
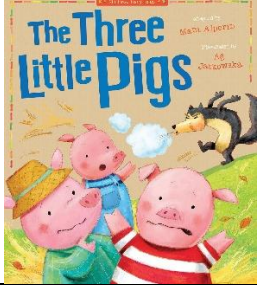
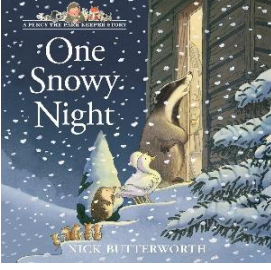
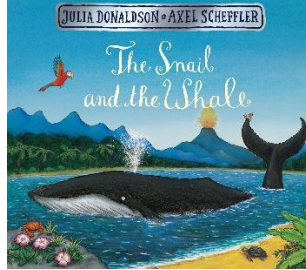
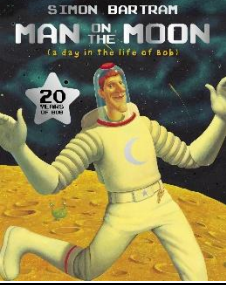
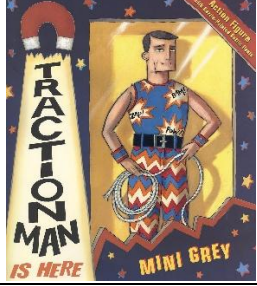
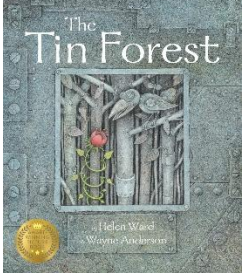

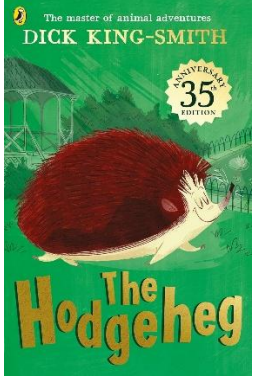
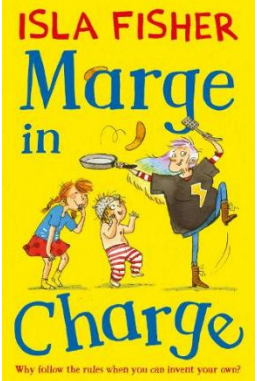

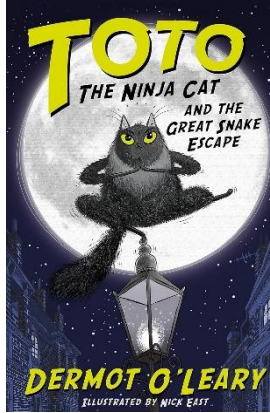
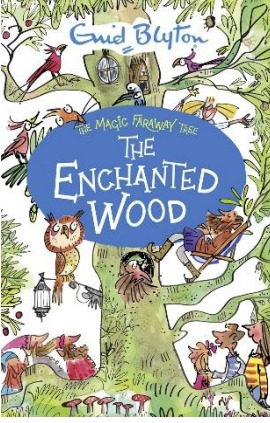


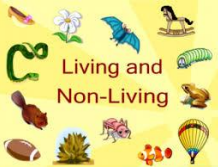




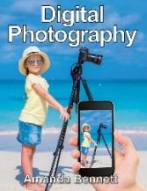

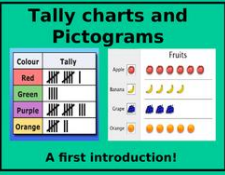








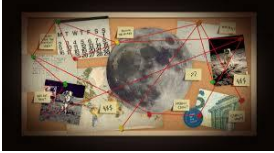
















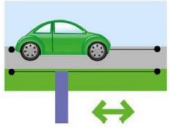


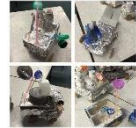













Haresfield C of E Primary School
Year One & Year Two Curriculum Overview Year B



	Autumn Term		Spring Term		Summer Term	
<p>Writing stimulus</p> 						
	<p>HEAD: History</p> <p>HEART: generosity</p> <p>HAND: e.g. How can I help myself and share with others?</p>	<p>HEAD: Science</p> <p>HEART: compassion</p> <p>HAND: e.g. How can I help others</p>	<p>HEAD: Geography</p> <p>HEART: courage</p> <p>HAND: where will courage take you?</p>	<p>HEAD: History / geography</p> <p>HEART: forgiveness</p> <p>HAND: how can I help people to say sorry</p>	<p>HEAD: History</p> <p>HEART: Friendship</p> <p>HAND: What can friends achieve together?</p>	<p>HEAD: Science / Geography</p> <p>HEART: respect</p> <p>HAND: What can friends achieve together?</p>
<p>Courageous Advocacy</p>	<p>– by the end of the unit children need to be able to : - talk about being generous and having compassion for others. E.g.the people whose houses burnt down. Hedgehog homes / shelters in woodland classroom Collection at end of nativity – Shelter?</p>		<p>– by the end of the unit children need to be able to : share why you need courage to say sorry and show forgiveness.eg stickers and badges - ambassadors</p>		<p>By the end of the unit children need to be able to :- link back to first term – how can I help others... what can we as friends do together? link to water aid , toilets,</p>	
<p>Reading spine</p> 						

