

Year Group:1/2 : Once Upon a Time	
Core Subjects: Links to theme	Foundation Subjects
English	Humanities and RE
<p>Talk for Writing – retelling traditional tales. Innovating the story. Writing up a recipe.</p>	<p>Personal Development</p> <p style="background-color: #800080; color: white; text-align: center;">Core and British Values</p> <p>Class Rules (y1) School Rules (y2)</p> <p>Integrity – reflecting upon characters and identifying those that show integrity. Goodies and baddies. Right and wrong.</p>
	<p style="background-color: #800080; color: white; text-align: center;">Outside Learning Opportunities</p> <p>Shelter/Den building – Three Little Pigs</p> <p>Trails in forest school – Little Red Riding</p> <p>Field study – physical and human features.</p>
Mathematics	Art and Design and Design Technology
<p>Measure and begin to record lengths and heights, capacity and volume.</p> <p>Positional and directional language</p>	
Science	Leadership
<p>Materials Y1 – Distinguish between and object and the material from which it is made Identify and name a variety of materials Describe the simple properties of materials Compare and group materials</p> <p>Y2 – Identify and compare the suitability of a variety of everyday materials. Find out how the shape of solid objects can be changed by squashing, bending etc.</p>	<p>Bake sale to raise money/ Parents in to share a snack – gingerbread man link. Christmas fair</p> <p>OAA – traits of a leader (communicate, positive attitude,</p>
	Safeguarding
Computing	<p>Use of tools/ being safe around the kitchen.</p> <p>Safer relationships – linked to discussions regarding characters</p>
	Music and Physical Education
	<p>Geography – <i>Using and drawing maps. Features of the local area – field study. Physical/Human features. Use of a key to read a map.</i></p> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to key physical and human features Use locational language (e.g. near and far) to describe routes. <p>RE – <i>What can we learn from sacred books?</i> • Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3). • Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2). • Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1). • Talk about issues of good and bad, right and wrong arising from the stories (C2)</p>
	<p>Design and Technology – <i>Cooking</i></p> <ul style="list-style-type: none"> Develop the principles of a healthy and varied diet eating and where food comes from and develop an interest in cooking.
	<p>Music – Play untuned instruments musically.</p> <p>Make and combine sounds using the inter-related dimensions of music.</p> <p>PE – Gymnastics – travel, pathways and sequences. OAA</p> <ul style="list-style-type: none"> Develop balance, agility and co-ordination and begin to apply these in a range of activities.
	<p><i>Clicker 7 – word processing skills.</i> Use technology purposefully to create, organise, store and manipulate digital content.</p>

Core Subjects: Links to theme	Year Group: 1/2 : Monster Mayhem	
English	Personal Development	Foundation Subjects
<p>Character description.</p> <p>Letter/diary in role.</p> <p>Fictional non-chronological report.</p> <p>Instructions.</p>	Core and British Values	Humanities and RE
Mathematics	Respecting Myself (y1) Wonderful Me: I am Unique (y2) Individuality – correlation between monster characters and reality.	<p>RE – <i>What does it mean to belong to a faith community?</i> Think about why symbols of belonging matter to believers (A3) Give examples of ways in which believers express their identity and belonging within faith communities (B2) Respond to examples of cooperation between different people (C2)</p>
<p>Measure.</p> <p>Data handling/sorting.</p>	Outside Learning Opportunities	
Science	<p>Strong and stable structures (DT).</p> <p>Large-scale art work.</p> <p>Visit to church/synagogue/mosque...?</p> <p>Forest School – mini beasts, amphibians, mammals</p>	
<p><u>Animals including humans</u> Year 1 identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals; identify and name a variety of common animals that are carnivores, herbivores and omnivores; describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets); identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p><u>Year 2</u> notice that animals, including humans, have offspring which grow into adults; find out about and describe the basic needs of animals, including humans, for survival (water, food and air); describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	Leadership	Art and Design and Design Technology
	<p>Communication skills – giving and receiving feedback, avoiding conflict and enhancing group relationships. (DT)</p> <p>Public speaking skills – present ideas (DT/Art)</p>	<p>Art – to use a range of materials creatively to design and make products.</p> <p>DT – build structures, exploring how they can be made stronger, stiffer and more stable</p>
	Safeguarding	Music and Physical Education
Computing	<p>PANTS rule</p> <p>Prevent</p> <p>(see individuality)</p>	<p>Music – experiment with, create, select and combine sounds using the inter-related dimensions of music (with graphic scores).</p> <p>PE – Monster dance.</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content (Paint programme)</p>

