the time.
Use language specific to topic (e.g. rescued)

Sticky Knowledge:
Grace Darling is significant because she was an English lighthouse keeper's daughter.
Grace and her father rescued 9 people they became heroes and were awarded medals for their bravery.
Henry Trengrouse invented the life saving equipment called the 'rocket'
The RNLI is a charity that saves lives at sea. The RNLI was founded in 1824.
In 1981 the RNLI Penlee lifeboat 'Solomon Browne' battled to rescue the Union Star from the Cornish coast.

Key Vocabulary: ocean, powerful, danger, respect, protect lighthouse, rescue, lifeboat, life jacket, disaster, survivors, boat, wreck, storm, lifeguard, heroes, shipwreck, charity, timeline, events, battled,

Subject Composite: Children to raise money for RNLI by selling products created through their art unit of work.

Impact: Children know how powerful the sea can be and how they can keep themselves safe around the coast. Children know that the RNLI is an important charity that rescue people on our beaches and at sea.

Science
Materials

Intent: Children will develop their scientific working skills by exploring materials and their properties.

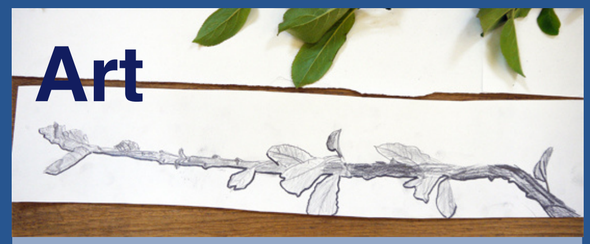
Subject knowledge:
Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
Work scientifically by identifying and classifying Work scientifically by performing simple tests Working scientifically by using features to compare objects, materials and living things and, with help, decide how to sort and group them.
Work scientifically by asking simple questions and recognising that they can be answered in different ways.
Work scientifically by observing closely, using simple equipment

Sticky knowledge:
Some materials are natural such as sand, wood and wool.
Some are man-made such as plastic and bricks. Some materials are recyclable and can be used again I can name some of these.
I can use the words hard, brittle, flexible, hard to classify and sort materials.
Materials are carefully selected for objects based on their properties.
Some materials can change shape and some can not.

Vocabulary: natural materials, man - made materials, recycle, smooth, rough, flexible, rigid, brittle, flexible, transparent, translucent, opaque, hard, flexible, shiny, dull, rigid, fabric, flexible, tough, lightweight, squash, bend, twist, stretch, independent variable, dependent variable, controlled variable,

Subject composite: Children will design and carry out an experiment to answer the question 'Which material would be best for an umbrella?

Impact: Children will have developed scientific enquiry skills and have built on their knowledge of materials around us



Art

Intent: Children to fundamental art concepts through the work of Vincent van Gogh. The focus is on developing their understanding of still life, light, shadows, and shading. The lessons aim to enhance their observational skills, teach them basic drawing and shading techniques, and encourage them to express creativity while working towards a final project.

Subject knowledge:
To use a range of materials creatively to design and make products
Children will use pencils, paper, and other materials to create still life drawings and practice shading techniques.
To use drawing to develop and share their ideas, experiences, and imagination
To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space
To explore 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

Sticky knowledge:
I know still life involves drawing or painting objects arranged in a particular way
I know light creates shadows and highlights on objects.
I know that shading (adding darker and lighter areas) is used to make objects appear three-dimensional.
I know that Vincent van Gogh was an artist who used bold lines

Vocabulary: still life, composition, shape, shadow, shading, light source, texture, highlight, observation

Subject composite: Children draw a twisted rope using shadows and shading.

Impact: Children will improve their ability to draw objects realistically by understanding shape, light, and shadow, gaining foundational art skills they can build on. By studying Vincent van Gogh's work, children will begin to appreciate different styles of art, opening their minds to diverse artistic expressions and history.

Design and Technology

Intent: Design, make and evaluate a hanging decoration (product) for their family (user) for Christmas (purpose).

