

BPS Year 1 and 2 – FIRST YEAR

Opportunities to use Drivers: initiative, growth, community (school & local)

Initiative – inspiring children to carry out home learning

Subject	Autumn Term		Spring Term		Summer Term	
Over-arching title	From the Amazon to Buckingham (The Rainforest / All About Me!)		Houses and Homes (Great Fire of London/ Houses through time)		Going Wild! (Beautiful Britain / Wonderful World)	
Super Start!	Amazon clue treasure hunt – walk around forest school area – jigsaw clues to collect / footprints - growth	Mayor Visit to announce competition Council Poster – Yr2 Buckingham entered into ‘Best Town’ competition Yr1 Best School community	Rod – dress up as baker (to explain about events that caused GFoL) Bread making DT	What makes a house a home? Junk model houses / why are houses home? What types of houses do people live in in the UK today? (caravan, canal boat, castle, cardboard box)	Stowe visit	Trip to Woburn Safari Park
Marvellous Middle!	Parent craft morning – collaborative piece community	Nativity at St Peter and St Paul’s Church community	Fireman visit	Avon Croft visit (Victorian school day)	Parent craft morning – observational drawing Owl visitor Vets 4 Pets	African drums - ML
Fabulous Finish!	Amazon Day – dress up as rainforest animal Music – drumming (Harvest)	Visit to local library community	Making Tudor houses and burning them	Assembly to parents Yr1 – through the tea party	Picnic/ make sandwiches – BV street party	Carnival of the Animals
SMSC and British Values	Charles Faustin visit (The Selfish Crocodile) community Harvest assembly community growth	Nativity performance community growth initiative Mayor community Rule of Law Democracy	Fireman Visit – fire safety Community Empathy Mutual respect / tolerance	Acting group? World Book Day Importance of home and family / community Morals Right and wrong – rule of	What makes Britain great? Conservation community growth initiative	World cultures BV Woburn Safari Park community growth initiative

	<p>initiative</p> <p>Chocolate making day (Sugar Rich)</p> <p>Roald Dahl museum</p> <p>growth</p>			<p>law</p> <p>Accepting differences</p>		
Literacy	<p>Yr1 / 2–</p> <p>Roald Dahl</p> <p>The Enormous Crocodile</p> <p>Charlie and the Chocolate Factory</p> <p>The Selfish Crocodile</p>	<p>Yr1 –</p> <p>Funny Bones</p> <p>The Rainbow Fish</p> <p>growth</p> <p>(PHSE / BV link)</p> <p>My locality</p> <p>Yr2 –</p> <p>Dogs Don't Do Ballet Growth</p> <p>(PHSE/ BV link)</p> <p>Florence Nightingale</p> <p>My locality - Tourist posters for Buckingham</p> <p>https://www.booksfortopics.com/british-values</p>	<p>Yr1 –</p> <p>Poetry</p> <p>Great Fire of London</p> <p>Toby and The Great Fire Of London</p> <p>Yr2 –</p> <p>Poetry</p> <p>Great Fire of London</p> <p>Vlad and The Great Fire Of London</p> <p>https://www.booksfortopics.com/fire-of-london</p>	<p>Yr1 – Traditional Tales</p> <p>Three Little Pigs...</p> <p>Goldilocks (breaking and entering)</p> <p>Yr2 – Traditional Tales</p> <p>Hansel and Gretel ...</p> <p>Goldilocks (breaking and entering)</p> <p>Victorians (link to wider curriculum)</p> <p>https://www.booksfortopics.com/houses-and-homes</p>	<p>Yr1 –</p> <p>Owl Babies</p> <p>Yr2 –</p> <p>The Owl Who Was Afraid of the Dark</p> <p>Pets</p>	<p>Yr1 – Cultural Tales</p> <p>Poetry</p> <p>Anansi</p> <p>Yr2 – Cultural Tales</p> <p>Poetry</p> <p>Meerkat Mail (Africa)</p> <p>https://www.twinkl.co.uk/books/different-cultures-primary-book/4</p>
	<p>Writing opportunities: info pages on crocodiles, predicting, creating own page from book, diary, writing own crocodile story settings, characters,</p>	<p>Writing opportunities: Diaries, letters, posters, instruction, non-fiction / biography</p> <p>Play scripts</p> <p>Writing own version of stories</p>	<p>Writing opportunities: diaries, settings, letters, information, instructions – linking to bread making</p>	<p>Writing opportunities: diaries, letters, information pages (link to wider curriculum)</p>	<p>Writing opportunities: Nocturnal animals – information pages</p> <p>Instructions</p> <p>Diaries</p> <p>Story writing</p>	<p>Writing opportunities: information pages</p> <p>Instructions</p> <p>Diaries</p> <p>Story writing</p>