Core Subjects: Links to theme	Year Group:1/2: London's Calling	
English	Personal Development	Foundation Subjects
Non chronological report about the UK. Diary of Great Fire of London	Core and British Values	Humanities and RE
Mathematics	Our School Council (y1) Our Governing Body (y2) House of Parliament – where British government reside. Pride of Place – caring for our environment/country/place where you live/community	<u>Geography –</u> <ul style="list-style-type: none"> Name, locate and identify the characteristics of the four countries and capital cities of the UK and its surrounding seas. To recognise landmarks and basic human and physical features (aerial) <u>History –</u> <ul style="list-style-type: none"> Events beyond living memory that are significant nationally (Great Fire of London) <u>RE – What makes some places sacred?</u> • Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3). • Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2). • Ask good questions during a school visit about what happens in a church, synagogue or mosque
Positional and Directional language. Shape.	Outside Learning Opportunities	Art and Design and Design Technology
Science	Den/ house building – London landmarks and London 1666 Mock up a London street outside – role play and set it alight! Visit Tudor style house in the village.	<u>Art – Brian Pollard</u> <ul style="list-style-type: none"> To study the work of an artist and make links to their own work. To use drawing and painting. To develop a wide range of art and design techniques in colour, line, shape and space.
Materials Y1 – Distinguish between an object and the material from which it is made Identify and name a variety of materials Describe the simple properties of materials Compare and group materials Y2 – Identify and compare the suitability of a variety of everyday materials. Find out how the shape of solid objects can be changed by squashing, bending etc.	Leadership	Music and Physical Education
Computing	Safeguarding	<u>Music –</u> Use voices expressively and creatively by singing songs (London's Burning) Play tuned and untuned instruments musically. <u>PE –</u> Multiskills Fire dance
Children choose how they present the information about the Great Fire of London. Fire Safety – set fire to our mock street Road Safety – trip to the village	Understand and use algorithms. Create and debug simple programs.	

Core Subjects: Links to theme		Year Group: 1/2 : Extraordinary Explorers	
English		Personal Development	Foundation Subjects
		Core and British Values	Humanities and RE
(Grandad's Island) Letter Diary in Role Recount of events Reading and writing instructions		Respect Others (y1) Disagreements, Arguments and Tolerance (y2) Ambition – where would you like to go and why? How could you make sure you have the opportunity?	Geography – <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans Use world maps, atlases and globes to identify continents and oceans. Use simple compass directions (north, south, east and west) to describe the location of features and routes on a map. History – <ul style="list-style-type: none"> Describe events beyond living memory (Christopher Columbus) RE – <i>How should we care for others and the world, and why does it matter?</i> Give examples what Jesus said about the importance of people (A2) Identify two examples of religious believers caring for people (B1) Describe different ideas about what God might be like from reading the creation story(C1)
Mathematics		Outside Learning Opportunities	Art and Design and Design Technology
Problem Solving Money – packing the kit Positional language Measurement Time		Basic survival skills – tie knots, lighting a fire, using simple tools, sharpen sticks with potato peelers.	
Science		Leadership	Music and Physical Education
<u>Seasonal Changes (Y1)</u> <ul style="list-style-type: none"> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies. <u>Living things and their habitats (Y2)</u> <ul style="list-style-type: none"> Explore and compare living, dead, never been alive Name animals and plants within habitats – how does it provide basic need Food chains 		OAA – Working in teams to put up a tent, pack kit bag, work out how much they need to take, plan route etc.	
		Safeguarding	DT – <i>Making a wheelie suitcase</i> <ul style="list-style-type: none"> Explore and use mechanisms in their products Design purposeful products Explore and evaluate Music – Use their voice creatively by singing chants. Listen with concentration and understanding to a range of high quality live or recorded music. (Different countries) PE – Gymnastics – linking a set of movements together.
		Safety in the outdoors	
Computing		Recognise common uses of information of information technology beyond school.	

