

Long Term Curriculum Overview - Beech Class Y1/2 - (2019-2020)

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme/ Key Q	How do we get there?		Paws, Claws and Whiskers		Who lives here?	
Outcome	To transform Beech class into a living historical timeline for Parents to come and experience		To perform a piece of poetry/ a play to the school in Friday Celebration Worship		To create a class nature booklet about who lives in the local environment.	
Text Driver suggestions	<p>Emma Jane's Aeroplane Katie Haworth & Daniel Rieley</p> <p>Amelia Earhart (Little People, Big Dreams) Isabel Sanchez Vegara & Maria Diamantes</p> <p>Five Go Off To Camp (Famous Five) Enid Blyton</p> <p>Mrs Armitage on Wheels Quentin Blake</p> <p>The Great Balloon Hullabaloo- Peter Bently</p>	<p>At the Beach Roland Harvey</p> <p>Katie Morag's Island Stories Mairi Hedderwick</p> <p>A First Book of the Sea Nicola Davies & Emily Sutton</p> <p>How Does a Lighthouse Work? Roman Belyaev</p> <p>Lucy and Tom at the Seaside- Shirley Hughes</p>	<p>The tiger who came to tea, Mog, crocodile under the bed, night in the zoo. Judith Kerr</p> <p>The colour of home Mary Hoffman</p> <p>Augustus and his smile- Catherine Rayner</p> <p>Tiger on a Tree- Anushka Ravishankar</p> <p>Meerkat Mail- Emily Gravitt</p>	<p>Tidy- Emily Gravitt</p> <p>The Big Book of Bugs- Yuval Zommer</p> <p>Superworm- Julia Donaldson & Axel Scheffler</p> <p>Diary of a Fly- Doreen Cronin & Harry Bliss</p> <p>The Bee Book- Charlotte Milner</p> <p>The Very Quiet Cricket- Eric Carle</p> <p>Bug Hotel- Libby Walden</p> <p>Home- Carson Ellis</p> <p>Iggy Peck, Architect- Andrea Beaty</p> <p>Town and Country (A Turnaround Book)- Craig Shuttlewood</p> <p>House held up by trees- Ted Kooser</p>		

<p>English</p>	<p>WRITING TO ENTERTAIN</p> <ul style="list-style-type: none"> • Stories with predictable and patterned language • Letters <p>WRITING TO INFORM</p> <ul style="list-style-type: none"> • Information texts • Fact Writing • Reports <p>WRITING TO PERSUADE</p> <ul style="list-style-type: none"> • Invitations <p>WRITING TO DISCUSS</p> <ul style="list-style-type: none"> • Recounts 	<p>WRITING TO ENTERTAIN</p> <ul style="list-style-type: none"> • Innovation of stories by the same author • Stories from other cultures • Poetry to Perform based on a theme • Character and setting descriptions <p>WRITING TO PERSUADE</p> <ul style="list-style-type: none"> • Adverts 	<p>WRITING TO ENTERTAIN</p> <ul style="list-style-type: none"> • Poems using the senses <p>WRITING TO INFORM</p> <ul style="list-style-type: none"> • Instructions • Diary linked to science
<p>Maths</p>	<p>White Rose Maths Hants Maths Phase Model <u>Year 1</u></p> <ul style="list-style-type: none"> - Place Value - Addition and Subtraction incl. Money - Shape - Place Value- numbers beyond 50 <p><u>Year 2</u></p> <ul style="list-style-type: none"> - Place Value - Addition and Subtraction Incl. Money - Measurement: Money - Multiplication and Division 	<p>White Rose Maths Hants Maths Phase Model <u>Year 1</u></p> <ul style="list-style-type: none"> - Addition and Subtraction - Multiplication and Division 2,5,10 - Measure: Length and Height - Measure: Weight and Volume <p><u>Year 2</u></p> <ul style="list-style-type: none"> - Multiplication and Division - Statistics - Geometry: Properties of Shape - Number: Fractions - Measure: Length and Height 	<p>White Rose Maths Hants Maths Phase Model <u>Year 1</u></p> <ul style="list-style-type: none"> - Multiplication and Division - Fractions - Position and Direction - Place Value - Money - Time <p><u>Year 2</u></p> <ul style="list-style-type: none"> - Geometry: Position and Direction - Problem solving and efficient methods - Measurement: Time - Measurement: Mass, Capacity and Temperature - Investigations