Skills, and Knowledge
Design a functional and appealing product for a chosen user and purpose based on simple design criteria.
Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting, joining and finishing.
Select from and use textiles according to their characteristics.
Explore and evaluate a range of existing textile products relevant to the project being undertaken.
Evaluate their ideas throughout and their final products against original design criteria.
Understand how simple 3-D textile products are made, using a template to create two identical shapes.
Understand how to join fabrics using different techniques e.g. running stitch, glue, over stitch, stapling.
Explore different finishing techniques e.g. using painting, fabric crayons, stitching, sequins, buttons and ribbons.

Sticky Knowledge:
I know it is important to plan my ideas carefully and that creating a template for my product.
I know I can join two pieces of material together using gluing, stapling, sewing
I know how to thread a needle and I know I can use a needle threader to help me if I am stuck.
I know I can use a range of techniques to decorate my product including textile paints, embroidery, adding buttons and sequins.

Key Vocabulary: thread, pins, needle, stitch, sew, running stitch, over stitch, template, pattern pieces, mark out, join, decorate, finish features, suitable, quality mock-up, design brief, design criteria, make, evaluate, user, purpose, function

Subject Composite: Children to create a Christmas decoration.

Impact: Children will understand the process for creating a textile product and will develop techniques for joining materials and finishing techniques

Year 1 / 2
Spring 1
What do you need to know to be a weather expert?

Linked Text: Lila and the Secret of the Rain, Lucy and the Cloud, If all the World Were....,

Wild Tribe link: Science , Geography

Intent: Children will use their locational knowledge of the UK to explore the weather and seasons of the UK. They will take part in field work and find out about how weather effects jobs in Cornwall and beyond. They will explore sources to find out about weather phenomena that has impacted a place near to where they live.

Skills and Knowledge
Identify seasonal and daily weather patterns in the United Kingdom and the local area.
Use geographic vocabulary
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.
Use simple fieldwork and observational skills to study Geography

Sticky Knowledge:
I know that weather is a description of what the conditions are like in a particular place. For example, it could be: hot or cold. wet or dry. windy or calm.
In the UK we have four different seasons (a time of year with a particular type of weather). I can name these.
I can describe the key changes in the seasons.
I can pick a job and explain how the weather effects this job.
I can talk about a weather event in Cornwall that has happened recently and how this effected the community.

Vocabulary: months, seasons weather, weather pattern, temperature, wind, rain, sun, sleet, snow, hail, rain gauge, weather forecast, weather phenomena, climate

Subject composite: Children to work in groups to record a weather forecast which would include recommendations for certain jobs, clothing. Some children may choose to report on weather events studied.

Impact: By exploring weather events that have impact places near them children will develop their sense of place and belonging. Children will have a clear understanding of the weather and seasons and will be able to talk about how these impact jobs and daily life**.**

Intent: Children build on their knowledge of types of animals to explore habitats and food chains.

Skills and knowledge:
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.
Identify and name a variety of plants and animals in their habitats including microhabitats.
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.
Explore and compare the differences between things that are living, dead and things that have never been alive.
Gather and record data to help in answering questions.
Use observations and ideas to suggest answers to questions.
Work scientifically by identifying and classifying.
Observe closely using simple equipment.

Sticky knowledge:
A habitat is where a plant or animal lives.
A habitat provides everything a plant or animal needs to survive.
I can name some of the habitats found on planet earth and my local environment e.g. ocean, woodland, desert,
A microhabitat is a very small habitat. Insects, snails, worms and spiders all live and survive in microhabitats.
A food chain shows how different living things reply on each other. A food chain normally starts with plants.

Vocabulary: mammal, bird, deciduous tree, evergreen tree, habitat, carnivore, omnivore, herbivore, arctic plants, hibernate, reptile, cactus, desert, rainfall, ocean, fish, mammal, seagrass, woodland, fern, bird, moss, microhabitat, spider, snail, insect, diet, living, dead, never alive

Subject composite: Children to explore a range of habitats and microhabitats. They make their own microhabitats during wild tribe and explore food chains.

Impact: Children build on their knowledge of types of animals to explore habitats and food chains.

Intent: Children will explore a range of plants. They will sort and group plants and recap on their previous knowledge of local plants and trees. They will explore the conditions plants need to grow and will take part in an investigation.

