

## Year 1/2 2025-26 Year A Crowland/Regents

Year A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Wonderful Weather	London's Burning	Castles and Cathedrals –	Oh, I do like to be beside the seaside!	I need a hero	Britain and the World
History /Geography	Seasons and weather within the United Kingdom and hot and cold areas of the World ( Geography)	Great Fire of London, Samuel Pepys-significant individuals in history (History)	Life in castles, key features, local castles and cathedrals Tattershall and Lincoln-significant individuals and events beyond living memory (History)	Seaside holidays, then and now, local history, changes over time (History)	The lives of Florence Nightingale, Mary Seacole and Edith Cavell-significant individuals and events beyond living memory (History)	4 UK countries and capital cities, world countries continents and oceans on maps, simple compass points, map skills ( geography)
Enquiry Questions	<p>Year 1</p> <p>Q1 what types of weather can you name?</p> <p>Q2 How are we affected by the weather?</p> <p>Q3 How do we forecast the weather?</p> <p>Q4 How can weather be dangerous?</p> <p>Q5 What do we know about extreme climates?</p> <p>Year 2</p> <p>Q1 What different types of weather can you name?</p> <p>Q2 What is the weather like today?</p> <p>Q3 how does the weather affect what we wear and what we do</p> <p>Q4 what does the weather forecast tell you?</p> <p>Q5 what effect can adverse weather have on humans?</p> <p>Q6 is the weather the same across the globe?</p> <p>Q7 what is the Arctic ?</p>	<p>Year 1</p> <p>Q1 Where is London</p> <p>Q2 What was London like a long time ago</p> <p>Q3 How did people live at the time</p> <p>Q4 What would happen if there was a fire?</p> <p>Year 2</p> <p>Q1 What was London like in 1666?</p> <p>Q2 what were the differences between London then and now?</p> <p>Q3 How did the fire start</p> <p>Q4 what was life like at the height of the fire</p> <p>Q5 what did the King do to help</p>	<p>Year 1</p> <p>Q1 why do we build castles? Q2 Q2 What was life like in a Castle?</p> <p>Q3 How have castles changed? Q4 What is Tattershall Castle like?</p> <p>Year 2</p> <p>Q1 Who built the first castles?</p> <p>Q2 What were the main features of a Castle?</p> <p>Q3 How and why did castles change?</p> <p>Q4 Who lived in a mediaeval Castle?</p> <p>Q5 What were the different jobs in the mediaeval Castle?</p> <p>Q6 What was life like in a mediaeval Castle for rich and for poor?</p> <p>Q7 Who built Tattershall castle?</p>	<p>Year 1</p> <p>Q1 where do we go on holiday? Q2 Why did we go to the seaside? Q3 How have seaside Holidays changed ?</p> <p>Year 2</p> <p>Q1 In which part of the year do key Holidays take place?</p> <p>Q2 What features do we associate with seaside Holidays now?</p> <p>Q3 What might people do at the seaside today?</p> <p>Q4 What were seaside Holidays like in the past?</p> <p>Q5 When did seaside Holidays start to become popular?</p> <p>Q6 What were some of the features of seaside Holidays 100 years ago?</p> <p>Q7 How did seaside Holidays change overtime?</p>	<p>Year 1</p> <p>Q1 what makes people famous? Q2 what famous people do we know today?</p> <p>Q3 what famous people do we know from the past</p> <p>Q4 who was Florence Nightingale?</p> <p>Q5 why do we remember her today?</p> <p>Year 2</p> <p>Q1 what do you mean by significant?</p> <p>Q2 who do they know that we would think is significant?</p> <p>Q3 who was Florence Nightingale?</p> <p>Q4 Who was Mary Seacole</p> <p>Q5 when did both live</p> <p>Q6 how did they change nursing?</p> <p>Y</p>	<p>Year 1</p> <p>Q1 Where in the country do I live?</p> <p>Q2 What do we mean by physical features of a country?</p> <p>Q3 What is the difference between a County and a country?</p> <p>Q4 How did London grow?</p> <p>Year 2</p> <p>Q1 What are the countries and capital cities of countries of the UK?</p> <p>Q2 can I use a compass direction to find a location?</p> <p>Q3 What are the names of the seas surrounding the UK?</p> <p>Q4 What are some of the main rivers and areas of high ground in the UK?</p> <p>Q5 what is a County?</p> <p>Q6 who first settled in London?</p> <p>Q7 how has London grown and changed?</p> <p>Q8 why do places change</p>
Text based writing /cross curricular linked text	I Am the Seed That Grew the Tree If Winter Comes, Tell It Im Not Here Love Makes a Family	Vlad And the Great Fire The Great Fire of London Creep, Leap, Lunch	Dragon Post The Dragon and The Nibblesome Knight The Kindest Red	Flotsam Katie Morag Haiku Poems Troll Stinks	Vlad And the Florence Nightingale Adventure Fantastically Great Women Who Changed the World The Body Book	Katie Morag In Lonon Coming To England Bloom
