

## Bidford on Avon Primary School Curriculum plan Year 1 and Year 2

		AUTUMN	SPRING	SUMMER
Even Years	HUMANITIES	<p><b><u>Ourselfs</u></b></p> <p><b><u>History</u></b></p> <ul style="list-style-type: none"> <li>changes within living memory.</li> <li>significant historical events, people and places in their own locality.</li> </ul> <p><b><u>Geography</u></b></p> <p>Geographical skills</p> <ul style="list-style-type: none"> <li>fieldwork of their school and its grounds; use aerial photographs, plans, maps and symbols</li> <li>the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>use simple compass directions (North, South, East and West)</li> </ul> <p>Place knowledge</p> <ul style="list-style-type: none"> <li>human and physical geography of a small area of the United Kingdom,</li> </ul> <p>Human and physical geography</p> <p>use basic geographical vocabulary to refer to key physical and human features</p>	<p><b><u>Frozen planet</u></b></p> <p><b><u>History</u></b></p> <ul style="list-style-type: none"> <li>the lives of significant individuals in the past e.g Robert Falcon Scott, Ernest Shackleton.</li> </ul> <p><b><u>Geography</u></b></p> <p>Locational knowledge:</p> <ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> </ul> <p>Human and Physical</p> <ul style="list-style-type: none"> <li>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</li> </ul> <p>Geographical skills</p> <ul style="list-style-type: none"> <li>use simple compass directions (North, South, East and West) and locational and directional language</li> </ul>	<p><b><u>Transport</u></b></p> <p><b><u>History</u></b></p> <ul style="list-style-type: none"> <li>The lives of significant individuals in the past e.g Wright brothers/ Neil Armstrong/ Ellen McCarther/Amy Johnson, Brunel, Stephenson)</li> <li>Events beyond living memory that are significant nationally or globally e.g. the first aeroplane flight; the first trains, Titanic.</li> </ul> <p><b><u>Geography</u></b></p> <p>Locational knowledge:</p> <ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> </ul> <p>Geographical skills</p> <ul style="list-style-type: none"> <li>use world maps, atlases and globes to identify the United Kingdom and its countries</li> <li>use simple compass directions (North, South, East and West) and locational and directional language</li> </ul> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>identify seasonal and daily weather patterns</li> <li>use basic geographical vocabulary to refer to key physical and human features</li> </ul>
	KEY TEXTS	<ul style="list-style-type: none"> <li>The Lion Inside</li> </ul>	<ul style="list-style-type: none"> <li>The Emperor's Egg</li> </ul>	<ul style="list-style-type: none"> <li>Bob the man on the moon</li> </ul>
	COMPUTING	<ul style="list-style-type: none"> <li>Keyboard skills/ online safety/ using a Chrome book</li> <li>Pictograms – displaying information</li> <li>Create a digital greeting card – combine images and text</li> </ul>	<ul style="list-style-type: none"> <li>Effective, safe online searching</li> <li>Coding – use code to make a computer program</li> </ul>	<ul style="list-style-type: none"> <li>Maze explorers – programme a device to follow simple instruction; create and debug a set of instructions.</li> <li>Use painting tools to create a digital picture.</li> </ul>
	SCIENCE	<ul style="list-style-type: none"> <li>Animals including humans: common animals; carnivores; the human body and senses</li> <li>Seasonal Changes</li> <li>Working scientifically</li> </ul>	<ul style="list-style-type: none"> <li>Uses of Everyday materials: properties of and grouping materials</li> <li>Seasonal Changes</li> <li>Working scientifically</li> </ul>	<ul style="list-style-type: none"> <li>Living Things and their Habitats: habitats, plants and food chains</li> <li>Seasonal Changes</li> <li>Working scientifically</li> </ul>
	PE	<ul style="list-style-type: none"> <li>Games</li> <li>Gymnastics</li> </ul>	<ul style="list-style-type: none"> <li>Dance</li> <li>Games</li> </ul>	<ul style="list-style-type: none"> <li>Athletics</li> <li>Rounders</li> </ul>
	RE	<ul style="list-style-type: none"> <li>Who is Christian and what do they believe?</li> <li>Who is Jewish and what do they believe?</li> </ul>	<ul style="list-style-type: none"> <li>Who is a Muslim and what do they believe?</li> </ul>	<ul style="list-style-type: none"> <li>What can we learn from Sacred Books?</li> <li>What makes some places sacred?</li> </ul>
	DIVERSITY	<ul style="list-style-type: none"> <li>Rosh Hashana</li> <li>Visit local church/ online synagogue</li> </ul>	<ul style="list-style-type: none"> <li>World Book Day</li> </ul>	<ul style="list-style-type: none"> <li>World travel, destinations and culture</li> </ul>
