

HeaNeville Class Year 1 & 2													
2018-19							2019-2020						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Are you super human?	What do you know about chocolate?	Where do you live?	Can you remember when?	What can we grow?	Where in the world?		What's it made of?	Who looks after you?	How can we get there?	Knights and castles	What's cooking?	Where does it live?
Science	<p>Name body parts and senses.</p> <p>Humans food hygiene exercise</p> <p>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>notice that animals, including humans, have offspring which grow into adults ∅ find out about and describe the basic needs of animals, including humans, for survival (water, food and air) ∅ describe the</p>		<p>Seasonal changes- observing weather pattern and recording</p> <p>observe changes across the four seasons ∅ observe and describe weather associated with the seasons and how day length varies.</p>		<p>Plants- identify common and wild plants seeds and bulbs growing What plants need</p> <p>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees ∅ identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>observe and describe how seeds and bulbs grow into mature plants ∅ find out and</p>	<p>Animals, living things in their habitats</p> <p>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals ∅ identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>explore and compare the differences between things that are living, dead, and things that have never been alive ∅ identify that most living</p>		<p>Materials- identifying materials Squishing bending twisting and stretching</p> <p>Use of every day materials</p> <p>distinguish between an object and the material from which it is made ∅ identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock ∅ describe the simple physical properties of a variety of everyday materials ∅ compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>Hygiene</p> <p>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>			<p>Healthy eating</p> <p>find out about and describe the basic needs of animals, including humans, for survival (water, food and air) ∅ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>Animals, living things in their habitats</p> <p>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals ∅ identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>explore and compare the differences between things that are living, dead, and things that have never been alive ∅ identify that most living</p>

	importance for humans of exercise, eating the right amounts of different types of food, and hygiene.				describe how plants need water, light and a suitable temperature to grow and stay healthy.	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 □ identify and name a variety of plants and animals in their habitats, including microhabitats □ 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.	identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses □ find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.					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 □ identify and name a variety of plants and animals in their habitats, including microhabitats □ 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.
History		War and remembrance		Fire of London				Significant people - Florence	History of transport and	Significant local people		

		<p>changes within living memory.</p> <p>Joseph Rountree and the impact on York</p> <p>significant historical events, people and places in their own locality</p>		<p>events beyond living memory that are significant nationally or globally</p>				<p>Nightingale , Mary Seacole. Edith cavall nurses that have helped us.</p> <p>the lives of significant individuals in the past who have contributed to national and international achievement s.</p>	<p>significan invtentors- stevenson wright brothers</p> <p>significant historical events, people and places in their own locality</p> <p>Changes within living memory</p>	<p>from our village Neville Bulmer Howard significant events</p> <p>significant historical events, people and places in their own locality</p>		
Geography		<p>Looking at the equator where cacao is grown and comparing it to Chocolate in York</p> <p>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</p>	<p>Local area maps</p> <p>name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p> <p>use simple compass directions (north, south, east and west) and locational and directional language</p>	<p>Looking at changes in our capital city- maps now and then</p> <p>name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p>		<p>Looking at where different animals live- continents and countries.</p> <p>name and locate the world's 7 continents and 5 oceans</p>			<p>Where the Vikings travelled in their long boats</p> <p>use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>	<p>Looking at aerial photograph and learning where to build a castle.</p> <p>name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p> <p>use aerial photographs and plan perspectives to</p>	<p>Where does food come from- looking at maps and food miles</p> <p>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</p>	<p>Naming seas and oceans of the world while looking at the animal that live there</p> <p>name and locate the world's 7 continents and 5 oceans</p>

		<p>a contrasting non-European country</p>	<p>[for example, near and far, left and right], to describe the location of features and routes on a map</p> <p>Weather linked to Science <i>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</i></p> <p>use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil,</p>							<p>recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>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>		
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			valley, vegetation, season and weather									
			use simple fieldwork and observation al skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environmen t									
PHSE	Supertato and evil pea Helping other to be good friends Aiming high 'Life'	Have you filled a bucket today? Being a good friend	On the way home- Telling the truth Britain 'life'	Emotions and feelings Managing emotions	Big bag of worries Sharing worries Think positive 'life'	Bad tempered lady bird Managing emotions	Elmer the elephant- Everyone is unique	Not now Bernard Sharing worries Safety first 'Life'	Words are not for hurting hands are not for hitting Friendship emotions	TEAM 'life'	PANTS!	Rainbow fish Friendship- being a good friend One world 'life'
Computin g	<u>Internet safety</u> Hectors world <i>use technology safely and respectfully, keeping personal information</i>		<u>Our local area -KCLC</u> using google maps, beebop and tocaboca builder <i>use technology safely and respectfull</i>		<u>Computing art-</u> looking at different styles and artists and recreating it using paint programmes <i>□ use technology purposefully</i>	<u>Crazy creatures KCLC</u> Control and directional programming <i>understand what algorithms are; how they are</i>	<u>Internet safety</u> Smarty the penguin <i>use technology safely and respectfull y, keeping personal information</i>		<u>VehiclesKCL C withDT</u> Balloon cars <i>Use technology purposefully to create, organise, store, manipulate and retrieve</i>	<u>Mythical creatures</u> KCLC creating animations <i>Use technology purposefull y to create, organise, store, manipulate and</i>		<u>Scratch T and KCLC</u> Use scratch to create and improve animations <i>Create and debug simple programs</i> <i>Use logical reasoning to</i>

