

YEAR 1/2	CYCLE A	BLOCK X
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	Aims, Attainment Targets and Guidance	Suggested teaching sequence
Phase 1	GA6: Weather	
	<ul style="list-style-type: none"> Name weather types Identify weather changes and patterns Recognise weather symbols Use map and globes to identify key places in the UK name, locate and identify characteristics of the four countries and capital cities of the United Kingdom 	Make tables and charts about the daily weather → Watch/view a weather broadcast each day → Create a weather key → Report the weather on an external UK board each day.
phase 2	GA6: Weather / CA7: Spreadsheets	
	<ul style="list-style-type: none"> identify the location of hot and cold areas of the world in relation to the Equator and the North and South Pole Use map and globes to identify key places in the world Understand what hot and cold countries are like. understand the dangers of weather. use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school 	Investigate temperatures: Use thermometers → Link temperatures to weathers → Study extreme weather conditions: blizzard, storm → Report the weather on an external world board each day (a hot and cold place) → Use spreadsheets to record weather data collection Complete unit 1.8 spreadsheets
Phase 3	SCA7: Seasonal changes / Plants	
	<ul style="list-style-type: none"> observe and describe weather associated with the seasons. gather and record data by recording the weather, temperature, rainfall and wind direction in summer. observe changes across the four season – seasonal walk and focus on trees. I can identify trees by their leaves. To identify and classify by classifying leaves as deciduous or evergreen. 	Research how to measure and begin to record capacity, volume & time → record the weather each afternoon → plot the information in graphs: paper based and electronic. → Map out how the four seasons bring about change: weather, plants, animals, actions → Investigate and identify trees and their leaves → investigate the wildlife in the woodland area.
Phase 4	DTA4: Bird boxes	
	<ul style="list-style-type: none"> Select from a range of tools& equipment to perform practical tasks (e.g. shaping, joining and finishing) Select from a range of materials and textiles according to characteristics. Evaluate their ideas and products against design criteria 	Learn/recap how to measure height and length → research how to take care of animals in their local habitat → Use the wildlife area to explore animals in their habitat → bird watching and identifying → design bird boxes to suit habitat and protection → make bird boxes
Phase 5	AA3: Natural art	
	<ul style="list-style-type: none"> To use a range of materials creatively to design and make products Develop a range of art using colour, texture, shape and form Evaluate and analyse creative works 	Consider the beauty of the wildlife/wooded area: how could we decorate it without changing it → research and make stick sculptures → weave natural materials → make natural mandalas → research religious facts about Mandalas (Buddhism)
Phase 6	REA5: Buddhism – Who was Buddha?	
	<ul style="list-style-type: none"> understand how Siddhartha Gautama came to be known as ‘the Buddha’. recognise Buddhist symbols which explain why Buddha was special. explain what Buddha taught Buddhists about how to live their lives. where and how Buddhists worship. 	Understand how Siddhartha Gautama came to be known as ‘the Buddha’ → recognise Buddhist symbols → learn a Buddhist parable → Know what Buddha taught Buddhists about how to live their lives → recognise where and how Buddhists worship → understand how and why the life of the Buddha is celebrated during Vesak.