

## Curriculum Plans for Year 1/2 - Cycle B

Updated Spring 2017

	London and The Great Fire	Our Animal World	Life on an Island
	What is life like in London and how has it changed since the Great Fire?	Why are animals different?	Why is island life different across the world?
	AUTUMN	SPRING	SUMMER
Literacy	<u>Poetry</u> Using the senses – (themed poems, rhythm and rhyme)	<u>Poetry</u> Silly Stuff - (humorous poems, language play)	<u>Poetry</u> Really looking (themed poems, language choices)
	<u>Narrative</u> Tell Me a Dragon	<u>Narrative</u> Madagascar (Visual Literacy)	<u>Narrative</u> Katie Morag Island Stories – Mairi Hedderwick Anancy and Mr Dry Bone
	<u>Nonfiction</u> Samuel Pepys' Diary, Instructions for making Bread	<u>Nonfiction</u> Non-Chronological Report – Habitats and Animals Information text – Our Bodies	<u>Nonfiction</u> Explanation Text – From seed to plant
	<u>Fairy/Traditional/Key story</u> Author Focus – Anthony Brown	<u>Fairy/Traditional/Key story</u> Three Billy Goats Gruff	<u>Fairy/Traditional/Key story</u> Author Focus - Michael Foreman

Numeracy	Number and Place Value, Addition and Subtraction, Multiplication and Division, Problem Solving and Reasoning, Algebra, Measurement, Position and Direction, Shape, Fractions	Number and Place Value, Addition and Subtraction Multiplication and Division, Problem Solving and Reasoning, Algebra, Measurement, Fractions Statistics Position and Direction	Number and Place Value, Addition and Subtraction Multiplication and Division, Problem Solving and Reasoning, Algebra, Measurement, Fractions Statistics Position and Direction
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Geography	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p><u>Comparing different animal groups and where they live</u></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. Use basic geographical vocabulary to refer to physical and human features. .</p> <p>Identify seasonal and daily weather patterns across the world.</p> <p>Use simple compass directions and locational and directional language to describe the location of features and routes on a map. Name and locate the world's seven continents and five oceans.</p>	<p><u>Life on islands in different parts of the world</u></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. Use basic geographical vocabulary to refer to physical and human features.</p> <p>Identify seasonal and daily weather patterns across the world. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Use simple compass directions and locational and directional language to describe the location of features and routes on a map. Understand geographical similarities and differences of a small area of the United Kingdom, and of a small area in a contrasting non-European country (Australia)</p>
History	<p><u>History of London and the Great Fire of London</u></p> <p>Events beyond living memory that are significant nationally or globally.</p> <p>The lives of significant individuals in the past who have contributed to national and international achievements (Samuel Pepys)</p>		

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<b>Science</b>	<p><u>Weather and Working Scientifically</u></p> <p>Observe and describe weather associated with the seasons. Ask simple questions and understand that there are different ways to answer them.</p> <p>Observe changes closely, noticing small details.</p> <p>Understand and use simple scientific equipment when carrying out simple tests.</p> <p>Carry out simple experiments.</p> <p>Identify and classify things observed.</p> <p>Use their results, observations and ideas to suggest possible answers to the questions posed.</p> <p>Gather and record evidence and data and begin to use this to answer questions and support any conclusions drawn.</p>	<p><u>Living Things and their habitats</u></p> <p>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>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 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>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</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>Notice that animals, including humans, have offspring which grow into adults.</p>	<p><u>Plants and Trees</u></p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>
<b>RE</b>	<p>We use the Northumberland County Council Agreed Syllabus</p> <p>Christianity – Unit 1 God</p> <p>Christianity – Unit 2 Jesus</p> <p>Christianity – Unit 5 Festivals and Celebrations</p>	<p>We use the Northumberland County Council Agreed Syllabus</p> <p>Islam – Unit 3 Stories</p> <p>Islam – Unit 1 Festivals and Celebrations</p>	<p>We use the Northumberland County Council Agreed Syllabus</p> <p>Christianity – Unit 3 Communities</p> <p>Islam – Unit 2 Lifestyles</p>

