

Curriculum Driver: Memories, Discovery, Happiness

Trips/Enrichment: Stonehurst Farm Visit

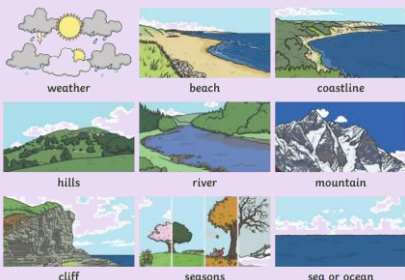
Cross-curricular subject links: English - Meerkat Mail - Mutual Respect

GARP/GASP: Which countries are we from?

Key Visuals Human Features



Physical Features



BBC Teach Human and Physical Features

The **United Kingdom** is made up of **four countries and capital cities**:
 England - London
 Scotland - Edinburgh
 Wales - Cardiff
 Northern Ireland - Belfast

The capital city of the United Kingdom is **London**.

The United Kingdom is in the continent of Europe.

Year 2

Locate the surrounding seas - English Channel, North Sea and Irish sea

The land on Earth is grouped/divided into **7 main areas**. These areas are called **continents**:
 Europe, Africa, Asia, North America, South America, Oceania/Australia and Antarctica.



BBC Teach The United Kingdom

Core Knowledge



Vocabulary

<p>Country Large or small and have their own government.</p>	<p>Continents A large solid area of land.</p>	<p>United Kingdom UK 4 countries that create the Island of the UK.</p>
<p>England The largest country of the UK.</p> <p>London The capital city of England.</p>	<p>Northern Ireland The North part of Ireland.</p> <p>Belfast The capital city of Northern Ireland.</p>	<p>Scotland The North part of the UK.</p> <p>Edinburgh The capital city of Scotland.</p>
<p>Wales The country to the West.</p> <p>Cardiff The capital city of Wales.</p>	<p>Capital City Where the country's leader is located</p>	<p>Map A diagram that shows land, sea and other features.</p> <p>Atlas A book of maps.</p>
<p>Human Features Things made or built by humans.</p>	<p>Physical Features Anything that is on the earth naturally. It is not made by humans.</p>	<p>Oceans Large areas of water.</p> <p>Seas Areas of water that surround land.</p>

Quiz

1. What are the 4 countries of the UK?
2. What are the capital cities of the UK? (Y2)
3. What is the capital city of the UK? (Y1)
4. What is a human feature?
5. What is a physical feature?
6. What are the 7 continents and 5 oceans?

Subject/Conceptual knowledge/skills:
Science - Animals Including Humans
Biology

LEAPS:

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

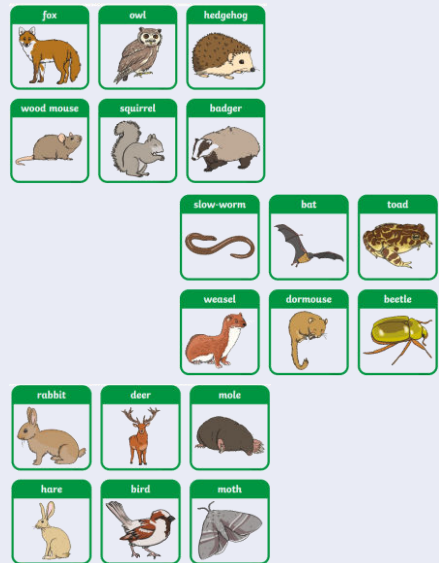
Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)

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

Introduced to the processes of reproduction and growth in animals.

Seasonal Changes

I can observe the weather and take measurements.



Core Knowledge

Structures e.g. wings, tails, ears etc. They also have different skin coverings e.g. scales, feathers, hair. These key features can be used to identify them.



Animals eat certain things - some eat other animals, some eat plants, some eat both plants and animals.

Animals including humans have offspring which grow into adults. In humans and some animals these offspring will be young, such as babies or kittens that grow into adults.



In other animals, such as chickens or insects, there may be eggs laid that hatch to young or other stages which then grow to adults.

The young of some animals do not look like their parents e.g. tadpoles.

Key Vocabulary

Animals Year 1 - Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves

Animals Year 2 - Offspring, growth, child, young/old stages (examples - egg/chick/hen - egg, caterpillar - pupa - butterfly - spawn, tadpole, frog - lamb, sheep - baby/child/adult.

Subject/Conceptual knowledge/skills: PSHE - SCARF
Valuing Difference

LEAPS:

1. What makes us who we are?
2. My special people
3. How do we make others feel?
4. When someone is feeling left out
5. An act of kindness
6. Solve the problem

Key Vocabulary - Appearance, physical differences, non-physical differences, similarities, respect, special, behaviour, groups, feelings, kindness, listening, negotiation, positive relationships

Core Knowledge

What makes us who we are?

Identify some of the physical and non-physical differences and similarities between people;

Know and use words and phrases that show respect for other people

My special people.

Identify people who are special to them;

Explain some of the ways those people are special to them.

How do we make others feel?

Recognise and explain how a person's behaviour can affect other people

When someone is feeling left out.

Explain how it feels to be part of a group;

Explain how it feels to be left out from a group;

Identify groups they are part of;

Suggest and use strategies for helping someone who is feeling left out.

An act of kindness.