	creating own room, story writing, diaries / letters / posters					
	Drama opportunities: Acting out part of the story Hot seating characters Puppets	Drama opportunities: Florence Nightingale – role play Acting out scenarios	Drama opportunities: Soundscapes Hot seating Role play Conscience alley	Drama opportunities: Role-play Hot seating	Drama opportunities: Acting out part of the story Hot seating characters Puppets	Drama opportunities: Acting out part of the story Hot seating characters Puppets Conscience alley
Science	Yr1 OCW Plants OCW Seasonal changes Plant Detectives Yr2 Living things and their habitats	Yr1 Using our senses Yr2 Plants	Yr1 OCW Plants OCW Seasonal changes Everyday Materials Yr2 Living things and their habitats	Yr1 Everyday Materials Yr2 Uses of everyday materials	Yr1 UK OCW Plants OCW Seasonal changes Looking at Animals Yr2 UK Plants Animals, including humans	Yr1 World Looking at Animals Yr2 World Plants Animals, including humans
History	History of chocolate – Cadburys changes within living memory chronology	Guy Fawkes BV Locality – Buckingham Great Fire of Buckingham Plague Florence Nightingale changes within living memory events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to	London - Buckingham Palace Great Fire of London Plague (link to Buckingham) Samuel Pepys events beyond living memory that are significant nationally or globally significant historical events, people and places in their own locality. the lives of significant individuals in the past who have contributed	Begin with UK today Houses around the world today 1970s home (living history) Victorian Viking Long House House of the future? changes within living memory chronology historical enquiry interpreting history continuity and change causes and consequences similarities and differences significance	changes within living memory	

		national and international achievements significant historical events, people and places in their own locality. Chronology historical enquiry interpreting history continuity and change causes and consequences similarities and differences significance	to national and international achievements chronology historical enquiry interpreting history continuity and change causes and consequences similarities and differences significance			
Geography	Chocolate – where does it come from? Rainforests name and locate the world's 7 continents and 5 oceans 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 world maps, atlases and globes Vocabulary map knowledge Yr1/2	Locality – Buckingham 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 Yr1 – in-school Yr2 – traffic survey Map skills Yr1/2 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 Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a contrasting non-European country Buckingham vs Amazon	Landmarks in London Where is London? Where are we? Maps – how much of London was burnt down? Capital cities UK characteristics of the 4 countries and capital cities of the United Kingdom and its surroundings seas world maps, atlases and globes 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	Houses around the world Map of our locality – where do we live? Journey to school 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 name and locate the world's 7 continents and 5 oceans geographical similarities and differences	School environment 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 name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surroundings seas world maps, atlases and globes simple compass directions and routes on a map map knowledge Yr1/2	Exploring all continents Animals / plants / cultures Comparisons World name and locate the world's 7 continents and 5 oceans geographical similarities and differences 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 world maps, atlases and globes
RE	What makes me,	Diwali 7 th Nov	Sacred objects in	Easter (April 19 th)	What things are	Religious

