

Year 1/2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>A visit back in time – The Stone Age</b> 	<b>Moon Zoom</b> 	<b>Superheroes</b> 	<b>Towers, Tunnels and Turrets</b> 	<b>Coastlines</b> 	<b>Movers and Shakers</b> 
Green Behaviour for Learning	Independence	Curiosity	Resilience	Independence	Resilience	Curiosity
Green Behaviour for Life	Respect	Honesty	Responsibility	Respect	Honesty	Responsibility
British Values	<b>Tolerance</b> , politeness and <b>mutual respect</b> are at the heart of our aims, ethos and R.E curriculum.	<b>The importance of rules and laws</b> , Our pupils are taught to respect the rules in place through different religions.	<b>Individual liberty</b> Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are taught how to utilise these safely.	<b>Democracy</b> Pupils are listened and are taught to actively to each other, respecting the right of every individual to have their opinions and voices heard.	<b>Mutual respect</b> for and tolerance of those with different faiths and beliefs, and for those without faith.	<b>Tolerance</b> , politeness and <b>mutual respect</b> are at the heart of our aims, ethos and R.E curriculum.
Memorable Experience	A visit to Kent’s Cavern	Alien Crash!	Superhero Hunt	A visit to Compton Castle	Coastal Visit	Watch “Children and human rights “ Each other UK
Love to investigate	How do animals stay alive? Where do new animals come from?	What keeps us dry? How does it feel?	Where do plants come from? What do they need to grow well?			What lives here? What does it eat? Is this alive?
Hook	Set up an archaeological dig with items from the stone age e.g. skulls, bones, flints,	Set up a small crash site with a rocket or spaceship and ask the children: Who has arrived in our classroom?	Leave a superhero costume (link to Supertato) and a note for the children asking them to help the superhero on their mission to save the everyone from Evil Pea.	Send the children a parcel with clues in it representing the different fairy tales in literacy. Ask the children questions.	Show the children a light house and a picnic basket with lunch in it. Who do you think has left this and why?	Arrange a visit from a significant person where they can ask and answer questions.
Literacy	Read <b>How to wash a woolly mammoth, Cave baby, Stonehenge (NF)</b> . Write instructions, diary entries, write a fact file about the stone age.	Read <b>Beegu, How to catch a star and The way back home</b> . Write letters about a trip to the moon, character descriptions about an alien, fact sheets on the space.	Read <b>Supertato, Traction Man and 10 Little Superhero’s</b> . Write a simple advert about Supertato, write wanted posters for the evil pea, descriptions of their own toys and write a new adventure for Traction Man	Read <b>Rapunzel, The Three Billy Goats Gruff and The Three Little Pigs</b> Retell a story, write an apology letter from the wolf/troll. Write a diary entry based on a day in the life of Rapunzel.	Read <b>The Light House Keepers Lunch, The Mousehole Cat, Hello Lighthouse</b> Write a set of instructions on how to make a picnic lunch. Write a setting description of the sea/waves.	Read <b>Rosa Parks (little people, big dreams) Malala’s Magic Pencil, Greta and The Giants</b> Write a recount about their trip with the magic pencil. Write a non-chronological report on Rosa Parks.

Science	<p><u>Animals including Humans</u> Learn about the basic needs of animals, including humans, for survival, and that all animals have offspring that grow into adults</p>	<p><u>Uses of everyday materials</u> Investigate the uses of everyday materials and what they are suitable for. Learn how some materials can be changed by bending, squashing etc.</p>	<p><u>Plants</u> Learn that plants grow from seeds or bulbs and what plants need to grow healthily.</p>			<p><u>Living things and their habitats</u> Learn about habitats, what they are and what lives in them. Learn what is living, dead and has never been alive. Identify plants and animals and learn what they eat.</p>
History	<p><b>How did life in the Stone Age differ from ours?</b> Nomadic life Stone Age tools Stone Age carvings and paintings Burial mounds</p>			<p><b>How does the monarch rule Britain?</b> Compare the reigns of two significant monarchs - Elizabeth 1 and Queen Victoria.</p>		<p><b>How did Rosa Parks and ED/EP made a difference to our lives today?</b> Compare the beliefs and actions of Rosa Parks and Emily Davison/Emmeline Pankhurst</p>
Geography				<p><b>What are Teignmouth's well-known landmarks?</b> Introduce concept of human geography. Locate Teignmouth's landmarks on a map/ match up on aerial photos. Relate position of landmarks using 4 compass points.</p>	<p><b>Why do tourists choose to visit Teignmouth?</b> Introduce concept of physical geography – sea, ocean, beach, river, cliffs, fields. Realise that Teignmouth's physical geography is what attracts tourists. Fieldwork - visit sea front Name oceans/continents.</p>	
RE		<p>Guy Fawkes Diwali Christmas</p> <p>Why does Christmas matter to Christians?</p>		<p>Who is Muslim and how do they live?</p>	<p>Shavout Who is Jewish and how do they live?</p>	
PSHE	<p>Keeping Myself Safe <a href="https://www.coramlifeeducation.org.uk/scarf/lesson-plans/how-safe-would-you-feel">https://www.coramlifeeducation.org.uk/scarf/lesson-plans/how-safe-would-you-feel</a> Being my Best</p>		<p>Rights and Responsibilities Me and my Relationships</p>			<p>Growing and Changing Year 1 or Year 2 lessons</p>
Computing	<p><b>Seesaw Skills</b> *logging on with QR code *Post work to journal *respond to an activity</p>		<p><b>Programmable toys</b> Create and debug programmes to control Bee-Bots (Beebot app) around a town map to help rescue people and animals.</p>		<p><b>Searching</b> Use a search engine to look for features of a coastline (e.g. beaches, cliffs, lighthouses). Create a pic</p>	

