**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 etcRobin HoodGoing on a bear hunt – Michael RosenThe Wild Woods – Simon JamesStick Man – Julia DonaldsonStanley’s stick – John HegleyThe Minpins – Roald Dahl | Man on the Moon (Simon Bartram) The Way Back Home (Oliver Jeffers) | Meerkat MailHanda’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 collectorsY2U4: We are researchers**Productivity**Y1U6: We are celebratingY2U6: We are zoologists | *Switched on computing Y1/2***Programming**Y1U1: We are treasure hunters Y2U1: We are astronauts **Communication/Collaboration**Y1U5: We are storytellersY2U5: We are detectives | *Switched on computing Y1/2***Computational Thinking**Y1U2: We are TV ChefsY2U2: We are games testers**Creativity**Y1U3: We are paintersY2U3: 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 – compasslocation 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 illustrationOliver 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.*  |