

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Mini Topic- Week 1-2 Be the Best you can be Local Area	Topic and Question: Towers, Tunnels and Turrets (History) Can anyone be a king or queen?		Topic and Question: Dinosaur Planet (Science) Did dinosaurs have feathers? Did dinosaurs really exist?		Topic and Question: Land Ahoy! (Geography) Are all pirates bad?	
	Hook: A Banquet		Hook: Dinosaur Talk		Hook: Captain Burwash	
	Visit: A Castle – Conisbrough/Bolsover		Visit: A local area walk to the park.		Visit: Cleethorpes	
	Exhibition: A classroom show case		Exhibition: Dinosaur museum		Exhibition: A classroom show case	
P.S.H.E (Year 2) (Year 1)	The Caring School Feelings and Relationships Wellness Aspirations Social awareness	Growing and Changing Healthy Lifestyles Keeping Healthy Wellness Aspirations Social awareness	Me, My Community and the Environment Focus on Special People Wellness Aspirations Social awareness	Keeping Myself Safe Growing and Changing Wellness Aspirations Social awareness	The World of Drugs Keeping Myself Safe & The World of Drugs Wellness Aspirations Social awareness	Focus on Outdoors SRE Wellness Aspirations Social awareness
R.E (Year 2) (Year 1)	Myself: Who am I? Wellness Aspirations Social awareness	How do Christians celebrate Christmas? Social awareness	What Festivals do Jewish people like to celebrate? Social awareness	Find out about Churches and Synagogues. Social awareness	Bible Stories about Moses. Social awareness	Why are some people leaders? What do leaders do? What can we learn from stories about Jesus?
Music (Year 2) (Year 1)	<ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes (pitch) Harvest Festival & Nativity evaluate music across a range of historical periods Play music from Tudor times during our banquet at the end of the topic. Social awareness Wellness	Dinosaur Music <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes (pitch) changing the lyrics of the wheels on the bus to create a dinosaur song <ul style="list-style-type: none"> play tuned and un-tuned instruments musically create a sound track for the dinosaur movies <ul style="list-style-type: none"> listen with concentration and understanding to a range of high-quality live and recorded music (dynamics, tempo, timbre, texture) Wellness Social awareness		Sounds of the Sea <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes (pitch) singing sea shanties e.g. drunken sailor, Bobby Shafto and a hundred years ago <ul style="list-style-type: none"> Perform the sea shanties <ul style="list-style-type: none"> Experiment with, create, select and combine sounds using the inter-related dimensions of music. Wellness		
P.E (Year 2) (Year 1)	Indoor and Outdoor Basic Skills: master basic movements including running, jumping, Wellness Social awareness	Indoor Cheerleading: perform dances using simple movement patterns Wellness Aspirations Social awareness Outdoor: Cricket : participate in team games, developing simple tactics for attacking and defending Wellness Aspirations Social awareness	Indoor: Gymnastics-rolling: 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, Wellness Aspirations Social awareness	Indoor: Gymnastics- balancing: 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. Wellness Aspirations Social awareness	Indoor: Dance: perform dances using simple movement patterns Wellness Aspirations Social awareness Outdoor: Athletics: master basic movements including running, jumping, throwing and catching, as	Indoor: Mat Ball participate in team games, developing simple tactics for attacking and defending Wellness Social awareness Outdoor: Rounders