	*record voice comments or typed comments on own work. *to use the notes or drawing page – edit using different fonts, colours sizes.		Understand that programs work under clear and precise instruction.		collage showing these features.	
Music		Babushka		Your Imagination Pop Using your imagination		<b>In the Groove</b> Blues, Baroque, Latin, Bhangra, Folk, Funk. How to be in the groove with different styles of music.
Art	Colour mixing. Cave paintings using natural objects e.g. berries, leaves.			Clay slabs/coils to make turrets	Landscapes based on work by Laura Wall	
DT		Design and make a space themed vehicle.	Design and make a healthy meal.			Structures
Physical Education	<p><b>Year 1 FUNDAMENTAL SKILLS GAMES</b> Travelling safely in space using a variety of travels, throwing and catching individually and with a partner using a range of different equipment.</p> <p><b>GYMNASTICS</b> Explore different movements using floor, mats and apparatus.</p> <p><b>Year 2 FUNDAMENTAL SKILLS INVASION GAMES</b> Improve accuracy in travelling in space and using variety of equipment for throwing, catching, hitting and striking. Play small sided games keeping score.</p> <p><b>GYMNASTICS</b> Improve control in different body shapes and travels. Link movements together and create basic sequences.</p>		<p><b>Year 1 FUNDAMENTAL SKILLS GAMES</b> Develop more accuracy in throwing and catching, develop individual skills of hitting and striking a ball, begin to play against a partner.</p> <p><b>DANCE</b> Respond to different styles of music travelling safely and linking movements.</p> <p><b>Year 2 FUNDAMENTAL SKILLS INVASION GAMES</b> Improve accuracy in travelling in space and using variety of equipment for throwing, catching, hitting and striking. Play small sided games keeping score.</p> <p><b>DANCE</b> Perform actions with more control, linking actions and remembering short dance phrases.</p>		<p><b>Year 1 FUNDAMENTAL SKILLS GAMES</b> Use individual skills in small sided games. Develop their movement and coordination skills through field activities and target games types of music travelling</p> <p><b>Year 2 - FUNDAMENTAL SKILLS NET/WALL GAMES STRIKE AND FIELD GAMES</b> Perform individual skills of rolling, striking and kicking with more confidence. Use skills in a variety of simple games. Use skills of travelling in a variety of field activities.</p>	
Outdoor Learning	Making 'hotels' for insects, small toys. Digging, weeding, planting, harvesting. Plant (including trees) identification and structure. Seasonal changes. Identify, name and describe different animals	Making 'hotels' for insects, small toys. Digging, weeding, planting, harvesting. Compare and describe different materials around us and their uses. Seasonal changes.	Fire circle safety. Toast marshmallow with adult support. Cress growing experiment Seasonal changes.	Fire circle safety. Toast marshmallow with adult support. Seasonal changes.	Hammer into balsa, Saw 'real' wood using fine-toothed hacksaw Digging, weeding, planting, harvesting. Plant identification and structure: growing bean stalks. Seasonal changes.	Hammer into balsa, saw 'real' wood using fine-toothed hacksaw Digging, weeding, planting, harvesting. Identify and investigate different habitats, including microhabitats, around school. Describe them and what lives there. Seasonal changes.