

Learning Journey Overview Year 1/ 2 2020- 21

	Autumn 2020	Spring 2021	Summer 2021
Whole School Theme	A Sense of place; A sense of belonging	Into the Forest	Farming
	<i>Why do this matter? What does this mean to me?</i>		
Texts to lead learning	Can I build another me? Shinsuke Yoshitake	Into the Forest - Anthony Browne; The Squirrels who Squabbled - Rachel Bright and Jim Field; The Tin Forest - Helen Ward	<i>To be decided</i>
English	Following Year 1 and 2 National Curriculum to cover reading, writing and EGPS Recovery curriculum		
Mathematics	Following Year 1 and 2 National Curriculum Recovery curriculum		
Science	<p>Y1/2 Everyday materials and properties used in and around school</p> <p><i>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.</i></p> <p>Find out how shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Seasonal changes around school/school day</p>	<p>All living things and habitats</p> <p><i>Explore and compare the differences between things that are living, dead, and things that have never been alive</i></p> <p>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> <p><i>Identify and name a variety of plants, (including deciduous and evergreen trees) and animals in their habitats, including micro-habitats</i></p> <p>Animals including humans</p> <p><i>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</i></p> <p><i>Describe and compare the structure of a variety of common animals. Identify, name, draw and label the basic parts of the human body and say which part of</i></p>	<p>Plants</p> <p><i>Identify the basic structure of a variety of common flowering plants, including trees.</i></p> <p>Observe and describe how seeds and bulbs grow into mature plants</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow to stay healthy.</p> <p>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.</p>

		<p><i>the body is associated with each sense.</i></p> <p>Notice that animals, including humans, have offspring.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>	
	<p>Y1 – NL</p> <p>Y2 – BO materials topic from year 1</p>	<p>Y1 – NL</p> <p>Y2 – NL</p>	<p>Y1 – BO planting in reception</p> <p>Y2 – BO parts of a plant from year 1</p>
Working Scientifically	<p>Begin to ask simple questions / carry out simple tests</p>	<p>Animals including humans <i>Identifying and classifying.</i></p> <p>All living things and habitats 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>	<p>Plants Observing closely, using simple equipment.</p> <p>Gathering and recording data to help answer questions</p>
History	<p>Changes within living memory; events beyond living memory – air raid shelter/WW1 memorial</p> <p>Aerial photos – school</p> <p>School through time photos:<i>Interview Mr Eaton / June Morris past pupils / Jenny Davies past HT</i></p>	<p>2nd half term –</p> <p>Events beyond living memory that is significant nationally or globally.</p> <p>The lives of significant individuals in the past that have contributed to national and international achievements.</p> <p>Wangari Matai</p>	<p>Significant events , people and places with in locality</p> <p>Changes in living memory</p> <ul style="list-style-type: none"> - sources <p>photographic / physical</p> <p>Farming – field to food</p> <p>Farming in Wrenbury/Nantwich</p> <p>Significant person – Jethro Tull</p>
	<p>Y1 – NL</p> <p>Y2 - NL</p>	<p>Y1 –NL</p> <p>Y2 – NL</p>	<p>Y1 – BO autumn term</p> <p>Y2 – BO autumn term</p>
Geography	<p>Village/Town/city</p> <p>Compass directions</p> <p>Locational language</p> <p>Mapping – fieldwork –</p> <p>Human and physical features of our local area</p>	<p>Locating woodland/national parks</p> <p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>UK –areas – what is farmed where and why?</p> <p>Compare with a contrasting non-European</p> <p>Use – earth from Space videos...</p>
	<p>Y1 – BO village walk in</p>	<p>Y1 – NL</p>	<p>Y1 – BO learning in</p>

	reception Y2 – BO map/fieldwork of school in year 1	Y2 – BO UK countries and cities learnt in year 1	autumn Y2 – BO learning in autumn
Art	A sense of me – self-portraits: watercolour and oil pastel	Andy Goldsworthy Creating pictures using finds from the woodland floor	Colour mixing – farming landscapes Collage To develop a wide range of art & design techniques including colour, pattern, texture, line
	Y1 – BO – Using different mediums Y2 – BO – Using different mediums	Y1 – NL Y2 – NL	Y1 – NL Y2 – BO – colour mixing in year 1
D&T		Design features	Seasonal produce Food technology Including life skills... <i>How to peel an apple? link to LM (orchard)</i>
		Y1 – NL Y2 – NL	Y1 – NL Y2 – NL
Computing	Digital literacy – how to use technology safely and respectfully	Understanding and using algorithms. Control and debug commands. (Scratch)	Common uses of IT beyond school. Google earth and IT used in spaceships
	Y1 – NL Y2 – BO internet safety in y1	Y1 – NL Y2 – BO scratch work in year 1	Y1 – NL Y2 –BO use of google earth when identifying landmarks in year 1
Music	Play tuned/un-tuned instruments musically. Rhythm, pitch and how can play in ensemble	Listen with concentration and understanding to a range of high-quality live and recorded music	listen with concentration and understanding to a range of high-quality live and recorded music Vivaldi – four seasons
		Y1 – NL Y2 – BO Gustav Holst – The planets	Y1 – BO spring term Y2 – BO spring term
RE	Hope, courage, right and wrong. Exploring the 2 greatest commandments	Why is the Bible important to Christians? What is in it and why do they read it?	God’s love in creation.
	NL	NL	NL
	Giving and receiving at Christmas Characters in the Christmas story	What do Christians mean when they use the word church?	Objects that remind Jews of faith- symbols, badges: tallit, tefillin and kippah.
	NL	NL	NL

PE	Developing agility and coordination through hockey Developing skills through dance Developing throwing and catching through basketball	Developing balance through gymnastics Developing agility and balance through football	Developing jumping and running through athletics, striking and fielding.
French	Y1 Snacks; Family(2); Rooms; Clothes	Transport(2); Colours(2)	Drinks; Food; Cutlery Dance(2)
	Y2 Directions; Places; Countryside; Dance(1)	The Park; Insects; Body(2) Jobs	Zoo; Verbs; Seaside
RSE	CWP: Y1: Growing and caring for ourselves Y2: Differences		
	Y1 Different friends	Growing and changing	Families and Care
	Y2 Differences	Male & female animals	Naming body parts
Wellbeing (lunchclub)	The Colour Monster The Ideal Self Anti-bullying week Nov	There are no outsiders in our school Friendship Terrace	Action for Happiness – GREAT DREAM
Health and safety	NSPCC – Speak out, shout out Bonfire safety	Road safety NHS Self-care award focus (asthma /hayfever/ allergens) Water safety - RNLI	Sun safety Online safety
Enhancement Enrichment	Harvest Festival/Christmas NSPCC assembly	Easter	Imran Kowtal – Q&A