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| **Year 1/2 (Cycle 1)** |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1****Y2 SATS** | **Summer 2****Y1 Phonics Screening** |
| Christian Value | Generosity | Compassion | Courage | Forgiveness | Friendship | Respect |
| Theme | London’s Burning!- Great Fire of London | A Land Down Under- Australia  | Oh I Do Like To Be Beside The Seaside- The Seaside |
| Question Hook | How does the Great Fire of London affect London today? | Who is Amy Johnson and why is she important? | Why do people like to go to the seaside? |
| English(text to be covered supporting topic) | Fiction- Toby and the Great Fire of LondonNon-Fiction- Labels, lists and captionsNon-chronological reportsPoetry- Firework shape poems | Fiction- Diary of a wombatNon-Fiction- RecountPoetry- Riddles | Fiction- Lighthouse Keeper’s LunchNon-Fiction- InstructionsSports/event reportPoetry- Senses poemsNonsense poems |
| BOOK HOOK | Toby and the Great Fire of LondonThe Gunpowder Plot | Diary of a WombatAt the Beach | The Lighthouse Keeper’s Lunch |
| MATHS | NCETM Maths | NCETM Maths | NCETM Maths |
| SCIENCE | Seasonal ChangeMaterials | Seasonal ChangeAnimals including humansLiving things and their habitats | Seasonal ChangePlants |
| COMPUTING | Digital LiteracyUse technology safelyLog on to a computerUnderstand where/how to seek help when they have concerns about content | Information TechnologyUse technology to create contentUse technology to store digital contentUse a mouse or trackpad effectively to navigate websitesSave and reopen work on a digital deviceCreate a simple animation using still imagesTake digital photographs and record video  | Control SystemsUnderstand what algorithms areCreate simple programmesUnderstand that programmes run by following precise instructions |
| DESIGNTECHNOLOGY | Junk model citySelect from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] | Design a toy aeroplaneSelect from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics | Under the sea Collage with sewn in animals.  |
| GEOGRAPHY | LondonName, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seasUse 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 | AustraliaUnderstand 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 countryName and locate the world’s seven continents and five oceans | SeasideUse basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shopUse 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. |
| HISTORY | Great Fire of London & Gunpowder PlotEvents beyond living memory that are significant nationally or globally | Amy JohnsonSignificant historical events, people and places in their own locality

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 | Impact of the railway on British holidaysEvents beyond living memory that are significant nationally or globallySignificant historical events, people and places in their own locality |
| ART | Pencil PortraitsShadow landscapes ‘London’Vincent Van Gogh  | Painting and ColourKandinsky/ Mark Rothko | 3D Form - Clay Andy Goldsworthy |
| MUSIC(performance opportunities throughout the year) | **Listening**Music about London – identifying instruments; timbre/texture/structure | **Singing**Songs connected to London, writing own song to known melody | **Pitch**Simple pitched ostinato accompaniment to known songs based on flying or planes | **Pulse, Rhythm, Tempo & Metre**Learn to read and clap simple rhythms; maintaining steady tempo; simple untuned ostinato to “Australian” songs | **Composition & Improvisation, Texture**Graphic notation compositions: the seaside; a train journeyinspired by “The little train of the Caipura” | **Timbre**Create a sound scape of the seaside using voices and recordings.  |
| MusicSupporting Worship | Songs/Hymns for Harvest | Songs/hymns/ carols for Remembrance and Christmas | Songs/hymns for Epiphany and Candlemas | Songs for Lent and Easter | Songs for Ascension, Pentecost, Trinity | Songs for Leavers/ moving on |
| P.E. | FMSChasing and fleeing games1.1 Multi-Skills | GymnasticsBody Parts1.2 Story Time Dance  | GymnasticsRolls and routines1.3 Groovy Gymnastics | Throwing and catchingThrowing for accuracy 1.4 Brilliant Ball Skills | Striking and fielding Striking objects1.5 Throwing and Catching | AthleticsMini Olympics1.6 Active Athletics |
| R. E. | 1.1 Belonging - Who belongs? UC 2A.3 Incarnation / 2A.2 - People Of God  | 1.3 What a wonderful world - Why is the world special? UC 1.2 Creation 2.A1 Creation / Fall | 1.2 Worship - Why worship? UC 1.1 God (types of prayer) 1.4 Gospel  |
| PSHCE | Being HealthyRelationships | Exploring Emotions Difference and Diversity  | Being Responsible Bullying Matters |
| Community Links & Enrichment Opportunities | Harvest FestivalRemembrance serviceChristmas eventsFireFighter visit | Hull History CentreLent activitiesEaster Service | Visit SeasideSports DaysTalent Show |

