

**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>Wonderful World</b> <b>Spring 2017</b>
CLASS FOCUS	TRANSPORT

	Term 1	Term 2
SCIENCE	Living things and their habitats - What is a living thing?, What do we need to stay alive?, Habitats - the rainforest, Habitats - the wood/ school, Habitats - polar and dessert regions, food chains.	Living things and their habitats - What is a living thing?, What do we need to stay alive?, Habitats - the rainforest, Habitats - the wood/ school, Habitats - polar and dessert regions, food chains.
GEOGRAPHY	<p>Wonderful World – Hot and cold parts of the world, focus on the Brazilian Rainforest and African Savannah</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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 (Brazilian Rainforest)</li> <li><input type="checkbox"/> name and locate the world’s 7 continents and 5 oceans</li> <li><input type="checkbox"/> 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</li> </ul> <p>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.</p>	
HISTORY		
ART	<p style="text-align: center;"><b>Shape and Colour</b></p> <p>Look at artists Kandinsky and Klee and investigate how they used shape and colour in their paintings.</p>	
DESIGN & TECHNOLOGY	<p style="text-align: center;"><b>Cooking from around the world</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Make and sample food from around the world, focus on Brazil.</li> </ul>	
COMPUTING	<p style="text-align: center;"><b>Data</b></p> <p>- Use technology purposefully to create, organise, store, manipulate and retrieve digital content  * Take observational photographs to find out about something. * Use video and sound recording devices to record data to answer questions. * Sort and group pictures and objects by given and own criteria in a number of different ways. * Match pictures and grouped objects to name labels. * Ask questions to show what they want to find out. * Record information using tallying and tables. * Contribute to creating a pictogram. * Create their own pictogram. * Answer questions about a pictogram by counting.</p>	
PSHE	Going for Goals	It’s Good to be Me

R.E.	<p style="text-align: center;">Religion: Judaism</p> <p style="text-align: center;">Question: Does celebrating Hannukah make Jewish children feel closer to God?</p>	<p style="text-align: center;">Religion: Christianity</p> <p style="text-align: center;">Question: Why was Jesus welcomed like a celebrity or King by the crowds on Palm Sunday?</p>
P.E.	<p style="text-align: center;">REAL PE – Cognitive skills with an emphasis on dynamic and static balance. We will be learning how to follow instructions, improve our movement and balancing skills, give positive feedback to others and assess how well we are doing ourselves.</p> <p style="text-align: center;"><u>Invasion Games</u></p> <p style="text-align: center;">Netball - Ball skills (throwing and catching)</p> <p style="text-align: center;">Attacking</p> <p style="text-align: center;">Defending</p> <p style="text-align: center;">Rules of modified Netball games.</p> <p style="text-align: center;">Hockey – Coordination</p> <p style="text-align: center;">Passing</p> <p style="text-align: center;">Shooting</p> <p style="text-align: center;">Application of attacking and defending.</p>	
MUSIC	<p style="text-align: center;">Zoo Time – Reggae. Exploring and composing songs.</p>	<p style="text-align: center;">I Wanna Play in a Band! - Performing and Recording voices and instruments</p>
ENGLISH	<ul style="list-style-type: none"> <li><input type="checkbox"/> Recount</li> <li><input type="checkbox"/> Descriptive writing, setting and character</li> <li><input type="checkbox"/> Narrative: Meerkat Mail</li> <li><input type="checkbox"/> Non-fiction: instructions, posters, postcards and letters.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Narrative: The Crayons day out and The day the Crayons came back.</li> <li><input type="checkbox"/> Non-fiction: Diary entry, instructions, posters, letters, descriptive writing.</li> </ul>

<p>MATHS</p>	<p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</li> <li>• find different combinations of coins that equal the same amounts of money</li> <li>• solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li> <li>• identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]</li> <li>• identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.</li> </ul>	<p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• compare and sort common 2-D and 3-D shapes and everyday objects</li> <li>• identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li> <li>• recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</li> <li>• write simple fractions for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math></li> <li>• Review learning so far.</li> </ul>
<p>EXPERIENCES</p>	<p>Robin trip to Bristol Zoo</p>	<p>Sharing our learning</p>