

**CURRICULUM OVERVIEWS**  
**FOR YEAR 1**  
**(YEARS 1 & 2 AUTUMN TERM)**

**WHOLE SCHOOL TOPICS**

TERMS 1 and 2: **HOW THINGS WORK**

TERMS 3 and 4: **WONDERFUL WORLD**

TERMS 5 and 6: **20<sup>th</sup> CENTURY**

<b>ROBIN</b> <b>(YEARS 1/2)</b>	<b>HOW THINGS WORK</b> <b>Autumn 2016</b>
<b>CLASS FOCUS</b>	<b>TRANSPORT</b>

	Term 1	Term 2
SCIENCE	Seasonal changes – signs of Autumn Properties and uses of everyday materials <ul style="list-style-type: none"> <li>- Understand the terms material and property</li> <li>- Understand the difference between an object and the material it is made from</li> <li>- Identify natural and man-made materials</li> </ul>	Seasonal changes – weather and daylight hours Properties and uses of everyday materials <ul style="list-style-type: none"> <li>- Identify the properties of different materials and know that plastic/ glass/ wood etc would be used for different purposes</li> <li>- What is the best material for building a hamster’s cage/ food bowl (fair testing)</li> </ul>
GEOGRAPHY		
HISTORY	Inventors – Transport and Aviation: <ul style="list-style-type: none"> <li><input type="checkbox"/> Events beyond living memory.</li> <li><input type="checkbox"/> Ordering events on a timeline.</li> <li><input type="checkbox"/> Find out how transport has changed over time through inventions.</li> <li><input type="checkbox"/> Lives of significant individuals in the past who have contributed to national and international achievements.</li> <li><input type="checkbox"/> Find out about Da Vinci’s inventions and technical drawings</li> <li><input type="checkbox"/> Learn about the lives of the Wright brothers</li> <li><input type="checkbox"/> Learn about the achievements of the Montgolfier brothers.</li> <li><input type="checkbox"/> Understand the process of inventing.</li> </ul>	
ART	Lines and marks <ul style="list-style-type: none"> <li><input type="checkbox"/> Drawings and design, including in the style of Leonardo Da Vinci.</li> </ul>	Digital media <ul style="list-style-type: none"> <li><input type="checkbox"/> Designing / combining images using ICT</li> </ul>
DESIGN & TECHNOLOGY	Vehicles and mechanisms <ul style="list-style-type: none"> <li><input type="checkbox"/> Building vehicles using axels and fixing mechanisms.</li> <li><input type="checkbox"/> Making vehicles move using the rubber band method.</li> </ul>	

COMPUTING	<p style="text-align: center;"><b>Programming</b></p> <ul style="list-style-type: none"> <li>- Follow and give simple instructions using forward, backward and whole, half, quarter and three quarter turns.</li> <li>- Control remote controlled programmable toys using direction and turn.</li> <li>- Predict the effect of a given instruction on a programmable toy.</li> <li>- Plan and test a sequence of instructions.</li> <li>- Debug a sequence of instructions given to a programmable you by testing.</li> <li>- Know that controlling a programmable you is more precise than a remote controlled toy.</li> </ul>	<p style="text-align: center;"><b>Impact of Technology</b></p> <ul style="list-style-type: none"> <li>- Be able to describe what a device needs in order to work</li> <li>- Know about the different types of device that can access the internet and the different ways they are used</li> <li>- Know how technology supports people in their daily lives</li> <li>- Know how technology is used in some jobs</li> <li>- Know what sort of information can be found on web sites and how this is a benefit to people</li> <li>- Know how people can be contacted to get help online and that this has changed over time</li> </ul>
PSHE	New beginnings	Getting on and falling out
R.E.	<p>The Creation Story – Christianity</p> <ul style="list-style-type: none"> <li>- Discuss how humans treat the world.</li> <li>- Learn the events of each day of creation.</li> <li>- Consider how God wants Christians to treat the world.</li> </ul> <p>Key Question: Does God want Christians to look after the world</p>	<p>The Christmas Story – Christianity</p> <ul style="list-style-type: none"> <li>- Consider how it feels to give and receive a gift at Christmas.</li> <li>- Understand what is meant by having ‘meaning’.</li> <li>- Contemplate what gift you would give to baby Jesus.</li> </ul> <p>Key Question: What gift would I have given to Jesus if he had been born in my town and not in Bethlehem?</p>
P.E.	<p><b>Gymnastics:</b> Moving and Balancing + Dance – Sequence balances, rolls and turns into a short sequence. Explore different dynamics such as height, speed and direction. Learn and sequence a dance set to music. Learn to count music and dance with the beat.</p> <p><b>REAL PE</b> – Movement skills, including skipping, pivot turns, side stepping and hopping, both forwards and backwards.</p> <ul style="list-style-type: none"> <li>- Balance and agility, moving from jumping, both feet then one foot, pivoting and tuck jumps.</li> </ul>	

<p>MUSIC</p>	<p>In the groove - Blues, Latin, Bhangra. Historical context of most styles.</p> <p>Harvest songs.</p>	<p>I Wanna Play in a Band! - Performing and Recording voices and instruments</p> <p>Christmas performance songs</p>
<p>ENGLISH</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Recount</li> <li><input type="checkbox"/> Narrative: La Luna, (Pixar short)</li> <li><input type="checkbox"/> Poetry, list and limericks</li> <li><input type="checkbox"/> Non-fiction: instructions</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Narrative: The Tin Forest</li> <li><input type="checkbox"/> Non-fiction: Diary entry, instructions, posters, letters,</li> <li><input type="checkbox"/> Poetry, list and rhyming</li> </ul>

<p>MATHS</p>	<p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>□ Place value Counting in steps of 2, 3, 5 and 10, from any number, forwards and backwards. Recognise the place value of each digit in a two digit number. Identify, represent and estimate numbers to 100 using different representations including the number line. Compare and order numbers from 0 up to 100; use &lt;, &gt;, and = signs. Read and write numbers to at least 100 in numerals and words. Use place value and number facts to solve problems.</li> <li>□ Addition and subtraction Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two digit number and ones; a two digit number and tens; two two digit numbers; adding three one digit numbers. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.</li> </ul>	<p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>□ Measurement: length and mass Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) and mass (kg/g) to the nearest appropriate unit, using rulers and scales. Compare and order length and mass and record the results using &gt;, &lt; and =.</li> <li>□ Statistics and graphs Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask+ answer simple questions by counting the number of objects in each category and sorting the categories by quantity. Ask and answer questions about totalling and comparing categorical data</li> <li>□ Multiplication and division Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) sign. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</li> </ul>
<p>EXPERIENCES</p>	<p>Whole school trip to @Bristol</p>	<p>Woodland adventure</p>

