

# YEAR 1 and 2

## Curriculum Overview 2022 2023

### Year A

	Topic 1 <u>Location, Location, Location</u> Geography/History	Topic 2 <u>Wild and Wonderful Creatures</u> <u>Science</u>	Topic 3 <u>In the garden</u> <u>Science</u>
Visit/Event/ Festival	Tour of Tintwistle Glossop/Pizza Express/Manor Park?	Playground Catastrophe!	Tintwistle Allotment partnership work Garden Centre visit Chatsworth Gardens?
Enrichment ECO/Safety/ Outdoors/ Special Day/Festival etc.	Walk to school week Anti-bullying week Children in Need Harvest Service Black History Month Christmas Service Fire Service visit Forest School every Friday	Fairtrade Fortnight Sport Relief Mother's Day Easter Service	St George's Day Father's Day Leaver's Service

#### Core Subjects

Science	<u>Materials</u> <u>Y1/Y2</u>	<u>Animals including humans/living things</u>		<u>Plants</u>	
<u>SEASONS</u> – ongoing throughout the year – in the appropriate season - Study plant changes/ weather through the seasons.	<b>Y1</b> Pupils should be taught to: -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. <u>Link to the building of the new houses in Tintwistle.</u> Visit to the site. Which materials are used to build houses? Can we name them all, describe them and say why they are fit for purpose? Can we group/sort these materials according to their properties? <b>Y1</b> - Were the three little pigs brilliant builders?	<b>Y1</b> We will learn all about our bodies and the body parts of other animals. We will look at skeletons- ours and of different dinosaurs!	<b>Y2</b> The year 2s will look at how they have changed since year 1! We will explore what happens as we grow and look at the human lifecycle. We will find out what animals and we need to survive and distinguish between things that are living, dead and things that have never been alive.	<b>Y1</b> The children will grow their own flowers and vegetables from seed and harvest the food to eat! During the growing process we will look at the structure of common plants.	<b>Y2</b> Children will observe inside seeds and bulbs and describe how they grow into mature plants. They will find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Find seeds in the local environment. (Healthy eating link – Animals including humans) <b>(Link to healthy food)</b> <b>Identify and name a variety of garden plants.</b>

	<p>Challenge the children to build a house that will stay standing when the wolf blows on it. Which material will they use and why? Test with the wolf's breath! (hairdryer)</p> <p><b><u>Y2 Pupils should be taught to:</u></b>          -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.          Design a house for Mr.Silly using the silliest, most unsuitable materials!</p> <p>Can we change the shape of materials? Investigate how some materials can be changed by squashing, bending, twisting and stretching.</p>				
	<b><u>Forest School -Seasonal Changes /Wild Weather/Andy Goldsworthy</u></b>	<b><u>Animals including humans Wild and Wonderful Creatures</u></b>		<b><u>Living things and their habitats</u></b>	
	<p>We will be exploring our school garden, identifying the common wild and garden plants and trees that are growing there. The children will observe the changes across the seasons and record findings in drawings and charts.</p> <p>During our Forest School sessions, we will set up a weather station, and observe and describe the weather associated with the seasons.</p>	<p>Within this unit, we will learn about all kinds of animals, naming them, describing them and grouping them.</p> <p>We will learn about carnivores, herbivores, omnivores, and group dinosaurs accordingly.</p>	<p>Food Chains          Can animals shop at supermarket? How do they get their food?          The children will learn how animals get their food from plants and other animals using the idea of simple food chains.</p>	<p>The children will investigate micro-habitats through exploration of the school grounds. We will observe closely and gather and record data about the mini-beasts we find.</p> <p><b><u>Animals including humans Y1</u></b>          The children will learn about their senses, and use them to explore the outside environment.</p>	
<b>Foundation Subjects</b>					
Art	<p>Our topics will provide the children with opportunities to become equipped with the skills and knowledge to experiment invent and create their own works of art, craft and design. The children will develop a wide range of art and design techniques in using colour, pattern, texture, line, form, shape and space. We will look at the work of a range of artists craft makers and designers –</p>				