	PSHCE	<ul style="list-style-type: none"> <li>Keeping Safe: Tying shoelaces</li> <li>Keeping Healthy: Washing Hands.</li> <li>Protective Behaviours</li> <li>Feelings and Emotions: Jealously</li> </ul>	<ul style="list-style-type: none"> <li>Feelings and Emotions: Anger</li> <li>Being sensible: Helping someone in need</li> <li>Online Safety: Making friends online</li> <li>PREVENT</li> </ul>	<ul style="list-style-type: none"> <li>Relationships: Friendships/ Bullying</li> <li>Judgements: Is it safe to eat or drink?</li> <li>Hazard Watch: At the fire station</li> </ul>
	ART	<ul style="list-style-type: none"> <li><b>Drawing</b> - develop control of drawing tools and materials</li> <li>Study a range of artists and designers</li> </ul>	<ul style="list-style-type: none"> <li><b>Painting</b> - Explore and respond to colour; mix primary and secondary colours</li> <li>Study a range of artists and designers</li> </ul>	<ul style="list-style-type: none"> <li><b>Sculpture</b> - Investigate natural material and processes for using clay.</li> <li>Study a range of artists, craft makers and designers</li> </ul>
	DESIGN TECHNOLOGY	<ul style="list-style-type: none"> <li>Wheeled vehicles and mechanisms: wheel and axles</li> <li>Study designers, engineers and inventors</li> </ul>	<ul style="list-style-type: none"> <li>Celebration cards and mechanisms: sliders and levers</li> <li>Study designers, engineers and inventors</li> </ul>	<ul style="list-style-type: none"> <li>Fruit kebabs: preparing fruit and vegetables/ cooking and nutrition requirements</li> <li>Study designers, engineers and inventors</li> </ul>
	MUSIC	<ul style="list-style-type: none"> <li>Hey You (hip hop and rap): use their voices to chant and rhyme; play untuned instruments; listen to a range of music; create, select and combine sounds</li> <li>Study musicians and composers</li> </ul>	<ul style="list-style-type: none"> <li>Zoo time (reggae, pulse and rhythm): use their voices expressively singing songs; play untuned instruments; listen to a range of music; create, select and combine sounds</li> <li>Study musicians and composers</li> </ul>	<ul style="list-style-type: none"> <li>Your imagination: use their voices expressively and creatively by singing songs; play tuned instruments; listen to a range of music; create, select and combine sounds using interrelated dimensions of music</li> <li>Study musicians and composers</li> </ul>
	FOOD/ GROWING	<ul style="list-style-type: none"> <li>Harvest</li> </ul>	<ul style="list-style-type: none"> <li>Surviving in the cold</li> </ul>	<ul style="list-style-type: none"> <li>Fruit from around the world</li> </ul>
	ENTERPRISE		<ul style="list-style-type: none"> <li>Share artwork with parents</li> </ul>	

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		AUTUMN	SPRING	SUMMER
Odd Years	HUMANITIES	<p style="text-align: center;"><u>The Great Fire of London</u></p> <p style="text-align: center;"><u>History</u></p> <ul style="list-style-type: none"> <li>events beyond living memory that are significant nationally or globally</li> <li>Lives of significant people and past events e.g. Guy Fawkes and Houses of Parliament; Great Fire of London, Samuel Pepys</li> </ul> <p style="text-align: center;"><u>Geography</u></p> <p>Locational knowledge:</p> <ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>	<p style="text-align: center;"><u>On Safari</u></p> <p style="text-align: center;"><u>Geography</u></p> <p>Place knowledge</p> <ul style="list-style-type: none"> <li>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 a contrasting non-European country (e.g Kenya – similar sized non-European seaside destination).</li> <li>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</li> </ul> <p>Human and Physical</p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p style="text-align: center;"><u>Seaside</u></p> <p style="text-align: center;"><u>History</u></p> <ul style="list-style-type: none"> <li>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 (Queen Victoria/ Grace Darling).</li> </ul> <p style="text-align: center;"><u>Geography</u></p> <p>Place knowledge</p> <ul style="list-style-type: none"> <li>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 a contrasting non-European country (e.g St Ives – similar sized non-European seaside destination).</li> </ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> <li>use aerial photographs, plans, maps and symbols</li> <li>use simple fieldwork and observational skills</li> </ul> <p>Human and physical geography</p> <ul style="list-style-type: none"> <li>identify seasonal and daily weather patterns in the United Kingdom</li> <li>use basic geographical vocabulary to refer to key physical and human features</li> </ul>
	KEY TEXTS	<ul style="list-style-type: none"> <li>Vlad and the Great Fire of London</li> </ul>	<ul style="list-style-type: none"> <li>Meerkat Mail</li> <li>Tinga Tinga Tales</li> </ul>	<ul style="list-style-type: none"> <li>The Lighthouse Keepers Lunch</li> </ul>