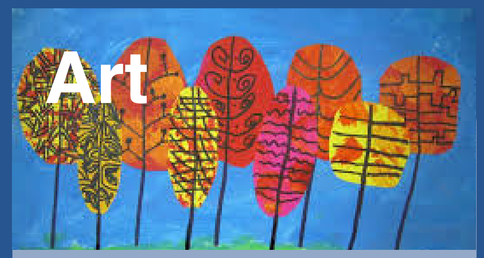
Skills and knowledge:
Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
Observe closely, using simple equipment.
Ask simple questions and recognise that they can be answered in different ways.
Performing simple tests
Gather and record data to help in answering questions.

Sticky knowledge:
Plants are living things that need water and light to grow healthily.
Flowering plants have roots, a stem, leaves and petals.
If plants do not have water and light, they may become weak and will not grow properly**.**

Vocabulary: plant, flower, fruit, vegetable, herb, blossom, stem, leaf, trunk, branch, seed, sunlight, independent variable, dependent variable, controlled variable, compost, living, dead

Subject composite: Children will observe plants they have in their classroom and have grown.

Impact: Children will develop their scientific working skills through enquiry and investigation. They will have a developing knowledge of plants and the conditions they need to grow and have a foundation for the work on plants in year 3.



Intent: Children develop their understanding on collage, shape recognition, and the use of patterns and mixed media, inspired by Eloise Renouf's work.

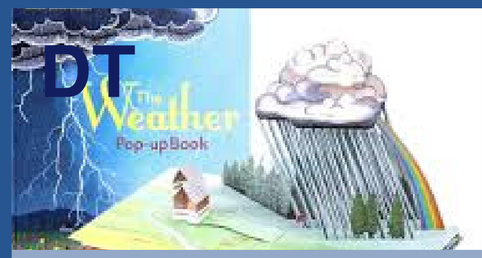
Skills and knowledge:
Use a range of materials creatively to design and make products
Explore and develop ideas
Know about the work of a range of artists, craft makers, and designers, describing the similarities and differences between different practices
Draw in a range of ways, for example, by using a variety of materials and techniques
Use a range of tools and techniques, including different brush sizes and types
Experiment with and create different types of collage

Sticky knowledge:
I know that collage as a method of creating art by layering cut and torn shapes
I know I can add pen to collage to add detail and texture to my work
I know I can be inspired by nature and the patterns seen in nature.
I know that Eloise Renouf is an artist who uses collage.

Vocabulary: shape, pattern, texture, collage, layering, cutting, tearing, mixed media, brushstroke, composition, refinement, complementing

Subject composite: Children to create their own collage inspired by the work of Eloise Renouf

Impact: The impact of these lessons will be seen in the children's improved ability to use shapes, patterns, and textures to represent nature, as well as their confidence in applying various art techniques. By the end, they will create thoughtful collages that showcase their growth, both in skill and creative thinking. This process will also build their ability to reflect on their own work and recognize their progress, providing a strong foundation for future art lessons.



Intent: Design, make and evaluate a group interactive book (product) for nursery children (user) to tell them the Seasons and weather (purpose).

Skills, and Knowledge
Generate ideas based on simple design criteria and their own experiences, explaining what they could make.
Develop, model and communicate their ideas through drawings and mock-ups with card and paper.
Plan by suggesting what to do next.
Select and use tools, explaining their choices, to cut, shape and join paper and card.
Use simple finishing techniques suitable for the product they are creating.
Evaluate their product by discussing how well it works in relation to the purpose and the user and whether it meets design criteria.
Understand that different mechanisms produce different types of movement.

Sticky Knowledge:
I know that a slider is a handle that is moved left and right, or up and down to control something.
A pivot is a fixed part that holds a lever in place as it turns.
I know that a lever is a rigid bar which moves a pivot.
I know I can use scissors to shape paper and card and I can use tape, glue and split pins to join paper and card.

Key Vocabulary: slider, lever, pivot, slot, bridge/guide , card, masking tape, paper fastener, join , pull, push, up, down, straight, curve, forwards, backwards, design, make, evaluate, user, purpose, ideas, design criteria, product, function

Subject Composite: Children create books to share with the nursery children.