<p>Learning about religions</p>	<p>me? (P2)</p> <p>Harvest</p> <p>Thinking about religion</p> <ul style="list-style-type: none"> recognise and name features of religions and beliefs identify how religion and belief is expressed in different ways <p>Yr1/2</p> <p>Enquiring, investigating and interpreting</p> <ul style="list-style-type: none"> identify what they find interesting and puzzling in life recognise that some questions about life are difficult to answer ask questions about their own and others feelings and experiences <p>Practices and lifestyles</p> <p>recognise features of religious life and practice</p> <ul style="list-style-type: none"> identify some religious practices, and know that some are characteristic of more than one religion <p>Expression and language</p> <p>recognise some religious symbols and words</p> <ul style="list-style-type: none"> suggest meanings in religious symbols, language and stories <p>Identity and experience</p>	<p>Hanukkah (3rd-10th Dec)</p> <p>Nativity</p> <p>recount outlines of some religious stories</p> <p>retell religious stories and identify some religious beliefs and teachings</p> <p>Thinking about religion Yr1/2</p> <p>Beliefs and teachings</p> <ul style="list-style-type: none"> recall features of religious, spiritual and moral stories and other forms of religious expression <p>retell religious, spiritual and moral stories</p> <p>Practices and lifestyles</p> <p>Expression and language</p> <p>Enquiring, investigating and interpreting</p> <ul style="list-style-type: none"> recognise symbols and other forms of religious expression identify possible meanings for symbols and other forms of religious expression <p>Practices and lifestyles</p> <p>recognise features of religious life and practice</p> <p>identify some religious practices, and know that some are characteristic of more than one religion</p>	<p>religions (P6)</p> <p>Stories</p> <p>Christianity and Judaism</p> <p>Thinking about religion Yr1/2</p> <ul style="list-style-type: none"> identify similarities and differences in features of religions and beliefs <p>Practices and lifestyles</p> <p>Expression and language</p> <p>Enquiring, investigating and interpreting</p> <ul style="list-style-type: none"> recognise symbols and other forms of religious expression identify possible meanings for symbols and other forms of religious expression <p>Beliefs and Teachings</p> <p>recount outlines of some religious stories</p> <p>retell religious stories and identify some religious beliefs and teachings</p>	<p>Important places (P4)</p> <p>31st March – Mothering Sunday</p> <p>Thinking about religion Yr1/2</p> <p>Practices and lifestyles</p> <p>Expression and language</p> <p>Enquiring, investigating and interpreting</p> <p>Practices and lifestyles</p>	<p>special in your home, to you, your family and friends?</p> <p>Thinking about religion Yr1/2</p> <p>Beliefs and teachings</p> <p>Identity and experience</p> <p>Meaning and purpose</p> <p>Values and commitments</p> <p>identify what is of value and concern to themselves, in religious material studied</p> <p>respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong</p>	<p>celebrations – UK and world</p> <p>Thinking about religion Yr1/2</p> <p>Practices and lifestyles</p> <p>Expression and language</p> <p>Identity and experience</p> <p>Meaning and purpose</p> <p>Enquiring, investigating and interpreting</p> <p>Practices and lifestyles</p>
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	<p>identify aspects of own experience and feelings, in religious material studied</p> <p>. respond sensitively to the experiences and feelings of others, including those with a faith</p> <p>Meaning and purpose</p> <p>identify things they find interesting or puzzling, in religious materials studied</p> <p>. realise that some questions that cause people to wonder are difficult to answer</p>					
PE	<p>Real PE</p> <p>Initiative growth</p> <p>Unit 1 –</p> <p>Coordination FUNS 10</p> <p>Static Balance FUNS 1</p>	<p>Real PE</p> <p>Initiative growth</p> <p>Unit 2 –</p> <p>Dynamic balance to agility FUNS 6</p> <p>Static Balance - Seated FUNS 2</p>	<p>Real PE</p> <p>Initiative growth</p> <p>Unit 3 –</p> <p>Dynamic balance FUNS 5</p> <p>Static Balance – Small Base FUNS 4</p>	<p>Real PE</p> <p>Initiative growth</p> <p>Unit 4 –</p> <p>Coordination – Ball skills FUNS 9</p> <p>Counter Balance in pairs – FUNS 7</p>	<p>Real PE</p> <p>Initiative growth</p> <p>Unit 5 –</p> <p>Coordination with equipment FUNS 8</p> <p>Agility – reaction / reaction – FUNS 12</p>	<p>Real PE</p> <p>Initiative growth</p> <p>Unit 6 –</p> <p>Agility – ball chasing FUNS 11</p> <p>Agility – ball chasing – FUNS 3</p>
Computing	<p>Yr1 – Computing skills</p> <ul style="list-style-type: none"> - Use technology purposefully to manipulate and retrieve digital content. - Use technology safely and respectfully. <p>Yr2 – Using the Internet</p> <ul style="list-style-type: none"> - Recognise common uses of information technology beyond school - To use technology purposefully to retrieve digital content 	<p>Mr Martin’s drone</p> <p>Yr1 – Word processing</p> <ul style="list-style-type: none"> - Use technology purposefully to create, organise, store, manipulate and retrieve digital content - Recognise common uses of information technology beyond school <p>Yr2 – Presentation skills</p> <ul style="list-style-type: none"> - Use technology safely and respectfully. 	<p>Yr1 – Painting</p> <ul style="list-style-type: none"> - Use technology purposefully to create, organise, store, manipulate and retrieve digital content - Recognise common uses of information technology beyond school <p>Yr2 – Computer Art</p> <ul style="list-style-type: none"> - To use technology purposefully to create, organise, store, manipulate and retrieve digital content 	<p>Y1 – Programming Toys</p> <ul style="list-style-type: none"> - Understand that programs execute by following precise and unambiguous instructions. - Create and debug simple programs. - Use technology purposefully to create digital content. - Understand how [algorithms] are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions - Understand what algorithms are and that programs execute by following precise and unambiguous instructions. 	<p>Year 1 – Programming with Scratch Jr</p> <ul style="list-style-type: none"> - To understand that programs execute by following precise and unambiguous instructions. - To use logical reasoning to predict the behaviour of simple programs. - To create and debug simple programs. - To understand what algorithms are; how they are implemented as programs on digital devices; and that pro- 	<p>Year 2 – Using and Applying (Yr1 unit)</p> <ul style="list-style-type: none"> - Use technology purposefully to create, organise, store, manipulate and retrieve digital content - Recognise common uses of information technology beyond school - Use technology purposefully to create, organise, store, manipulate and retrieve digital content - Use technology purposefully to create and manipulate digital content

