

Year 1 and 2 - Cycle A (2022 – 2023)

Holidays	Autumn Term 1	Autumn Term 2	Spring Term 3	Spring Term 4	Summer Term 5	Summer Term 6	
Learning Unit	Hello	We are Conservationists	We are Voyagers	We are Citizens	We are explorers	We are Healthy	Goodbye
Enquiry Questions	What makes a good friend?	Why do animals have different habitats?	What's the best way to travel around Carterton/Witney/Spain?	What's in my neighbourhood?	Why do we remember Neil Armstrong?	Where does my food come from?	What have I enjoyed this year?
Hook	Forest Senses work	Living Rainforest	Door in the woods for English	Walk around Carterton	Leicester space centre? Planetarium visitor in hall?	Mini Olympics day	Memories of year ceremony/ book
Key Outcomes	Class expectations made clear.	Children learn why animals have different habitats. Children learn that some animals are endangered and think about how they can help them Children can identify countries where different animals live and find these on a map.	Children create a timeline of transport (cars) changes throughout the ages. Children understand the technological changes in transport.	Leaflet to visit Carterton Knowledge of the facilities in their local area.	Understand the importance of Neil Armstrong being the first man on the moon.	Children understand the need to be fit and active and eat healthily.	To reflect on the year.
Science Scientific Enquiry	Seasonal changes - Autumn - observe changes across the four seasons, observe and describe weather associated with the seasons and how day length Identify seasonal and daily weather patterns in the UK. How does the oak tree change over the year? Do trees with bigger leaves lose their leaves first in autumn? Does the wind always blow the same way in Winter?						
	Do taller children run faster?	What conditions do woodlice prefer to live in?	What surface is the best for cars to travel safely?	How much food and drink do I have over a week?	<i>How does the colour of a UV bead change over the day? – Not sure</i>	Why do you need to wash your hands?	
Science	Animals including humans identify, name, draw and label the basic parts of the human body and say which part of	Living things and their Environment <ul style="list-style-type: none"> Explore and compare the differences between things that are living, dead, and things that have never been alive identify that most living 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 	Enquiry skills <ul style="list-style-type: none"> Create a scientific enquiry using forces. 	Animals including humans <ul style="list-style-type: none"> Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) 	Enquiry skills <ul style="list-style-type: none"> Create a scientific enquiry using light. 	Animals including humans <ul style="list-style-type: none"> describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene Animals including humans 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.	

	the body is associated with each sense	<ul style="list-style-type: none"> identify and name a variety of plants and animals in their habitats, including microhabitats <p>Investigate mini beasts in forest area to link with enquiry questions.</p>				
History	<p>My History To recognise changes within living memory</p> <p><i>Time line of important events within their lives.</i></p>		<p>Why do we remember Henry Ford? Transport timeline throughout the ages.</p> <ul style="list-style-type: none"> Describe significant people from the past Recognise that there are reasons why people in the past acted the way they did. Label timelines with words or phrases such as: past, present, older and newer <p>Significant individuals – Henry Ford,</p>	<p>What has changed in Carterton?</p> <ul style="list-style-type: none"> To learn about significant historical events, people and places in our locality. (History of Carterton – William Carter) <p>(combined with Geography)</p>	<p>Why do we remember Neil Armstrong?</p> <ul style="list-style-type: none"> Describe significant people from the past Recognise that there are reasons why people in the past acted the way they did. Label timelines with words or phrases such as: past, present, older and newer <p>(Neil Armstrong – first man in space)</p>	<p>Timeline of the year (add to one from Hello topic)</p>
Geography	<p>My School Use simple fieldwork and observational skills to study the geography of school and its grounds</p> <p><i>Tour of school grounds. Treasure hunt?</i></p>	<p>Our world</p> <ul style="list-style-type: none"> Identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles (link to where animals live) <p>Research an animal habitat and find on a map.</p>		<p>Our neighbourhood</p> <ul style="list-style-type: none"> Use simple fieldwork and observational skills to study the local area and the key human and physical features of its surrounding environment <p>(combined with History)</p>		<p>Playground games and sports around the world</p> <ul style="list-style-type: none"> Name and locate the world's 7 continents and 5 oceans, understanding the terms 'continent' and 'sea'
Design and Technology	Take a self-portrait or a photograph. Use		<p>Moving Vehicles</p> <ul style="list-style-type: none"> Explore existing products and investigate how they have been made 			<p>Food technology</p> <ul style="list-style-type: none"> Develop a food vocabulary using taste, smell, texture and feel. Group familiar food products e.g. fruit and vegetables.

	a simple computer paint program to create a picture <i>Editing selfies?</i>		<ul style="list-style-type: none"> Join appropriately for different materials and situations e.g. glue, tape. Try out different axle fixings and their strengths and weaknesses. Use a range of materials to create models with wheels and axles e.g. tubes, dowel, cotton 			<ul style="list-style-type: none"> Explain where food comes from. Cut, peel, grate, chop a range of ingredients Work safely and hygienically. Understand the need for a variety of foods in a diet. Measure and weigh food items, non-statutory measures e.g. spoons, cups <p>Make a healthy snack.</p>	
Art	Frida Kahlo Develop a range of tone using a pencil Kahlo inspired portrait	Painting Artist Henri Rousseau <ul style="list-style-type: none"> Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. Rousseau inspired picture using pencils and colouring pencils.		Collage <ul style="list-style-type: none"> to use a range of materials creatively to design and make products 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. Make a mural representing Carterton.	Colour Mixing <ul style="list-style-type: none"> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Space themed big picture (colour mixing to create a planet)		ART WEEK Create a picture of a favourite memory from the year.
Music	Getting to know you songs/chants?	Singing – animal songs. <ul style="list-style-type: none"> To sing a melody sing with awareness of pulse and control of rhythm. Follow pitch 	Christmas concert. <ul style="list-style-type: none"> Perform together and follow instructions that combine the musical elements 	Playing instruments <ul style="list-style-type: none"> To identify different groups of instruments. To play a range of instruments. To create sound effects. To play instruments with control Create a song about Carterton or a to perform in the town?	Music Express <ul style="list-style-type: none"> To contribute to a class composition Link to 'The Planets'	Music Express <ul style="list-style-type: none"> Recall and remember songs Recognise changes in timbre, dynamics and pitch Mini-Olympics chant	
RE	Introduction to religion and religious vocabulary	Does God want Christians to look after the world?	What gift would I have given to Jesus if He had been born in My town?	How important is it for Jewish people to do what God asks them to do?	Why was Jesus welcomed like a King or celebrity by the crowds on Palm Sunday?	Is Shabbat important to Jewish children?	
PSHE	.Relationships. Who is special to us?	Living in the wider world? How can we look after each other and the world?	Living in the wider world? What can we do with money?	Living in the wider world? Who helps to keep us safe?	Health and wellbeing What helps us to stay healthy?	Health and wellbeing What helps us to stay healthy?	Relationships. What is the same and

							different about us?
Computing (Teach computing)	How to use devices safely	Year 1 Computing systems and networks - technology around us.	Year 1 Creating media - digital painting	Year 1 Programming - moving a robot	Year 1 Data and information – moving a roboto	Year 1 - creating media - digital writing	Year 1 - Programming animations
Values	Respect	Empathy	Self-awareness	Positivity	Excellence	Communication	Teamwork

Indoor PE Year 2	Real gym Physical	Real dance Physical	Real gym Health and fitness	Real dance Health and fitness	Real gym Creative	Real dance Creative
Outdoor PE Year 2	Real PE Physical	Real PE Social	Real PE Cognitive	Real PE Personal	Real PE Creative	Real PE Health and fitness

