

## Year 1/2

Being Human' should come through all teaching for that topic. Children must experience their learning from the heart. Think about how to empower and motivate children, so that have greater depth and engage emotionally to their learning. How can we inspire the future generations based on what they have learnt about the past, present and future.

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<b>Novel</b>	Fantastic Mr Fox	The Owl who was Afraid of the dark	Jack and The Beanstalk	The Hodgeheg	New book	The enchanted wood
<b>Writing</b>	Fantasy Poems on a theme (animals) Recount (Real event)	Contemporary (Familiar settings) Recount (formal)	Traditional tales Instructions Recount (Real event)	Non-chronological reports (animals) Reporting Journalistic	Sensory Poems (Climates) Narrative settings	Non-chronological reports Character descriptions
<b>History/ Geography</b>	Nurturing Nurses  NC Ref: 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 in different periods	The Gunpowder Plot  NC Ref: events beyond living memory that are significant nationally or globally	Where does our food come from? NC Ref: Understand geographical similarities and differences through studying the human geography of their local shops, and physical geography through studying nearby food growing or production -Use locational and directional language (e.g. near and far) to describe the location of features and routes on a map Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom, and its surrounding seas Use world maps, atlases and globes to identify the	How has food changed over time?  NC Ref: changes within living memory	What is it like on our journey around the world? NC Ref: -Name and locate the world's seven continents and five oceans -Learn about the human and physical geography of a small area in (several) non-European countries - Read images, maps, atlases and globes -Ask and answer questions Use basic geographical vocabulary.	Where do animals live? · Name and locate the world's seven continents and five oceans Use world maps, atlases and globes to identify countries, continents and oceans Use simple fieldwork and observational skills.

			United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.			
<b>Science</b>	<p>Humans NC Ref: 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.</p>	<p>Materials NC Ref: Y1 Everyday materials 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. Y2 Uses of materials identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses - find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>	<p>Plants NC Ref: 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 grow into mature plants - find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>Animals NC Ref: 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)</p>	<p>Seasons Y1 NC Ref: observe changes across the four seasons - observe and describe weather associated with the seasons and how day length varies. Focus: Climate change</p>	<p>Living things and habitats NC Reexplore and compare the differences between things that are living, dead, and things that have never been alive -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 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>

<b>Thematic link</b>	Why is hygiene important to survival? What must a healthy diet contain? How does one person's actions significantly affect others? Consider the impact of the NHS.	Link to human rights believe in what they choose Cause and effect • Why do we still celebrate it today? • Do you think the plotters were right to challenge the King and Parliament? • What do you think about the action the plotters decided to take?	How does food get to our plates? Is all the food we eat produced in Britain?	How has food availability changed in the developed world? Are some food choices no longer available due to extinction or health knowledge? Were certain food choices available due to the areas people lived in?	Link to climate change: what would happen if the seasons shifted? Link to lockdown during COVID-19's positive impact on the environment. Look at before and during (lockdown) images of pollution and compare.	How do different environments support different ecosystems?
<b>'Being Human'</b>	Link to the Clapping for the NHS, how did the NHS significantly impact our lives during the pandemic? Consider the sacrifices Edith Cavell made in order to serve others and link to modern day support from NHS during pandemic	Human rights/rights of the child Equality Fairness The plotters were all Catholic. The King and Parliament would not let them practise their religion. What do you think about this?	Fair trade How do people live off the land? Waste education.	The use of food banks. Universal food parcels during lockdown What did people living in Britain eat in the past? Would different countries eat different things in the past? Healthy eating - what have we learnt?	How do are behaviours effect the climate we live in? What positive action can we take to ensure that we leave a world safe for future generations?	The value of home and the importance of finding the right place to settle.
<b>PSHE</b>	Recovery curriculum	'Positive Thinking'	'Healthy Me'	'People around us'	'Safety First'	'Making choices'
<b>RE</b>	<u>Theme:</u> How & why do we celebrate special and sacred times <u>Skills:</u> Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1). Re-tell stories connected with Christmas/ Easter/ Harvest/ Pentecost and a festival in another religion and say why these are important to believers (A2). Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1). Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).		<u>Theme:</u> What can we learn from sacred books? <u>Skills:</u> Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3). Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2). Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1). Talk about issues of good and bad, right and wrong arising from the stories (C3).		<u>Theme:</u> How should we care for others and the world, and why does it matter? <u>Skills:</u> Re-tell Bible stories and stories from another faith about caring for others and the world (A2). Identify ways that some people make a response to God by caring for others and the world (B1). Talk about issues of good and bad, right and wrong arising from the stories (C3). Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2) Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).	

<b>British Values</b>	Democracy Respect & Tolerance Individual Liberty	Democracy Rule of Law Respect & Tolerance Individual Liberty	Democracy Rule of Law Respect & Tolerance Individual Liberty	Democracy Rule of Law Respect & Tolerance Individual Liberty	Democracy Rule of Law Respect & Tolerance Individual Liberty	Respect & Tolerance Individual Liberty
<b>Music</b>	Pulse Exploring the pulse. (hand clapping ,foot tapping) Speed: Slow and fast	Tempo Keeping up with the tempo. (hand clapping ,simple body percussions) Silent beat: learn to miss a beat, start and stop	Rhythms Copying back simple rhythmic patterns on untuned percussive instruments	Melody Recognising and playing single notes on tuned percussive instruments : (high and low, slow and fast)	Singing Controlling sounds with the voice Focus on accurate pitch	Performing Singing in unison for a performance Song structure: chorus and verses
<b>Art &amp; DT</b>	DT Playgrounds  Skills: Levers and hinges	ART Fireworks  Skills: Printing	DT Frozen yoghurt	DT Animal puppets	ART David Hockney  Skills: Collage	ART Habitats  Skills: Colour mixing Primary/secondary colours