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| **Year 1/2 (Cycle 2)** |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1****Y2 SATS** | **Summer 2****Y1 Phonics Screening** |
| Christian Value | Thankfulness | Trust | Perseverance | Justice | Service | Truthfulness |
| Theme | A Palace of Wonder- Castles-Kings and Queens | Ice, Ice Baby!- Polar Explorers | How does your garden grow?- Plants |
| Question Hook | How is our queen different from those of the past? | Can anyone go to the South Pole? | What do plants need in order to grow? |
| English(text to be covered supporting topic) | Fiction- Traditional stories (alternative endings Y2)Non-Fiction- Labels, lists and captionsRecountPoetry- Senses poemsNonsense poems | Fiction- Lost and FoundNon-Fiction- Non-chronological reportsPoetry- Riddles | Fiction- Oliver’s VegetablesNon-Fiction- InstructionsSports/event reportPoetry- Fruit and vegetable shape poems |
| BOOK HOOK | Traditional Tales Prince Cinders (alternative) | Lost and Found | Oliver’s VegetablesOliver’s fruit salad |
| MATHS | NCETM Maths | NCETM Maths | NCETM Maths |
| SCIENCE | Seasonal ChangeMaterials | Seasonal ChangeAnimals including humansLiving things and their habitats | Seasonal ChangePlants |
| COMPUTING | Digital LiteracyKeep personal information privateRecognise common uses of technology beyond schoolUse technology respectfully | Information TechnologyUse technology to create, communicate and collaborateUse ICT to source, generate and amend images. Begin to change or enhance photographs and pictures (crop, recolour). Use software to explore sound and musical phrases. Discuss and explore how to use ICT to organise, present and understand data as a simple graph. | Control SystemsUse logical reasoning to predict the behaviour of programmesDebug simple programmesUnderstand that algorithms are implemented as programmes on digital devices. |
| DESIGNTECHNOLOGY | 3D castles with a lever doorUnderstand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]Christmas Stockings  | Shoebox habitatsApply their understanding of how to strengthen, stiffen and reinforce more complex structures. | Create a healthy smoothie or milkshakeUse the basic principles of a healthy and varied diet to prepare dishesUnderstand where food comes from. |
| GEOGRAPHY | Locate castles around the United KingdomName, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seasUse 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 | Polar Regions 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 countryIdentify 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 | Local AreaUse 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 mapUse 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 keyUse 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. |
| HISTORY | Queen Victoria Events beyond living memory that are significant nationally or globallyThe lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods | Polar Explorers and the race to the South Pole

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| Events beyond living memory that are significant nationally or globallyThe lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods |

 | Origins of FoodChanges within living memory. Where appropriate, these should be used to reveal aspects of change in national lifeSignificant historical events, people and places in their own locality |
| Art | Pencil PortraitsCastle and sunPaul Klee | Drawing - Oil Pastels - CollageGiuseppe Arcimboldo  | Photography and Painting with watercolourClaude Monet |
| MUSIC(performance opportunities throughout the year) | **Singing**The PrincessThe Meanest King learning songs and adding accompaniments/ sound effects to tell the story | **Listening**Responding to “Fireworks” music: Responding to “Marching” music | **Pitch**Pentatonic exploration – creating short pieces to represent “Polar” animals, weather, environments | **Pulse, Rhythm, Temp & Metre** Using topic related animal words to create rhythmic patterns, combine, play on un/tuned instruments | **Composition & Improvisation, Texture**Question and Answer using 1st three pitches of scales and/or crotchets, quavers and minims | **Timbre**Create a story supported by instruments linked to plants/fruit/vegetables |
| MusicSupporting Worship | Songs/Hymns for Harvest | Songs/hymns/ carols for Remembrance and Christmas | Songs/hymns for Epiphany and Candlemas | Songs for Lent and Easter | Songs for Ascension, Pentecost, Trinity | Songs for Leavers/ moving on |
| P.E. | FMSChasing and fleeing games2.1 Multi-Skills | GymnasticsBody Parts2.2 Ugly Bug Ball Dance  | GymnasticsRolls and routines2.3 Groovy Gymnastics | Throwing and catchingThrowing for accuracy 2.4 Brilliant Ball Skills | Striking and fielding Striking objects2.5 Throwing and Catching | AthleticsMini Olympics2.6 Active Athletics |
| R. E. | 2.1 Lead us not into temptation - Right or wrong? UC 2A.4 Gospel 2A.1 Creation / Fall 1.1 God  | 2.2 Believing - What is true?UC - 1.5 Salvation 1.4 Gospel | 2.3 Questions, questions - What are the Big Questions? UC 1.1 God 1.2 Creation |
| PSHCE | Drugs EducationGrowing Up  | Changes Being Me | Money MattersBeing Safe |
| Community Links & Enrichment Opportunities | Harvest FestivalRemembrance serviceChristmas eventsAuthor visit | Maritime museum visitLent activitiesEaster Service | Planting own gardenSummer feteSports Day |