	<p>throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities,</p> <p>Wellness Aspirations Social awareness</p>	<p>Outdoor: football participate in team games, developing simple tactics for attacking and defending</p> <p>Wellness Aspirations Social awareness</p>	<p>Outdoor: football participate in team games, developing simple tactics for attacking and defending</p> <p>Wellness Aspirations Social awareness</p>	<p>well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>Wellness Aspirations Social awareness</p>	<p>participate in team games, developing simple tactics for attacking and defending</p> <p>Wellness Social awareness</p>
<p>Science (Year 2) (Year 1)</p>	<p>Uses of everyday materials</p> <ul style="list-style-type: none"> I can distinguish between an object and the material from which it is made. I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. I can describe the simple physical properties of a variety of everyday materials. I can compare and group together a variety of everyday materials on the basis of their simple physical properties. <p>Aspirations Social awareness</p> <p>Seasonal changes (DAILY DASHBOARD)</p> <ul style="list-style-type: none"> I can observe changes across the four seasons. I can observe and describe weather associated with the seasons and how day length varies. <p>Wellness</p>	<p>Plants</p> <ul style="list-style-type: none"> observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy <p>Seasonal changes (DAILY DASHBOARD)</p> <ul style="list-style-type: none"> I can observe changes across the four seasons. I can observe and describe weather associated with the seasons and how day length varies. <p>Wellness</p> <p>Plants</p> <ul style="list-style-type: none"> I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. I can identify and describe the basic structure of a variety of common flowering plants, including trees. <p>Wellness Social awareness</p>	<p>Animals and Habitats</p> <ul style="list-style-type: none"> I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. I can identify and name a variety of common animals that are carnivores, herbivores and omnivores. I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). <p>Wellness Social awareness</p> <p>Seasonal changes (DAILY DASHBOARD)</p> <ul style="list-style-type: none"> I can observe changes across the four seasons. I can observe and describe weather associated with the seasons and how day length varies. <p>Wellness</p>		
<p>Computing</p>	<ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> Golden rules list use technology purposefully to create, organise, store, manipulate and retrieve digital content <p>Draw a castle using suitable software</p> <p>Wellness Social Awareness</p>	<p>Sphero's</p> <ul style="list-style-type: none"> use logical reasoning to predict the behaviour of simple programs <ul style="list-style-type: none"> Use a Sphero around a prehistoric landscape use technology purposefully to create, organise, store, manipulate and retrieve digital content <p>Story board/stop motion animation of a dinosaur moving</p> <p>Aspirations</p>	<ul style="list-style-type: none"> use logical reasoning to predict the behaviour of simple programs <p>Use Sphero to prevent your ship from crashing</p> use technology purposefully to create, organise, store, manipulate and retrieve digital content <p>Create a slide about the topic on PP</p> <p>Aspirations</p>		
<p>Art & Design</p>	<p>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> <ul style="list-style-type: none"> Paul Klee <p>Use drawing, painting and sculpture to develop and share their ideas experiences and imagination.</p>	<p>Dinosaur Art</p> <p>Use drawing, painting and sculpture to develop and share their ideas experiences and imagination.</p> <ul style="list-style-type: none"> Create a large scale dinosaur using tyres, barrels, pipes, boxes and crates to use a range of materials creatively to design and make products 	<ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Monet <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <ul style="list-style-type: none"> Drawing a boat from first hand observation (pencil) 		