	COMPUTING	<ul style="list-style-type: none"> <li>Keyboard skills/ online safety/ using a Chrome book</li> <li>Effective searching and use of email</li> </ul>	<ul style="list-style-type: none"> <li>Creating an animated story book – create, organise and manipulate digital content using images, animation and sound</li> <li>Coding – explore program design and computational thinking.</li> </ul>	<ul style="list-style-type: none"> <li>Create simple binary tree and search databases</li> <li>Use digital photography- take, edit and enhance digital photos</li> </ul>
	SCIENCE	<ul style="list-style-type: none"> <li>Animals including humans: animal reproduction; healthy living; basic needs</li> <li>Seasonal Changes</li> <li>Working scientifically</li> </ul>	<ul style="list-style-type: none"> <li>Everyday Materials: name and identify the properties of materials</li> <li>Seasonal Changes</li> <li>Working scientifically</li> </ul>	<ul style="list-style-type: none"> <li>Plants: common plants; plant structure; seed growth; plant reproduction; keeping plants healthy</li> <li>Seasonal Changes</li> <li>Working scientifically</li> </ul>
	PE	<ul style="list-style-type: none"> <li>Games</li> <li>Gymnastics</li> </ul>	<ul style="list-style-type: none"> <li>Dance</li> <li>Games</li> </ul>	<ul style="list-style-type: none"> <li>Athletics</li> <li>Cricket</li> </ul>
	RE	<ul style="list-style-type: none"> <li>Who is a Hindu and what do they believe?</li> <li>What can we learn from the life of the Buddha?</li> </ul>	<ul style="list-style-type: none"> <li>What is a Sikh and how do they live?</li> <li>How and why do we celebrate special and sacred times?</li> </ul>	<ul style="list-style-type: none"> <li>How should we care for others and the world, and why does it not matter?</li> <li>What does it mean to belong to a faith community?</li> </ul>
	DIVERSITY	<ul style="list-style-type: none"> <li>Divali celebrations: Indian culture</li> </ul>	<ul style="list-style-type: none"> <li>African clothes, food, customs.</li> </ul>	<ul style="list-style-type: none"> <li>Stories from non-European holiday destination (to match Geography non European destination)</li> </ul>
	PSHCE	<ul style="list-style-type: none"> <li>Keeping Safe: Road Safety</li> <li>Keeping Healthy: Brushing teeth</li> <li>Protective Behaviours</li> <li>Being sensible: Water Spillage</li> </ul>	<ul style="list-style-type: none"> <li>Feelings and Emotions: Worry</li> <li>Being sensible: Practice makes perfect</li> <li>Online Safety: Online Bullying</li> <li>PREVENT</li> </ul>	<ul style="list-style-type: none"> <li>Relationships: Friendships/ Body Language</li> <li>Judgement: Is it safe to play with?</li> <li>Hazard watch: using a phone whilst driving</li> </ul>
	ART	<ul style="list-style-type: none"> <li><b>Collage and textiles</b> - Explore textiles; weave, decorate, colour, embellishing fabrics</li> <li>Study a range of artists, craft makers and designers</li> </ul>	<ul style="list-style-type: none"> <li><b>Printing</b> - Create designs; learn ways to apply colour.</li> <li>Study a range of artists, craft makers and designers</li> </ul>	<ul style="list-style-type: none"> <li><b>Painting</b> - Experiment freely with paint, painting implements and mark making.</li> <li>Study a range of artists and designers</li> </ul>
	DESIGN TECHNOLOGY	<ul style="list-style-type: none"> <li>Card houses: free standing structures</li> <li>Study designers, engineers and inventors</li> </ul>	<ul style="list-style-type: none"> <li>African textiles: textiles and joining techniques</li> <li>Study designers, engineers and inventors</li> </ul>	<ul style="list-style-type: none"> <li>Making a picnic: preparing fruit and vegetables/ cooking and nutrition requirements</li> <li>Study designers, engineers and inventors</li> </ul>
	MUSIC	<ul style="list-style-type: none"> <li>Hands feet and heart (African rhythms): use their voices to chant and rhyme; play untuned instruments; listen to a range of music; create, select and combine sounds</li> <li>Study musicians and composers</li> </ul>	<ul style="list-style-type: none"> <li>In the Groove: use their voices expressively singing songs; play untuned instruments; listen to a range of music; create, select and combine sounds</li> <li>Study musicians and composers</li> </ul>	<ul style="list-style-type: none"> <li>Friendship song: Your imagination: use their voices expressively and creatively by singing songs; play tuned instruments; listen to a range of music; create, select and combine sounds using interrelated dimensions of music</li> <li><b>Study musicians and composers</b></li> </ul>
	FOOD/ GROWING	<ul style="list-style-type: none"> <li>Healthy snacks (pizza, fruit salad, bread)</li> </ul>	<ul style="list-style-type: none"> <li>Food tasting from other cultures</li> <li>– link to RE – a time to feast</li> </ul>	<ul style="list-style-type: none"> <li>Link to literacy – Anansi Ghana biscuits</li> <li>Seaside – ice cream</li> </ul>
	ENTERPRISE	<ul style="list-style-type: none"> <li>First Aid day – St John's ambulance</li> </ul>	<ul style="list-style-type: none"> <li>Topic afternoon with parents</li> </ul>	<ul style="list-style-type: none"> <li>Travel agents- plan a holiday</li> </ul>

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