	private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.		y, 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 use technology purposefully to create, organise, store, manipulate and retrieve digital content		to create, organise, store, manipulate and retrieve digital content □ recognise common uses of information technology beyond school ART to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination □ 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	implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs		private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.		digital content Recognise common uses of information technology beyond school 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	retrieve digital content		predict the behaviour of simple programs
Art	<u>Superhero art</u> drawing sculpting and painting looking at Andy Warhol and Giacometti to use drawing,		Local art and artists Pencil drawings of local building-local artists-David Hockney	<u>Fire of London art</u> fire pictures inspired by Robert Hubert to use drawing, painting and sculpture to develop and	pattern, texture, line, shape, form and space □ about the work of a range of artists, craft makers and designers, describing	<u>Animal art</u> Animal silhouettes and watercolour backgrounds . clay animals to use a range of	<u>Recycled art</u> To create an imaginative piece of art from different materials to develop a wide range of art and design techniques in	<u>Festival arts</u> Bonfire/ Halloween/ Christmas/ remembrance	<u>Jackson Pollock</u> abstract wheel paintings and splatter paintings about the work of a range of artists,	<u>Paule Klee</u> Castle in the sun-shape collage Watercolour of Sheriff Hutton castle	<u>Archimbold</u> <u>o fruit faces-</u> collage. printing and photography using fruit about the work of a	<u>Seas and oceans of the world</u> collage and painting techniques-Turner- and Fabricate	

	<p>painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>learning 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>		<p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination □ 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>	<p>share their ideas, experiences and imagination □ 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>	<p>the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>materials creatively to design and make products □ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination □ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>using colour, pattern, texture, line, shape, form and space</p>		<p>craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</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>	<p>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>	
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Music	<p><u>Singing body songs</u>- body percussion and untuned percussion</p> <p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p><u>Nativity play</u></p> <p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>		<p><u>Singing and playing the fire of London songs</u> call and response and rounds with voice and instruments use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>play tuned and untuned instruments musically</p>	<p><u>Jack and the bean stalk songs</u> BBC</p> <p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>play tuned and untuned instruments musically</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p>			<p><u>Nativity play</u></p> <p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p><u>Songs about Victorian inventions</u></p> <p>Robert Stevenson - The rocket and listening to and creating songs that sound like the trains. BBC</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>			<p>Enjoy listening to sea songs (singing when I was 1) Art linked to listening music to create artistic moods. (Turner) use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p>	
RE	<p><u>What is harvest?</u></p>	<p><u>Story of Christmas</u></p>	<p><u>Places of worship T</u></p> <p>Looking at building for different religions</p>		<p><u>Nature and God T</u></p> <p>Creation story and a variety of stories linked to nature from different religions</p>		<p><u>What is harvest?</u></p> <p><u>Christianity</u></p> <p>Key Question: 1.1 Who is a Christian and what do they believe?</p>	<p><u>Christmas stories</u></p>	<p><u>Islam</u></p> <p>Who is a Muslim and what do they believe?</p>	<p><u>Friendship T</u></p> <p>A variety of friendship stories from different religions</p>			
DT	<p><u>Design a super hero sculpture</u></p>			<p><u>Building Tudor</u></p>			<p><u>DT exploring fabrics to make faces</u></p>		<p><u>To design and make a</u></p>				<p><u>Design and create</u></p>

	<u>and pop up book</u>			<u>houses linked to history</u>				<i>design purposeful, functional, appealing products for themselves and other users based on design criteria select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics evaluate their ideas and products against design criteria</i>		<u>moving car linked to Computing</u> Elastic band self propelled cars/ vehicles <i>design purposeful, functional, appealing products for themselves and other users based on design criteria select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</i>		<u>magnetic game</u> Make a fishing phonics/ spelling game <i>design purposeful, functional, appealing products for themselves and other users based on design criteria select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] explore and use mechanisms [for example, levers, sliders, wheels and axles], in their product</i>	
PE	Health related fitness	Catching and throwing skills	Invasion games	BBC school Fire of London Dance	Gymnastics basic shapes,	Athletic skills sports day		Gymnastics basic shapes,	Gymnastics Using equipment	Health related fitness skills	Dance - knights and castles	Hockey	Tennis

					traveling and balancing.	Tennis		traveling and balancing.		Teams games	Throwing and catching games	Invasion games	Balancing skills Athletic skill sports day
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