

# YEAR 1 & 2 CURRICULUM OVERVIEW

<b>CYCLE A</b>	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
	<b>ENCHANTED WOODLAND</b>	<b>MOON ZOOM (&amp; NEIL ARMSTRONG)</b>	<b>KNIGHTS AND CASTLES (TOWERS, TUNNELS AND TURRETS)</b>	<b>OUT AND ABOUT IN MEERSBROOK</b>	<b>CHILDHOOD TOYS AND GAMES</b>	<b>ANIMAL AND PLANT HABITATS (AFRICA)</b>
<b>Science</b>	<p>Observe closely using simple equipment</p> <p>Identify &amp; name a variety of trees, deciduous &amp; evergreen; Identify &amp; describe basic structure of common flowering plants</p>	<p>Constructing &amp; conducting fair tests (paper aeroplanes)</p> <p>Perform simple tests suggested by an adult; perform simple tests; Understand what a fair test is</p>	<p>Materials</p> <p>Find out how solid objects made from some materials can be changed by squashing, bending, twisting &amp; stretching; identify &amp; compare suitability of everyday materials for particular uses</p>	<p>Animals</p> <p>Identify &amp; classify objects</p> <p>Identify &amp; name common animals that are birds, fish, reptiles &amp; mammals; carnivores, herbivores &amp; omnivores; describe &amp; compare features of common animals</p>	<p>Intro to Forces</p> <p>Notice &amp; describe how things move, using simple comparisons such as faster &amp; slower; Compare how different things move</p>	<p>Living Things</p> <p>Most living things live in habitats to which they are suited and how these habitats provide for the basic needs of animals and plants and how they depend on each other; describe how animals obtain their food from plants and other animals, food chains; identify &amp; name different sources of food</p>
<b>History</b>		<p>Describe historical events; Describe significant people from the past; Use words &amp; phrases such as: a long time ago, when my grandparents/parents/carers were children, years, decades, centuries to show passing of time</p>	<p>Describe historical events; Describe significant people from the past; Recognise reasons why people from past acted as they did; Discuss &amp; place events in order on a timeline; Show some understanding of the concept of nation and a nation's history; Describe historical events with words or phrases (e.g. past, present and use dates where approp.)</p>		<p>Observe &amp; discuss evidence to ask qus &amp; find answers to qus about the past; Ask qus such as: 'What was it like for people? What happened? How long ago?'; Use artefacts, pictures, stories and online sources to find out about the past &amp; identify some of the diff ways the past has been represented; Discuss &amp; place artefacts in order on a timeline; Use words &amp; phrases such as: a long time ago, when my grandparents/parents/</p>	

					carers were children, years, decades, centuries to show passing of time	
<b>Geography</b>	Show some understanding of geographical similarities & differences through studying the human & physical geog of a small area of the UK; Identify seasonal & daily weather patterns in the UK; Discuss & identify land use around the school; use basic geog vocab to refer to <b>key physical features</b> (incl beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation & weather)			Ask & answer geog. Qus; identify key features of a location to say whether it is a city, town, village, coastal or rural area; use simple fieldwork & observational skills to study the geography of the school & key human & physical features of the surrounding environment; Discuss & identify land use around the school; use basic geog vocab to refer to <b>key physical features</b> (incl beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation & weather) and <b>key human features</b> (incl city, town, village, factory, farm, house, office, shop); Discuss & use compass directions & locational lang to describe location of features on a map; Devise a simple map; use & construct basic symbols in a key; use simple grid references		Ask & answer geog. Qus; identify key features of a location to say whether it is a city, town, village, coastal or rural area; Use world maps, atlases or globes to identify country being studied as well as continents and oceans; Name some of world's continents & oceans; Show some understanding of geog. similarities & differences through studying the human & physical geog. of a contrasting non-European country; Locate hot & cold areas of the world in relation to the equator, and north & south poles.
<b>Art</b> All units include: record & explore ideas from first hand observations, experience & imagination; explore	<b>Drawing</b> Begin to explore to use of line, shape & colour; to colour own work neatly, following the lines; use a variety of tools incl. pencils,	Create a digital image using tools to make different colours, lines & shapes (This may be used to enhance the DT project below)		<b>Collage</b> Use a combination of materials that are cut, torn and glued; create textured collages from a variety of media; create images from	Join materials using glue and/or stitch (see below)	<b>Printing</b> Use different types of paint; Make marks in print with a variety of objects incl. natural & man-made objects; press, roll, rub & stamp

