

Year 1/2 Year A Curriculum Overview

	AUTUMN I	SPRING I	SUMMER I
Y E A R A	<p>Theme Title: Marvellous Me</p> <p>Key Literacy Texts: The Large Family Series: Jill Murphy Willy the Wimp Series: Anthony Browne</p> <p>Experiences: Walk around the local area; field work opportunities</p>	<p>Theme Title: Let's Explore (China)</p> <p>Key Literacy Texts: Lin Yi's Lantern Brenda Williams China Usbourne Non Fiction The Magic Paintbrush: Julia Donaldson Winnie and Wilbur at Chinese New Year</p> <p>Experiences: Chinese New Year Celebrations.</p>	<p>Theme Title: Beside the Sea</p> <p>Key Literacy Texts: Flotsam: David Weisner Lucy and Tom at the Seaside: Shirley Hughes The Mousehole Cat: Antonia Barber, The seaside: Usbourne Non-fiction book The Lighthouse Keeper Stories The Boy on the beach</p> <p>Experiences: https://www.historyoffthepage.co.uk/courses/the-seaside/ National Archive History Videos</p>
	<p>NC Coverage History: My family</p> <ul style="list-style-type: none"> Recount changes that have occurred in their own lives by completing a timeline of their lives to far. Compare similarities and differences between our childhoods and that of our grandparents. Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. <p>Geography: My home</p> <ul style="list-style-type: none"> Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. Use aerial images and plan perspectives to recognise landmarks and basic physical features Identify land use around the school Identify land use around the school The Compass: North/ South/ East and West to plan our route to school. <p>Science: Ourselves</p> <ul style="list-style-type: none"> Look at how we have changed! Look at our bodies What can we hear? How can we sort things using senses? Sense explorers Sensory boards and bottles <p>Art: Self portraits</p> <ul style="list-style-type: none"> Look at a variety of artists and how they depict self portraits Clay portraits Emotions masks Hands, Feet Heart Unit <p>RSE Religious Understanding 1.1.1.1 Let the Children Come Me, My Body and My Health 1.1.2.1 I am Unique 1.1.2.2 Girls & Boys (My Body) 1.1.2.3 Clean & Healthy</p>	<p>NC Coverage Geography: Exploring a contrasting location.</p> <ul style="list-style-type: none"> Ask and answer geographical questions about a place. Looking at maps/ atlases and globes to locate the continents of the world and then China. Use aerial photographs and plan perspectives to recognise landmarks and basic human physical features. Compare and contrast a rural/urban environment in China. Chinese farming: exploring rice farming. Chinese city life; exploring an urban location. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country <p>Science: Animals Including Humans</p> <ul style="list-style-type: none"> The puppy has made a mess Imaginary pets My pet is happy and healthy Bring your pet to school day <p>Art/ Design and Technology</p> <ul style="list-style-type: none"> Chinese Dragons Chinese Lanterns Chinese Calligraphy Chinese food: Tasting/making/ visit to a Chinese restaurant <p>Music: Charanga</p> <ul style="list-style-type: none"> I Want to Play in a Band <p>RSE <i>Ten: Ten</i> Emotional Well-Being 1.1.3.1 Feelings, Likes and Dislikes 1.1.3.2 Feelings Inside Out 1.1.3.3 Super Susie Gets Angry</p>	<p>NC Coverage Geography:</p> <ul style="list-style-type: none"> Where are our sea-sides? Use maps to locate coastal locations around the UK. Locate key seaside towns. Explore the human and physical features of seaside locations. Explore a seaside town in the present day. <p>History</p> <ul style="list-style-type: none"> Use artefacts, pictures, stories, online sources and databases to find out about seaside holidays in the Victorian period. Observe and handle evidence to ask questions and find out what the seaside location was like in the past. Show an understanding of the concept of nation and a nation's history by exploring the development of seaside holidays and the development of the railways. <p>Science: What's Growing in Our Gardens?</p> <ul style="list-style-type: none"> Going and growing outside One potato, two potato Garden centres and seeds What lives in the garden? What is inside a flower? What is inside a tree? <p>RSE <i>Kapow</i> Mixed Y1/2: Economic Wellbeing (Cycle A)</p> <p>Art:</p> <ul style="list-style-type: none"> Seashell prints in clay Paint your own postcard picture Finger painting picture of the sea Seaside mosaics Observational drawing of things found by the sea (driftwood, shells, etc) <p>Design and Technology:</p> <ul style="list-style-type: none"> Design and make a punch or Judy puppet <p>Music: Charanga</p> <ul style="list-style-type: none"> Friendship Song

