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| **Subject** | **Learning questions** | **Products** | **Vocabulary** | **Curriculum links** |
| **History** | **Composite – Christopher Columbus**  **Components**   * Who was C. Columbus? * What was his job? * What did he do? * Where did his exploration take him? * Can you name any of the famous ships he sailed on?   **Composite – The Wright Brothers**  **Components**   * Who are the Wright Brothers? * What did they do? * What difference did they make? | C.Columbus fact file  Make your own invention  Making paper airplanes | Explorer  Civilisations  Centuries  Disease  Legacy  Colonised  Achievement  Sustained  Discoveries  Ancient  Centuries  Influential | Taught about changes within living memory – where appropriate, these should be used to reveal aspects of change in national life  *(Titanic/ Boats new and old)*  Taught about 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.  *(C. Columbus, Wright Brothers)* |
| **Geography** | **Composite –**  **Components**   * Where do we live? * Which areas of our planet do you think are cold and which do you think might be hot? * Where do you think the hot tropical rainforests might be on the map? * Which type of climate do we live in? * Can you name the four seasons? * Matching words to key features on a map. | To colour code the map of the world to show which areas are tropical, polar, or temperate.  To match each season to the corrects weathers/ events.  To match words to key features on a map. | Hot/cold  Climate  Poles  Equator  Seasons  Summer/Spring/Autumn/Winter  Weather  Polar  Temperate  Tropical  Beach  Cliff  Coast  Forest  Hill  Mountain  Sea  Ocean  River  Soil  Valley  Vegetation  City  Town  Village  Factory  Farm  House  Office  Port  Harbour  Shop | To name and locate the world’s 7 continents and 5 oceans.  To 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  Use basic geographical vocabulary to refer to key physical features. |
| **Science** | **Composite – Animals including humans**  **Components;**  **Yr 1**   * Are humans animals? * What are our 5 senses? * What animals are in our school? * What animals can we see in our school grounds? * What animals do we find in our country and in the rainforest? * How can we categorise animals? * What do different types of animals eat? * How can we tell what an animals diet is? – carnivore, omnivore or herbivore?   **Composite – Animals including humans/ Living things and their habitats**  **Components;**  **Yr 2**   * What is a rainforest habitat? * Can you list some of the animals that live in the rainforest habitat? * Is it living or is it dead? * Is it alive? * What other habitats are there? * What is a micro habitat? * What is a carnivore, omnivore, and herbivore? * How can we tell what and animals’ diet is? * What is a foodchain? | **Yr 1**  To label body parts correctly.  Identify animals on the school grounds using a tally chart.  Match 3 habitats to the correct animals.  Sort animals into categories. Amphibian, reptile, mammal etc.  Poo experiment – Observe, record and discuss findings.  **Yr2**  Sort the animals into there natural habitats.  Use a Venn diagram to categorise carnivores, herbivores and omnivores.  Draw a 3 or 4 step food chain using the correct vocabulary.  Poo experiment – observe, record, discuss and evaluate | **Yr 1**  sorting  Senses – sight/hearing/taste/smell/touch  Minibeasts  Carnivore/omnivore/herbivore  **Yr 2**  Habitat  Categorise  Living/ dead/ alive  Environment  Micro  Recap – carnivore/omnivore/herbivore  Food chain | **Yr 1 –**  **Working scientifically**  Pupils should be taught to identify and classify  Pupils should be taught to use their observations and ideas to answer questions  **Animals inc humans**  Pupils should be taught to name a variety of common animals  Pupils should describe and compare the structure of a variety of common animals.  **Yr 2**  **Working Scientifically**  Pupils should be taught to name identify and classify  Pupils should be taught to use their observations and ideas to answer questions  **Living things and their habitats**  Pupils should be taught to explore/compare differences between things living/dead/never been alive  Pupils should be taught to identify that most living things live in habitats to which they are suited, describe how habitats provide for basic needs of animals, including micro habitats  Pupils should be taught to describe how animals obtain their food from plants/other animals using idea of food chains, identify and name different sources of food.  **Animals inc humans**  Pupils should be able to find out about the basic needs of animals for survival (water/food/air) |