Genres	<div>Narrative</div> <div>Poetry</div>	<div>Recount/Diary</div> <div>Non-Chronological Report</div>	<div>Instructions (Y2)</div> <div>Letter</div>	<div>Narrative inc setting descriptions</div> <div>Poetry</div>	<div>Diary</div> <div>Letter</div> <div>Non-Chronological Report</div>	<div>Narrative</div> <div>Brochures</div>

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Science Regent and Crowland	Seasonal Changes <b>SC1/4.1Yr Seasonal changes-how the seasons affect what we do and what we see around us</b> <b>Yr 2 Habitats-how changes in seasons affect habitats</b>	Animals/Habitats- <b>inc living and non-living</b> <b>Yr 1 Identify and name animals in different groups</b> <b>Yr 2 Living and dead/food chains</b>	Materials <b>Yr 1 Disistinguish,./ identify Different materials and describe</b> <b>Yr 2 Identify and compare /suitability of materials</b>	Materials <b>Yr 1 compare/group different materials</b> <b>Yr 2 Changes in different materials ( squashing, bending stretching</b>	Animals inc Humans <b>Yr 1 Human body and the senses</b> <b>Yr 2 Offspring and basic needs</b>	Plants <b>Yr 1 Identify and name common plants and their structure</b> <b>Yr 2 Identify and name a variety of plants and animals and how seeds grow</b>
Enquiry Questions	Year 1 Q1 How do I order months and seasons? Q2 What are the key features of each season? Q3 How do plants change according to season and why does this happen? Q4 how does weather change from season to season Q5 How does daylight change across the seasons  Year 2 Q1 What do animals need to live? Q2 What is a habitat? Q3 how will a habitat change over the year? Q4 How do animals adapt to the different seasons ( camouflage/hibernation/migration)	Year 1 Q1 What do mammals have in common? Q2 How do I group animals into birds, mammals, reptiles, fish and amphibians Q3 What are the key features of each group? Q4 What do animals eat? Q5 What are the key features of different animal bodies? Q6 Are people animals?  Year 2 Q1 What do we mean by living and non living? Q2 Which things have never been alive? Q3 What do we mean by a food chain Q4 What is a food producer	Year 1 Q1 What materials can I name and what can be made from them? Q2 What are the main properties of classroom objects( bendy/rigid, hard/soft, transparent/opaque)  Year 2 Q1 What materials are common objects made from? Q2 What properties do materials have ( magnetic/transparent/squashable/ Q3 What properties do metals have Q4 what makes a material suitable for purpose?	Year 1 Q3 What makes a material float or sink Q4 How do I select materials for a purpose? Q5 How can I test my material is fit for purpose?  Year 2  Q5 How can materials change shape? Q6 What materials did Dunlop, Mcadam and Macintosh invent	Year 1 Q1 what are the main parts of a human body Q2 What are the key organs and where are they found? Q3 What are the five senses? Q4 Which body part do I use for each sense? Q5 What is the difference about touch?  Year 2 Q1 What do we mean by offspring? Q2  How do animals grow and change? Q3 What do animals need to survive?	Year 1 Q1 What are the functions of different parts of the flowers ( flower, stem, roots, leaves) Q2 do all plants grow in the same places? Q3 How do wild flowers get there ? Q4 How do plants grow from bulbs and seeds? Q4 Are the trees in the school grounds deciduous or evergreen? Year 2 Q1 What is the difference between a plant and a tree? Q2 How does the structure of a tree compare to the structure of a flower? Q3 How many different common and wild plants and trees can I identify? Q4 Which of the trees I can identify are deciduous and which are evergreen
Art/DT	<b>Natural art-Andy Goldsworthy, large scale artwork</b>	<b>Structures-In the dog house</b>	<b>Mechanisms – Wacky Windmills</b>	<b>Landscapes and seascapes collages- Monet and Mertzinger, creating different landscapes</b>	<b>Textiles-Making Puppets</b>	<b>African Art- Key stage exhibition of African art using repeating pattern jewellery and sunset silhouettes</b>

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	<p><b>Yr 1</b>  Q1 Who was Andy Goldsworthy?  Q2 What did he use in his artwork?  Q3 How did he represent different moods  Q4 How did he use natural materials?  Q5 How do I recreate his work?</p> <p><b>Yr 2</b>  Q1 What inspired Andy Goldsworthy?  Q2 What was his source material?  Q3 What did he use lines and curves for  Q4 What affected his artworks?  Q5 How do we create a large scale artwork?</p>	<p><b>Yr ½</b>  Q1 What is a dog house?  Q2 How do we strengthen structures?  Q3 How do I join materials?  Q4 what improvements do I need to make?</p>	<p><b>Yr ½</b>  Q1 What is a windmill used for?  Q2 What is a sail?  Q3 How can you make a strong base?  Q4 How do we make a structure rotate??</p>	<p><b>Yr 1</b>  Q1 Who was Monet?  Q2 Can I paint a picture of the school grounds?  Q3 Who was Metzinger?  Q4 Can I say how he drew landscapes  Q5 Can I make a mosaic</p> <p><b>Yr 2/3</b>  Q1 What type of pictures did Monet paint?  