AUTUMN 2

SPRING 2

SUMMER 2

Theme Title: **Brilliant Britain**

Theme Title: **A knight's Tale**

Theme Title: **Journeys**

Key Literacy Texts:

Paddington Bear Stories: Michael Bond
Katie in London, Katie Meets the Impressionists, Katie and the waterlily Pond, Katie In Scotland
Katie's London Christmas: James Mayhew

Experiences

Penpals to school in a contrasting locality within the UK.

Key Literacy Texts: Traditional Tales and Fairy Tales focus. Cinderella, The Frog Prince, Beauty and the Beast
George and the Dragon Range of non-fiction books on castles.
Alternatives- The True Story of the three little pigs. The three little wolves and the big bad pig.

Experiences

Trip to Warwick Castle

Key Literacy Texts:

Oi Get off Our train
Lost on the Beach
Handa's Surprise
Information texts based on different Countries
Poetry - based around holidays/ the Sea

Transport Museum

NC Coverage

History: n/a

Geography:

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- Explore contrasting locations within the UK and identify the key features of a location in order to say whether it is a city, town, and village, coastal or rural area
- Identify seasonal and daily weather patterns in the United Kingdom.

Science:

- The Seasons
- Seasonal Weather (Autumn)
- Autumn Walk
- Autumn to Winter
- Seasonal weather (Winter)
- Animals in Winter

RSE *Kapow*
Mixed Y1/2: Safety and the Changing Body (Cycle A)

Art:

- Collage of the four seasons
- Focus on colours associated with each season

Design and Technology:

- Purple Mash units 1.4/1.5

Music: Charanga Scheme

- Ho, ho, ho unit
- Christmas Play songs

NC Coverage

History: Events Beyond Living Memory

- Explore why castles were built.
- Explore the key features of castles.
- Research what life like was like in a castle.

Geography:

- Plot castles on a map.

Science: Materials: Let's Build

- What materials can we find?
- Matching materials
- Magnets and metal
- Sorting Objects
- Three little pigs and their building choices
- The alternative three little pigs

Art:

- The Bayeux Tapestry - look at the use of line and blocks of colour in drawings. Create pictures in the style of the Bayeux Tapestry.
- Castle engraving - examining the work of the Buck Brothers. Develop the use of lines to create an image.
- Water colour castles - Explore the work of James Patterson. Develop the technique of sketching. Explore mixing colours to create different colours, tints and shades.

Design and Technology:

- Making a medieval castle

Music: Charanga Scheme

- Zootime

RSE *Kapow*
Mixed Y1/2: Citizenship (Cycle A)

NC Coverage

History:

Geography:

- **Science: Everyday materials**
- Mending a torn umbrella: Part 1
- Mending a torn umbrella: Part 2
- Ice observation
- Frozen!
- Puddle observation: Part 1
- Puddle observation: Part 2..

