




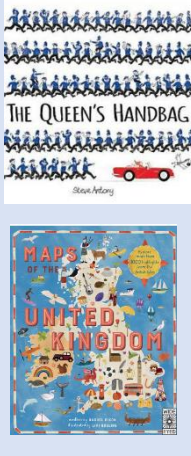


William Rhodes Primary and Nursery School

Year 1 and Year 2 Curriculum

Cycle A



	Autumn		Spring		Summer							
Global Themes:	Identity and Diversity	Peace and Conflict	Social Justice	Saving our Environment	Our Heritage	Our World and Beyond						
Key Questions:	Are all families the same?	Who is Guy Fawkes, what was the Gunpowder Plot and why do we remember it today?	Who was Mary Anning and why do we remember her?	How can we save our seas?	Who is George Stephenson and why is he remembered in Chesterfield?	What are the unique features of the United Kingdom?						
Enrichment:	Family lunch	Build a Guy	Dinosaur Visit / Fossils National Adventure Farm	Visit to The Deep	Visit to Chesterfield	Traditional Dances						
Core Texts:												
English	Fiction: <i>To entertain</i> Descriptions- me and my family	Non-Fiction <i>To recount</i> Post Card from Paddington	Fiction: <i>To entertain</i> Narrative – innovate story	Non-fiction: <i>To inform</i> Non chronological report on owls.	Fiction: <i>To entertain</i> Narrative – Setting description	Non-Fiction: <i>To inform</i> Dinosaur fact file	Fiction: <i>To entertain</i> Innovate story with alternate character.	Non-Fiction: <i>To recount</i> Recount of visit to The Deep.	Fiction: <i>To entertain</i> Description of steam train.	Non-Fiction: <i>To recount</i> Letter to family about a visit to Chesterfield.	Fiction: <i>To entertain</i> Poetry	Non-Fiction: <i>To persuade</i> Visit the UK leaflet

<p>Science</p>	<p>Animals including humans :</p> <ul style="list-style-type: none"> i. (Y1) identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals ii. (Y1) identify and name a variety of common animals that are carnivores, herbivores and omnivores iii. (Y1) describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) <p>Seasonal Changes:</p> <ul style="list-style-type: none"> i. (Y1) observe changes across the four seasons ii. (Y1) observe and describe weather associated with the seasons and how day length varies. 	<p>Everyday Materials :</p> <ul style="list-style-type: none"> i. (Y1) distinguish between an object and the material from which it is made ii. (Y1) identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock iii. (Y1) describe the simple physical properties of a variety of everyday materials iv. (Y1) compare and group together a variety of everyday materials on the basis of their simple physical properties. <p>Seasonal Changes:</p> <ul style="list-style-type: none"> i. (Y1) observe changes across the four seasons ii. (Y1) observe and describe weather associated with the seasons and how day length varies. 		<p>Animals including humans:</p> <ul style="list-style-type: none"> i. (Y2) notice that animals, including humans, have offspring which grow into adults ii. (Y2) find out about and describe the basic needs of animals, including humans, for survival (water, food and air) <p>Seasonal Changes:</p> <ul style="list-style-type: none"> i. (Y1) observe changes across the four seasons ii. (Y1) observe and describe weather associated with the seasons and how day length varies. 		<p>Animals including humans</p> <ul style="list-style-type: none"> iv. (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 iii. (Y2) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene <p>Seasonal Changes:</p> <ul style="list-style-type: none"> i. (Y1) observe changes across the four seasons ii. (Y1) observe and describe weather associated with the seasons and how day length varies.
<p>History</p>	<ul style="list-style-type: none"> • Changes within living memory. 	<ul style="list-style-type: none"> • Events beyond living memory that are significant nationally or globally. 	<ul style="list-style-type: none"> • The lives of significant individuals in the past who have contributed to national and international achievements. 		<ul style="list-style-type: none"> • Significant historical events, people and places in their own locality 	
<p>Geography</p>		<p>Human and Physical Geography</p> <ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 		<p>Locational Knowledge</p> <ul style="list-style-type: none"> • name and locate the world's seven continents and five oceans <p>Human and Physical Geography</p> <ul style="list-style-type: none"> • use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, 	<p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> • use aerial photographs and plan perspectives to recognise landmarks and basic human and 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 	<p>Locational Knowledge</p> <ul style="list-style-type: none"> • name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries,

				mountain, sea, ocean, river, soil, valley, vegetation, season and weather	of their school and its grounds and the key human and physical features of its surrounding environment	continents and oceans studied at this key stage <ul style="list-style-type: none"> use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map.
Art	Year 1: Drawing Make your mark		Year 2: Painting and mixed media Life in colour		Year 1: Sculptures and 3D Paper play	
Design Technology		Mechanisms – making a moving storybook Y1		Structures – Constructing a windmill (Y1)		Cooking and Nutrition – A Balanced Diet Y2
PSHE & RSE	Valuing Difference SCARF			Physical health and mental well-being -Physical health and fitness and healthy eating. Year 2 – ‘Being my Best’		Physical health and mental well-being – Changing adolescent body. Relationships – ‘Being safe’ Year 1 and Year 2 ‘Growing and changing split into separate classes’
RE		Key question: Who is a Christian and what do they believe? 1.1	Key question: What makes some places sacred? 1.4		Key question: What does it mean to belong to a faith community? 1.7	
Music		Key question: How does music teach us about the past? Unit 2 playing in an orchestra Year 2		Key question: How can we make friend when we sing together? Unit 1 My musical heartbeat Year 2		Key question: How does music make the world a better place? Unit 3 Exploring sounds Year 1
Computing and E-Safety	Year 1: Computer systems and networks – Technology around us. E Safety: Self image and identify from Project Evolve Year 1/ 2	E Safety: Online relationships from Project Evolve Year 1 / 2	Year 2: Creating media – Digital photography E Safety: Online reputation from Project Evolve Year 1/ 2	E Safety: Online bullying from Project Evolve Year 1 /2	Year 1: Programming A Moving a robot E Safety: Managing Online information from Project Evolve Year 1/ 2	E Safety: Health, Well Being and lifestyle from Project Evolve Year 1/ 2
PE	Gymnastics	Yoga	Football fundamentals	Dance (Olympics)	Athletics	OAA From SHAPE planning