	<ul style="list-style-type: none"> - To 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, and store digital content - Use technology safely and respectfully, keeping personal information private 	<ul style="list-style-type: none"> - Use technology purposefully to create, organise, store, manipulate and retrieve digital content. 		<p>Yr2 – Preparing for Turtle Logo</p> <ul style="list-style-type: none"> - Understand what algorithms are, and that programs execute by following precise and ambiguous instructions. Create and debug simple programs. 	<p>grams execute by following precise and unambiguous instructions.</p> <p>Yr2 – Programming Turtle Logo and Scratch</p> <ul style="list-style-type: none"> - Understand what algorithms are; and that programs execute by following precise and ambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs 	<p>Yr2 – Using and Applying (Yr2 unit)</p> <ul style="list-style-type: none"> - Use technology purposefully to create, organise, store, manipulate and retrieve digital content. - Understand what algorithms are; and that programs execute by following precise and ambiguous instructions. - Create and debug simple programs. - Use logical reasoning to predict the behaviour of simple programs
Music						Carnival of the animals
PSHCE	<p>Manners Curriculum growth</p> <p>Meet the Go Givers</p> <p>Deforestation</p> <p>Fair Trade</p> <p>Where does food come from?</p>	<p>Manners Curriculum Growth</p> <p>community</p> <p>What makes me me?</p> <p>Go Givers – Everybody, somebody, nobody</p> <p>Our community</p> <p>Litter</p> <p>British Values</p>	<p>Chinese New Year (5th Feb)</p> <p>Manners Curriculum growth</p> <p>Go Givers</p> <p>Fire safety – link to fireman visit</p>	<p>Manners Curriculum Growth</p> <p>community</p> <p>What makes a house a home?</p> <p>The importance of home</p> <p>British Values</p>	<p>Manners Curriculum Growth</p> <p>community</p> <p>Go Givers - Expedition to planet blueball</p> <p>Conservation</p>	<p>Manners Curriculum Growth</p> <p>community</p> <p>Cultural tales</p> <p>Cultures</p> <p>Stories with morals</p>
Art	<p>Andy Goldsworthy (sculpture)</p> <p>William Morris</p> <p>Henri Rousseau</p> <p>the work of a range of</p>	<p>Mark making</p> <p>colour, pattern, texture, line, shape, form and space</p> <p>creating ideas</p> <p>working with colour</p>	<p>Fire-scapes</p> <p>Colour mixing (hot and cold colours)</p> <p>Tissue paper /</p>	<p>Junk Modelling – making shoe box houses</p> <p>Collaborative art – map</p> <p>creating ideas</p>	<p>Papier mache?</p> <p>Still life / observational drawing (stuffed)</p>	<p>Art from around the world?</p> <p>creating ideas</p> <p>drawing / mark making</p> <p>working with colour</p>

