

Year 1 and 2

		Year A			Year B		
	Two year Overview	Dark, Dark Night	Animals of the World	Variety is the Spice of Life	Fairy Tales and Castles	Let's Move	From Our Window
English		Following the New National Curriculum					
Maths		Following the New National Curriculum					
Science	<p>Biology</p> <ul style="list-style-type: none"> -Identify basic plants -Identify basic plants parts (roots, leaves, flowers etc) -Identify & compare common animals -Identify & name basic body parts -Differentiate living, dead and non-living -Growing plants (water, light, warmth) -Basic needs of animals & offspring -Simple food chains -Simple food chains & habitats <p>Chemistry</p> <ul style="list-style-type: none"> -Distinguish between objects & materials -Identify & name common materials/and compare uses of different materials -Describe simple properties of some materials -Compare & classify materials -Compare how things move on different surfaces <p>Physics</p> <ul style="list-style-type: none"> -Observe weather associated with changes of season 	<ul style="list-style-type: none"> - Nocturnal animals / senses -Habitats (1) and materials used -Reflective materials -Seasonal changes Observations / weather 	<ul style="list-style-type: none"> -Animals and comparisons to humans / senses and labelling -Carnivores, herbivores and omnivores -Structure - Food chains 	<ul style="list-style-type: none"> -Plants naming/structure -Living, dead, never alive -Offspring and basic needs(part1) - Seeds and bulbs/ plants need (part1) Food chains and habitats continued 	<ul style="list-style-type: none"> -Materials / name/ group/ describe -Suitability of materials Changing materials (physical) 	<ul style="list-style-type: none"> -Human physical exercise -Hygiene -Food /Healthy food Transport / materials 	<ul style="list-style-type: none"> -Minibeasts / plants/trees name and structure -Seasonal changes /observe / weather -Habitats (2) -Seeds and bulbs/ plants needs(part2) -Off spring and basic needs(part2)
History	<p>Key Concepts</p> <ul style="list-style-type: none"> -Changes in living memory (linked to aspects of national life where appropriate) <p>Key Individuals</p> <ul style="list-style-type: none"> -Lives of significant historical figures, including comparison of those from different periods -Significant local people <p>Key Events</p> <ul style="list-style-type: none"> -e.g Bonfire night -Events of local importance 	<ul style="list-style-type: none"> -L.S. Lowry -Great Fire of London - Samuel Peyps 	<ul style="list-style-type: none"> -Changes in technology -Class museum -Parent and Grandparents visit -Tim Berners-Lee 	<ul style="list-style-type: none"> -Explorers -Christopher Columbus 	<ul style="list-style-type: none"> -Queen Elizabeth II and Queen Victoria (Comparisons) -Jubilees -Visit to Norwich Castle /Normans 	<ul style="list-style-type: none"> -First aeroplane flights / Wright brothers 	<ul style="list-style-type: none"> -Haratio Nelson / Battle of Waterloo

Geography	<ul style="list-style-type: none"> -Name and locate the four countries and capital cities of the United Kingdom using atlases and globes / world's continents and oceans -Compare local area to a non-European country -Identify seasonal / daily weather patterns in the UK and the location of hot and cold areas of the world -Use basic geographical vocabulary to refer to local & familiar features / less familiar area -Use four point compass directions and simple vocab -Use aerial images and other models to create simple plans maps, using symbols -Use simple fieldwork and observational skills to study the immediate environment 	<ul style="list-style-type: none"> -Use basic vocab / key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather 	<ul style="list-style-type: none"> -Name and locate the world's seven continents and five oceans -Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -Key human features, including city, town, village, factory, farm, house, office, port, harbour and shops -Understand similarities and differences of human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. 	<ul style="list-style-type: none"> -Use simple compass directions (North, South, East and West) and locational and directional language (eg near, far, left, right), to describe the location of features and routes on a map 	<ul style="list-style-type: none"> -Name, locate and identify characteristics of the four countries and capitals cities of the United Kingdom and its surrounding seas -Fieldwork and observational skills of school/grounds -Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; use and construct simple key
Art and Design	<ul style="list-style-type: none"> -Use a range of materials -Use drawing, painting and sculpture -Develop techniques of colour, pattern, texture, line, shape, form and space -Learn about range of artists, craftsmen and designers 	<ul style="list-style-type: none"> -Clay animals -Black and white picture -Night sky and reflective materials -LS Lowry 	<ul style="list-style-type: none"> -Observational drawings -Paintings of animals -Artist Rosa Bonheur -Photographer Andy Rouse /David Lloyd 	<ul style="list-style-type: none"> -Paper flowers -Natural material collages -Paintings in the style of Vincent Van Gogh / Sunflowers -Vegetable printing 	<ul style="list-style-type: none"> -Making castles -Sketch and paint -Illustrations for story -Portraits -Photographs -Artists work of JMW Turner 	<ul style="list-style-type: none"> -Shape picture -Shape sculpture -Create a new form of transport -Artist – painting in the style of Kandinsky 	<ul style="list-style-type: none"> -Wild flower pressings/ Picture with pressed flower -View from my window collage made with natural materials -Monet landscapes/ painting in the style of -Landscape photography
Design and Technology	<ul style="list-style-type: none"> -Design purposeful, functional & appealing products -Generate, model & communicate ideas -Use range of tools & materials to complete practical tasks -Evaluate existing products & own ideas -Build and improve structure & mechanisms -Understand where food comes from 	<ul style="list-style-type: none"> -Hedgehog Home 	<ul style="list-style-type: none"> -Making animal puppets 	<ul style="list-style-type: none"> -Cooking foods from around the world 	<ul style="list-style-type: none"> -Making castles -Making Gingerbread Men 	<ul style="list-style-type: none"> -Making a 'cog' toy 	<ul style="list-style-type: none"> -Making windmills and rainfall measures.

Computing	-Understand use of algorithms -Write & test simple programs -Use logical reasoning to make predictions -Organise, store, retrieve & manipulate data -Communicate online safety and respect -Recognise use of IT outside of school	-Discreet e-safety	-Recognise common uses of IT beyond school / link to history	-Create world food recipe book / take photos/ type ingredients and method -Save/edit/ manipulate	-Discreet e-safety	-Bee-bots/ actual icon ipads -Textease turtle	-Make local guide book / take photos/ type captions -Save/edit/retrieve / manipulate
Music	-Sing Songs -Play tuned & untuned instruments musically -Listen & understand live and recorded music -Make and combine sounds musically	All four themes related to termly topic – Dark, Dark Night.	All four themes related to termly topic- Animals of the World.	All four themes related to termly topic – Variety is the Spice of Life.	All four themes related to termly topic – Fairy Tales and Castles.	All four themes related to termly topic – Let’s Move.	All four themes related to termly topic – From our Window.
PE	-Master basic movement, eg running, jumping, throwing, catching, balance, agility and co-ordination -Participate in team games -Perform dances using simple movement	Plans followed by Mrs Brookes and Mrs Taylor.	Plans followed by Mrs Brookes and Mrs Taylor.	Plans followed by Mrs Brookes and Mrs Taylor.	Plans followed by Mrs Brookes and Mrs Taylor.	Plans followed by Mrs Brookes and Mrs Taylor.	Plans followed by Mrs Brookes and Mrs Taylor.
RE	Use locally agreed syllabus	Use locally agreed syllabus					