

Year 1 & 2 Two year rolling programme

2016-2017	Theme Title & Driving Subject	Class Novel:	Curriculum Subjects & Objectives:	Cross Curricular links
Autumn 1 (7 weeks)	<p>All About Me Driving subject: Science (Animals, including humans)</p>		<p>Science - Animals, including humans BAND 1 1, identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals 2, identify and name a variety of common animals that are carnivores, herbivores and omnivores 3, describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) 4, identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense BAND 2 1, notice that animals, including humans, have offspring which grows into adults 1, find out about and describe the basic needs of animals, including humans, for survival (water, food, air) 3, describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene History - Band 1 1, I can place known events in the order of when they happened 2, I can sequence events and recount changes within living memory 3, I can use common words and phrase relating to the passing of time History - Band 2 1, I can show awareness of the past, using common words and phrases relating to the passing of time 2, I can describe changes within living memory and aspects of change in the national life</p>	

<p>Autumn 2 (8 weeks)</p>	<p>Magic Driving subject: History (Guy Fawkes)</p>	<p>Year 1 - Winnie the Witch Year 2 - Georges Marvellous medicine - Roald Dahl</p>	<p>History - Band 1 1, I can place known events in the order of when they happened 3, I can use common words and phrase relating to the passing of time 4, I can understand the key features of events 7, I can find answers to some simple questions about the past from simple sources of information 8, I can describe some simple similarities and differences between man made objects. 10, I can ask and answer relevant basic questions about the past 11, I can talk, draw or write about aspects of the past History - Band 2 1, I can show awareness of the past, using common words and phrases relating to the passing of time 3, I can use a wide vocabulary of everyday historical terms 4, I can ask and answer questions, choosing and using parts of stories and other source to show that I know and understand key features of events 5, I can show understanding of some of the ways in which we find out about the past and identify ways in which it is represented 7, I can describe events beyond living memory that are significant nationally or globally 8, I can discuss the lives of significant people in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods 9, I can describe significant historical events, people and places locally 10, I can speak about how I have found out about the past 11, I can record what I have learned by drawing and writing</p>	
<p>Spring 1 (7 weeks)</p>	<p>Rubbish Robots Driving subject:</p>	<p>Year 1 - Henry and the robots</p>	<p>Geography - Band 1 10, I can show I know about changes that are happening in the local environment 11, I can suggest ideas for improving the environment</p>	

	Eco/Recycle/Reuse	- Ian Whubrow Year 2 - Horrid Henry - Francesca Simon	Geography - Band 2 10, I can use simple fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment	
Spring 2 (5 weeks)	COLOUR/PATTERN/TEXTURE Driving subject: Art ART EXHIBITION / STATEMENT PIECE	Elmer - Poetry -	ART & DT objectives History - Band 1 9, I can describe significant historical events, people and places locally.	Kandinski Klint Rag rug
Summer 1 (6 weeks)	PLANTS Driving subject: Science	Jack and the Beanstalk - Traditional Year 1 - Jim and the Beanstalk Year 2 - Jack and	Science - Plants Band 1 1, identify and name a variety of common wild garden plants, including deciduous and evergreen trees 2, identify and describe the basic structure of a variety of common flowering plants. Including trees Band 2 1, observe and describe how seeds and bulbs grow into mature plants 2, find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	

		the Beanstalk script		
Summer 2 (7 weeks)	PIRATES Driving subject: Geography (UK & non-EU)	Year 1 - (Barnaby Bear) Pirate Post / How to be a pirate/Pirate next door - Jonney Duddle Year 2 - Peter Pan	<p>Geography - Band 1</p> <p>1, I can ask simple geographical questions</p> <p>4, I can use words such as near and far, left and right to talk about where things are</p> <p>5, I can make simple maps and plans</p> <p>8, I can understand how some places are linked to other places</p> <p>Geography - Band 2</p> <p>1, I can name and place the world's seven continents and five oceans</p> <p>2, I can name, place and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>3, I can understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a small area in a contrasting non-European country</p> <p>5, I can use basic geographical vocabulary to refer to physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, season and weather</p> <p>6, I can use basic geographical vocabulary to refer to human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>7, I can use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied</p> <p>8, I can use simple compass directions (N<S<E<W) and locational and directional language e.g. near and far, left and right, to describe the location of features and routes on a map</p> <p>9, 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>	Barnaby bear

