

Y1/2 Cycle A

Aut 1	Aut 2	Sp 1	Sp2	Sum 1	Sum 2
Great Fire of London	Light it Up!	Australia	Grand Designs	Explorers	Burley and Bournemouth
<p>History</p> <p>events beyond living memory that are significant nationally or globally (the Great Fire of London)</p> <p>the lives of significant individuals in the past who have contributed to national and international achievements and can be used to compare aspects of life in different periods. (Samuel Pepys 1666)</p> <p>develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>use a wide vocabulary of everyday historical terms.</p> <p>ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>understand some of the ways in which we find out about the past and identify different ways in which it is represented.</p>	<p>History</p> <p>the lives of significant individuals in the past who have contributed to national and international achievements. (Guy Fawkes)</p> <p>events beyond living memory that are significant nationally Bon fire night, The Gunpowder plot</p> <p>use a wide vocabulary of everyday historical terms. ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events</p> <p>Art</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (firework paintings)</p> <p>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. (Van Gogh- starry night)</p> <p>Christmas RE- Candlelight at Divali and advent see discrete plan</p>	<p>Geography</p> <p>Location knowledge</p> <p>name and locate the world's seven continents and five oceans</p> <p>Place Knowledge</p> <p>understand geographical similarities and differences through studying the human and physical geography a small area in a contrasting non-European country (Choose an area of Australia)</p> <p>Geographical skills and fieldwork</p> <p>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</p> <p>Human and physical geography</p> <p>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</p> <p>physical geography, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>	<p>Science</p> <p>Working Scientifically</p> <p>asking simple questions and recognising that they can be answered in different ways</p> <p>performing simple tests</p> <p>Everyday Materials</p> <p>distinguish between an object and the material from which it is made</p> <p>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>describe the simple physical properties of a variety of everyday materials</p> <p>compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>Design and Technology</p> <p>Design</p> <p>design purposeful, functional, appealing products for themselves and other users based on design criteria</p>	<p>Geography</p> <p>Human and physical Geography</p> <p>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</p> <p>Physical and human geography</p> <p>Physical and human features- mountain, iceberg, river, forest etc</p> <p>Geographical skills and fieldwork</p> <p>use world maps, atlases and globes to identify countries, continents and oceans studied at this key stage</p> <p>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> <p>History</p> <p>the lives of significant</p>	<p>Geography</p> <p>Place knowledge</p> <p>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Bournemouth & Burley)</p> <p>Physical and human geography</p> <p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Geographical skills and fieldwork</p> <p>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</p> <p>use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features</p>

<p><u>Geography</u> <u>Location Knowledge</u> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p><u>Geographical skills and fieldwork</u> use world maps, atlases and globes to identify the United Kingdom and its countries,</p> <p><u>Art</u> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space (Hot and cold colours, dark and light, colour mixing)</p>	<p><u>Art</u> about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. (Klimt)</p> <p><u>Music</u> <u>Nativity Play</u> use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p>	<p>human geography, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p><u>Science</u> <u>Working scientifically</u> asking simple questions and recognising that they can be answered in different ways</p> <p>observing closely, using simple equipment</p> <p>performing simple tests</p> <p>identifying and classifying</p> <p><u>Animals</u> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>notice that animals, including humans, have offspring which grow into adults</p> <p><u>Living things and their habitats</u> explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>identify that most living things</p>	<p>generate, develop, model and communicate their ideas through talking, drawing, templates, (Design large scale houses)</p> <p><u>Make</u> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p><u>Evaluate</u> evaluate their ideas and products against design criteria</p> <p><u>Technical knowledge</u> build structures, exploring how they can be made stronger, stiffer and more stable</p> <p><u>Art</u> about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. (Gaudi, Hundertwasser)</p> <p>use a range of materials creatively to design and make products</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>individuals in the past who have contributed to national and international achievements (Scott, Columbus, Neil Armstrong)</p> <p><u>Science</u> <u>Seasonal changes</u> observe changes across the four seasons</p> <p>observe and describe weather associated with the seasons and how day length varies.</p>	<p>of its surrounding environment.</p> <p><u>History</u> significant historical events, people and places in their own locality. (Holidays in the past in Bournemouth)</p>
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Discrete subjects	Discrete subjects	Discrete subjects	Discrete subjects	Discrete subjects	Discrete subjects
Maths (see related overviews)	Maths (see related overviews)	Maths (see related overviews)	Maths (see related overviews)	Maths (see related overviews)	Maths (see related overviews)
English (see related overviews)	English (see related overviews)	English (see related overviews)	English (see related overviews)	English (see related overviews)	English (see related overviews)
RE The Harvest (Bread as a symbol)	RE: Candlelight at Divali and advent (light as a symbol)	RE: People Jesus met (Change)	RE: Palm Sunday (welcoming)	RE: Special Places (Special)	RE: God (God) Job description