Impact: Children can identify design features such as hinges, levers and sliders in everyday products that they use. They know that they can create something which has an effect.

Year 1 / 2 Spring 2

Why do we celebrate Trevithick day in Camborne?

Linked Text: How Trains Work, Oi get of my train, The Inventors workshop

Wild Tribe: Science

Trips and visits:
Trevithick Day celebration

History

Intent: Children learn about Richard Trevithick and his inventions. They build on their knowledge and understanding of the past and it's impact on how we live today.

Skills and knowledge:
Use dates where appropriate.
I can place events, artefacts and people on a timeline.
I can look at sources and ask questions about train travel.
I can talk about changes in train travel since the first locomotive.
I can identify how Richard Trevithick has contributed to the development of transport

Sticky knowledge:
Richard Trevithick was born in Cornwall
Richard invented the 'Puffing Devil', which was the first working steam locomotive to move on the road
Richard Trevithick built the first-ever steam locomotive to run along a track.
His inventions were used by others to make steam trains.
I know that Trevithick day is a celebration in Camborne which celebrates the work of Richard Trevithick
I know there is a statue of Richard Trevithick outside the old library in Camborne

Vocabulary: Richard Trevithick, Illogan, Cornwall, Camborne, mine, heavy load, steam, steam locomotive, steam train, invention, inventor

Subject composite: Children to join in on the Trevithick day dance

Impact: Children understand why Richard Trevithick is important to Camborne and the wider world. They have a their sense of belonging to their local area. They understand how inventors impact the world.

Science
Livings things and their habitats.

Intent: Children build on their knowledge of types of animals to explore habitats and food chains.

Skills and knowledge:
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.
Identify and name a variety of plants and animals in their habitats including microhabitats.
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.
Explore and compare the differences between things that are living, dead and things that have never been alive.
Gather and record data to help in answering questions.
Use observations and ideas to suggest answers to questions.
Work scientifically by identifying and classifying.
Observe closely using simple equipment.

Sticky knowledge:
A habitat is where a plant or animal lives.
A habitat provides everything a plant or animal needs to survive.
I can name some of the habitats found on planet earth and my local environment e.g. ocean, woodland, desert,
A microhabitat is a very small habitat. Insects, snails, worms and spiders all live and survive in microhabitats.
A food chain shows how different living things reply on each other. A food chain normally starts with plants.

Vocabulary: mammal, bird, deciduous tree, evergreen tree, habitat, carnivore, omnivore, herbivore, arctic plants, hibernate, reptile, cactus, desert, rainfall, ocean, fish, mammal, seagrass, woodland, fern, bird, moss, microhabitat, spider, snail, insect, diet, living, dead, never alive

Subject composite: Children to explore a range of habitats and microhabitats. They make their own microhabitats during wild tribe and explore food chains.

Impact: Children build on their knowledge of types of animals to explore habitats and food chains.

Science
Plants Light and Dark

Intent: Children will explore a range of plants. They will sort and group plants and recap on their previous knowledge of local plants and trees. They will explore the conditions plants need to grow and will take part in an investigation.

Skills and knowledge:
Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
Observe closely, using simple equipment. Ask simple questions and recognise that they can be answered in different ways.
Performing simple tests
Gather and record data to help in answering questions.

Sticky knowledge:
Plants are living things that need water and light to grow healthily.
Flowering plants have roots, a stem, leaves and petals.
If plants do not have water and light, they may become weak and will not grow properly**.**

Vocabulary: plant, flower, fruit, vegetable, herb, blossom, stem, leaf, trunk, branch, seed, sunlight, independent variable, dependent variable, controlled variable, compost, living, dead

Subject composite: Children will observe plants they have in their classroom and have grown.

Impact: Children will develop their scientific working skills through enquiry and investigation. They will have a developing knowledge of plants and the conditions they need to grow and have a foundation for the work on plants in year 3.

Art

Intent: Children introduce KS1 children to basic clay techniques like pinch pots and coil pots while encouraging creativity. The lessons focus on building fine motor skills and spatial awareness as children design and create their own unique plant pots using inscription and decorative effects.