Q2 Can I paint a landscape in his style?  Q3 How did his landscapes and cityscapes differ?  Q4 What is cubism?  Q5 How can I create a mosaic collage?  Q6 How does the work of Monet and Metzinger compare?</p>	<p><b>Enquiry Questions</b>  Yr. ½  Q1 What are fabrics?  Q2 What fabrics can you name?  Q3 How can we create different designs for a purpose?  Q4 How do we follow a pattern?</p>	<p><b>Yr 1</b>  Q1 Where is Africa?  Q2 How did the masai use repeating patterns  Q3 Can I create a masai bracelet</p> <p><b>Year 2</b>  Q1 What were tribal masks used for?  Q2 Can I create my own mask using repeating patterns?  Q3 Can I add features to my mask?</p> <p><b>Y</b></p>
<p>Music (Music Express)  Crowland/Regents</p>	<p><b>1.4 Weather (Exploring sounds)</b>  <b>Using voices expressively and creatively.</b>  What are dynamics in music?  What actions can we use to match this piece of music or song?  How can you match sounds to this music?  Can you show your understanding of controlling duration and dynamics using your voice, body percussion and instruments?  Can you respond to the music through movement?</p> <p><b>1.6 Seasons (Pitch) Select and combine sounds.</b>  What happens to the music you can hear?  What is pitch?  What are dynamics? (volume)</p>	<p><b>1.3 Animals (pitch) Experiment with, create, select and combine sounds.</b>  Q1 What animal could this music be like?  Q2 How can we make a high pitch voice?  Q3 How can we make a low pitch voice?  Q4 What can you tell me about the pitch in this piece of music?  Q5 What high pitch and low pitch sounds can you make to go with the music?</p> <p><b>1.5 Machines (Beat) Experiment with, create, select and combine sounds.</b>  Q1 What is a steady beat?  Q2 Can you play and maintain a steady beat?  Q3 Can you play at different speeds (tempo)?</p>	<p><b>1.7 Our School (Exploring sounds) Play tuned and untuned instruments.</b>  Q1 What sounds can you hear around us?  Q2 How can we record and produce these sounds?</p> <p><b>1.9 Storytime (Exploring sounds) Combine sounds</b>  Q1 How can music be used to tell a story?  Q2, How can you add effects using music?</p>	<p><b>2.1 Ourselves (Exploring sounds) Using voices expressively and creatively by singing songs and speaking chants and rhymes.</b>  Q1. How can you create and respond to vocal and body percussion?  Q2. How can you develop vocal sounds to express feelings?  Q3. Can you use simple line graphics to show pitch shape and duration?  Q4. How can mood be expressed using the voice?  Q5. What is the structure to call and response songs?</p> <p><b>2.3 Our Land (Exploring sounds) Experiment with, create, select and combine sounds.</b>  Q1 What is timbre?  Q2 How can we make descriptive sounds?</p>	<p><b>2.4 Our Bodies (Beat) Play tuned and untuned instruments musically.</b>  Q1. What is a steady beat?  Q2. What is a rhythm ostinato pattern?  Q3. Can you recognise and play rhythmic patterns?  Q4. Can you respond to a steady beat at different tempi?  Q5. Can you play steady beats at different tempi on body percussion and instruments?  Q6. Can you show your understanding of a steady beat by performing rhythmic movement patterns?</p> <p><b>2.6 Numbers (Beat) Play tuned and untuned instruments musically.</b>  Q1. Can you perform a steady beat and simple rhythms using movement and body percussion?  Q2. What is the difference between beat and rhythm?  Q3. Can you perform simple rhythms using movement and percussion?</p>	<p><b>2.11 Water (Pitch) Using voices expressively and creatively by singing songs and speaking chants and rhymes.</b>  Q1. Can you join in the song?  Q2. What actions could we use to show the pitch movement?  Q3. Can you play a tuned percussion to the melody?  Q4. What is a melody?  Q5. What is pitch?  Q6. What can you tell me about the pitch pattern?  Q7. What is a score in music?  Q8. Can you interpret the score?  Q9. What music affect can we use to describe water?</p> <p><b>2.12 Travel (Performance) Using voices expressively and creatively by singing songs and speaking chants and rhymes.</b></p>

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	How can we show the pitch change in drawings? Can you learn the actions to this song? What can you hear in the orchestral music?	Q4 Can you control changes in speed (tempi)?		Q3 Can you match the sound with the image? Q4 Can you explain your choices? Q5 Can you listen to and compare music? Q6 What ways can you make the sounds?		Q1. What is the pattern of physical movement? Q2. Can you sing and add movement to the song? Q3. How can you describe music using musical vocabulary? Q4. Can you listen to the music? Q5. What can you hear? Q6. What is the changing tempi? Q7. What is notation? Q8. How can your performance be improved?