different methods & materials with support as ideas develop; Ask & answer qus about the starting points for work & the processes used	rubbers, crayons, pastels, felt tips etc.; show pattern & texture by adding lines & dots; show different tones by using coloured pencils			imagination, experience or observations		to make prints; Build a repeating pattern; recognise pattern in the environment
<b>DT</b>  All units will: explore objects & designs to identify likes and dislikes of the design; suggest improvements to existing designs; explore how products have been created		<b>Slider mechanism</b> Create a product using a lever; Make a product, refining design as it progresses;	<b>Solid structures (CQ unit)</b> Use materials to practise drilling, screwing, gluing & nailing materials to make & strengthen products; explore objects & designs to identify likes & dislikes of the designs; suggest improvements to existing designs; explore how products have been created		<b>Textiles (Create puppet)</b> Shape textiles using templates; Join textiles using running stitch; Colour & decorate textiles using a number of techniques	
<b>RSHE</b>	Families		Online Safety	Our Community	Growing up	
<b>RE</b>	Belonging	Christmas		Symbols and Signs		Believing

<b>CYCLE B</b>	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
	<b>MARVELLOUS ME! (SCI, RSE, PSHE) FARM TO FORK (SCI &amp; GEOG)???</b>	<b>LIGHT &amp; DARK</b>	<b>LONDON: A CITY OF LIGHT &amp; FIRE!</b>	<b>SPLENDID SKIES</b>	<b>DOWN AT THE BOTTOM OF THE GARDEN</b>	<b>BEACHCOMBERS</b>
<b>Science</b>	<p>Senses &amp; human body</p> <p>Identify name, draw &amp; label basic parts of human body and link to each sense; Notice that animals have offspring, which grow; Invest. &amp; describe basic needs of animals &amp; humans for survival; know &amp; describe importance of exercise, what to eat &amp; hygiene; identify how humans resemble their parents</p>	<p>light/dark – shadows, reflection, light sources</p> <p>Perform simple tests; Observe closely using simple equipment; understand what a fair test is</p> <p>Describe physical properties of everyday materials; observe &amp; name variety of sources of light; explain that we see things because light travels from them to our eyes</p>	<p>Materials</p> <p>Observe closely &amp; describe observations; group/sort objects into given properties</p> <p>Distinguish between an object &amp; the material from which it is made; Identify &amp; name variety of everyday materials; describe physical properties of everyday materials; compare &amp; group everyday materials on basis of their simple physical properties;</p>	<p>Seasonal changes</p> <p>Gather &amp; record data to help answer qus; Observe closely using simple equipment; Use observation &amp; ideas to suggest answers to qus</p> <p>Observe changes in the 4 seasons; name in correct order; observe &amp; describe weather across 4 seasons; observe &amp; describe variation in day length</p>	<p>Minibeasts &amp; Senses</p> <p>Plants</p> <p>Identify common plants; Plants need water, light and temp to stay healthy &amp; grow; observe &amp; describe how seeds &amp; bulbs grow into mature plants; Identify &amp; name variety of plants (and animals) in their habitats incl. micro-habitats</p>	<p>Habitats</p> <p>Ask a range of simple qus;</p> <p>Explore &amp; compare diffs between living things, dead, never been alive; Identify most living things live in habitats to which they are suited &amp; how these provide basic needs for diff kinds of animals &amp; plants; Identify &amp; name variety of plants (and animals) in their habitats incl. micro-habitats</p>
<b>History</b>	<p>Growing &amp; Changing</p> <p>Discuss changes that have occurred in their own lives; Describe historical events with words/phrases such as: past, present, and use dates where appropriate; Use words &amp; phrases such as: a long time ago, when my grandparents/parents/carers were children, years, decades, centuries to show passing of time</p>	<p>Observe &amp; discuss evidence to ask qus &amp; find answers to qus about the past; Ask qus such as: ‘What was it like for people? What happened? How long ago?’; Use artefacts, pictures, stories and online sources to find out about the past &amp; identify some of the diff ways the past has been represented; Describe significant people from the past (Florence Nightingale &amp; Mary Seacole)</p>	<p>Great fire of London</p> <p>Describe historical events; Recognise that there are reasons why people in the past acted as they did</p>	<p>Describe significant people from the past (Beaufort)</p>		<p>Describe significant people from the past (Mary Anning)</p>

