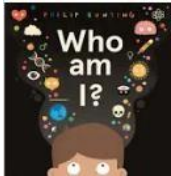
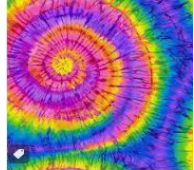




Puffin KS1 Rolling Programme

	Autumn A	Spring A	Summer A	Autumn B	Spring B	Summer B
Termly Theme	Who am I? 	Dress to Impress 	Circle of Life 	Home and Away 	The Big Build 	All Aboard 
Enquiry Questions	What do I need to be me?	What shall I wear today?	Where do I fit in the Circle of Life?	Cornwall and Kenya- what's the same, what's different?	How do we build our homes?	Where shall we go and how can we get there?
Science	My Senses Animals, including humans- Growing up and becoming an adult	Seasonal changes Everyday Materials- Fabrics	Animals, including humans -Identifying and classifying animals Animals, including humans- Basic needs of humans	Living things and their habitats- Living, dead and never alive, Animals in our local environment Plants- Identify plants in our local environment.	Use of Everyday Materials-Building Living things and their habitats- Basic needs and food chains	Growing Plants Forces- How things move.

NC Objectives	Working Scientifically During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: ○ asking simple questions and recognising that they can be answered in different ways ○ observing closely, using simple equipment ○ performing simple tests ○ identifying and classifying ○ using their observations and ideas to suggest answers to questions ○ gathering and recording data to help in answering questions.
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	YR 1: identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. YR 2: 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. Notice that animals, including humans, have offspring which grow into adults.	YR 1: observe changes across the four seasons. observe and describe weather associated with the seasons and how day length varies. 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. YR 2	YR 1: 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). YR 2: explore and compare the differences between things that are living, dead, and things that have never been alive. describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name	YR 1: observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies. 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. YR 2: 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.	YR 1: 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. YR 2: 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,	YR 1: identify and describe the basic structure of a variety of common flowering plants, including trees. YR 2: identify and name a variety of plants and animals in their habitats, including micro habitats.
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		identify and compare the suitability of a variety of everyday materials. find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	different sources of food. 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 micro habitats.		twisting and stretching.	
Design Technology	Mask making Christmas decorations	Tie dye T-shirts and patterned bandanas for fashion show	Building animal homes- bug hotels, bird feeders	Making souvenirs Christmas decorations	Select materials to create structures (houses and homes) that are strong and stable	Designing boats that will float./Designing wheeled vehicles using axels.

NC Objectives	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
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	○ 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. Cooking and Nutrition ○ use the basic principles of a healthy and varied diet to prepare dishes ○ understand where food comes from.					
Art	Primary colours and colour mixing to create secondary colours- link to Rothko.	Printing and creating pattern using paints- link to William Morris	Animal patterns and camouflage using both painting and collage- link to Henri Rousseau and Paul Klee	Painting on a large scale- link to Georgia O'Keefe	Designing clay pots- link with Clarice Cliff	Transient art- link with Tony Plant/ Andy Goldsworthy
NC Objectives	Pupils should be taught: ○ 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.					

History	Family trees and exploring living memory through timelines.	The use of fabrics through time and how fashion has changed.	Use of animals throughout history pets to working animals	Famous Cornish people.	The Great Fire of London and the changes it brought about. Explore how the past is represented through resources such as art, newspapers, diaries and word of mouth	Explorers and plant hunters such as George Forrest Understand how to find out about events beyond living memory.
NC Objectives	changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	events beyond living memory that are significant nationally or globally.		significant historical events, people and places in their own locality	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
Geography	Where are we in the world Know the countries of the U.K, capital cities and surrounding seas. Use maps and atlases to explore the U.K	Seasonal weather patterns and hot and cold places of the world including the equator and poles.	The geography and features of the school grounds and surrounding environments.	Where are we in the world-The continents and oceans of the world. Understanding the differences between the U.K and a nonEuropean country-Kenya.	Human features of the local environment such as factory, far, shop, harbour. Recognise map symbols and devise simple maps.	Use of direction and compass points. Using aerial photographs and plans to identify landmarks

NC Objectives	name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 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	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 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. 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	name and locate the world's seven continents and five oceans 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	Use basic geographical vocabulary to refer to: -key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 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 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
Music	Charanga Year 1- Hey You Rhythm in the Way We Walk	Charanga Year 1- In the Groove Round and Round	Charanga Year 1- Your Imagination Reflect, Rewind and Replay	Charanga Year 2- Hands, Feet, Heart Ho Ho Ho	Charanga Year 2- I Wanna Play in a Band Zoo Time	Charanga Year 2- Friendship Song Reflect, Rewind and Replay
NC Objectives	Pupils should be taught to: ● use their voices expressively and creatively 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 ● experiment with, create, select and combine sounds using the inter-related dimensions of music.					
PE	Team Building 1 Fundamentals	Ball Skills Gym	Sending and Receiving Athletics	Team Building 1 Team Building 2	Fitness Dance	Target Games Invasion games

NC Objectives	Pupils should be taught to: ● 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 ● participate in team games, developing simple tactics for attacking and defending ● perform dances using simple movement patterns					
PSHE	Jigsaw-YR1 Being in My World Celebrating Difference	Jigsaw-YR1 Dreams and Goals Healthy Me	Jigsaw-YR1 Relationships Changing Me	Jigsaw-YR2 Being in My World Celebrating Difference	Jigsaw-YR2 Dreams and Goals Healthy Me	Jigsaw-YR2 Relationships Changing Me
R.E	Creation- Who do Christians say made the World? What does it mean to belong to a faith, or belief community	What do Christians believe God is like? Who is Jewish and how do they live? Part 1	Who is Jewish and how do they live? Part 2 How should we care for others and the world, and why does	Who is Muslim and how do they live?? Part 1 Why does Christmas matter to Christians?	Who is Muslim and how do they live? Part 2 Salvation -Why does easter matter to Christians?	Gospels- What is the 'good news' Christians believe Jesus brings? What makes some people and places in Cornwall sacred?
Computing	Technology all around us. Online safety	Digital Writing Digital Photography	Digital Painting Moving a robot/Robot Algorithms -	Computing systems and networks Online safety and Cyber Bullying	Grouping Data Pictograms	Programming animations Click and Go- Scratch JNR
NC Objectives	recognise common uses of information technology beyond school use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they	use technology purposefully to create, organise, store, manipulate and retrieve digital content	understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions	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	use technology purposefully to create, organise, store, manipulate and retrieve digital content	create and debug simple programs
	have concerns about content or contact on the internet or other online technologies					