| **Art** | **Composite: Painting** – Claude Monet  **Components:**  \*Use pastels and water colour to create movement with brushstrokes.  \*To colour mix using blue, green and white to create different shades.  \*To paint Lilies using step by step guides.  \*What is a landscape?  \*Reaction between pastel and watercolour.  \*Writing in paint, will any paper do?  \*shape colour and detail when painting to show emotion | To recreate ‘Bridge over a pond’ using pastels and water colours.  To use the water colour techniques to create water. | Wash  Graded wash  Glaze  Wet in wet technique  Dry brush  Blotting  Brush  Tip  Sky  seascape | To use painting, to develop and share their ideas, experiences, and imagination. |
| **Design and Technology** | **Composite:** To attach a textile of choice to the sail of a raft or base of the raft.  **Components:**  \*Investigate fabrics to determine best for purpose  \*running stitch joining techniques, staple glue (joining techniques)  \*Finishing techniques (decoration) | To create a raft that floats (purposeful with materials)  To have a sail made from fabric. | Textile  Fabric  Felt  Joining  Needle  Glue  Attach  template | Children to join materials to create a raft.  -Waterproof materials.  -Floating materials  Design, make and evaluate.  See Planning overview |
| **Computing** | **Composite:** Moving Robots  **Components:**  \*To choose a command for a given purpose  \*To build a sequence of commands to create movement. (BEEBOT)  \*To predict an outcome of a series of commands.  **Composite:** Algorithms  **Components:**  \*To describe a series of instructions is a sequence  \*To choose a series of words to create a sequence. | To move a partner around the playground through given simple commands.  To create a sequence to move a beebot to the correct space on the iPad. | Command  Order  Sequence  Move  Direction | To use simple search engines to research facts about an under the sea animal of choice.  \*See Keychain Computing |
| **Religious Education** | **Composite –** What is the ‘good news’ Christians believe Jesus brings. *(1.4)*  **Components**  Who can change the world?  What is peace and how do Christians get it from God?  What is forgiveness and how do Christians receive it?  How do Christians bring good news to others?  **Composite –** Why does Easter matter to Christians? *(1.5)*  **Components**  What is New Life?  What is the story Christians tell about Easter?  What are the symbols of Easter?  What do Christians do to celebrate Easter? |  | Gospel  Peace  Forgiveness  New Life  Easter  Palm Sunday  Crucifixion  Good Friday  Resurrection  Tomb  Heaven |  |
| **PSHE** | **Composite –** One decision:  *Keeping/ staying healthy*  **Components**   * Healthy eating * Washing hands * Brushing teeth * Medicine | An unhealthy dinner  I can brush my teeth  Healthy message board  I can wash my hands  Medicine | Healthy  Allergies  Antibodies  Ingredients  Research unhealthy  Prescription  Immunisation  Medicine  Decay  Responsible  Risky  Vaccination  Germs  Immune system  Energy  Repair  Vitamins  Natural  Doctor  Saturated fats | To develop pupils’ skills, knowledge and attributes they need to keep themselves healthy, safe and prepared for life and work. |
| **Music** | **Composite –**  **Components**  (1) In The Groove is a song that was specially written for classroom use to teach children about different styles of music. This is a very easy song to learn and has been arranged in six different styles: Blues, Baroque, Latin, Bhangra, Folk and Funk.  Zoo Time (2) The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. | Each session  Listen and appraise  Musical activities  Perform | Pulse  Rhythm  Pitch  Tempo  Dynamics  Timbre  Texture  Structure  Notation | Use their voices expressively and creatively by singing songs and speaking chants and rhymes  Play tuned and untuned instruments musically  Listen with concentration and understanding to a range of high-quality live and recorded music  Experiment with, create, select and combine sounds using the inter-related dimensions of music. |
| **PE** | Spring 1: Tag Rugby: | Spring 1: Netball:   * Use running, jumping, and catching skills in combination. * Children learn to catch a large ball without cradling it. * Use the terms ‘opponent’ and ‘team-mate’. * Catch a large ball without cradling or trapping it. * Change direction. * Recognise space on a court. | Spring 2: Basketball:   * Use running, jumping and catching skills in combination. * Use the terms ‘opponent’ and ‘team-mate’. * Dribble a ball while moving slowly in their own space. * Decide when and where to pass. * Change direction. * Recognise space on a court. | Spring 2: Gymnastics: |
| **Citezenship** | Primary Picture News Weekly. | | | |
| **Experiences** | \*Plymouth Aquarium Trip  \*Rock Pooling at Westward Ho! (Rangers Experience.)  \*Instow Beach visit  \*RNLI Visit | | | |