

**Year 1/2
2021 - 2022**

Y1/2 2021 - 2022	Autumn Woodland Adventures - Where the wild things are/Gruffalo	Spring Space Rangers! Let's Go Fly a Kite.	Summer Down at the Bottom of the Garden Commotion in the Ocean
Science	<p>Animals including Humans – Using our senses to explore woodlands (1st half) Sc1/1.1 Asking simple questions and recognising that they can be answered in different ways. Sc1/1.2 Observing closely, using simple equipment. Sc1/1.3 Performing simple tests. Sc1/2.2d identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Working scientifically Super Scientists PB (2nd half) Sc1/1.1 Asking simple questions and recognising that they can be answered in different ways. Sc1/1.2 Observing closely, using simple equipment. Sc1/1.3 Performing simple tests. Sc1/1.4 Identifying and classifying. Sc1/1.5 Using their observations and ideas to suggest answers to questions. Sc1/1.6 Gathering and recording data to help in answering questions.</p>	<p>Uses of Everyday Materials – Spaceships (1st half) Sc1/3.1a Distinguish between an object and the material from which it is made. Sc1/3.1b Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Sc1/3.1c Describe the simple physical properties of a variety of everyday materials. Sc1/3.1d Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Seasons Exploring the seasons (2nd half) Sc1/1.1 Asking simple questions and recognising that they can be answered in different ways. Sc1/1.2 Observing closely, using simple equipment. Sc1/1.3 Performing simple tests. Sc1/1.4 Identifying and classifying. Sc1/1.5 Using their observations and ideas to suggest answers to questions. Sc1/1.6 Gathering and recording data to help in answering questions. Sc1/4.1a Observe changes across the 4 seasons Sc1/4.1b Observe and describe weather associated with the seasons and how day length varies.</p>	<p>Plants – Wildlife Garden (1st half) Sc1/1.1 Asking simple questions and recognising that they can be answered in different ways. Sc1/1.2 Observing closely, using simple equipment. Sc1/1.3 Performing simple tests. Sc1/1.4 Identifying and classifying. Sc1/2.1a identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Sc1/2.1b identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>Animals, including humans – Living in Habitats PB. Ocean Habitats PB (2nd half) Sc1/1.1 Asking simple questions and recognising that they can be answered in different ways Sc1/1.2 observing closely, using simple equipment Sc1/1.4 identifying and classifying Sc2.2a identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals Sc2.2b identify and name a variety of common animals that are carnivores, herbivores and omnivores Sc2.2c describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).</p>
Computing	<p>Algorithms Y2: Unit 2.1 Coding (Whole term) Co2/1.1 Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p>	<p>Beebot Y2: Purple Mash Unit 1.4 Maze Explorers (Whole term) Co2/1.2 Create and debug simple programs. Co2/1.3 Use logical reasoning to predict the behaviour of simple programs.</p>	<p>Internet Safety Y2: Purple Mash Unit 1.1 Exploring PMash and Online safety 2.2 (Whole term) Co2/1.5 recognise common uses of information technology beyond school Co2/1.6 use technology safely and respectfully, keeping personal information private.</p>
Co2/1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content.			