<p><b>Geography</b></p>			<p><b>Cities &amp; Countries of the UK</b> Ask &amp; answer geog. Qus; identify key features of a location to say whether it is a city, town, village, coastal or rural area; Use world maps, atlases or globes to identify the UK and it's countries; Use aerial images to recognise &amp; discuss landmarks &amp; basic physical features; Name &amp; locate the 4 countries in the UK</p>	<p><b>Weather &amp; climate</b> Name some of the world's continents &amp; oceans; Show some understanding of geog. similarities &amp; differences through studying the human&amp; physical geog of small area of the UK and of a contrasting non-European country; Locate hot and cold areas of the world in relation to the equator and the north and south poles; Use world maps, atlases or globes to identify countries, continents &amp; oceans</p>	<p><b>Local study</b> Ask &amp; answer geog. Qus; Use simple fieldwork &amp; observational skills to study the geography of the school and the key human and physical features of its surrounding environment; Use aerial images to recognise &amp; discuss landmarks &amp; basic physical features</p>	<p><b>Coastal Study</b> Use basic geog vocab to refer to: key physical features &amp; key human features; discuss &amp; use compass directions to describe location of features on map; Devise a simple map; and use and construct basic symbols in a key;' Use simple grid refs.</p>
<p><b>Art</b></p>		<p><b>Painting Techniques &amp; Colour</b> Mix colours &amp; shades, Use different types of paint; Create colour wheels  <b>Collage</b> make a simple mosaic</p>	<p><b>Collage</b> Use a combination of materials that are cut, torn and glued; create textured collages from a variety of media; create images from imagination, experience or observations;</p>	<p><b>Painting the Weather</b> Use a variety of tools &amp; techniques incl the use of different brush sizes and types; mix colours and shades; use different types of paint; Create different textures (e.g. use sand, sawdust, salt); Use knowledge of colour wheels; Describe the work of notable artists (Turner); Use some of the ideas of artists studied to create pieces</p>		<p><b>Sculpture</b> Use rolled up paper, straws, paper, card as materials; manipulate clay in a variety of ways; Use a combination of shapes; Include lines &amp; texture; use techniques such as rolling, cutting, moulding &amp; carving</p>
<p><b>DT</b>  All units will: explore objects &amp; designs to identify likes and dislikes of the design; suggest improvements to existing designs; explore</p>	<p><b>DT – food &amp; nutrition</b>  Cut, peel or grate ingredients safely &amp; hygienically; assemble or cook ingredients; measure or weigh using</p>		<p><b>DT – wheels &amp; axles on a vehicle</b> Cut materials safely using tools provided; demonstrate a range of cutting and shaping techniques (tearing, cutting, folding &amp; curling); Demonstrate a</p>		<p><b>DT – frame structures (garden chair/hammock)</b>  Cut materials safely using tools provided; Demonstrate range of cutting &amp; shaping</p>	

how products have been created	measuring cups or electronic scales		range of joining techniques (gluing, hinges, combining materials to strengthen); Use materials to practise drilling, screwing, gluing and nailing materials to make & strengthen products		techniques; demonstrate range of joining techniques; Use materials to practise drilling, screwing, gluing and nailing to make & strengthen products; Design products with clear purpose & intended user	
<b>RSHE</b>	Staying Healthy	Friends	Online Safety		Mental Wellbeing	
<b>RE</b>	Myself	Christmas	Leaders	Celebrations and Festivals (easter)		Stories of Jesus