

YEAR 1 and 2 Curriculum Overview Year A

| | Topic 1 <u>Location, Location, Location</u> | Topic 2 <u>Wild and Wonderful Creatures</u> | Topic 3 <u>In the garden</u> |
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| 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>Animals including humans/living things</u> | | <u>Plants</u> | |
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| | <u>Y1/Y2</u> | <u>Y1</u> | | <u>Y1</u> | <u>Y2</u> |
| <p><u>SEASONS</u> - ongoing throughout the year - in the appropriate season - Study plant changes/ weather through the seasons.</p> | <p><u>Y1</u> Pupils should be taught to:</p> <ul style="list-style-type: none"> -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. <p><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</p> | <ul style="list-style-type: none"> - 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) | <ul style="list-style-type: none"> -explain that animals including humans have offspring which grow into adults. -describe the human lifecycle -describe the basic needs of animals including humans for survival -compare the differences between things that are living, dead and have never been alive. | <ul style="list-style-type: none"> - 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 | <ul style="list-style-type: none"> -describe how seeds and bulbs grow into mature plants. -plan a suitable experiment to find out -know that plants need water, light and a suitable temperature to grow and to stay healthy. |

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| <p>name them all, describe them and say why they are fit for purpose? Can we group/sort these materials according to their properties? Y1 - Were the three little pigs brilliant builders? 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>Y2 Pupils should be taught to: -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> | <p>- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p> <p>We will learn all about our bodies and the body parts of other animals. We will look at skeletons- ours and of different dinosaurs!</p> <p>Within this unit, we will learn about all kinds of animals, naming them, describing them and grouping them. We will learn about carnivores, herbivores, omnivores, and group dinosaurs accordingly.</p> | <p>-name a variety of habitats and the plants and animals that live there. -talk about habitats and the basic needs of different animals and plants and how they depend on each other. -describe a simple food chain.</p> <p>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>-observe and describe weather associated with the seasons and how day length varies</p> <p>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.</p> | <p>-record my data to help answer questions. -talk about the different jobs of different parts of a plant. -identify and classify the animals I find in the school garden.</p> <p>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) (Link to healthy food) Identify and name a variety of garden plants.</p> |
| <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>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> | |

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| | <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>Not sure when in the Year Forest School will be (Might be best to link this with Summer Topic - In the Garden)</p> | | | |
| Foundation Subjects | | | | |
| Art | 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 – See Art Progression Map for skills | | | |
| | Make sketches in our sketch book of the different types of houses, LS Lowry inspired artwork Andy Goldsworthy sculptures | Clay fossils | Monet, Georgia O'Keeffe, 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. See DT Progression Map for skills | | | |
| | 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 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) Vivienne Westwood project if time? | 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. | |

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| Geography | <p>In Key Stage 1, Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness</p> | | |
| | <p>We will look at the planet Earth and locate our country, our county and our village.</p> <p><u>Geographical skills and field work</u> Use simple fieldwork and observational skills to study the geography of our school and the grounds and physical features of the surrounding environment.</p> <p><u>Human and Physical Geography</u> Use basic geographical vocabulary to refer to human features city, town, village, factory, farmhouse, port, shop and identify which features are typical of Tintwistle.</p> <p>Tour of Tintwistle - 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 and locate features of Tintwistle.</p> | <p><u>Human and Physical Geography</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.</p> <p><u>Geographical skills and field work</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>Geographical skills and fieldwork</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 | <p>In Key Stage 1, pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p> | | |
| | <p>Discover significant historical events, people and places in our own locality. How has Tintwistle changed over time? Interview a resident and use photographs</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><u>Significant Individual</u> The children will learn about famous Gardener-Sir Joseph Paxton and his links to Chatsworth</p> |

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| | and books to show us how Tintwistle looked in the past. <u>Significant Individual</u> <i>Learn about the life and work of LS Lowry</i> | <u>Significant Individual</u> We will look at the life of famous fossil hunter Mary Anning. | |
| <u>Computing</u> | <u>In Key Stage 1, pupils should be taught to:</u> <ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school 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. | | |
| <u>Teach Computing Resources</u> | Y1 -Computing Systems and Networks - Technology Around Us Y2- Computing Systems and Networks -IT Around Us Y1-Digital Painting Y2-Digital Photography | Y1 -Programming - Moving a robot Y2 -Robot Algorithms Y1- Data and Information -Grouping Data Y2 - Data and Information - Pictograms | Y1 - Creating Media - Digital Writing Y2 -Creating Media - Digital Music Y1 - Programming animations Y2 -Programming Quizzes |
| <u>Music</u> | <u>In Key Stage 1, pupils should be taught to:</u> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music. | | |
| <u>Sparkyard Music Resources</u> | Y1 - Move to the Beat - Exploring Pulse and Rhythm Y2- Musical Moods and Pictures Weather and Percussion | Y1- High and Low - Exploring Pitch - Handbells (We are trying to source some training for this) Y2 - Time to Play - Exploring Pulse and Rhythmic Patterns - Body Percussion | Y1/Y2 Exploring sounds - singing and Ocarinas |
| <u>PE</u> | <u>In Key Stage 1,</u> pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to: <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities | | |

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| | <ul style="list-style-type: none"> participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns. | | |
| <u>Get Set 4PE</u> | <u>Ball Skills/Target Games - Coach</u> | <u>Gymnastics- Coach Dance</u> | <u>Team Building/Athletics</u> |
| <u>PSHE MATTERS</u> <u>What I have learnt in PSHE booklets</u> | <u>Modules/Core Themes</u> <u>Being Me-</u> -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 <u>Bullying Matters/Relationships</u> -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 | <u>Modules/Core Themes</u> <u>Growing up-Health and Wellbeing</u> -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 <u>Modules/Core Themes</u> <u>Exploring Emotions</u> -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 | <u>Modules/Core Themes</u> <u>Money Matters</u> -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 <u>Changes</u> -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 |

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