<p>Science</p>	<p>Seasonal changes</p> <p>Why are there so many leaves on the floor?</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. • 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>Materials and their properties</p> <p>Why are most forms of transport made from metal?</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. (Y1) 	<p>Living things and their habitats</p> <p>Why are Humans not like tigers?</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 describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) (Y1) • I can find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. 	<p>Animals including humans</p> <ul style="list-style-type: none"> • I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • I can notice that animals, including humans, have offspring which grow into adults • I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. • I can explore and compare the differences between things that are living, dead, and things that have never been alive • I can identify and name a variety of plants and animals in their habitats, including microhabitats • I can observe and describe how seeds and bulbs grow into mature plants • I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
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Longitudinal Study	KQ: What animals live within the school grounds all year round?					
Computing (Computing)	(1.1) Programming: We are treasure hunters: Beebots and programmable toys	(2.1) Programming: We are astronauts: Scratch	(1.3) Creativity: Illustrate an e-book: Paint and Word	(1.4) Collectors: Finding images using the web- Computer networks	(2.6) Productivity: Record Bug Hunt Data- Excel and Google Maps	(2.5) Communication/ collaboration: Email systems and the VLE
Geography	<p>I can identify key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <ul style="list-style-type: none"> Why are lighthouses placed where they are? Do rivers always lead towards the sea? How can a map help me if I am lost? <p>I can identify key human features including: Port, harbour</p> <ul style="list-style-type: none"> How do boats connect to the land? 		<p>I can name and locate the world's seven continents and five oceans</p> <ul style="list-style-type: none"> Do we all live on one land mass? <p>I can 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> <ul style="list-style-type: none"> Why do all the Tigers live along the equator? Would we survive in the North or South pole? 		<p>I can 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</p> <p>-Could I provide directions with a map if I didn't know the area?</p> <p>I can 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</p>	

	<ul style="list-style-type: none"> - If the seas are natural, are the land features? 		<ul style="list-style-type: none"> - What are the different representations of the land? - How could we create our own birds eye view? <p>I can use simple fieldwork 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> <ul style="list-style-type: none"> - Can you create and use a map to play a game in the school grounds?
<p>History</p>	<p>How did Amelia Earhart leave a lasting impact on our lives today? Should it be called 'Herstory'?</p> <ul style="list-style-type: none"> • Changes within living memory. To understand how these events reveal aspects of change in national life • To understand about events beyond living memory that are significant nationally or globally: first aeroplane flight <p>When was the RNLI invented?</p> <ul style="list-style-type: none"> • To know about the lives of significant individuals in the past who have contributed to national and international achievements: <i>Grace Darling</i> 	<p>/</p>	<p>/</p>

	<p>What is the similar and what is different between Grace Darling and Amelia Earhart?</p> <ul style="list-style-type: none"> To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections 					
Art	<p>Artist Study: Piet Mondrian Colour Chaos: Children will learn how to choose, use and mix their own colours to create pieces of art. They will explore the life of the chosen artist and create their own pieces of Art in the same/ similar style.</p>	<p>Printing- Seasonality and colours. Children will use a variety of objects to create printed artwork related to the seasons</p> <p>Silhouette: Create a Christmas card silhouette based upon the 'Little Christmas tree'</p>	<p>Artist Study: Henri Rousseau. Children will develop a wide range of art and design techniques in using colour, pattern, texture to recreate a picture in the style of H.Rousseau</p>	<p>To use a range of materials creatively to design and make products- focus on weaving in India</p>	<p>Use sculpture to create naturistic art based upon ideas and inspiration they are shown using a variety of materials</p>	<p>To use drawing to create still life pictures.</p> <p>To use colour, pattern, texture, line, shape, form and space</p>
DT	<p>Design, make and evaluate a mode of transport.</p> <ul style="list-style-type: none"> How can we ensure our transport has an aspect of movement? What are the best materials to use to make our mode of transport? Which is the best method of attachment? 		/	<p>Children can make a healthy dish and understand where the ingredients come from.</p> <ul style="list-style-type: none"> What makes a healthy dish? Where does our food come from? Who is responsible for our healthy lifestyle? 		

