**Year(s) 1/2 Overview 2016-7**

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|  | **Autumn** | **Spring** | **Summer** |
|  | **Into the Forest** | **Journeys and exploration** | **Global Community**  **Africa - Kenya** |
| **Text(s) leading learning** | Traditional Tales:  Snow White/Hansel & Gretel, Goldilocks etc  Robin Hood  Going on a bear hunt – Michael Rosen  The Wild Woods – Simon James  Stick Man – Julia Donaldson  Stanley’s stick – John Hegley  The Minpins – Roald Dahl | Man on the Moon (Simon Bartram)  The Way Back Home (Oliver Jeffers) | Meerkat Mail  Handa’s Surprise |
| **Literacy** | Y1/2 national curriculum for English 2014 | | |
| **Maths** | Y1/2 New national curriculum for maths 2014 | | |
| **RE** | Introduction to the Bible | Jesus the storyteller | Jewish Concept of God |
| Christmas stories from around the World –  *Story of the Christmas Tree (theme link)* | Easter – modern Customs | Jewish stories |
| **SEAL** | New beginnings Aut 1 | Going for Goals Spr 1 | Relationships Sum 1 |
| Anti- bullying week [Nov] | Good to be me Spr 2 | Changes Sum 2 |
| Getting on and falling out Aut 2 |
| **Science**  ***Including working scientifically*** | **Plants** – identify, name and describe structure. What do plants/trees need to grow and stay healthy?  **Living things and their habitats** - differentiate living, dead and non-living/food chains/ dependency of animals, plants and their habitats.  **Animals, including humans** – identify and name common animals/carnivores, herbivores, omnivores  **Seasonal changes** | **Everyday materials –** distinguish between object and what it is made from/ compare and group everyday materials based on properties and how they can be used for particular uses.  How can the shapes of solid objects be changed?  **Seasonal changes** | **Plants** – observe and describe how seeds grow into mature plants.  **Animals, including humans** – the human body and our senses.  Basic needs of animals for survival.  Importance of exercise, nutrition and hygiene.  **Seasonal changes** |
| **Computing** | *Switched on computing Y1/2*  **Computer networks**  Y1U1: We are collectors  Y2U4: We are researchers  **Productivity**  Y1U6: We are celebrating  Y2U6: We are zoologists | *Switched on computing Y1/2*  **Programming**  Y1U1: We are treasure hunters  Y2U1: We are astronauts  **Communication/Collaboration**  Y1U5: We are storytellers  Y2U5: We are detectives | *Switched on computing Y1/2*  **Computational Thinking**  Y1U2: We are TV Chefs  Y2U2: We are games testers  **Creativity**  Y1U3: We are painters  Y2U3: We are photographers |
| **History** | **Key Individuals**  Robin Hood  Wangari Maathai – Kenyan – Nobel peace prize –planting trees  **Key events**  Great Fire of London – wooden buildings (what do we get from trees?)  Bonfire Night  **Compare aspects of life in different periods.**  Minpins clothing – what did people wear 200 years ago, how have clothes changed? | **Key changes and events beyond living memory**  History of transport – the first flight.  **Key Individuals / Key events**  Famous inventors /explorers – Christopher Columbus (ship)  , Henry Ford (car),  Neil Armstrong (space) | **Key Individuals Key changes**  Nelson Mandela |
| **Geography**  ***Locational, physical and human, geographical skills and field work*** | Seasonal / Daily weather and geographical vocabulary.  **Place knowledge** *–*  *UK - forests – Delamere, Sherwood, New Forest…*  Small area of the UK eg Wrenbury/ Nantwich, and of a small area in a contrasting non-European country *eg in Kenya.*  **Geographical skills and field work –**  Use simple compass directions and locational and directional language to describe the location of features on a map. Devise map (bear hunt) with a key. | Seasonal / Daily weather and geographical vocabulary.  **Locational Knowledge –** continents /  seven continents and five oceans / equator.  Four countries and capital cities of the UK.  **Geographical skills and field work**  Directions – compass  location of features and routes on a map  Views of the world from space – aerial photographs to recognise human and physical features. (North/South poles, oceans and landmasses including UK) | Seasonal / Daily weather and geographical vocabulary.  **Locational Knowledge –** continents /  seven continents and five oceans / equator  **Physical and human -** Physical eg Mountains, rivers, deserts, lakes etc across Africa V human features  **Geographical skills and field work**  Use world maps, atlases and globes to identify countries, continents and oceans.  Study the geography of Wrenbury School – key human and physical features. Compare with and African School. |
| **Art and design** | Pencil /Charcoal drawing /painting skills – Winter birch trees multi media http://www.deepspacesparkle.com/2011/11/09/birch-trees-art-lesson/  Willow weaving – *Elizabeth Hollinshead*  **Andy Goldsworthy** | Space book illustrations: “Man in the Moon” by Simon Bartram  “WOW! America” by Robert Neubecker – rocket illustration  Oliver Jeffers as an illustrator.  **Van Gogh – Starry Night** | Develop techniques of colour, pattern, texture, line, shape, form and space  **African art - Kente** |
| **PE** | Bouncing skills  **Sportscape** – games led | Kicking skills  **Sportscap**e – games led | Striking skills  **Sportscape** – games led |
| **DT** | Bird feeders (forestry commission). | Design and make a moon buggy (axles)  Children will design a moon buggy for Bob. Make space for carrying Bob’s hoover. Label, design and plan what they will need to make their buggy.  Make a moving vehicle using either a fixed axel or wheel base. Work on the finished product thinking about the look of the vehicle and its purpose. Evaluate work. | Understand where food comes from: African recipes, follow a recipe, make and evaluate |
| **Music** | Through Music Express  **Autumn 1: Exploring Sounds: Our land**  **Autumn 2: Exploring pitch: Seasons**  *We’re going on a bear hunt soundscape.*  *The Carnival of the Animals.* | Through Music Express **Spring 1: Exploring beat: Machines**  **Spring 2: Exploring performance : Travel**  *Holst’s Planets*  *David Bowie – Star Man*  *Elton John Rocket man* | Through Music Express  **Summer 1: Exploring beat: Pattern**  **Summer 2: Exploring performance**  *Playing untuned instruments and using voices expressively - traditional African music, call and response, rhythm and beat.* |