

**Nightingale Class 2yr Rolling Programme**

**2014-2015**

Topic	Art & Design	D&T	Geography	History	Science	Literacy
Autumn 1 Brunel		<p><b>Design</b> 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><b>Make</b> 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><b>Evaluate</b> Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria</p> <p><b>Technical knowledge</b> 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><b>Human and Physical Geography</b> 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><b>Geographical Skills and Fieldwork</b> 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 Significant historical events, people and places in their own locality.</p>	<p><b>Everyday Materials</b> 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><b>Uses of everyday materials</b> 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><b>Narrative: Journey stories</b> Where the Wild Things Are, Rosie's Walk, The Jolly Postman</p> <p><b>Non-fiction: Recounts</b> Recount of the trip to SS Great Britain.</p>

<p>Autumn 2 Big Cat, Little Cat</p>	<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><b>Locational Knowledge</b> Name and locate the world's 7 continents and 5 oceans <b>Place knowledge</b> 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 <b>Human and physical geography</b> 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 <b>Geographical skills and fieldwork</b> 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><b>Animals, Including Humans</b> 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) <b>Living Things and Their Habitats</b> 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. <b>(Plant Bulbs)</b></p>	<p><b>Non-Fiction: Information texts/Non-chronological reports</b> Fact files/information sheets etc. about big cats leading to own choice of animal.  <b>Narrative: Traditional tales/Stories with a moral</b> Anansi stories, Greedy Zebra, Aesop's fables</p>
<p>Spring 1 Toys</p>		<p><b>Design</b> 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>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p>	<p><b>Everyday Materials</b> 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><b>Non-Fiction: label, lists and captions</b> Labelling parts of toys  <b>Narrative: Lost and Found stories</b> This is the bear, Dogger, Lost and Found</p>

		<p><b>Make</b> 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><b>Evaluate</b> Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria</p> <p><b>Technical knowledge</b> 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>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>	
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</p>	<p><b>Cooking and Nutrition</b> Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from.</p>			<p><b>Animals, Including Humans</b> 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><b>Everyday Materials</b> 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><b>Uses of Everyday Materials</b> Y2</p>	<p><b>Poetry:</b> Food poems</p> <p><b>Non-fiction: Instructions</b> How to make food e.g.: jelly, toast, a sandwich</p>

	makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work				Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	
Summer 1 The Great Fire of London	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		<b>Non-Fiction: Recounts and Reports</b> Write recounts and reports of The Great Fire of London using a range of sources e.g.: Samuel Pepys' diary
Summer 2 Flowers and Insects	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		<b>Locational Knowledge</b> Name and locate the world's 7 continents and 5 oceans <b>Place knowledge</b> Understand geographical similarities and differences through studying the human and physical geography of a		<b>Plants</b> 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. Y2 Observe and describe how seeds and bulbs	<b>Poetry:</b> Senses poems  <b>Narrative: Study of an author/Stories with predictable language</b> Eric Carle

	<p>range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>		<p>small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p><b>Human and Physical Geography</b></p> <p>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>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><b>Geographical skills and fieldwork</b></p> <p>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>grow into mature plants</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p><b>Animals, including humans</b></p> <p>Pupils should be taught to:</p> <p>Notice that animals, including humans, have offspring which grow into adults</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p><b>Living Things and their Habitats</b></p> <p>Y2</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 in their habitats, including micro-habitats</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>	
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**Nightingale Class 2yr Rolling Programme**

**2015-16**

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	<b>Cooking and Nutrition</b> Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from.	<b>Locational Knowledge</b> Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas <b>Geographical skills and fieldwork</b> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents and oceans studied at this key stage	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	<b>Seasonal Changes</b> Y1 Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies. <b>Animals, including humans</b> 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	<b>Narrative: Fairy Stories</b> Good over evil themes  <b>Non-fiction: Non-chronological reports</b> Factual reports about the body or senses
Autumn 2 Florence Nightingale and Mary Seacole	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			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	<b>Seasonal Changes</b> Y1 Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies.	<b>Poetry:</b> Firework poems  <b>Narrative: Study of an author:</b> Roald Dahl (SLP unit)

	<p>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>			in different periods		
Spring 1 Robots		<p><b>Design</b> 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><b>Make</b> 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><b>Evaluate</b> Explore and evaluate a range of existing products Evaluate their ideas and</p>		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	<p><b>Everyday Materials</b> 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><b>Uses of Everyday Materials</b> 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><b>Living Things and their Habitats</b> Explore and compare the differences between things that are living, dead, and things that have never been alive</p>	<p><b>Non-fiction: Explanations/Information texts</b> All about Dudley</p>

		<p>products against design criteria</p> <p><b>Technical knowledge</b> Build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products</p>				
Spring 2 Farms	<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><b>Locational Knowledge</b> Name and locate the world's 7 continents and 5 oceans</p> <p><b>Place Knowledge</b> 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><b>Human and Physical Geography</b> 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>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>key human features, including: city, town,</p>		<p><b>Seasonal Changes</b> Y1 Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies.</p> <p><b>Animals, including humans</b> 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><b>Living Things and their Habitats</b> 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><b>Narrative: Stories with familiar settings</b> Farmer Duck, Rosie's Walk, Little Red Hen, The Enormous Turnip. Oliver's Vegetables</p> <p><b>Non-fiction: Recount</b> Trip to the Farm</p>

			<p>village, factory, farm, house, office, port, harbour and shop</p> <p><b>Geographical Skills and Fieldwork</b></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>Summer 1 Sculpture</p>	<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</p>	<p><b>Design</b></p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p><b>Make</b></p> <p>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>Select from and use a wide range of materials</p>		<p>Significant historical events, people and places in their own locality</p>	<p><b>Seasonal Changes</b></p> <p>Y1</p> <p>Observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> <p><b>Everyday Materials</b></p> <p>Y1</p> <p>Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Y2</p> <p>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><b>Narrative: Stories from a range of cultures/Stories with patterned language</b></p> <p>Handa's Surprise, Owl Babies, Give me my Yam (SLP unit)</p>

	disciplines, and making links to their own work	and components, including construction materials, textiles and ingredients, according to their characteristics <b>Evaluate</b> Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria <b>Technical knowledge</b> 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			Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <b>Living Things and their Habitats</b> Explore and compare the differences between things that are living, dead, and things that have never been alive	
Summer 2 Seaside	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		<b>Locational knowledge</b> 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 <b>Place knowledge</b> 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 <b>Human and physical geography</b> Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff,	Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	<b>Seasonal Changes</b> Y1 Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies. <b>Animals, including humans</b> 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 Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) <b>Living Things and their Habitats</b> Y2 Explore and compare the differences between things that are living, dead, and	<b>Poetry:</b> Holidays poetry  <b>Non-Fiction: Postcards and Letters</b> (Hamilton Trust)

			<p>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><b>Geographical skills and fieldwork</b></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>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>	
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