	<p>artists, craft makers and designers use a range of materials creatively to design and make products use drawing, painting and sculpture to develop and share their ideas, experiences and imagination develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>creating ideas drawing / mark making printing sculpture</p>		<p>silhouettes LS Lowry individuals in the past who have contributed to national and international achievements the work of a range of artists, craft makers and designers</p> <p>creating ideas drawing / mark making working with colour textiles and collage knowledge about artists</p>	<p>drawing / mark making textiles and collage</p>	<p>animals – not toys) – HIRE / Latin creating ideas drawing / mark making sculpture</p>	<p>printing sculpture textiles and collage knowledge about artists</p>
DT	<p>Designing chocolate bar initiative Chocolate making day (Sugar Rich)</p> <p>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>Baking Bread</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from</p>	<p>Bug Hotels Initiative</p> <p>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>Owl box</p> <p>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>Cookery?</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from</p>
French						



BPS Year 1 and 2 – SECOND YEAR

Opportunities to use Drivers: **initiative, growth, community** (school & local)

Subject	Autumn Term		Spring Term		Summer Term	
Over-arching title	(Under the Sea / Whatever the Weather)		Talking in the Dark? (Communication / Night and Day)		Fantastically Fabulous Figures! (Explorers / Kings, Queens and Castles)	
Super Start!				night time in the day time – pyjama day		Warwick Castle Trip
Marvellous Middle!	Parent craft morning			Owl visit		
Fabulous Finish!	(Harvest)	(Nativity)				Kings and Queens Day – dress up
SMSC and British Values	Harvest	Nativity				Warwick Castle Trip
Literacy	Yr1 – The Lighthouse Keeper's Lunch Dougal's Deep-sea Diary	Yr1 – Yr2 – Katie Morag	Yr1 – The Jolly Postman Yr2 – The Jolly Postman	Yr1 – The Dark Owl Babies Nocturnal animals – information pages Instructions	Yr1 – Yr2 – The Owl and the Pussycat	Yr1 – Traditional Tales Three Little Pigs... Yr2 – Traditional Tales

	Yr2 – At the Beach Surprising Sharks (non-fiction)			Yr2 – The Dark The Owl Who Was Afraid of the Dark Nocturnal animals – information pages Instructions	(diary, letter, character description)	Hansel and Gretel ...
Science						
History	Deep sea exploration Titanic <i>changes within living memory</i> <i>events beyond living memory that are significant nationally or globally</i>		Inventions – telephone (Alexander Graham Bell) History of Royal Mail <i>events beyond living memory that are significant nationally or globally</i> <i>the lives of significant individuals in the past who have contributed to national and international achievements.</i> <i>significant historical events, people and places in their own locality.</i>	London - Buckingham Palace Great Fire of London Plague (link to Buckingham) <i>events beyond living memory that are significant nationally or globally</i> <i>significant historical events, people and places in their own locality.</i>	<i>changes within living memory</i>	
Geography	Oceans / seas Coasts <i>name and locate the world's 7 continents and 5 oceans</i> <i>world maps, atlases and globes</i>	Weather and climate UK / around the world <i>Capital cities UK</i> <i>characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</i> <i>identifies 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</i> <i>world maps, atlases and globes</i> <i>geographical similarities</i>		World <i>name and locate the world's 7 continents and 5 oceans</i> <i>geographical similarities and differences</i> <i>world maps, atlases and globes</i>	<i>name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</i> <i>world maps, atlases and globes</i> <i>name and locate the world's 7 continents and 5 oceans</i> <i>simple compass directions and routes on a map</i>	<i>name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</i> <i>world maps, atlases and globes</i>

		and differences Field work				
RE	Harvest	Nativity				
PE	Real PE	Real PE	Real PE	Real PE	Real PE	Real PE
Computing						
Music						
PSHCE						
Art						
DT						
French						