

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

		<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
Even Years	<b>HUMANITIES</b>	<p style="text-align: center;"><b><u>Ourselves</u></b></p> <p style="text-align: center;"><b><u>History</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>Geography</u></b></p> <p>Geographical skills</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>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 style="text-align: center;"><b><u>Explorers</u></b></p> <p style="text-align: center;"><b><u>History</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 e.g Robert Falcon Scott, Ernest Shackleton.</li> </ul> <p style="text-align: center;"><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 [for example, near and far; left and right], to describe the location of features and routes on a map</li> </ul>	<p style="text-align: center;"><b><u>Transport</u></b></p> <p style="text-align: center;"><b><u>History</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 style="text-align: center;"><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, 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>Human and physical geography</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>	Keyboard skills/ e-safety We are celebrating – creating a digital card	Creating and debugging codes Using the internet and email/ e-safety	Using pictograms Creating 2D animations/ e-safety
	<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>	Who is Christian and what do they believe? Who is Jewish and what do they believe?	Who is a Muslim and what do they believe?	How should we care for others and the world, and why does it not matter? What does it mean to belong to a faith community?
	<b>DIVERSITY</b>	Rosh Hashana Visit Gurdwara/ local church	World Book Day	Learning about France and Europe
	<b>PSHCE</b>	Keeping Safe: Tying shoelaces Keeping Healthy: Washing Hands. Protective Behaviours Feelings and Emotions: Jealously	Feelings and Emotions: Anger Being sensible: Helping someone in need Online Safety: Making friends online PREVENT	Relationships: Friendships/ Bullying Judgements: Is it safe to eat or drink? Hazard Watch: At the fire station
	<b>ART</b>	<b>Drawing</b> - develop control of drawing tools and materials. <b>Painting</b> - Explore and respond to colour; mix primary and secondary colours. <b>Sculpture</b> - Investigate natural material and processes for using clay.		
	<b>DESIGN TECHNOLOGY</b>	<i>Mechanisms - sliders and Levers/ Structures - free standing structures/ Food - preparing fruit and vegetables</i>		
	<b>MUSIC</b>	Introducing beat – how can we make friends when we sing together Introducing tempo & dynamics – how does music make the world a better place?	Focus on dynamics & tempo – how does music teach us about the past? Inventing a musical story – how does music teach us about our neighbourhood?	Having fun with improvisation – what songs can we sing to help us through the day? Exploring improvisation – how does music teach us about about looking after our
	<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

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

		<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
Odd Years	<b>HUMANITIES</b>	<b>Bright Lights and Big Bangs</b> <u>History</u> <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 (Guy Fawkes and Houses of Parliament; Great Fire of London, Samuel Pepys)</li> </ul> <u>Geography</u> Locational knowledge: <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>	<b>Spring 1: How are you?</b> <u>History</u> <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> </ul> <b>Spring 2: On Safari</b> <u>Geography</u> Place knowledge <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> </ul> Human and Physical <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>	<u>Seaside</u> <u>History</u> <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> <u>Geography</u> Place knowledge <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> Geographical skills and fieldwork <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> Human and physical geography <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>	Keyboard skills/ e-safety We are photographers - using digital photography	Creating an e-book Understanding technology around us/ e-safety	Using simple graphs Programming – Scratch junior/ e-safety
	<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>	Who is a Hindu and what do they believe? What can we learn from the life of the Buddha?	What is a Sikh and how do they live? How and why do we celebrate special and sacred times?	What can we learn from Sacred Books? What makes some places sacred?
	<b>DIVERSITY</b>	Divali celebrations	Mary Seacole 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>	Keeping Safe: Road Safety Keeping Healthy: Brushing teeth Protective Behaviours Being sensible: Water Spillage	Feelings and Emotions: Worry Being sensible: Practice makes perfect Online Safety: Online Bullying PREVENT	Relationships: Friendships/ Body Language Judgement: Is it safe to play with? Hazard watch: Texting whilst driving
	<b>ART</b>	<b>Collage and textiles</b> - Explore textiles; weave, decorate, colour, embellishing fabrics. <b>Printing</b> - Create designs; learn ways to apply colour. <b>Painting</b> - Experiment freely with paint, painting implements and mark making.		
	<b>DESIGN TECHNOLOGY</b>	Mechanisms - wheels and axles/ Food - preparing fruit and vegetables/ Textiles - template and joining techniques		
	<b>MUSIC</b>	Exploring simple patterns – how does music help us to make friends? Adding Rhythm & Pitch – how does music tell stories about the past?	Exploring feelings through music – how does music make the world a better place? Combining pulse, rhythm and pitch – how does music help us to understand our neighbours?	Music that makes you dance – how does music make us happy? Explore sound and create a story – how does music teach us about looking after our planet?
	<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	