Computing	1.1 Computing systems and networks- <b>Technology around Us</b>	1.2 creating media- <b>digital painting</b>	1.3 Programming A- <b>moving a robot</b>	1.4 data and information- <b>grouping data</b>	1.5 creating media- <b>digital writing</b>	1.6 Programming B <b>introduction to animation</b>
Enquiry Questions	Q1 What is technology? Q2 What are the parts of a computer? Q3 How does the mouse work? Q4 What does a keyboard do? Q5 How do you save your work Q6 What can you do using a mouse and keyboard on PAINT? Q7 why do we need to be careful using computers?	Q1 what do different freehand tools do? Q2 How do I use the shape tool and the line tools? Q3 How can I use PAINT/PAINTZ on my own to paint a picture Q4 Can you make a painting that looks like a Mondrian or a Matisse?	Q1 What will happen....? Q2 How do we show a movement? Q3Can we go backwards and forwards? Q4 How do we go in all four directions? Q5What happens when we go wrong?	Q1 How can I label objects? Q2 What properties can I use to describe a group? Q3 How can I record and share information I have gathered?	Q1 How can I use a computer to write? Q2Can you use Microsoft word to write on a computer? Q3Can I add and remove text on a computer? Q4How do I change what my text looks like?	Q1 What is Scratch Jnr? Q2 How do I choose a command for a given purpose? Q3 What happens when a series of commands are joined together? Q4 What are the numbers for? Q5 How do I move different sprites?
PE	Mastering basic movements - <b>travelling and moving with equipment</b>	Dance- <b>creating and practising a simple dance</b>	Gymnastics- <b>mastering basic gym movements</b>	Outdoor activities – <b>follow trails</b>	Team games- <b>passing and receiving a ball in different ways</b>	Athletics- <b>preparing for sports day</b>
Enquiry Questions	Q1 can I run fast and slow? Q2 Can I change direction? Q3How do I bounce the ball? Q4How high can I jump? Q5 How far can I jump?	Q1 What is beat? Q2 How do I perform in unison and cannon? Q3 What is mirroring? Q4 What do we mean by motif?	Q1 What is a balance? Q2 How do I link movement? Q3 How do I perform a Roll? Q4 What is a sequence?	Q1 What is teamwork? Q2 How do I follow directions? Q3 What is a symbol?	Q1 What do you mean by defending? Q2 What do we mean by attacking? Q3 How do we regain possession?	Q1 How do I how do I improve my sprinting technique? Q2 How do I combine running and jumping into a long jump? Q3 How do I throw over a longer distance?
RE Crowland/Regent	KS1A Who is God to Christians and Why Does God Matter to Them?	Why is it important to say thank you?	Who is Allah(God) to Muslims and why does Allah (God) matter to them?	Is it possible to speak to God?	What is my view of the world?	Is there a right way to worship>?
Enquiry Questions	1)How can we find out about worldviews? 2)why are churches special?	1)How can we find out how people lived?	1)What is a mosque? 2) What is tawhid? 3)Why is the Qu'ran important?	1)How can we find out? 2)Does everyone pray? 3)How do Muslims pray?	1)Do we all live in the same way? 2)How can we find out how people live?	1)What can we use to find out about other people's lives? 2)Is worship worthy?