Skills and knowledge:
Use a range of materials creatively to design and make products
Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form, and space
Learn about the work of a range of artists, craft makers, and designers

Sticky knowledge:
I know that clay can be moulded.
I know there are different ways to make pots including pinch and coil.
Children will know that scoring and slip are used to join pieces of clay securely.
I know that adding water to clay helps smooth cracks and makes it more malleable.
I know that tools can add texture and detail to clay
I know that design involves planning and sketching ideas before creating a final piece.

Vocabulary: clay, pinch pot, coil, texture, detail, tool, pattern, slip, score, design

Subject composite: Children to design and create their own plant pot using the techniques taught

Impact: Children will have increased confidence and creativity in working with clay. Students will learn to follow processes, solve problems, and explore design. The final handmade plant pot will give them a sense of pride and achievement.

Year 1 / 2
Summer 1
What is special about Mary Anning?

Linked Text: Stone Girl Bone Girl, The Fossil Hunter, The Fossil Girl, Harley Hitch Fossil Mystery, Great Women who Changed the World, A Rock is Lively, The Street Beneath my Feet

Trips and visits: Charmouth Heritage centre

Wild Tribe link: Science Plants

Intent: Children will develop their chronological understanding and relate the life of Mary Anning to their prior knowledge. They will understand the impact of Mary Anning's work and her lasting legacy.

Skills and Knowledge
Understand links to British history.
Understand that Mary Anning was a palaeologist who lived outside of our living memory in the past (during the Victorian period.)
Use a range of sources to find out about Mary's life and work.
Give simple explanations why a person from the past acted as they did and talk about the consequences of those actions.
Describe how some aspects of life differ from the past using simple historical vocabulary.
Compare life and science today with the Victoria Period.
Know how Mary Anning influenced changes in scientific thinking about prehistoric life and why she was not regarded as important many years ago

Sticky Knowledge: Mary lived in the Victorian period Women were not really valued in science at that time so Mary's work took time to be recognised as very important.
Mary Anning lived in Lyme Regis in Dorset
Dinosaurs existed millions of years ago – before humans lived on Earth. They are now extinct. When they became extinct their remains were left behind as fossils
Around 1811, Mary discovered the fossil of an Ichthyosaur. This was new to science. Mary Anning's work helped us understand how the world has changed over time. Her work and discoveries can now be seen in the Natural History Museum in London.

Vocabulary: Earth, Tethys Sea, Dorset, Palaeontologist, Fossil, Ammonite, Ichthyosaur, Plesiosaur, Coast, Extinction, Extinct, Mary Anning, Victorian, scientist, Mary Anning, Lyme Regis, Natural History Museum, Elizabeth Philpot

Subject composite: Children create a class book about Mary Anning.

Impact: Children will have a developed understanding of how individuals in history have impacted our lives today. They will link their previous learning.

IIntent: Children build on their knowledge of the parts of a plant and conditions for their growth by looking at the difference between bulbs and seeds. Children look at temperature as a condition for plant growth.

Skills and knowledge:
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.
Working scientifically – Record and communicate their findings in a range of ways and begin to use simple scientific language Working scientifically – Observing closely, using simple equipment.
Working scientifically – Asking simple questions and recognising that they can be answered in different ways.
Working scientifically – Performing simple tests.

Sticky knowledge:
Many plants grow from bulbs or seeds. Bulbs and seeds come in different shapes and sizes. Seeds can be found inside the fruit or on the outside of the fruit. Bulbs store food for plants to use when they grow again. Plants need water, light and a suitable temperature to grow. Vocabulary: plant, bulb, seed, shoot, roots, sunlight, temperature, growth, compost, measurement, observe

Subject composite: Children will plants seeds and bulbs and take part in scientific experiments and observations.

Impact: Children have first hand experience of bulbs and seeds growing. The can explain what plants need to grow and can explain the difference between seeds and bulbs.

Intent: Children are introduced to the process of growth in animals and understand the term offspring. They explore life cycles of a human (mammals), insect and amphibians.

