

## Personal, Social and Emotional

### **Making Relationships**

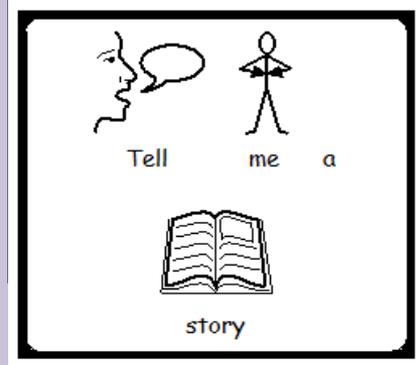
*Enjoys and seeks contact with others  
Plays alongside and with others  
Initiates interactions*

### **Self-confidence and Self-awareness**

*Enjoys finding out about themselves and what they can do  
Expresses own preferences and interests  
Select and use resources  
Confident to talk to other children when playing, and will communicate freely about own home and community.*

### **Managing feelings and behaviour**

*Shows a range of emotions  
Cooperates increasingly with self-care  
Awareness of and responds to boundaries  
Can take turns and share resources, sometimes with support from others.*



## **EYFS Cycle B Spring Term**

## Physical Development

### **Moving and Handling**

*Enjoys sensory experiences  
Shows more control when holding and using books and mark-making tools.  
Moves freely with confidence and in a range of ways*

### **Health and self-care**

*Anticipates routines with interest  
Develops own likes and dislikes in food and drink  
Becomes increasingly independent in self-care*

## Expressive Arts and Design

### **Exploring and using media and materials**

*Explores and experiments with a range of media through sensory exploration  
Imitates and improvises actions  
Begins to listen to and join in rhymes and songs  
Selects resources and tools to create, shape, assemble and join for a specific purpose*

### **Being imaginative**

*Begins to make believe by pretending  
Uses resources to support role-play  
Engages in imaginative play based on first hand experiences  
Begin to notice what adults do, imitate what I observe and then do it spontaneously when the adult is not there.*

## Understanding the World

### **People and Communities**

*Enjoys pictures and stories about themselves  
Imitate everyday actions and events from family and cultural backgrounds, e.g. making and drinking tea, in pretend play,*

### **The World**

*Enjoys playing with small-world models such as a farm, a garage, or a train track  
Notices features of objects in my environment.  
Talks about some of the things observed such as plants, animals, natural and found objects.*

### **Technology**

*Anticipates repeated sounds, sights and actions  
Select and use technology for particular purposes  
Seeks to acquire basic skills in turning on and operating some ICT equipment*

### Computing

Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions

Use logical reasoning to predict the behaviour of simple programmes.

Organise, store and manipulate and retrieve data in a range of digital formats

### Geography

Use world maps, atlases and globes.

Explore weather and climate in the United Kingdom and around the world.

Compare and contrast a small area of the United Kingdom with that of a non-European country

### Art

Use experiences as inspiration for artwork

Share ideas using drawing, painting and sculpture

Explore a variety of techniques

## We are Investigators

Investigating colour, texture, sound, weather, wet & dry and temperature.

Key Skills - Problem Solving, Curiosity and Making Connections

KS1  
Cycle B  
Spring Term

### Science

#### **Chemistry**

##### **Materials**

- Identify, name, describe, classify, compare properties and changes.
- Look at the practical uses of everyday materials.

##### **Physics**

###### **Light\***

- Look at sources and reflections.

###### **Sound\***

- Look at sources.

###### **Earth and Space**

- Observe seasonal changes

### Music

Use their voices expressively by singing songs and speaking chants and rhymes

Play tuned and untuned instruments musically

Listen with concentration and understanding to a range of high quality live and recorded music.

Make and combine sounds using the inter-related dimensions of music.

### Design Technology

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment.

When designing and making, pupils should be taught to:

#### **Design**

generate, develop, model and communicate their ideas through talking, **Make**

select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

#### **Evaluate**

explore and evaluate a range of existing products

evaluate their ideas and products against design criteria

#### **Cooking and Nutrition**

Use the basic principles of a healthy and varied diet to prepare dishes.

## History

- Britain's settlements by Anglo Saxons and Scots, The Vikings and Anglo Saxon struggle for the Kingdom of England.

## Computing

- Understand computer networks including the internet.
- Describe how internet search engines find and store data.
- Use search engines effectively.

## Art

- To develop and share ideas in a sketchbook and finished products.
- To improve mastery of techniques.

## Geography

- Human geography, including, settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.
- To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

# What makes a Superhero?

## KS2a Cycle B Spring Term

## Science

- Look at nutrients in the body, the muscles and the skeletal system of humans.
- Look at the human circulatory system.
- Look at the digestive system in humans.
- Look at the effect of diet and exercise and drugs.

## Music

- Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expressions.
- Improvise and compose music using the interrelated dimensions of music separately and in combinations.

## Design Technology

### Design

To use research and develop design criteria to develop the design of innovative and functional appealing products that are fit for purpose. Generate, develop, model and communicate their ideas through discussions, annotated sketches, patterns pieces and Computer Aided Design.

### Make

Select from and use a wider range of tools and equipment to perform practical tasks.

To select from and use a wider range of materials and components including construction materials, textiles and ingredients.

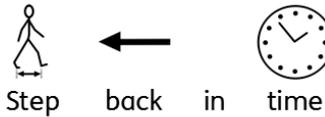
### Evaluate

To investigate and analyse a range of existing products. To evaluate ideas and products against their own design criteria and consider the views of others to improve their own work.

To apply their understanding of how to strengthen, stiffen and reinforce more complex structures.

## History

A study of a theme in British History



## Science

### Electricity

Look at appliances, lamps, switches, insulators and conductors

Look at circuits, the effect of voltage in cells and the resistance and conductivity of materials

### Sound

Look at sources, vibration, volume and pitch.

## Art

Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.

Develop and share ideas in a sketch and produce finished products.

Improve mastery of techniques

Learn about great artists in History

## Design Technology

### Design

Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

### Make

Select from and use a wider range of tools and equipment to perform practical tasks

Select from and use a wider range of materials, and components including construction materials, textiles and ingredients

### Evaluate

Investigate and analyse a range of existing products  
Evaluate ideas and products against their own design criteria and consider the views of others to improve their own work.

Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.

## Spring Term KS2b

## **Year 5/6 Cycle B – Spring Term**

As historians we will be finding out about the changes that happened during the 1950s, 1960s, 1970s, 1980s and 1990s. We will learn about inventions and significant events. We will discover the look of clothes, artwork, cars and food and sample some of these.

As artists we will be studying famous artists of the different decades including Andy Warhol and recreating some of his designs. As designers we will be looking at different patterns that feature in designs of the decades and be creating some of our own patterns and designs using different techniques including tie dye.

As musicians we will be listening to and learning the words to some of the famous songs of the decades to find our favourites! As well as listening to and learning about the different styles of music.

## Music

Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.

Improvise and compose music using the inter-related dimensions of music separately and in combination.

Listen with attention to detail and recall sounds with increasing aural memory.

Use and understand the basics of the staff and other musical notations.

Appreciate and understand a wide range of high-quality live and recorded music form different traditions and from great musicians and composers.

Develop an understanding of the history of music.

## Computing

Understand computer networks including the internet

Describe how internet search engines find and store data

Use search engines effectively

Use technology responsibly, securely and safely

Select, use and combine a variety of software on a range of digital devices to accomplish given goals including collecting, analysing, evaluating and presenting data and information

## Literacy Writing

Write recounts

Learn by heart and perform a significant poem

### Reading

Learn poetry by heart

Take part in conversations about books

Learn a wide range of poetry by heart