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	3)what does God mean? 4)why is the Bible special? 5)what do we mean by Creation? 6)How do we show what God means to us?	2)What is the Benedicte Aotearoa? 3) What do we show gratitude for? 4)what does Tikkun Olam mean? 5) why is Sukkot important? 6)why do I think it is important to say thank you?	4)What does the muslim creation story show us about Muslims? 5)How do Muslims try to live in harmony with the world? 6)How do Muslims follow the straight path?	4)why is prayer important to Christians and Jewish people? 5) Does everyone pray in the same way?	3)what do we mean by worldview? 4)what is a mosque? 5)Do all mosques look the same? 6)what changes our worldview?	3)what is a “think”? 4)How does context affect how Christians and Muslims worship? 5)Do I worship in the right way?
RSE	<b>Topic One Families</b> <b>Learning about family relationships widens to include roles and responsibilities in a family and the importance of co-operation, appreciation and trust.</b>	<b>Friendship and community – In My World, their hopes and fears for the year ahead – they talk about feeling worried and recognising when they should ask for help and who to ask</b>	<b>Topic Three Respect</b> <b>To acknowledge the existence of diversity within our community. To explore why respect is necessary within our community.</b>	<b>Topic Four -E-Safety</b> <b>Safety circles, online friends, asking for help</b>	<b>Topic Five-Being safe</b> <b>Dangers in the home and community, asking for help, emergencies</b>	<b>Topic Nine Economic well-being-fundraising for charity</b>
Enquiry Questions	Q1. What’s the same / different from our family to your friend’s family? Q2. What would you do if someone was hurting you at school? Q3. Who would you go to for help at school? Q4. Why do people fall out with each other? Q5. What can you do if you don’t agree with your friend? Q6. What can you do if you and your friend have had an argument? Q7. Can we share what we are grateful for in our family?	Q1. Are you worried about anything that might happen this year? Q2. Can you tell me some good (positive) choices a person can make in school? Q3. How do you show you are a good listener? Q4. What do you do to get on with other children? Q5. If you’re worried about something, who can you ask for help in school and at home? Q6. How does your teacher reward /praise children who make positive/helpful choices?	Q1 What does respect mean to me? Q2 What would be considered ‘disrespectful’? Q3 Would some things be acceptable at home but not when out with their friends? Q5 Do we treat everyone the same?	Q1 Who can be in your ‘safety circle’? Q2 Is someone you meet online a real friend? Q3 What do you do if something makes you feel worried/scared/unhappy?	Q1 Can you think of anything that might be dangerous within the home? Q2 Why do you need to keep safe at the beach/park/pond? Q3 Can you name any jobs where people keep us safe? Q4 What would you do in an emergency	Q1 How can you get money? Q2 What do we need money for? Q3 What do you want money for? Q4How can we save money? Q5 How can we raise funds? Q6 What can we raise funds for?

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Additional Unit objectives and questions if needed

Yr 3 enquiry questions if needed for history/geography	<p>Year 3</p> <p>Q1 What do you mean by weather patterns?</p> <p>Q2 can you describe the weather and climate</p> <p>Q3 What effect does the weather have on the environment animals and plants</p> <p>Q4 how can you keep yourself safe in dangerous weather</p> <p>Q5 what are the key features of hot and cold climates</p>	<p>year 3</p> <p>Q1 what was life like in Stuart London?</p> <p>Q2 what were the reasons for the start of the fire?</p> <p>Q3 What was the sequence of events?</p> <p>Q4 what was left of London after the fire ?</p> <p>Q5 how do we know ?</p> <p>Q6 Who was Samuel Pepys</p>	<p>Year 3</p> <p>Q1 Who invaded England in 1066?</p> <p>Q2 where did the main battle between William and Harold take place?</p> <p>Q3 why were castles important for the Norman invaders?</p> <p>Q4 what were the similarities and differences between Maotie and Bailey and keep and Bailey castles</p> <p>Q5 why did the features of castles change</p>	<p>ear 3</p> <p>Q1 What do you mean by wakes week?</p> <p>Q2 What features would be expected to see at the seaside today?</p> <p>Q3 What can we tell about the past from photographs?</p> <p>Q4 What were seaside Holidays like in the past?</p> <p>Q5 what is the same and what is different about</p>	<p>ear 3</p> <p>Q1 what questions would we ask of a significant person?</p> <p>Q2 what would this tell us about their lives?</p> <p>Q3 why do we consider Florence Nightingale, Mary seacole and Edith cavell as significant?</p> <p>Q4 When did they all live?</p> <p>Q5 How did they change the way we consider nurses?</p> <p>Q6 What lasting effects have they had ?</p>	<p>Year 3</p> <p>Q1 Can I label key cities and countries in the UK on a map</p> <p>Q2 how do I use 8 compass points to describe one location relative to another</p> <p>Q3 can I name the seas and rivers of the UK</p> <p>Q4 can I identify key areas of high ground on a map</p>
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	Q6 how do people survive in extreme weathers?		Q6 how has Tattershall Castle changed overtime? Q7 what evidence do we have for the changes?	seaside Holidays now and then ? Q6 what evidence can we use ?		Q5 what counties are local to my area Q6 how has London changed since 1843 Q7 where is the prime Meridian Q8 how has population changed overtime Q9 How do London and Paris compare, what are the key similarities and differences?