	Make sketches in our sketch book of the different types of houses, LS Lowry, Andy Goldsworthy sculptures, clay fossils, Monet, Georgia O’Keeff, Frida Khalo and Arcimboldo.		
Design and Technology	All of our topics include a’ design, make and evaluate’ project. Through practical activities the children will be taught the knowledge, understanding and skills needed to engage in these projects. They will have the opportunity to select and use a range of tools and equipment and materials. Fabric faces – we will learn all about different fabrics, the names of different fabrics and learn how to choose and manipulate fabrics to create different effects; they will also learn how to join fabrics in a variety of ways. Finally, children get the chance to apply all of these skills to help them create their own fabric face which they will evaluate. Junk model houses - we will build a model village of Tintwistle – how our village used to look (link to history) create dinosaur dioramas with sliding parts, design a garden and we will also be creating some fabulous food prepared from produce we have grown ourselves.		
Geography	<p>We will look at the planet Earth and locate our country, our county and our village.  <u><b>Geographical skills and field work</b></u>  <b>Use simple fieldwork and observational skills to study the geography of our school and the grounds and physical features of the surrounding environment.</b></p> <p><u><b>Human and Physical Geography</b></u>  <b>Use basic geographical vocabulary to refer to human features city, town, village, factory, farmhouse, port, shop and identify which features are typical of Tintwistle.</b></p> <p><b>Tour or Tintwistle</b> – we will complete a local walk to identify the local landmarks. Draw our own map and devise a key. We will use ordinance survey maps to help us. The children will create a 3D model of Tintwistle – and locate their houses on the map! We will use aerial photographs/Google maps to recognise features, locate Tintwistle.</p>	<p><u><b>Human and Physical Geography</b></u>          Use basic geographical vocabulary to refer to key physical features – ocean, sea, coast weather, volcano, vegetation. Create our own maps/landscapes using the features we have learnt about.  <u><b>Geographical skills and field work</b></u>          Use world maps atlases and globes to identify countries, continents and oceans. Locate on world maps where dinosaur fossils have been found.</p>	<p><u><b>Geographical skills and fieldwork</b></u>          The children will use simple fieldwork and observational skills to study the geography of our school and design a garden using our grounds for inspiration.</p>

History	We will develop an awareness of the past, using common words and phrases relating to the passing of time. The children will learn how we find out about the past using books and the internet.		
	<p>Discover significant historical events, people and places in our own locality. How has Tintwistle changed over time? Interview a resident and use photographs and books to show us how Tintwistle looked in the past.</p> <p><b><u>Significant Individual</u></b>  <i>LS Lowry</i></p>	<p>The children will learn how to place events in chronological order using timelines. They will recognise why events happened and what happened as a result. We will use secondary sources to answer questions about dinosaurs.</p> <p><b><u>Significant Individual</u></b>          We will look at the life of famous fossil hunter Mary Anning.</p>	<p><b><u>Significant Individual</u></b>          Famous Gardener- Sir Joseph Paxton and his links to Chatsworth</p>
Computing	<p><b><u>E-safety</u></b>          Pupils will learn how use technology safely and respectfully, keeping personal information private. The children will learn where to go for help and support if they have concerns about the things they see on the internet</p> <p><b><u>Programming</u></b>          The children will learn how to create and debug simple programs using BeeBot.</p> <ul style="list-style-type: none"> <li>• Explore a range of control toys and devices</li> <li>• Follow instructions to move around a course</li> <li>• Create a series instructions to move their peers around a course</li> <li>• Explore outcomes when individual buttons are pressed on a robot</li> <li>• Explore an on screen turtle ( or Bee BOT) navigate it around a course or grid</li> <li>• Have experiences of controlling other devices such as sound recording devices, music players, video recording equipment and digital cameras</li> </ul>	<p><b><u>Multimedia and word processing</u></b>  <b>In Year 1</b> Pupils will learn how to create dinosaur landscapes using a paint program.</p> <p><b><u>Graphics</u></b></p> <ul style="list-style-type: none"> <li>• Use a paint package to create a picture to communicate their ideas</li> <li>• Explore shape, line and colour to communicate a specific idea</li> <li>• Develop familiarity with the keyboard – spacebar, backspace, shift, enter, to provide text on screen that is clear and error free</li> <li>• Select appropriate images</li> <li>• Develop basic editing skills including different presentational features (font size, colour and style)</li> <li>• Add text to photographs, graphics (images) and sound e.g. captions, labelling</li> </ul> <p><b>In Year 2</b> we will focus on creating digital media. We will learn to recognise that different devices can be used to capture photographs and we will gain experience of editing and improving photos. Finally we will use our knowledge to recognise that not all images we see are real.</p>	<p><b><u>Handling data</u></b>          As part of our science the children collect information about minibeasts.</p> <ul style="list-style-type: none"> <li>• Understand that ICT can create and modify charts quickly and easily</li> <li>• Use pictogram software to represent and interpret simple data</li> <li>• Use a pictogram to create and help answer questions</li> <li>• Create a database to identify minibeasts.</li> </ul>

