Year 1/2 - A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	R: Marvellous me **1 and 2: Regal Royals**	**Paws, Claws, Whiskers**	**Amazing Adventurers**	**Dazzling Dragons**	**The Great Fire of London**	**Beachcombers**
Secrets for Success	<td colspan="6" align="center">**Our Learning Behaviours for learning:** **Trying new things, working hard, concentrating, pushing yourself, imagining, improving, understanding others and not giving up.**</td>
School Values	<td colspan="6" align="center">**Our learning behaviour for life:** **Responsibility, Honesty, Kindness and Respect**</td>
British Values	<td colspan="6" align="center">**The importance of rules and laws.** Our pupils are taught to respect the rules in place through different religions. **Individual liberty** - Our pupils are encouraged to know, understand and exercise their rights and personal freedoms and are taught how to utilise these safely. **Democracy** - Pupils are listened and are taught to actively to each other, respecting the right of every individual to have their opinions and voices heard. **Mutual respect** for and **tolerance** of those with different faiths and beliefs, and for those without faith. Tolerance, politeness and mutual respect are at the heart of our aims, ethos and R.E curriculum.</td>
Memorable Experience	Visitor – what jobs do people do in our community	south west animals 2 you Visit (WB 31/10) Children to bring pets in.	Nature walk at Haldon Forest (08/02)	Dragon egg visit the school VR workshop - cities (geography link)	Fire Station visit week beginning 15/04	Visit to Dawlish Beach
Literacy	Read a selection of books about ourselves including: **Ruby's worry The Queen's Knickers** Write a retell about the story and write a letter to someone explaining how they can make something better.	Read **Augustus and his smile, Perfect Pet and How to hide a lion** Write letters, describe Augusts feelings and describe real and imaginary animal	Read: **The Minpins Dear Earth** Write a recount about an exploration and write a fact file about animals that live in cold climates.	Read **Tell me about a dragon and Dragon Machine.** Write a character description about a dragon and write their own version of the story.	Read *Key Text: The Great Fire of London, Emma Adams* Write diary entries and letters/newspaper reports. Imagining they were there.	Read the **Light house keepers lunch, The Mousehole cat, Hello Lighthouse** Write a set of instructions on how to make a picnic lunch. Write a setting description of the sea and waves.

					Reception- People who help me. What is a firefighter? https://www.booksfortopics.com/booklists/topics/eyfs-topics/people-who-help-us-topic/	
Maths	Y1 Unit 1 counting within 100

Y2 Unit number 10 to 100
Y2 Unit 2 Calculations with 20 | Y1 Unit 2 quantities and part-whole relationships
Y1 Unit 3 number 0 to 5

Y2 Unit 3 Addition and subtraction
Y2 Unity 4 Addition and subtraction of 2 digit numbers | Y1 Unit 4 2d and 3d shapes
Y1 Unit 5 numbers 1 to 10

Y2 Unit 5 Multiplication | Y1 Unit 6 Addition
Y1 Unit 7 Addition and subtraction facts

Y2 Unit 6 Division
Y2 Unit 7 Shape
Y2 Unit 8 Addition And Subtraction | Y1 Unit 8 Number 0 to 20
Y1 unit 9 Money

Y2 Unit 9 Money
Y2 Unit 10
Y2 Unit 11 Time
Y2 Unit 12 Position and Direction | Y1 Unit 10 Position and direction
Y1 Unit 11 Time

Y2 Unit 13 Multiplication and Division
Y2 Unit 14 Measure |
| **Science** | **Animals, including humans**
Year 1
Identify, name, draw and label the basic parts of the human body and say what each part is associated with each sense.

AT1 - identifying, classifying and grouping
What can you see, hear, taste and feel?
Use senses to compare different textures, sounds and smells.

Year 2
Notice that animals, including humans, have offspring which grow into adults.

Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. | **Animals, including Humans**
Year 1
Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.

Describe and compare the structure of a variety of animals.

Identify and name a variety of common animals that are carnivores, herbivores and omnivores

Year 2
Describe how animals obtain their food from plants and other animals, including the idea of a simple food chain, and identify and name different sources of food.

AT1 - Research | **Seasonal Changes**
Year 1
Observe changes across the four seasons.
Observe and describe weather associated with the seasons and how day length varies.
Key Text: Patricia Hegarty, Tree: Seasons come, Seasons Go

AT1 - Pattern Seeking
Seasonal changes:
Talk about changes in the weather and the seasons
Make tables and charts about the weather.
Make displays of what happens in the world around them, including day length, as the seasons change.

Living things and their habitat
Year 2
Identify and name a variety of plants and animals in | **Everyday Materials**
Key Text: Investigating Materials, Jacqui Bailey
The Building Boy, Ross Montgomery

Year 1
Distinguish between an object and the material from which it is made.
Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.
Describe the simple physical properties of a variety of everyday materials.
Compare and group together a variety of everyday materials on the basis of their simple physical properties.