Recognise and describe acts of kindness and unkindness;

Explain how these impact on other people's feelings;

Suggest kind words and actions they can show to others;

Show acts of kindness to others in school.

Subject/Conceptual knowledge/skills:
Music - Singing

LEAPS:

Year 1

I can sing and chant in time, keeping a steady pulse.

I can sing songs with some control of pitch, breathing and clarity of words.

I can convey different moods (happy, sad and angry) whilst singing.

Year 2:

I can sing a range of songs and perform to an audience using clear words and actions with accuracy of pitch, dynamics and tempo.

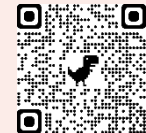
I can copy back short phrases from a song.

I can identify where pitch rises, falls or stays the same and copy this with my voice.

Core Knowledge

Music history- Music is a form of communication. / Music can convey different emotions and tell stories.

Notation- Music can be represented using art/dance/movement



QR Code BBC Ten pieces KS1 - Kerry Andrew

Christmas Nativity Songs

Key Vocabulary

Duration- length of a sound (how long or short a sound is)

Pulse = the beat of the music.

Subject/Conceptual knowledge/skills:
Computing iSafe

LEAPS:

I can understand that an algorithm is a process that consists of a series of steps to achieve a goal.

I know that algorithms can describe everyday activities and can be followed by humans and computers.

I know that algorithms are made up of steps.

I know that steps can be repeated.

I know that computers need more precise instructions than humans do.

I can use digital drawing tools (Scratch) to create images.

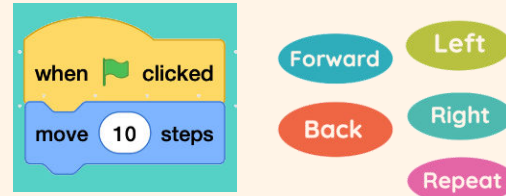
I can program a simple animation involving movement.

I can write a simple program that produces an output (text)

I can combine images and text to create a simple animation.

Core Knowledge

An algorithm is a process or set of rules that are followed to achieve something.



Debugging is the process of detecting an error in a code and correcting it so that the sequence can complete and achieve the goal.

Computers need more precise instructions than humans do so that they can achieve the same goal.

The user will input a direction or data. The output is the result on the computer screen. This could be text on a document or an action that is completed by a sequence of instructions.

Key Vocabulary

Y1 - Instructions, sequence, forward, back, turn, up, down, algorithm, left, right, debug, predict, pattern, repeat, sequence, true, false

Y2 - Algorithm, instructions, sequence, input, output, order, repeat, back, left, right, forward, cut, paste, redo, undo, sprite, copy, statement, negative, steps, duplicate, wait.

Subject/Conceptual knowledge/skills: PE
Gymnastics

LEAPS:

- I can perform 'like' actions in a sequence.
- I can carry and set up apparatus safely.
- I can perform shapes on large and small body parts.
- I can take off and land and use shape in our jumps.
- I can travel on our feet, showing good body tension.
- I can create different levels in their performance.

Key Vocabulary - Pike, Straddle, Tuck, Log Roll, Teddy bear roll, Rolls, Balances

Core Knowledge

Pike: Sitting up with legs stretched out in-front, toes pointed and together. Arms should be stretched out in-front of body, shoulder width apart.

Straddle: similar to pike but legs are apart.

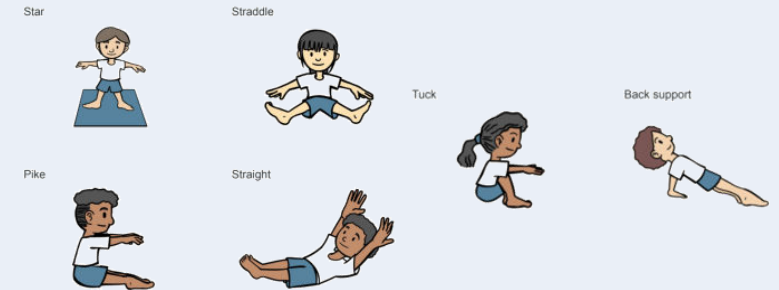
Tuck: Sat on the floor, legs together with knees in chest. Children shouldn't be holding their knees.

Log roll: Arms above head and legs together, lying flat on the floor. Children roll long ways across the floor.

Teddy bear roll: sat on floor, legs stretched out, arms holding legs. Children lean to one side, pushing shoulder into the floor, roll across their back and onto the second shoulder where they lift the body back to a starting position.

Rolls: Consider the starting position, action and finish.

Balances: consider starting position, controlling body during balance and position of limbs.



Subject/Conceptual knowledge/skills: RE:

Christianity: Is it possible to be kind to everyone all the time?

LEAPS:

I can say how I could help solve a problem by showing love. (A2)

I can remember some of the Christmas story (A2) Y1 Leap

I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God. (A2)

I can tell you why Christians think God gave Jesus to the world. (A2)

Core Knowledge

Christians believe God gave the gift of Jesus to save them from sin and a pathway back to God. God showed agape love (universal and unconditional) by sending Jesus as a gift to save humanity.

Key Vocabulary:

Christmas, Jesus, Mary, Joseph, Wise Men, Gifts, Saviour, Rescuer, Agape.