History	Changes within living memory – Childhood Now and Then (PB) (2nd half) Hi1/1.1 Changes within living memory. Hi1/1.2 Events beyond living memory that are significant nationally or globally Hi1/1.3 The lives of significant individuals in the past	Significant event within living memory – Moon Landing Astronauts (1 st half) Hi1/1.2 Events beyond living memory that are significant nationally or globally Hi1/1.3 The lives of significant individuals in the past	Significant events, people and places in their own locality – Grace Darling (1 st half) Hi1/1.3 Significant historical events, people and places in their own locality. Hi /1.3 Lives of significant individuals.
Geography	Map Makers – PB (1st half) Ge 1 - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Ge 1 - use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Ge 1 - use simple compass and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Ge 1 - 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 Ge 1 - use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features its surrounding environment.	Weather Patterns – PB (2nd half) 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. Use 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	Seas and Coasts – PB (2nd half) Ge1/1.1a Name and locate the world's 7 continents and 5 oceans Ge1/1.1b Name, locate and identify characteristics of UK & surrounding seas Ge1/1.2a 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 country. Ge1/1.3b Use basic geographical vocabulary to refer to key physical and human features. Ge1/1.4a Use world maps, atlases
D.T.	Textiles – Christmas crafts – (2nd half) DT1/1.1a design purposeful, functional, appealing products for themselves and other users based on design criteria DT1/1.2b select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.	Mechanism (1st half) Make a vehicle with wheels based on exploring - moon buggy (1 st half) DT1/1.1b Generate, develop and communicate ideas through talking, drawing. DT1/1.2a Select and use a range of tools and equipment to perform practical tasks. DT1/1.2b Select and use a wide range of materials and components, including construction materials. DT1/1.3b Evaluate their products against design criteria. DT1/1.4a Build structures, exploring how they can be made stronger, stiffer and more stable/ DT1/1.4b Explore and use mechanisms, in their products.	Design and make (1st half) mini-beast homes DT1 Design purposeful, functional and appealing products based on a design criteria. DT1 Select and use a range of tools and equipment. DT1 Explore and evaluate a range of existing products. DT1 Evaluate their finished products
Art and Design	Mother Nature Designer – (1st half) Ar1/1.1 to use a range of materials creatively to design and make products Ar1/1.2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	Kite Art – (2nd half) Ar1/1.1 to use a range of materials creatively to design and make products Ar1/1.3 To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	Transient art (1st half) Ar1/1.1 to use a range of materials creatively to design and make products Ar1/1.3 To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

Music	Listening and Singing Harvest and Christmas performances	Charanga Introducing beat How can we make friends when we sing together? Adding rhythm and pitch How does music tell stories about the past?	Charanga Introducing tempo and dynamics How does music make the world a better place? Combining pulse, rhythm and pitch How does music help us to understand our neighborhood?
P.E.	Games Football and tennis – <i>Outdoor providers</i> PE1/1.1b Participate in team games, developing simple tactics for attacking and defending	Gymnastics PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Dance PE1/1.1c perform dances using simple movement patterns.	Athletics PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
PSHCE	Me and my future Y1 I can recognise the coins and notes we use I can choose the correct value of coins and calculate change I know that money can come from regular sources and irregular sources I know that we have to pay for what we buy I know how to keep money safe I know that I don't have to spend my money but can save it to use later I can explain the difference between needs and wants I understand individuals and families have to find ways to balance wants and needs Y2 I know some of the essentials that have to be paid for I know that we can pay for things in a range of ways and that even when not using cash, money is being used I am able to keep simple financial records I begin to understand that money is a finite resource and needs to be managed I understand that the choices we make affect ourselves and others	Becoming an active citizen Y1 I can express a simple opinion, agreement and disagreement I can ask questions I play a full part in the life of my classroom I can agree and follow rules for my group and classroom Y2 I can take part in discussions/simple debate with others about topical issues I know that people and other living things have needs and recognise my own responsibility to meet those needs I can contribute to the life of the class and the school I know that I belong to different groups and communities ie school, family I know what can be harmful to the environment I know some ways to look after my environment	Moving on Y1 I can identify positive achievements during my time in Year 1 I can explain what I am worried about and what I am looking forward to in Year 2 I know what to expect when I start Year 2 I know some of the reasons why change can feel uncomfortable and scary. I know some of the ways of dealing with the feelings that sometimes arise from changes Y2 I can identify positive achievements during my time in KS1 I can explain what I am worried about and what I am looking forward to in Year 3 I know what to expect when I start Year 3 I know that even changes we want to happen can sometimes feel uncomfortable. I can tell you how I would feel if a change that I didn't want to happen was imposed on me.
RE	1.4 Gospel (1st half) What does it mean to belong? 1.3 Understanding Christianity (2nd half) Incarnation. Why does Christmas matter to Christians?	1.2.9 Islamic Festivals (1st half) 1.5 + F3 – Salvation (2nd half) Why does Easter matter to Christians?	1.9 – What make some places sacred to believers? (1st half) Hindu Life Journey NY (2nd half)