Skills and knowledge:
Notice that animals, including humans, have offspring which grow into adults. Working scientifically – Identifying and classifying
Working scientifically – Asking simple questions and recognising that they can be answered in different ways
Working scientifically – Record and communicate their findings in a range of ways and begin to use simple scientific language
Working scientifically – Observing closely, using simple equipment.
Working scientifically – Using their observations and ideas to suggest answers to questions

Sticky knowledge:
Most mammals give birth to live young. These are their offspring. Humans follow these stages of the life cycle – baby, child, teenager and adult.
A frog's life cycle is eggs (frogspawn), tadpole, young frog (froglet) and adult frog. Butterflies lay eggs (usually on a leaf), which hatch into caterpillars.. Once a caterpillar has grown, it will change into a pupa and form a hard case to protect itself. The pupa will change into a butterfly.. Once the butterfly is fully formed, it will hatch from its casing.. Once the butterfly has hatched, it is ready to fly and start the life cycle again.

Vocabulary: offspring, growth, egg, adult, parent, baby, child, teenager, life cycle, mammal, adolescent, amphibian, frogspawn, tadpole, froglet, caterpillar, pupa, butterfly, compare

Subject composite: Children explore a range of life cycles and observe these in their classroom. The watch the life cycle of a butterfly.

Impact: Children have an understanding of offspring and life cycles. They start to identify the similarities and different in life cycles of different types of animals.

Intent: Children explore using printmaking as a means of drawing using Styrofoam to create their own printing blocks. They create order, symmetry, irregularity. Children extend repeating patterns and using two contrasting colours. Children talk simply about own work and that of other artists. They begin to identify the different forms printing takes: books, pictures, wallpaper, fabrics.

Subject knowledge:
To make monotype prints using styrofoam
To understand the difference between incised and additive printing blocks
To use equipment effectively
TO sketch designs and refine these over time.
T0 explore patterns, detail and order within their art work
Have a clear understanding of primary and secondary colours
To talk about their wok and the work of others

Sticky knowledge:
Vocabulary: Hard and soft materials, texture, printing block, printing ink, order, symmetry, irregularity, press print, repeating patterns, surface pressure, contrasting colours, Decoration, Two-tone print, mono print, Styrofoam

Subject composite: Children to create fossil prints by using the skills they have learnt in their art lessons. They layer prints and use a range of colours and techniques.

Impact: Children have a developing understanding of print and the different ways a monoprint can be made. They are developing as artists and are confident in being creative and using the skills they have acquired. They are confident in colour mixing.

Year 1 / 2
Summer 2
Where can you find the big five?

Linked Texts: : Meerkat Mail, Handas Surprise, Elephant by Petr

Wild Tribe: Science

Trips and visits
Zambia afternoon for parents

Geography

Intent: Children will build on their geographical knowledge of our world. Children will be able to recal continents and oceans and will learn more about the continent of Africa and some of it's countries and capitals. Children will have a greater understanding of what life is like in a contrasting location.

Skills, and Knowledge
Know the 5 oceans and know the seven continents.
Use maps, atlases and globes to identify Continents and oceans, Africa, Zambia, Zambezi river, Mugurameno
Compare features from one small area of the UK to geographical features of 1 chosen country.

Sticky Knowledge:
I know that Zambia is a country in Africa and I can identify it on a map.
I know that Mugurameno is a village in Zambia which is next to the Zambezi river.
Human features are made by people
Physical features are created by nature.
I can explain similarities and differences to life in Troon to life in Mugurameno

Key Vocabulary: ocean, continent, countries, cities, seas, feature, map, atlas, globes, equator, capital, Africa, Zambia, compare, River Zambezi, physical and human features

Subject Composite: Zambia afternoon. Invite parents and carers in to book a holiday in Zambia Children to display their work about Zambia to show families.

Impact: Children develop a curiosity about the world and ask questions about other localities within the UK and wider world.

Science
Plants Bulbs and Seeds

Intent: Children build on their knowledge of the parts of a plant and conditions for their growth by looking at the difference between bulbs and seeds. Children look at temperature as a condition for plant growth.