Core Subjects: Links to theme	Year Group: 1/2 : Wonder Woman	
English	Personal Development	Foundation Subjects
Letter – write to inspirational women Non chronological report Diary in role	Core and British Values	Humanities and RE
Mathematics	Respecting myself (y1) Wonderful me: I am unique (y2) Individuality – how is everyone different?	History – <ul style="list-style-type: none"> Describe significant people from the past (Elizabeth 1, Mary Seacole, Florence Nightingale.) Recognise that there are reasons why people in the past acted as they did. RE – <i>Who is a Muslim/ Christian/ Jewish and what do they believe?</i> Talk about some simple ideas about Muslim beliefs about God. <ul style="list-style-type: none"> Recognise some objects used by Muslims and suggest why they are important (A2). Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1). Find out about and respond with ideas to examples of cooperation between people who are different (C2)
Shape, pattern, symmetry	Outside Learning Opportunities	Art and Design and Design Technology
Science	Role Play of significant people in given situations	Art – Female Artists/ Designers <ul style="list-style-type: none"> To study the work of a range of female artists, craft makers and designers, describing the differences and similarities between different practices and disciplines.
Plants (Taught discretely) <ul style="list-style-type: none"> Year 1 - Identify and name a variety of plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. Year 2 - Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 	Leadership	Music and Physical Education
Computing	Research women who have fought for a cause. E.g. suffragettes, Rosa Parks	Music – Use their voice creatively by singing chants (rhythm). Listen with concentration and understanding to a range of high quality live or recorded music.
	Develop attitude to failure	PE – Team Games – developing simple tactics for attacking and defending. Access to female coach (football)
	Safeguarding	
	Anti-bullying	
	E-Safety	
	Use technology purposefully to create, organise, store, manipulate and retrieve digital content (research, copy and paste)	

Core Subjects: Links to theme	Year Group: 1/2 : The Magic Carpet	
English	Personal Development	Foundation Subjects
<p>Magic carpet stories and magic spells. Journey stories.</p>	Core and British Values	Humanities and RE
Mathematics	<p>Our School Council (y1) Our Governing Body (y2) Service – how we can help others</p>	<p>Geography – Place knowledge: 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. Human and physical geography: identify location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>History –</p> <ul style="list-style-type: none"> Significant historical events, people and places in their own locality (Kidderminster carpet industry).
<p>Measures (dimensions of rugs). Shape and patterns. Y2 – Temperature.</p>	Outside Learning Opportunities	Art and Design and Design Technology
Science	<p>Visit to the carpet museum in Kidderminster Fieldwork Weather work</p>	<p>Art –</p> <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 pattern and texture (textiles) know about the work of a range of craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
<p>Materials Y1 – Distinguish between an object and the material from which it is made. Identify and name a variety of materials. Describe the simple properties of materials. Compare and group materials.</p> <p>Y2 – Identify and compare the suitability of a variety of everyday materials. Find out how the shape of solid objects can be changed by squashing, bending etc.</p>	Leadership	Music and Physical Education
Computing	Work as a team to create artwork – plan and implement	<p>Music – Y1 - Compose and perform own simple rhythms. Y2 - Begin to accompany songs and keep a pulse.</p> <p>PE –</p> <ul style="list-style-type: none"> Discretely taught (see PE curriculum map).
	Safeguarding	
	Using equipment safely	

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Mathematics		Outside Learning Opportunities	Art and Design and Design Technology
Problem Solving Money – packing the kit Positional language Measurement Time		Basic survival skills – tie knots, lighting a fire, using simple tools, sharpen sticks with potato peelers.	
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<u>Seasonal Changes (Y1)</u> <ul style="list-style-type: none"> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies. <u>Living things and their habitats (Y2)</u> <ul style="list-style-type: none"> Explore and compare living, dead, never been alive Name animals and plants within habitats – how does it provide basic need Food chains 		OAA – Working in teams to put up a tent, pack kit bag, work out how much they need to take, plan route etc.	
		Safeguarding	DT – <i>Making a wheelie suitcase</i> <ul style="list-style-type: none"> Explore and use mechanisms in their products Design purposeful products Explore and evaluate Music – Use their voice creatively by singing chants. Listen with concentration and understanding to a range of high quality live or recorded music. (Different countries) PE – Gymnastics – linking a set of movements together.
		Safety in the outdoors	
Computing		Recognise common uses of information of information technology beyond school.	