Art:

- Wave ink blowing/ beach/ wave scenes
- Look at the work of Gouguin/ Tahiti - cultural/ holiday art

Music: Charanga Scheme

- Reflect, Rewind, Replay

RSE

Ten Ten
Life Cycles
1.1.4.1 The Cycles of Life
1.1.4.2 A Time for Everything
Kapow
Mixed Y1/2: Transition lesson (Cycle A)

Year 1/2 Year B Curriculum Overview

	AUTUMN I	SPRING I	SUMMER I
Y E A R B	<p>Theme Title: Super Heroes</p>	<p>Theme Title: Pole to Pole</p>	<p>Theme Title: Under the Sea</p>
	<p><u>Key Literacy Texts:</u> Dear Teacher A Letter from your Teacher on your first day of school <u>Mini Grey:</u> Traction Man Super hero comics/ books Jo Empson— visit to Warwick Arts— meet an Author</p>	<p>Key Literacy Texts: Lost and Found; Oliver Jeffers. Penguin Small; Mick Inkpen Polar, Polar Bear, What do you hear? Eric Carle NF; Atlases</p>	<p>Key Literacy Texts: Commotion in the Ocean Rainbow Fish Tiddler Snail and Whale Experiences: SEALIFE CENTRE</p>
	<p><u>NC Coverage</u> <u>Science:</u> Animals including Humans (TWINKL Plan it)</p> <ul style="list-style-type: none"> Animal Babies Growing and changing Basic needs Healthy eating Exercise Hygiene <p><u>History Focus</u></p> <ul style="list-style-type: none"> Real life superheroes: Modern day and significant person from the past: Mary Seacole <p><u>Art and Design</u></p> <ul style="list-style-type: none"> Look at Pop art - David Hockney/ Andy Warhol and Lichtenstein <p><u>Design and Technology</u></p> <ul style="list-style-type: none"> The Great Fire of London Design, make, evaluate, improve: constructing a model of a building from this historical period. Purpose: to demonstrate how the fire would have taken hold so quickly, set up buildings to set fire to. <p><u>Computing</u></p> <ul style="list-style-type: none"> Familiarity with DB Primary; online learning platform, online safety and correct use of computing equipment. <p><u>P.E</u></p> <ul style="list-style-type: none"> Outside; Multisport and skills; throwing, catching, travelling in different ways Dance (GET SET P.E) <p><u>RSE</u> Ten: Ten Religious Understanding 1.2.1.1 God Loves You Personal Relationships 1.2.2.1 Special People 1.2.2.2 Treat Others Well... 1.2.2.3 ...and say sorry</p>	<p><u>NC Coverage</u> <u>Science:</u> The Environment: (TWINKL Plan it)</p> <ul style="list-style-type: none"> Climate change Reduce, re-use, recycle Energy experts Forest friends Water wise <p>Endangered species <u>Geography:</u> Map skills and compass points. Locating polar regions and equator. Relating this to climate and weather patterns. Arctic Regions Antarctica; contrasting to the UK. The Inuit People Climate Change</p> <p style="text-align: center;">(link to DT project - waterproof materials to line the moat etc)</p> <p><u>Art:</u> <u>Design and Technology:</u> <u>Music:</u> Computing Barefoot computing computational thinking units for KS1.</p> <p><u>RSE</u> Ten: Ten Keeping Safe 1.2.3.1 Being Safe 1.2.3.2 Good Secrets and Bad Secrets 1.2.3.3 Physical Contact 1.2.3.4 Harmful Substances 1.2.3.5 Can you Help Me?</p>	<p><u>NC Coverage</u> <u>Geography:</u> Geographical skills and field work</p> <ul style="list-style-type: none"> Where are the major oceans and seas? Defining oceans and seas/ identifying oceans and seas in relation to continents and countries What are the geographical features of oceans? Investigate the characteristics of the 5 oceans in terms of temp/ size/ depth How are oceans and seas used? <p><u>Science:</u> Living things and their habitats (TWINKL Plan it)</p> <ul style="list-style-type: none"> Living, dead, never alive Local habitats Microhabitats World habitats Food chains <p><u>Art:</u></p> <ul style="list-style-type: none"> Making paper plate fish for underwater display Making Mosaics based on the sea <p><u>Design and Technology:</u></p> <ul style="list-style-type: none"> Designing, making and evaluating a model aquarium Designing, evaluating and making a soft sea toy <p><u>Music:</u></p> <ul style="list-style-type: none"> Listening and responding to Saint— Saens' Aquarium Identifying instruments and the different sounds they make Composing musical sea poems - matching sounds to mental images, such as waves crashing Preparing and performing a musical sea poem <p><u>RSE</u> Kapow Mixed Y1/2: Economic Wellbeing (Cycle B)</p>