	<ul style="list-style-type: none"> Using natural materials to build stacks and towers (sculpture) <ul style="list-style-type: none"> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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>(Observational drawings of monarchs. Clay castles, collage)</p> <p>Observation, sketch, detail, line, tone, portrait, landscape, technique</p> <p>sculpt, roll, texture, shape, pattern, colour, tear, fold, cut, glue</p> <p>Wellness Aspirations</p>	<ul style="list-style-type: none"> Create a dinosaur egg (Modroc) (painting) <ul style="list-style-type: none"> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <ul style="list-style-type: none"> Rubbings of fossils/using clay to make imprints (clay) <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Sock puppet dinosaur- textiles <p>Colour, primary colours, brush, sponge, pattern, cut, running stitch, glue, fabric, techniques, applique</p> <p>Wellness Aspirations</p>	<ul style="list-style-type: none"> to use a range of materials creatively to design and make products <ul style="list-style-type: none"> Create flags using print blocks (print) to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination <ul style="list-style-type: none"> Oil pastel/charcoal pirates <p>Wellness Aspirations</p> <p>Line, tone, shape, sketch, detail, observation, colour, blend</p>
DT	<p>Towers</p> <ul style="list-style-type: none"> select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <ul style="list-style-type: none"> Explore and evaluate a range of existing products Building a model castle using construction materials build structures, exploring how they can be made stronger, stiffer and more stable. <ul style="list-style-type: none"> Explore and evaluate a range of existing products Build a new tower for Rapunzel Use natural materials to create a tunnel i.e. twigs, branches etc. Build and construct a bridge using marshmallows and spaghetti <p>Aspirations</p> <p>Social awareness</p>	<p>Dinosaur landscapes</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing <ul style="list-style-type: none"> Use natural materials to create a prehistoric landscape (small world) select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <ul style="list-style-type: none"> Sock puppet dinosaur- textiles (create a template) Hosting a dinosaur party and decorate the classroom <p>Social awareness</p>	<ul style="list-style-type: none"> Explore and use mechanisms in their products. <ul style="list-style-type: none"> Playing with boats that have mechanism Make one using Lego with a moving mechanism select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing <ul style="list-style-type: none"> Make a lighthouse that lights up build structures, exploring how they can be made stronger, stiffer and more stable. <ul style="list-style-type: none"> Evaluate their ideas and products against design criteria <ul style="list-style-type: none"> Build a rescue raft (pallets etc.) <p>Use the basic principles of a healthy diet</p> <ul style="list-style-type: none"> Picnic to take on a boat <p>Wellness</p> <p>Social awareness</p>
History	<p>Significant Kings and Queens</p> <ul style="list-style-type: none"> Learn about events beyond living memory and living memory that are significant nationally or globally <ul style="list-style-type: none"> Order castles from oldest to newest (images on a washing line) Listen to the true story of WW2 'Great Escape' made by the allied soldiers from the prisoner of war camp, Stalag Luf III. Learn about the three tunnels known as Tom, Dick and Harry and how the men dug and disposed of the earth from the tunnels in order to escape. The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods <p>Aspirations</p> <p>Social awareness</p>	<p>Fossils</p> <ul style="list-style-type: none"> Events beyond living memory that are significant nationally <ul style="list-style-type: none"> handling fossils and describe them Mary Anning – meeting and tell her life story and which fossils she discovered Compare life during the age of dinosaurs with modern life Look at the extinction of dinosaurs <p>Aspirations</p> <p>Social awareness</p>	<p>Pirates of the Past</p> <ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods <ul style="list-style-type: none"> Pirates of the past. Timeline of famous pirates and sea explorers <ul style="list-style-type: none"> Detailed exploration of one of them <ul style="list-style-type: none"> Research about pirates Acting out a scene from the life of Grace Darling <p>Social awareness</p>

	<ul style="list-style-type: none"> Ordering significant kings and queens Great fire of London 		
	Social awareness		
Geography	<p>Place knowledge</p> <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 Daily Dashboard 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 look at towers from around the world and use maps to locate them Use simple field work and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment <p>Conduct a local walk of high points, are there any tall structures? Where would the enchantress keep Rapunzel in the local area?</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Look at world famous tunnels and what they are made out of Looking at bridges in the local area and maps to identify the bridges using a key Look at famous structures in the world and write a post card home from one as if they are there <p>Wellness Aspirations</p> <p>Social awareness</p>	<p>Locational knowledge</p> <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 Daily Dashboard Name and locate the world's seven continents and five oceans <ul style="list-style-type: none"> Listen to the story of the 'Dodo bird' Understand geographical similarities and differences through studying the human and physical Geography of a small area of the UK and of a small area of a contrasting non-European country <p>Social awareness</p>	<p>Human and physical geography</p> <ul style="list-style-type: none"> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <ul style="list-style-type: none"> Identify the seas of the UK Look at RNLI stations and plot them 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 Locate key countries to help Captain Hook plan his journey Name and locate the world's seven continents and five oceans <ul style="list-style-type: none"> Look at oceans/seas Look at North/South Poles and locate them Equator Use Ariel photographs and place perspectives to recognise landmarks and basic human and physical features and devise a simple map and use and construct basic symbols in a key <ul style="list-style-type: none"> Look at treasure maps and identify geographical features 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"> Daily Dashboard use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Play Captain's deck following directions i.e. move to the captain's left <p>Wellness</p> <p>Social awareness</p>
50 Things	Take part in a nativity Visit a place of special interest. Go on a class hike (local community)	Send an invitation. Freeze dinosaurs in ice. Do something for charity.	Visit a place of special interest Read a book in a special place. Sand angel.

Teacher:

Class: 2/1

Year: A

Curriculum Overview

Enterprise	Create Communicate	Venture Communicate	Collaborate Communicate	Account Communicate	Energy Communicate	Iniate Communicate
Core Stories	Cinderella		Zog		Rainbow fish Where the wild things are The lighthouse keepers lunch	