Science yr 2 if needed	Yr 2 Habitats-how changes in seasons affect habitats	Yr 2 Living and dead/food chains	Yr 2 Identify and compare /suitability of materials	Yr 2 Changes in different materials (squashing, bending stretching	Yr 2 Offspring and basic needs	Yr 2 Identify and name a variety of plants and animals and how seeds grow
Enquiry Questions	Year 2 Q1 What do animals need to live? Q2 What is a habitat? Q3 how will a habitat change over the year? Q4 How do animals adapt to the different seasons (camouflage/hibernation/migration)	Year 2 Q1 What do we mean by living and non living? Q2 Which things have never been alive? Q3 What do we mean by a food chain Q4 What is a food producer	Year 2 Q1 What materials are common objects made from? Q2 What properties do materials have (magnetic/transparent/squashable/ Q3 What properties do metals have Q4 what makes a material suitable for purpose?	Year 2  Q5 How can materials change shape? Q6 What materials did Dunlop, Mcadam and Macintosh invent	Year 2 Q1 What do we mean by offspring? Q2   How do animals grow and change? Q3 What do animals need to survive?	Year 2 Q1 What is the difference between a plant and a tree? Q2 How does the structure of a tree compare to the structure of a flower? Q3 How many different common and wild plants and trees can I identify? Q4 Which of the trees I can identify are deciduous and which are evergreen
Science (Yr 3 objectives if needed)	Animals Inc humans Yr 2 Habitats-how changes in seasons affect habitats Yr 3 Animals and nutrition and environment Yr3 Light	Living things – Yr 2 grouping animals by different characteristics, needs of animals Yr 3 Plants-growth, functions and requirements	Materials Yr 2 suitability/changes of materials Yr 3 compare how things move on different surfaces	Rocks-compare and group, fossils and soils Magnets-characteristics of magnets, poles, magnetism in materials	Animals inc Humans Yr 2 Offspring and basic needs Yr 3 Animals and humans skeletons and muscles	Plants r 2 Identify and name a variety of plants and how seeds grow Yr 3 Light and eye safety
Enquiry Questions	Year 2 Q1 What do animals need to live? Q2 What is a habitat? Q3 how will a habitat change over the year? Q4 How do animals adapt to the different seasons (camouflage/hibernation/migration)  Year 3 Q1 what are the main 5 food groups? Q2 what do we mean by herbivore carnivore or omnivore?	Year 2 Q1 What do we mean by living and non living? Q2 Which things have never been alive? Q3 What do we mean by a food chain Q4 What is a food producer  Year 3 Q1 Which part of the plant would we normally eat ?	Year 2 Q1 What materials are common objects made from? Q2 What properties do materials have (magnetic/transparent/squashable/ Q3 What properties do metals have Q4 what makes a material suitable for purpose?  Year 3 Q1 How can magnets make some objects move?	Year 2  Q5 How can materials change shape? Q6 What materials did Dunlop, Mcadam and Macintosh invent  Year 3	Year 2 Q1 What do we mean by offspring? Q2   How do animals grow and change? Q3 What do animals need to survive?  Year 3 Q1 What is an endoskeleton? Q2 Which bones can you name? Q3 How do muscles work?	Year 2 Q1 What is the difference between a plant and a tree? Q2 How does the structure of a tree compare to the structure of a flower? Q3 How many different common and wild plants and trees can I identify? Q4 Which of the trees I can identify are deciduous and which are evergreen  Year 3

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	<p>Q3 where in the environment did the three main animal types find their food ?</p> <p>Q4 why do we need light</p> <p>Q5 how is light reflected from surfaces?</p> <p>?</p>	<p>Q2 what is the function of a flower, stem, leaves and root?</p> <p>Q3 what needs do different plants have ?</p> <p>Q4 Who do plants need light to grow?</p> <p>Q5 how do we transport water in plants</p> <p>Q6 what is the life cycle of a flowering plant</p> <p>Q7 how is pollination vital to plant reproduction</p> <p>Q8 how are seeds dispersed</p>	<p>Q2 Does the same object move the same way on different surfaces?</p> <p>Q3 Which surfaces make movement easier and why?</p>	<p>Q1 How strong are magnets?</p> <p>Q2 Which materials block magnets?</p> <p>Q3 Are all metals magnetic?</p> <p>Q4 Do opposites attract?</p>	<p>Q4 Do animals have the same skeletons?</p>	<p>Question 1 What is the difference between light and dark?</p> <p>Question 2 What do we mean by reflective</p> <p>Question 3 Why is the sun dangerous?</p>