	AUTUMN 2	SPRING 2	SUMMER 2
Y E A R B	Theme Title: Sparks and Flames	Theme Title: Farm to Fork	Theme Title: Toys Past and Present
	Key Literacy Texts: Toby and the Great Fire of London, The Great Fire of London Non-Fiction texts. Little Glow (Diwali)	Key Literacy Texts: The Gigantic Turnip, The secret sky garden, The tiny seed	Key Literacy Texts:
	<p>NC Coverage</p> <p>History: The Great Fire of London</p> <ul style="list-style-type: none"> Placing the Great Fire of London on a timeline and exploring ways in which London was different in 1666. Exploring the events of the Great Fire and Samuel Pepys' experiences. Investigating some of the reasons the fire lasted so long, and measures that were put in place to ensure a fire on such a large scale didn't happen again. Considering how we know about the Great Fire, looking at sources including Pepys' diary, pictures, reports and artefacts. Recalling key facts and events from the Great Fire and expressing understanding in a variety of ways <p>Science: Everyday Materials: Materials Matter (Hamilton Trust)</p> <ul style="list-style-type: none"> Mopping up Are bricks absorbent? Waterproofing materials Printing Resist the wax Melting and moulding <p>Art:</p> <ul style="list-style-type: none"> Exploring light and dark, and using chalk to create flames. Thinking about shapes and colours in flames, and using collage to create a depiction of the Great Fire of London using tissue paper. Creating 3-D pictures of a London landmark destroyed in the Great Fire of London. Looking at a painting of the Great Fire through the arches of a bridge and recreating in a 3-D picture. Using mixed media to create dioramas of fire scenes. <p>Music: Looking at songs about transport</p> <ul style="list-style-type: none"> The wheels on the bus/ changing lyrics to make a new version of the song Graphic scores Christmas production songs 	<p>NC Coverage</p> <p>Geography: Geographical skills and field work</p> <ul style="list-style-type: none"> Use aerial photographs and plan perspectives to recognise landmarks and basic human physical features; devise a simple map; and use and construct basic symbols in a key 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>Science: Plants: Ready, Steady, Grow!</p> <ul style="list-style-type: none"> Spreading seeds part 1 Spreading seeds: Part 2 Hydroponics in the classroom Growing cress How has the bean grown? Eating cress <p>Art/ Design and Technology</p> <ul style="list-style-type: none"> Focus on Monet-2D/3D version of water lilies/ bridge Sunflowers - Van Gogh Seasonal changes within art <p>Music:</p> <ul style="list-style-type: none"> Morning of Music Songs <p>RSE <i>Kapow</i> Mixed Y1/2: Citizenship (Cycle B)</p>	<p>NC Coverage</p> <p>Geography: Place knowledge</p> <ul style="list-style-type: none"> 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>History Changes within living memory/ changes in national life</p> <ul style="list-style-type: none"> Compare/ contrast seaside holidays then and now. <p>Science: Materials and their properties (Planbee science)</p> <ul style="list-style-type: none"> Identifying Materials Wooden toys Plastic toys Metal toys Fabric toys What have we learned? <p>Art:</p> <ul style="list-style-type: none"> Wave ink blowing/ beach/ wave scenes Look at the work of Gauguin/ Tahiti - cultural/ holiday art <p>Music: Looking at songs about journeys</p> <ul style="list-style-type: none"> Rhythm/ tempo/ dynamics etc Composition of own music (based on seaside sounds) Graphic scores <p>RSE <i>Ten: Ten</i> Religious Understanding 1.3.1.1 Three in One 1.3.1.2 Who is my Neighbour? Living in the Wider World 1.3.2.1 The Communities We Live In <i>Kapow</i> Mixed Y1/2: Transition lesson (Cycle B)</p>