

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

		AUTUMN	SPRING	SUMMER
Even Years	<b>HUMANITIES</b>	<p style="text-align: center;"><b><u>Ourselves (what's our story?) H</u></b></p> <ul style="list-style-type: none"> <li>▪ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>▪ significant historical events, people and places in their own locality.</li> </ul>	<p style="text-align: center;"><b><u>Pioneers of the Poles (G/H)</u></b></p> <p><b>Locational knowledge:</b></p> <ul style="list-style-type: none"> <li>▪ name and locate the world's seven continents and five oceans</li> </ul> <p><b>Human and Physical</b></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><b>Geographical skills</b></p> <ul style="list-style-type: none"> <li>▪ 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</li> </ul> <p><b>History</b></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 e.g Robert Falcon Scott, Ernest Shackleton.</li> </ul>	<p style="text-align: center;"><b><u>Things that go! (H)</u></b></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 (Wright brothers/ Neil Armstrong/ Ellen McCarther/Amy Johnson, Brunel, Stephenson)</li> <li>• events beyond living memory that are significant nationally or globally [for example, the first aeroplane flight; the first trains, Titanic)</li> </ul> <p><b>Geographical skills</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>
		<p style="text-align: center;"><b><u>Where do we live? (G)</u></b></p> <p><b>Geographical skills</b></p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>▪ 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</li> <li>▪ 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</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>• human and physical geography of a small area of the United Kingdom,</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>• use basic geographical vocabulary to refer to key physical and human features</li> </ul>	<p style="text-align: center;"><b><u>Toys (H)</u></b></p> <ul style="list-style-type: none"> <li>▪ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> </ul> <p><b>Geographical skills</b></p> <ul style="list-style-type: none"> <li>▪ 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</li> </ul>	<p style="text-align: center;"><b><u>From A to B – Where do we go?(G)</u></b></p> <p><b>Locational knowledge:</b></p> <ul style="list-style-type: none"> <li>▪ name and locate the world's seven continents and five oceans</li> </ul> <p><b>Geographical skills</b></p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ 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</li> </ul> <p><b>Human and physical geography</b></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> <li>▪ use basic geographical vocabulary to refer to key physical and human features</li> </ul>
	<b>COMPUTING</b>	We are treasure hunters- using programmable toys We are photographers - using digital photography	We are game testers – testing computerised games. We are detectives – using email.	We are zoologists – collecting data. We are storytellers – producing talking books.
	<b>SCIENCE</b>	Animals including humans; Seasonal Changes 2A Working scientifically unit 2A	Living Things and their Habitats; Seasonal Changes 2B Working scientifically unit 2B	Uses of Everyday materials; Seasonal Changes 2C Working scientifically unit 2C
	<b>PE</b>	Games Gymnastics	Dance Games	Athletics Rounders
	<b>RE</b>	Creation People in stories – Stories about religious leaders	Belonging together - Symbols Nobody's fault - Charity	Sharing together - Giving thanks Getting ready for prayer - Worship
	<b>DIVERSITY</b>	Rosh Hashana Visit Gurdwara/ local church	World Book Day	Learning about France and Europe
	<b>PSHCE</b>	Year 1 Self awareness/democracy/rules and rights/relationships. Year 2: Helping and getting help/keeping healthy/dealing with bullying.	Protective Behaviours Year 1 Similarities and differences; communication and participation; healthy lifestyles. Year 2: Safety contexts; managing change; personal safety.	Year 1: Personal hygiene;changing emotions; how my body works and changes Year 2: Emotional well-being; drugs and their uses; managing, identifying and reducing risk.
	<b>ART</b>	Learn about the work of a range of artists, craft makers and designers. Use <b>drawing, painting, sculpture, printing and collage</b> creatively to develop techniques in using colour, pattern, texture, line, shape, form and space		
	<b>DESIGN TECHNOLOGY</b>	Design, make and evaluate appealing products, structures and mechanisms using cooking and nutrition, textiles and construction material in a range of relevant contexts.		
	<b>MUSIC</b>	Hey You! Hip Hop	In the Groove Mixed Styles	Feel the pulse Exploring pulse and rhythm
<b>FOOD/ GROWING</b>		Making sandwiches Teddy Bears picnic	European food	
<b>ENTERPRISE</b>		Create a toy museum for parents	Science week Trip to Paris on Eurostar	