Skills and knowledge:
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.
Working scientifically – Record and communicate their findings in a range of ways and begin to use simple scientific language Working scientifically – Observing closely, using simple equipment.
Working scientifically – Asking simple questions and recognising that they can be answered in different ways.
Working scientifically – Performing simple tests.

Sticky knowledge:
Many plants grow from bulbs or seeds. Bulbs and seeds come in different shapes and sizes. Seeds can be found inside the fruit or on the outside of the fruit. Bulbs store food for plants to use when they grow again. Plants need water, light and a suitable temperature to grow. Vocabulary: plant, bulb, seed, shoot, roots, sunlight, temperature, growth, compost, measurement, observe

Subject composite: Children will plants seeds and bulbs and take part in scientific experiments and observations.

Impact: Children have first hand experience of bulbs and seeds growing. The can explain what plants need to grow and can explain the difference between seeds and bulbs.

Science
Growing up

Intent: Children are introduced to the process of growth in animals and understand the term offspring. They explore life cycles of a human (mammals), insect and amphibians.

Skills and knowledge:
Notice that animals, including humans, have offspring which grow into adults. Working scientifically – Identifying and classifying
Working scientifically – Asking simple questions and recognising that they can be answered in different ways
Working scientifically – Record and communicate their findings in a range of ways and begin to use simple scientific language
Working scientifically – Observing closely, using simple equipment.
Working scientifically – Using their observations and ideas to suggest answers to questions

Sticky knowledge:
Most mammals give birth to live young. These are their offspring.
Humans follow these stages of the life cycle – baby, child, teenager and adult.
A frog's life cycle is eggs (frogspawn), tadpole, young frog (froglet) and adult frog. Butterflies lay eggs (usually on a leaf), which hatch into caterpillars.. Once a caterpillar has grown, it will change into a pupa and form a hard case to protect itself. The pupa will change into a butterfly.. Once the butterfly is fully formed, it will hatch from its casing.. Once the butterfly has hatched, it is ready to fly and start the life cycle again.

Vocabulary: offspring, growth, egg, adult, parent, baby, child, teenager, life cycle, mammal, adolescent, amphibian, frogspawn, tadpole, froglet, caterpillar, pupa, butterfly, compare

Subject composite: Children explore a range of life cycles and observe these in their classroom. The watch the life cycle of a butterfly.

Impact: Children have an understanding of offspring and life cycles. They start to identify the similarities and different in life cycles of different types of animals.

Art

Intent: Children will use paint to create art pieces inspired by famous artists. They will learn to use effects, drawing and learn to import clip art.

Skills and knowledge:
To use computer programs to create art pieces.
To understand the work of great artists and designers.

Sticky knowledge:
I know that art can be created on technology.
I know how to use the pen for drawing in paint
I know how to select different colours and can use paint fill
I know how to create lines in paint

Vocabulary: colours, eraser, dilute colour, stroke width, paint fill, ecollage, impressionism, pointillism, modernism, symmetry, paint effects,

Subject composite: Children to create pieces of art using paint inspired by famous artists

Impact: Children have a greater understanding of famous artists and how to use technology to create art pieces.

DT

Intent: Design, make and evaluate a fruit smoothie (product) for families (user) for the Zambia afternoon(purpose)

Skills, and Knowledge
Understand what a healthy and varied diet is.
Use knowledge of healthy eating to prepare dishes.
Understand where food comes from (plant or animal).
Use a set of criteria to aid the design process.
Explain what they are making, and what they will need to use.
Evaluate their product against their design criteria.

Sticky Knowledge:
I know that I need to eat a balance of different foods to keep me healthy.
I know which foods are made from plants and which are from animals.
I know I can put ingredients together to create a drink or dish
I know how to use kitchen equipment safely
I know that part of designing means thinking about how my project could be improved

Key Vocabulary: healthy, varied, diet, prepare, knife, chopping board, utensil, cut, peel, grate, safely, hygienic, measure, weigh, criteria, design

Subject Composite: To design and make a fruit smoothie looking at where fruits come from.

Impact: Children can make healthy choices about the food they eat and are able to create a dish using a range of basic ingredients with adult support.