Yr 3 objectives if needed Art/dt	<p>Yr 3</p> <p>Q1 What do we mean by transient artwork and who were some famous artists?</p> <p>Q2 What was the focus for Andy Goldsworthy?</p> <p>Q3 How did he incorporate curves and spirals into his work?</p> <p>Q4 How can I research some ideas?</p> <p>Q5 How do we create a large scale artwork?</p>	<p>Year 3</p> <p>Q1 What are the design features of an animal shelter?</p> <p>Q2 What problems might I face in construction</p> <p>Q3 How can I design a model house frame?</p> <p>Q5 How do I join materials?</p> <p>Q6 How can I improve my design?</p>	<p>Yr 3</p> <p>Q1 What purpose did windmills serve in the past?</p> <p>Q2 What different mechanisms were used to grind?</p> <p>Q3 What makes an effective base?</p> <p>Q4 What are the difficulties with rotating mechanisms??</p>	<p>Q1 What type of pictures did Monet paint?</p> <p>Q2 Can I paint a landscape in his style?</p> <p>Q3 How did his landscapes and cityscapes differ?</p> <p>Q4 What is cubism?</p> <p>Q5 How can I create a mosaic collage?</p> <p>Q6 How does the work of Monet and Metzinger compare?</p>	<p>Yr. 3</p> <p>Q1 How are different fabrics created?</p> <p>Q2 What are the different characteristics of fabrics?</p> <p>Q3 What strategies can we use to form and create designs</p> <p>Q5 How can we improve on a design?</p>	<p>ear 3</p> <p>Q1 What is a silhouette?</p> <p>Q2 Can I create a shaded background using paint</p> <p>Q3 Can I add landscape silhouettes</p> <p>Q4 Can I create a coil water jar</p>
Music Yr 2/3 if needed	<p>2.8 Seasons (pitch) Using voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>How can you sing with expression?</p> <p>What is pitch shape of a melody?</p> <p>What is sing language, makton?</p> <p>How can you accompany a song with vocal and instrumental ostinato?</p> <p>Can you show the rising and falling pitch?</p>	<p>2.6 Numbers (Beat) Play tuned and untuned instruments musically.</p> <p>Can you identify and play the steady beat in dance music?</p> <p>Can you recall an increasing sequence of actions?</p> <p>Can you learn a rap and perform it with rhythmic actions?</p> <p>Can you copy a sequence of vocal and movement rhythms in a song?</p>	<p>2.3 Our Land (Exploring sounds) Experiment with, create, select and combine sounds.</p> <p>Q1 What is timbre?</p> <p>Q2 How can we make descriptive sounds?</p> <p>Q3 Can you match the sound with the image? Q4 Can you explain your choices?</p> <p>Q5 Can you listen to and compare music?</p> <p>Q6 What ways can you make the sounds?</p>	<p>3.3 Sounds (Exploring Sounds) Appreciate and understand a wide range of high- quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Q1. How are sounds produced?</p> <p>Q2. How are instruments classified?</p> <p>Q3. What is musical conversation structure?</p>	<p>3.8</p> <p>Communication (Composition) Use and understand staff and other musical notations.</p> <p>Q1 How can you represent sounds with symbols?</p> <p>Q2. Can you use your voice creatively and expressively?</p> <p>Q3. Can you create and perform from a symbol score?</p> <p>3.9 Human Body (Structure) Appreciate and understand a wide range of high- quality live and</p>	<p>3.5 China (Pitch) Play and perform in solo and ensemble contexts, using voices and playing instruments.</p> <p>Q1. What is a pentatonic scale?</p> <p>Q2. Can you use graphic notations with the pentatonic scale?</p> <p>Q3. Can you show your understanding of pitch through composing, notating and reading graphic notation?</p>



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	<p><b>2.9 Weather (exploring sounds)</b> Listen with concentration and understanding to a range of high- quality live and recorded music.</p> <p>What is a rhythmic chant?</p> <p>What do you think of the orchestral music?</p> <p>How does the music depict the weather?</p> <p>What are repeated word patterns?</p> <p>What music would illustrate the story?</p>	<p>Can you play percussion rhythm patterns in four groups?</p> <p>Can you identify and tap the steady beat in a piece of orchestral music?</p> <p>Can you count the number of loud, irregular sounds in a piece of orchestral music?</p> <p>What is a grid score?</p> <p>Can you create and notate a repeating pattern (ostinato) on a grid score?</p> <p>Can you follow rhythm notation using body percussion?</p> <p>Can you follow rhythm notation to play percussion instruments?</p> <p><b>2.11 Water (Pitch)</b> Using voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Q1. Can you join in the song?