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		<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
Odd Years	<b>HUMANITIES</b>	<p style="text-align: center;"><u>How are You? (H)</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 (Mary Seacole Florence Nightingale/)</li> <li>▪ events beyond living memory that are significant nationally or globally (for example, Great Plague).</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, as well as the countries, continents and oceans studied at this key stage (UK/ Jamaica)</li> </ul> <hr style="border-top: 1px dashed black;"/> <p style="text-align: center;"><u>Big Bangs and Bright Lights (H)</u></p> <ul style="list-style-type: none"> <li>• Lives of significant people and past events (Guy Fawkes and Houses of Parliament; Great Fire of London, Samuel Pepys)</li> </ul>	<p style="text-align: center;"><u>Dressed for the job - uniforms (H)</u></p> <ul style="list-style-type: none"> <li>▪ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>▪ significant historical events, people and places in their own locality (World at war; tudors; Saxons)</li> </ul>	<p style="text-align: center;"><u>Seaside Holidays (H)</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>From field to fork – where does our food come from? (G)</u></p> <p><b>Locational knowledge:</b></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><b>Geographical skills</b></p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ 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</li> </ul> <p><b>Human and physical geography</b></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</li> <li>▪ use basic geographical vocabulary to refer to key human features</li> </ul>	<p style="text-align: center;"><u>Countryside and coastline (G)</u></p> <p><b>Place knowledge</b></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 Weston Super Mare – similar sized non-European seaside destination)</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ use simple fieldwork and observational skills to study the geography of their UK destination</li> </ul> <p><b>Human and physical geography</b></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> <li>▪ use basic geographical vocabulary to refer to key physical and human features</li> </ul>	
	<b>COMPUTING</b>	We are painters- illustrating an ebook. We are collectors – finding web based images	We are tv chefs – digital film We are celebrating – creating a digital card.	We are researchers – researching a topic We are astronauts – programming..
	<b>SCIENCE</b>	Animals including humans; Seasonal Changes 1A Working scientifically unit 1A	Plants; Seasonal Changes 1B Working scientifically unit 1B	1. Everyday Materials; Seasonal Changes 1C Working scientifically unit 1C
	<b>PE</b>	Games Gymnastics	Dance Games	Athletics Cricket
	<b>RE</b>	Special books – Sacred texts Shining lights – Christmas/ Diwali	Senses in worship – Worship/ offerings A time to feast – Lent, Easter, Ramadan, Eid	Growing and changing – Change, death and remembrance Special places – Church and Gurdwara
	<b>DIVERSITY</b>	Mary Seacole Divali celebrations	Multicultural day – looking at clothes, food, customs.	Stories from non European holiday destination e.g. Anansi – Ghana (to match Geography non European destination)
	<b>PSHCE</b>	New beginnings; Getting on and falling out; Say no to bullying.	Protective Behaviours Going for goals; Good to be me.	Relationships; Changes.
	<b>ART</b>	Learn about the work of a range of artists, craft makers and designers. <b>Use drawing, painting, textiles, digital &amp; mixed media</b> creatively to develop techniques in using colour, pattern, texture, line, shape, form and space		
	<b>DESIGN TECHNOLOGY</b>	Design, make and evaluate appealing products, structures and mechanisms using cooking and nutrition, textiles and construction material in a range of relevant contexts.		
	<b>MUSIC</b>	I wanna play in a band Rock	Zootime Reggae	What's the score Exploring instruments and symbols
	<b>FOOD/ GROWING</b>	Healthy snacks (pizza, fruit salad, bread)	Food tasting from other cultures – link to RE – a time to feast	Link to literacy – Anansi Ghana biscuits Seaside – ice cream
	<b>ENTERPRISE</b>	First Aid day – St John's ambulance	Running a parent café Fashion show	