RE (Understanding Christianity and Living Difference)	WR: Judaism- Sukkot- The harvest	Incarnation UC 1.3 Why does Christmas matter to Christians?	Creation UC 1.2 Who made the world?		WR: Judaism- The Torah- Their religious book	
PE	Invasion Games (Rugby Focus) Outdoor <u>Year 1</u> <ul style="list-style-type: none"> - throw underarm - move and stop safely - throw and catch with both hands - throw and kick in different ways <u>Year 2</u> <ul style="list-style-type: none"> - use hitting, kicking and rolling in a game - decide on the best space to be in during a game - follow the rules 	Health and Exercise (ABC) Indoor <u>Year 1</u> <ul style="list-style-type: none"> - balance along a range of equipment - move and stop safely - throw and catch with both hands - raise and lower my heart rate <u>Year 2</u> <ul style="list-style-type: none"> - balance and coordination to move - vary my speed and direction rapidly - raise and lower my heart rate 	Invasion Games (Lacrosse/Football Focus) Weather dependent <u>Year 1</u> <ul style="list-style-type: none"> - throw underarm - move and stop safely - throw and catch with both hands - throw and kick in different ways <u>Year 2</u> <ul style="list-style-type: none"> - use hitting, kicking and rolling in a game - decide on the best space to be in during a game - follow the rules 	Dance and Movement with Intergr8 <u>Year 1</u> <ul style="list-style-type: none"> - move to music - copy dance moves - perform my own dance moves - perform my own dance moves - make up a short dance - move safely in a space <u>Year 2</u> <ul style="list-style-type: none"> - change rhythm, speed, level and direction in my dance - dance with control and coordination - make a sequence by linking sections together - use dance to show a mood or a sequence. 	Invasion Games (Strike and Fielding) Focus Rounders <u>Year 1</u> <ul style="list-style-type: none"> - throw underarm - move and stop safely - throw and catch with both hands - throw and kick in different ways <u>Year 2</u> <ul style="list-style-type: none"> - use hitting, kicking and rolling in a game - decide on the best space to be in during a game - follow the rules 	Health and Exercise- Athletics <u>Year 1</u> <ul style="list-style-type: none"> - Run for a short distance and improve my time - Throw and catch accurately with two hands - Throw in a variety of ways - Warm up and cool down appropriately <u>Year 2</u> <ul style="list-style-type: none"> - Run a variety of distance using skill and tact - Throw in a variety of ways using technique - Warm up and cool down appropriately

Music	<ul style="list-style-type: none"> • Use instruments and voices with increasing accuracy, fluency, control and expression - Practising and performing Christmas songs - Nativity performance 		<ul style="list-style-type: none"> • Improvise and compose music for a range of purposes - Use the Boom whackers to compose, play and recall music 		<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts 	
PSHE (SCARF)	<i>Me and my Relationships</i>	<i>Valuing Difference</i>	<i>Keeping Myself Safe</i>	<i>Rights and Responsibilities</i>	<i>Being my Best</i>	<i>Growing and Changing</i>
French	<i>Greetings</i>	<i>Colours</i>	<i>Describing me</i>	<i>Songs and celebrations</i>	<i>Animals</i>	<i>School equipment</i>