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<b>E-Safety</b>	E safety - Use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.		
	<u>Going Places Safely</u> Pupils and students learn that they can go to exciting places online, <del>but</del> they need to follow certain rules to remain safe.	<u>Keep It Private</u> Pupils and students learn that many websites ask for information that is private and discuss how to responsibly handle such requests.	<u>Sending Email</u> Pupils and students explore how they can use email to communicate with real people within their schools, families, and communities.
<b>Computing</b>	<u>Technology around us and beyond school – Using digital cameras to record reports from the Great Fire of London</u> What technology is available to use at school? Logging on, saving, and retrieving. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	<u>Using Photostory to create a presentation about animals.</u> Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	<u>Using Beebots to plan roots around an island. Making Tourist leaflets.</u> Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
<b>D&amp;T</b>	<u>Designing a New Bread</u> Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Evaluate their ideas and products against design criteria. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Explore and evaluate a range of existing products. Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.	<u>Animal Puppets</u> Design purposeful, functional, appealing products for themselves and other users based on design criteria. Evaluate their ideas and products against design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Explore and evaluate a range of existing products. Select from and use a range of tools and equipment to perform practical tasks.	<u>Design an island</u> Design purposeful, functional, appealing products for themselves and other users based on design criteria. Evaluate their ideas and products against design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Explore and evaluate a range of existing products.

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	<p style="text-align: center;"><u>Cooking and Nutrition</u> <u>Making a New Healthy Bread</u></p> <p>Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from. Perform simple food preparation skills safely and hygienically (e.g. peel, mash, juice, cut, spoon, arrange).</p>	<p style="text-align: center;"><u>Cooking and Nutrition</u> <u>What food do we get from animals?</u></p> <p>Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from. Perform simple food preparation skills safely and hygienically (e.g. peel, mash, juice, cut, spoon, arrange).</p>	<p style="text-align: center;"><u>Cooking and Nutrition</u> <u>Considering where food comes from and the differences from food around the world.</u></p> <p>Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from. Perform simple food preparation skills safely and hygienically (e.g. peel, mash, juice, cut, spoon, arrange).</p>
<b>Art &amp; Design</b>	<p style="text-align: center;"><u>Colour Chaos</u></p> <p>Develop a wide range of art and design techniques in using <b>colour</b>, pattern, texture, line, shape, form and space. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Learn 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.</p>	<p style="text-align: center;"><u>Animal patterns</u></p> <p>Use a range of materials creatively to design and make animal pattern materials. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p style="text-align: center;"><u>Georgia O'Keeffe – Flower art</u></p> <p>Use a range of materials creatively to design and make products. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Learn 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.</p>

<b>Music</b>	<p style="text-align: center;">Charanga Music Units: Hey you! Christmas</p>	<p style="text-align: center;">Charanga Music Units: Rhythm in The Way/Banana Rap I Wanna Play in a Band</p>	<p style="text-align: center;">Charanga Music Units: In the Groove Performance</p>
<b>PE</b>	<p style="text-align: center;">Swimming (Willowburn) Gymnastics (Willowburn) Fundamental Movement Skills (Teacher Led) Football (Teacher Led) Outdoor Learning Early Bike Skills (1 session first week back)</p>	<p style="text-align: center;">Swimming (Willowburn) Multi skills (Willowburn) Dance (Teacher Led) Fundamental Movement Skills (Teacher Led) Outdoor Learning</p>	<p style="text-align: center;">Athletics (Willowburn) Swimming (Willowburn) Cramlington Rockets – Bear Cubs Tennis (Teacher Led) Outdoor Learning</p>
<b>PSHE</b>	<p style="text-align: center;">New Beginnings</p>	<p style="text-align: center;">Good to be me</p>	<p style="text-align: center;">Changes</p>

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SRE and Global Citizenship	Unicef – Rights Respecting School Award Myself and Others (Y1) Everybody needs caring for (Y2)	Unicef – Rights Respecting School Award Body Parts (Y1) Naming Body Parts (Y2)	Unicef – Rights Respecting School Award Differences (Y2) Friendships (Y1)
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### Further suggestions for the above topics;

<b>London and The Great Fire</b>	<b>Our Animal World</b>	<b>Life on an Island</b>
<b>Suggested Texts;</b>	<b>Suggested Texts;</b>	<b>Suggested Texts;</b>
<b>Visual Literacy;</b>	<b>Visual Literacy;</b>	<b>Visual Literacy;</b>
<b>Maths across the curriculum;</b> Measurement: Making bread	<b>Maths across the curriculum;</b> Data Handling	<b>Maths across the curriculum;</b> Geometry: position and direction
<b>Suggested visits and visitors;</b> Fire Brigade visit Tesco – Bakery department	<b>Suggested visits and visitors;</b> Kirkley Hall Zoological Gardens Northumberland Country Zoo Whitehouse Farm Centre	<b>Suggested visits and visitors;</b> Holy Island