2017-2018				
Autumn 1	<p>WHAT BIG EYES YOU HAVE!</p> <p>Driving subject: Geography (Environment of school grounds)</p>	<p>ALL - Little Red Riding Hood - Traditional</p> <p>Year 1 - 3 pigs/3 little wolves & big bad pig</p> <p>Year 2 - Revolting rhymes - Road Dahl</p>	<p>Geography - Band 1</p> <p>1, I can ask simple geographical questions</p> <p>2, I can use simple observational skills to study the geography of the school and its grounds</p> <p>3, I can use simple maps of the local area</p> <p>4, I can use words such as near and far, left and right to talk about where things are</p> <p>5, I can make simple maps and plans</p> <p>6, I can name, describe and compare places I know</p> <p>7, I can link home with other places in my area,</p> <p>8, I can understand how some places are linked to other places</p> <p>11, I can suggest ideas for improving the school environment</p> <p>Geography - Band 2</p> <p>6, I can use basic geographical vocabulary to refer to human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>9, 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> <p>10, I can use simple fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features surrounding its environment</p>	
Autumn 2	<p>SPACE</p> <p>Driving subject: History (Neil Armstrong)</p>	<p>Year 1 - ZOG Julia Donaldson Whatever Next</p>	<p>History - Band 1</p> <p>1, I can place known events in the order of when they happened</p> <p>3, I can use common words and phrase relating to the passing of time</p> <p>4, I can understand the key features of events</p> <p>5, I can identify some similarities and difference between ways of life in different periods</p> <p>6, I can relate my own account of an event and understand tat others may give a different version</p>	Moon Buggies?

		<p>Year 2 - Aliens in underpants</p>	<p>7, I can find answers to some simple questions about the past from simple sources of information 10, I can ask and answer relevant basic questions about the past 11, I can talk, draw or write about aspects of the past History - Band 2 1, I can show awareness of the past, using common words and phrases relating to the passing of time 2, I can describe where people and events fit within a timeline and identify similarities and differences between ways of life in different periods 3, I can use a wide vocabulary of everyday historical terms 4, I can ask and answer questions, choosing and using parts of stories and other source to show that I know and understand key features of events 5, I can show understanding of some of the ways in which we find out about the past and identify ways in which it is represented 7, I can describe events beyond living memory that are significant nationally or globally 8, I can discuss the lives of significant people in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods 9, I can describe significant historical events, people and places locally 10, I can speak about how I have found out about the past 11, I can record what I have learned by drawing and writing</p>	
Spring 1	<p>DENS & DANDILIONS Driving subject: Science (materials)</p>	<p>ALL - Fantastic Mr Fox - Roald Dahl</p>	<p>History - Band 1 8, I can describe some simple similarities and differences between man-made objects Science - Everyday materials/Uses of everyday materials 1, distinguish between an object and the material from which it is made 2, identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock</p>	Parental links

			<p>3, describe the simple physical properties of a variety of everyday materials</p> <p>4, Compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p>5, identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>6, find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>	
Spring 2	<p>PETS</p> <p>Driving subject: ART / PSHCE</p> <p>ART EXHIBITION / STATEMENT PIECE</p>	<p>Year 1 - The snake that came to stay - Julia Donaldson</p> <p>Year 2 - The hundred mile and hour dog - Jeremy Strong</p>		Dog safety
Summer 1	<p>SEASONS</p> <p>Driving Subject: Science (Seasonal changes / Living</p>		<p>Science - Seasonal changes/living things and their habitats</p> <p>1, observe changes across the four seasons</p> <p>2, observe and describe weather associated with the seasons and how day length varies</p> <p>3, explore and compare the differences between things that are living, dead, and things that have never been alive</p>	

	<p>things and their habitats) Maths/Music/Art &DT</p>		<p>4, identify that most living things live in habitats to which they are suited and describe how habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other 5, identify and name a variety of plants and animals in their habitats, including micro-habitats 6, describe how animals obtain their food from plants and other animals, using the ideas of a simple food chain, and identify and name different sources of food Geography - Band 1 9, I can describe seasonal weather changes Geography - Band 2 4, I can identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 5, I can use basic geographical vocabulary to refer to physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, season and weather.</p>	
<p>Summer 2</p>	<p>SEASIDE Driving subject:</p>	<p>Year 1 - Harry by the Sea Year 2 - Katie Morag</p>	<p>History - Band 1 9, I can sort historical objects from 'then' and 'now' Geography - Band 1 5, I can make simple maps and plans 6, I can name, describe and compare places I know 7, I can link home with other places in my area, 8, I can understand how some places are linked to other places Geography - Band 2 3, I can understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a small area in a contrasting non-European country 4, I can identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>	

			<p>5, I can use basic geographical vocabulary to refer to physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, season and weather.</p> <p>8, I can use simple compass directions (N<S<E<W) and locational and directional language e.g. near and far, left and right, to describe the location of features and routes on a map</p> <p>9, 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>	
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