</p> <p>Q2. What actions could we use to show the pitch movement?</p> <p>Q3. Can you play a tuned percussion to the melody?</p> <p>Q4. What is a melody?</p> <p>Q5. What is pitch?</p> <p>Q6. What can you tell me about the pitch pattern?</p> <p>Q7. What is a score in music?</p> <p>Q8. Can you interpret the score?</p> <p>Q9. What music affect can we use to describe water?</p>	<p><b>2.7 Storytime (exploring sounds)</b> Using voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Q1. How can you combine sounds to create a musical effect?</p> <p>Q2. How can music, dance and drama be combined in storytelling?</p> <p>Q3. How can voices be used to create descriptive musical effects?</p> <p>Q4. Can you create and match descriptive sounds made with the voice?</p> <p>Q5. Can you perform to an audience?</p> <p>Q6. What makes a good audience?</p>	<p>Q4. What are idiophones?</p> <p>Q5. What is call and response?</p> <p>Q6. What are chordphones?</p> <p><b>3.6 Time (Beat) Play and perform in solo and ensemble contexts, using voices and playing instruments.</b></p> <p>Q1. What is a metre in a piece of music?</p> <p>Q2. Can you play an independent part in more that one metre simultaneously?</p> <p>Q3. What is an ostinato?</p> <p>Q4. Can you identify an ostinato?</p> <p>Q5. Can you perform rhythmic ostinato individually and in combination?</p> <p>Q6. What is a layering rhythm?</p> <p>Q7. Can you recognise rhythm patterns in staff notation?</p>	<p><b>recorded music drawn from different traditions and from great composers and musicians.</b></p> <p>Q1. How does call and response structures work?</p> <p>Q2. What is are word rhythms?</p> <p>Q3. What is binary form?</p> <p>Q4. Can show your understanding by performing binary form?</p> <p>Q5. Can you show your understanding by performing call and response?</p>	<p>Q3. Can you perform pentatonic song with tuned and untuned accompaniment?</p> <p>Q4. Can you show your understanding of graphic notation by playing in steps using it?</p> <p><b>3.10 Singing French (Pitch) Use and understand staff and other musical notations</b></p> <p>Q1. What is pitch through melody?</p> <p>Q2. Can you show your understanding of pitch through singing?</p> <p>Q3. What are pitch shapes?</p> <p>Q4. Can you show your understanding of notation by reading notations to play a melody?</p>
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Year 2 Computing	2.1computing systems and networks-IT around us	2.2 creating media-digital photography	2.3 Programming A robot algorithms	2.4 data and information-pictograms	2.5 Creating Media-Digital music	2.6 programming B introduction to quizzes
Enquiry Questions	Q1 what are some uses and features of information technology? Q2 What information technology is in the home? Q3 What information technology can be found beyond school Q4 How does information technology benefit us? Q5 How do we use information technology safely	Q1 How do I use a digital device to take photographs? Q2 What options do I have? Q3 What makes a good photograph? Q4 How can I make it even better? Q5 What tools can I use to improve it	What is a sequence? What happens if I change the order? Why do programs work? What do programs look like? What went wrong?	Q1 What is a tally chart? Q2 What is a pictogram? Q3 What is an attribute? Q4 How do you describe using attributes? Q5 How do we use a computer to show data?	Q1 How does music makers feel? Q2 What patterns can we see in music? Q3 What are notes? Q4 How do I represent in animal in music?	How do I start? What happens if.....? How can I change the program? How do I make my own program? What happens when it goes wrong?
Computing If yr 2/3	3.1 Computing systems and networks-Connecting computers	2.2 Creating media-digital photography	3.3 Programming A sequencing sounds	2.4 Data and information-Pictograms	3.5 Creating media-desktop publishing	2.6 programming B programming quizzes
Enquiry Questions	See Fountains	Q1 How do I use a digital device to take photographs? Q2 What options do I have? Q3 What makes a good photograph? Q4 How can I make it even better? Q5 What tools can I use to improve it	See Fountains	Q1 What is a tally chart? Q2 What is a pictogram? Q3 What is an attribute? Q4 How do you describe using attributes? Q5 How do we use a computer to show data?	See Fountains	How do I start? What happens if.....? How can I change the program? How do I make my own program? What happens when it goes wrong?
RE Yr 2						
Enquiry Questions						