



William Rhodes Primary and Nursery School

Year 1 and Year 2 Curriculum

Cycle B



	Autumn		Spring		Summer							
Global Themes:	Identity and Diversity	Peace and Conflict	Social Justice	Saving our Environment	Our Heritage	Our World and Beyond						
Key Questions:	How has William Rhodes and the local area changed over time?	How did the Great Fire of London change the city?	How are Neil Armstrong and Christopher Columbus similar?	Who lives in a place like this?	Why do we like to be beside to the seaside?	How is the UK different to Kenya?						
Enrichment:	Geography field work in the local area	Great Fire recreation	Expedition in school grounds	Visit to Hardwick Hall (Habitats)	Visit to Seaside	African workshop						
Core Texts:												
English	Fiction: <i>To entertain</i> Setting description: my house	Non-Fiction: <i>To instruct/explain</i> Recipe: What makes a happy school?	Fiction: <i>To entertain</i> Setting Description – Pudding Lane (Literacy Shed)	Non-fiction: <i>To recount</i> Letter from Vlad	Fiction: <i>To entertain</i> Narrative: short adventure story	Non-Fiction: <i>To inform</i> Diary entry about expedition in school.	Fiction: <i>To entertain</i> Character description – animal.	Non-Fiction: <i>To persuade</i> Leaflet – to save the animals' habitats	Fiction: <i>To entertain</i> Poetry and Setting description - storm	Non-Fiction: <i>To inform</i> Postcard from Matlock	Fiction: <i>To entertain</i> Narrative with different setting	Non-Fiction: <i>To inform</i> Leaflet about life in Kenya

<p>Science</p>	<p>Plants:</p> <ul style="list-style-type: none"> (Y1) identify and name a variety of common wild and garden plants, including deciduous and evergreen trees (Y1) 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 (Y2) find out and describe how plants need water, light and a suitable temperature to grow and stay healthy 	<p>Uses of Everyday Materials:</p> <ul style="list-style-type: none"> (Y2) identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses (Y2) find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <p>Everyday Materials :</p> <ol style="list-style-type: none"> (Y1) distinguish between an object and the material from which it is made (Y1) identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock (Y1) describe the simple physical properties of a variety of everyday materials (Y1) compare and group together a variety of everyday materials on the basis of their simple physical properties. 		<p>Living Things and their Habitats (Y2)</p> <ul style="list-style-type: none"> (Y2) 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* (Y2) identify and name a variety of plants and animals in their habitats, including micro-habitats * (Y2) 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.* (Y2) explore and compare the differences between things that are living, dead, and things that have never been alive (Y2) 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 <p>(*Extra Hamilton unit under Living Things and their Habitats)</p>		
<p>History</p>		<ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally. 			<ul style="list-style-type: none"> Changes within living memory- leisure over time. 	

Geography	<p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> Use aerial photographs and plan perspectives to recognise landmarks and basic human 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 of their school and its grounds and the key human and physical features of its surrounding environment <p>Place Knowledge</p> <ul style="list-style-type: none"> study of the human and physical geography of a small area of the United Kingdom <p>Human and Physical Features</p> <ul style="list-style-type: none"> use basic geographical vocabulary to refer to the key physical features and the key human features of Chesterfield. 				<p>Human and Physical Features</p> <ul style="list-style-type: none"> use basic geographical vocabulary to refer to the key physical features and the key human features <p>Geographical Skills and Fieldwork</p> <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. 	<p>Locational Knowledge</p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans <p>Place Knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <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, continents and oceans studied at this key stage 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. <p>Human and Physical Features</p> <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South poles. use basic geographical vocabulary to refer to the key physical features and the key human features
Art	Year 2 Drawing Telling a story	Year 1: Painting and mixed media – Colour splash		Year 2: Sculpture and 3D Clay houses		Year 2: Craft and design Map it out
Design Technology		Structures – build a tudor house to burn.	Textiles – templates and joining techniques		Mechanisms – wheels and axles	
PSHE & RSE	Relationships – Families and people who care for me. Respectful relationships		Relationships – Being safe. Internet safety and harms Year 2 – Keeping myself safe, plus Year 2 rights and		Physical health and mental well-being – changing adolescent body.	

	Living in the wider world – belonging to a community		responsibilities lesson 6 ‘playing games’		Year 1 and 2 ‘Growing and changing’ split into separate classes	
RE		Key question: Who is a Muslim and what do they believe? 1.2 Who is Jewish and what do they believe? 1.3		Key question: How and why do we celebrate special and sacred times? 1.5	Key question: How should we care for others and the world, and why does it matter? 1.8	
Music	Key question: How can we make friends when we sing together? My musical heartbeat Year 1		Key questions: How does music tell stories about the past? Dance, sing and play Unit 2 Year 1			Key question: How does music make the world a better place? Unit 3 inventing a musical story Year 2
Computing and E-Safety	Year 1: Data and information Grouping data E Safety: Privacy and security from Project Evolve Year 1/ 2	E Safety: Copywrite and ownership from Project Evolve Year 1/ 2	Year 2: Creating media – Digital media E Safety: Self image and identity from Project Evolve Year 1/ 2	E Safety: Online relationships from Project Evolve Year 1/ 2	Year 2: Programming A – Robot algorithms E Safety: Online bullying from Project Evolve Year 1/ 2	E Safety: Managing Online information from Project Evolve Year 1/ 2
PE	Ball skills	Dance Great Fire of London	Gymnastics	Rugby fundamentals	Dance seaside	Tennis