AT1 - Comparative and fair testing. | **Living things and their habitat**
Year 2
Key Text: Animal homes, Martin Jenkins
The big book of beasts, Yuval Zomer

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.

AT1 - Pattern seeking
Woodlice investigation | **Plants**
Key Text: A seed is sleepy, Sylvia Long
It starts with a seed, Laura Knowles
A Little guide to wild flowers

Year 1
Identify and name a common wild and garden plant.
Identify and describe the basic structure of a variety of common flowering plants including tree

AT1 - identifying, classifying and grouping
Plants:
Use magnifying glasses to compare and contrast familiar plants.
Describe how they were able to identify and group them.

Year 2 |

	Find out about and describe the basic needs of animals, including humans, for survival. (water, air and food) **AT1 - observing over time** Here are the photos of all of us babies. Don't we look different! How do we change as we get older? "It's not Fair – or is it?" J. Turner et al. Millgate house publishers.	**Animals, including humans** Children could research what animals need for survival and what humans need to stay healthy.	their habitats, including micro-habitats.	Perform simple tests to explore questions such as: 'What is the best material for an umbrella? ... for lining a dog basket? ... for curtains? ... for a bookshelf? ... for a gymnast's leotard?' Year 2 Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. **AT1 - Identifying, classifying and groups** **Uses of everyday materials:** Identify and classify the uses of different materials		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. **AT1 - comparative and fair testing** *Plants:* Set up comparative tests to show that plants need light and water to stay healthy.
History	**How does my family tree compare to the Royal Family?** Explore children's Family tree and compare their lives to the lives of the modern royal family.		**How did Ernest Shackleton survive his exploration to the poles?** *Key Text: Ernest Shakleton, Maria Isabel Sanchez Vegara* Explore the modes of transport used to get to the poles. What items/clothes/equipment did he need to take with him? Compare this to a modern day explorer. How have things changed?		**Why did the Great Fire of London cause so much damage?** *Key Text: The Great Fire of London, Emma Adams* Look at building and, materials Who took charge at the time? **Comparison with the fire of Kenton**	

Subject						
Geography		**How does the weather affect our lives?** Record daily weather. How does daily weather affect our lives? How does the weather change throughout the year? Compare to hot/cold places - locate equator and poles.		**Would you like to live in a big city?** *Key Text: Set up a city, William Anthony* Locate 4 countries of the UK and their capital. What is a city? What is a town? What are the human/physical features of London? Compare to Kenton.		**What do tourists do when they visit Dawlish?** *Key Text: Above and below: sea and shore, Harriet Evans* Introduce concept of physical geography – sea, ocean, beach, river cliffs, fields Realise that Dawlish's physical geography is what attracts tourists. Field work – visit sea front.
PSHE Year 1 focus	Me and my relationships	Valuing difference	Keeping myself safe	Rights and Responsibilities	Being my best	Growing and changing
RE	Creation - who made the world **Harvest**	What does it mean to belong to a faith community? **Diwali Christmas**	God: what do Christians believe God is like?	Who is Jewish and how do they live? (part one) *Key Text: Chik Chak Shabbat, Mara Rockliff First Festival: Hanukkah* **Easter**	Who is Jewish and how do they live (part 2)	How should we care for the world and others, and why does it matter? *Key Text: The last wolf, Mini Grey* *Clean UP, Nathan Bryon*
Computing	**Computing systems and networks**		**Creating Media**		**Data and information**	
	Technology around us 1.1 Recognising technology in school and using it responsibly	**Information technology around us** 2.1 Identifying IT and how its responsible use improves our world in school and beyond	**Digital Painting** 1.2 Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally	**Digital photography** 2.1 Digital photography Capturing and changing digital photographs for different purposes.	**Grouping data** 1.4 Exploring object labels, then using them to sort and group objects by properties	**Pictograms** 2.4 Collecting data in tally charts and using attributes to organise and present data on a computer
Music	Introducing beat	Adding rhythm and pitch	Introducing tempo and dynamics	Combining pulse, rhythm and pitch	Having fun with improvisation	Whole school performance - performing together.
DT		Create healthy treats (dog treats) for the pets		How do we keep a dragon's egg warm?	**Mechanisms)** Wheels and axles- design a vehicle to fight fires.	**Mechanisms** Make a moving story book
Art	Spirals using drawing, college and mark-making to explore spirals.		**Exploring Water Colour** Explore what watercolour can do, how it acts and how they can 'control it', but also how the watercolor itself can help reveal the 'story' of the painting.		**Playful Making** Exploring materials and intent through a playful approach.	
	MULTI SKILLS GAMES	MULTI SKILLS GAMES	GYMNASTICS	GYMNASTICS	Dance	ATHLETICS

Physical Education	FMS	ABC				
	Tennis	Dance	Gymnastics	Gymnastics	Football	Swimming