

Nightingale 2yr Rolling Programme Year A 2016-17

Year A Topic	Art & Design	D&T	Geography	History	Science	Literacy
Autumn 1 Brunel		<p>Design 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</p> <p>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</p> <p>Evaluate Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria</p> <p>Technical knowledge Build structures, exploring how they can be made stronger, stiffer and more stable Explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products</p>	<p>Human and Physical Geography Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Geographical Skills and Fieldwork 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</p>	<p>The lives of significant individuals in the past who have contributed to national and international achievements</p> <p>Significant historical events, people and places in their own locality.</p>	<p>Everyday Materials Y1 Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Describe the simple physical properties of a variety of everyday materials</p> <p>Uses of everyday materials Y2 Pupils should be taught to: Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p>	<p>Narrative: Journey stories Where the Wild Things Are, Rosie's Walk, The Jolly Postman</p> <p>Non-fiction: Recounts Recount of the trip to SS Great Britain.</p>
Autumn 2 Big Cat, Little Cat	<p>To use a range of materials creatively to design and make products</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>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</p>		<p>Locational Knowledge Name and locate the world's 7 continents and 5 oceans</p> <p>Place knowledge 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</p> <p>Human and physical geography 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</p> <p>Geographical skills and fieldwork 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</p>		<p>Animals, Including Humans Y1 Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) .</p> <p>Y2 Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Living Things and Their Habitats 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 animals in their habitats, including micro-habitats 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. (Plant Bulbs)</p>	<p>Non-Fiction: Information texts/Non-chronological reports Fact files/information sheets etc. about big cats leading to own choice of animal.</p> <p>Narrative: Traditional tales/Stories with a moral Anansi stories, Greedy Zebra, Aesop's fables</p>
Spring 1 Toys		<p>Design 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</p> <p>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</p>		<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<p>Everyday Materials Y1 Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p>Y2 Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p>	<p>Non-Fiction: label, lists and captions Labelling parts of toys</p> <p>Narrative: Lost and Found stories This is the bear, Dogger, Lost and Found</p>

		<p>Evaluate Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria</p> <p>Technical knowledge Build structures, exploring how they can be made stronger, stiffer and more stable Explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products</p>				
Spring 2 Food	<p>To use a range of materials creatively to design and make products To use drawing, painting and sculpture 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 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</p>	<p>Cooking and Nutrition Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from.</p>			<p>Animals, Including Humans Y2 Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Everyday Materials Y1 Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p>Uses of Everyday Materials Y2 Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>	<p>Poetry: Food poems</p> <p>Non-fiction: Instructions How to make food e.g.: jelly, toast, a sandwich</p>
Summer 1 The Great Fire of London	<p>To use a range of materials creatively to design and make products To use drawing, painting and sculpture 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 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</p>			Events beyond living memory that are significant nationally or globally		<p>Non-Fiction: Recounts and Reports Write recounts and reports of The Great Fire of London using a range of sources e.g.: Samuel Pepys' diary</p>
Summer 2 Flowers and Insects	<p>To use a range of materials creatively to design and make products To use drawing, painting and sculpture 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</p>		<p>Locational Knowledge Name and locate the world's 7 continents and 5 oceans</p> <p>Place knowledge 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</p> <p>Human and Physical Geography 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 Use basic geographical vocabulary to refer to: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Geographical skills and fieldwork Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>		<p>Plants Y1 Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Y2 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.</p> <p>Animals, including humans Pupils should be taught to: Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Living Things and their Habitats Y2 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 in their habitats, including micro-habitats 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</p>	<p>Poetry: Senses poems</p> <p>Narrative: Study of an author/Stories with predictable language Eric Carle</p>

Year B 2017-18

Year B Topic	Art	D&T	Geography	History	Science	Literacy
Autumn 1 All about me	To use a range of materials creatively to design and make products To use drawing, painting and sculpture 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 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	Cooking and Nutrition Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from.	Locational Knowledge Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas Geographical skills and fieldwork 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		Seasonal Changes Y1 Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies. Animals, including humans Y1 Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense Y2 Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene	Narrative: Fairy Stories Good over evil themes Non-fiction: Non-chronological reports Factual reports about the body or senses
Autumn 2 Florence Nightingale and Edith Cavell	To use a range of materials creatively to design and make products To use drawing, painting and sculpture 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 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			Events beyond living memory that are significant nationally or globally The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods	Seasonal Changes Y1 Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies.	Poetry: Firework poems Narrative: Study of an author: Roald Dahl (SLP unit)
Spring 1 Robots		Design 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 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 Technical knowledge Build structures, exploring how they can be made stronger, stiffer and more stable Explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products		Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life The lives of significant individuals in the past who have contributed to national and international achievements	Everyday Materials Y1 Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties Uses of Everyday Materials Y2 Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Living Things and their Habitats Explore and compare the differences between things that are living, dead, and things that have never been alive	Non-fiction: Explanations/Information texts All about Dudley
Spring 2	To use a range of materials		Locational Knowledge		Seasonal Changes	Narrative: Stories with

Farms	<p>creatively to design and make products To use drawing, painting and sculpture 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 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</p>		<p>Name and locate the world's 7 continents and 5 oceans Place Knowledge 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 Human and Physical Geography 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 Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical Skills and Fieldwork 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 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</p>		<p>Y1 Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies. Animals, including humans Y1 Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) Y2 Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Living Things and their Habitats Y2 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</p>	<p>familiar settings Farmer Duck, Rosie's Walk, Little Red Hen, The Enormous Turnip, Oliver's Vegetables Non-fiction: Recount Trip to the Farm</p>
Summer 1 Sculpture	<p>To use a range of materials creatively to design and make products To use drawing, painting and sculpture 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 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</p>	<p>Design 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 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 Technical knowledge Build structures, exploring how they can be made stronger, stiffer and more stable Explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products</p>		<p>Significant historical events, people and places in their own locality</p>	<p>Seasonal Changes Y1 Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies. Everyday Materials Y1 Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties. Y2 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. Living Things and their Habitats Explore and compare the differences between things that are living, dead, and things that have never been alive</p>	<p>Narrative: Stories from a range of cultures/Stories with patterned language Handa's Surprise, Owl Babies, Give me my Yam (SLP unit)</p>
Summer 2 Seaside	<p>To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour,</p>		<p>Locational knowledge Name and locate the world's 7 continents and 5 oceans Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas Place knowledge</p>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<p>Seasonal Changes Y1 Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies. Animals, including humans Y1 Identify and name a variety of common animals including fish,</p>	<p>Poetry: Holidays poetry Non-Fiction: Postcards and Letters (Hamilton Trust)</p>

	<p>pattern, texture, line, shape, form and space</p> <p>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</p>		<p>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</p> <p>Human and physical geography</p> <p>Use basic geographical vocabulary to refer to:</p> <p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Geographical skills and fieldwork</p> <p>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</p> <p>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</p> <p>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</p>		<p>amphibians, reptiles, birds and mammals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <p>Y2</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Living Things and their Habitats</p> <p>Y2</p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>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</p>	
--	---	--	--	--	---	--