Music	Music will be linked to the topic where appropriate – singing songs, speaking chants and rhymes. Y1 will play a wide range of percussion instruments musically and Y2 will learn how to play the recorder. We will learn how to read music for simple pieces.		
PE	<p><b><u>Games</u></b> Master basic movements – including running, jumping, throwing and catching – apply in a range of activities</p> <p><b><u>Dance</u></b> Perform simple dances using movement patterns and sequences. Work with others- partners and small groups to choreograph own dances to perform for others. Carnival of Animals and Time to Move dance programme- Time of the dinosaurs.</p>	<p><b><u>Gymnastics</u></b> In this unit pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance.</p>	<p><b><u>Team Games</u></b> Master basic movements and participate in team games developing simple tactics for attacking and defending</p>
<p><b><u>PSHE MATTERS</u></b></p> <p><b><u>What I have learnt in PSHE booklets</u></b></p>	<p><b><u>Modules/Core Themes</u></b> <b><u>Being Me-</u></b> -recognise we belong to different groups, communities such as family and school -explore ways in which we are unique -identify ways in which we are the same as other people, what we have in common -identify what makes us special <b><u>Bullying Matters/Relationships</u></b> -recognise how behaviour can affect others -listen to others and work cooperatively -identify that people's bodies can be hurt -recognise when people are being unkind and who to tell and what to say -identify different types of teasing and bullying, to identify that these are wrong and unacceptable -identify strategies to resist teasing/bullying -listen to people and play/work cooperatively -recognise what is fair/unfair, right/wrong, kind/unkind -identify special people and how we should care for each other -offer constructive feedback and support to other</p>	<p><b><u>Modules/Core Themes</u></b> <b><u>Growing up-Health and Wellbeing</u></b> -the process of growing from young to old -exploring growing and changing and becoming independent -learning the correct names for main parts of the body (including external genitalia) -identifying people who they can ask for help and think about how they might do that -identify ways of keeping safe and knowing that they don't keep secrets -learn about privacy in different contexts - learn about respect for ourselves and others -identify similarities and differences -learn about physical contact and what is acceptable -learn that everybody is unique <b><u>Modules/Core Themes</u></b> <b><u>Exploring Emotions</u></b> -recognise a range of feelings in ourselves and others -recognise how others show feelings and how to respond -recognise that their behaviour can affect others -communicate feelings to others -develop simple strategies for managing feelings -using words to describe a range of feelings</p>	<p><b><u>Modules/Core Themes</u></b> <b><u>Money Matters</u></b> -recognise what money looks like -identify how money is obtained -understand the ways money can be used -understand how to keep money safe and what influences choices</p> <p><b><u>Changes</u></b> -explore what change means -explore loss and change and the associated feelings -explore the changes of growing from young to old -manage change positively -identify strategies of where to go for help</p>

RE	<u>Good News/Christian Community</u> <ul style="list-style-type: none"> <li>• What good news stories did Jesus tell? How does the Bible show Jesus living his life as good news?</li> <li>• How do you know when you feel better inside or outside?</li> <li>• How do Christians worship God in church?</li> <li>• Why is the Bible important to Christians?</li> <li>• How do we know when someone belongs to a Christian community? (PPT)</li> <li>• What do Christians mean when they use the word church?</li> </ul>	<u>Kingdom of God/Forgiveness</u> <ul style="list-style-type: none"> <li>• What did Jesus say about the Kingdom of God?</li> <li>• Why did Jesus teach his disciples to pray the Lord's Prayer: 'Your kingdom come?'</li> <li>• Why did Jonah change his mind?</li> <li>• How does prayer help Christians start again?</li> </ul>	<u>Discipleship/Creation</u> <ul style="list-style-type: none"> <li>• Why did Zacchaeus change when he met Jesus?</li> <li>• Why do Christians make promises at baptism?</li> <li>• How did Adam &amp; Eve spoil creation in Genesis?</li> <li>• Why do Christians look after their local environment?</li> </ul>