/Science	 <p>Everyday materials – Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials.</p>	 <p>Hard or soft, rough or smooth? Describe the simple properties of everyday materials. Compare and group materials</p>	 <p>I'm alive! Explore and compare the difference between things that are living, things that are dead and things that have never been alive.</p>	 <p>What is for dinner on the moon? Describe how animals obtain their food from plants and other animals. Construct a simple food chain</p>	 <p>What can I make with this? Compare the suitability of a variety of every day materials. Find out how some materials can be changed by squashing, bending</p>	 <p>What lives in the rainforest? Identify and name common animals including fish, birds, reptiles, mammals. Name a variety of animals that are carnivores, herbivores and omnivores.</p>
computing	 <p>Technology around us Learn about how to use a mouse and keyboard. Learn how to use technology safely and responsibly.</p>	 <p>Digital photography Taking and manipulating digital photographs, including adding images found via a search engine.</p>	 <p>Digital writing Using their developing word processing skills, pupils write simple messages and edit and change the look of writing on a computer</p>	 <p>Pictograms Collect organise and present data using tally charts and pictograms</p>	 <p>Programming animations Learn sequencing in programming by using Scratch junior to animate a sprite.</p>	 <p>Programming quizzes Develop algorithms to implement quizzes in Scratch Junior debug and improve code</p>
Online Safety		Online Safety		Online Safety		
To be able to understand the importance of asking for help from an adult when on the internet.		Smartie the Penguin - In app purchasing.		Digiducks famous friend – reliability online		
Hiustory	 <p>How have homes changed? Develop an awareness of the past using common words and phrases.</p>	 <p>Fire! Fire! The great Fire of London Significant events beyond living memory. How events in the past change how we live now</p>	 <p>Is there a man on the moon? (Significant Explorers) Lives of significant individuals Christopher</p>	 <p>Who built Stroud Railway Station? Learn about significant historical people and places in our locality.</p>		

	Use artefacts to find out about the past			Columbus, Neil Armstrong. Events beyond living memory that are significant nationally or globally.	Visit Clifton suspension bridge, Brunel museum and SS great Britain.	
Geography	 <p>Where Do I Live? Know that Haresfield is in Gloucestershire Know that people have built houses, roads, railways and shops in our locality</p>	 <p>Why is London Important? Know we live in England Know that the capital city of England is London Know that London is on the river Thames.</p>	 <p>Where will this map take me? Use basic geographical vocabulary – devise a simple map and use and construct basic symbols in a key. Use North South East West</p>	 <p>What does the Earth look like from Space? Develop knowledge about the world – Name and locate the world's seven continents and 5 oceans (from Space)</p>		 <p>What is it like in a Rainforest? Understand geographical similarities and differences in a contrasting non-European country – Rainforests.</p>
Art & Design	 <p>Drawing Make and describe marks with a range of media. Observe, talk about and draw shapes. Make observational drawings of houses in the local area.</p>	 <p>Drawing Make and describe marks with a range of media. Observe, talk about and draw shapes. Make drawings from images of houses in London 1666.</p>	 <p>Printing using shapes as printing blocks Experiment with amounts of paint applied and develop control. Kandinski</p>	 <p>Drawing Investigate tone by drawing light and dark lines and patterns and shapes. Drawing moon craters</p>	 <p>Digital Media Record visual information using digital cameras. Use a simple graphics package to create images and effects. Use basic cropping tools</p>	 <p>3D Sculpture Explore sculpture with a range of malleable media. Manipulate malleable materials in a variety of ways. Brian Mock</p>
	 <p>3D Sculpture Experiment with constructing and joining recycled and man-made materials to create a 3D form. Make a house for a little pig Hundertwasser.</p>	 <p>Painting Follow a painting sequence. Begin to control paint when drawing with a brush. Painting snowy scenes</p>	 <p>Printing Print with a range of hard and soft materials. Experiment with amounts of paint applied. Create a simple printing block – repeating patterns.</p>	 <p>Collage Paper Arrange and glue materials to different backgrounds. Fold, tear, crumple and overlap,. Making Aliens</p>	 <p>Painting Follow a painting sequence. control paint when drawing with a brush. Mix primary colours. David Hockney</p>	 <p>Drawing Make and describe marks with a range of media. Observe, talk about and draw shapes. Make observational drawings of rainforest animals</p>

<p>DT</p>	  <p>Sliders (Percy Picture)</p> <ul style="list-style-type: none"> • Develop their design ideas through discussion, observation, drawing and modelling • Measure, cut and score with some accuracy • Assemble, join and combine materials in order to make a product 		  <p>Wheels and Axles (Moon Buggy)</p> <ul style="list-style-type: none"> • Identify simple design criteria • Make simple drawings and label parts • Use hand tools safely and appropriately • Evaluate their products as they are developed, identifying strengths and possible changes they might make 		  <p>Cooking (Sandwiches for a picnic)</p> <ul style="list-style-type: none"> • Select and use appropriate fruit and vegetables, processes and tools • Use basic food handling, hygienic practices and personal hygiene • Use simple finishing techniques to improve the appearance of their product 	
<p>Music</p>	 <p>Music Express Unit 3 Our Land (Exploring sounds)</p>	 <p>Singing – use their voices expressively and creatively (performance)</p>	 <p>Music Express Animals (Yr2) (Pitch)</p>	 <p>Music Express Unit 6 Number(Beat)</p>	 <p>Whole class Music tuition (ukelele) (Performance)</p>	
<p>PE</p>	 <p>Principles of Play Throw using 4 key points Catch when under pressure Use tactics in a game Play competitive games as part of a team.</p>	 <p>Dodgeball Move feet quickly to dodge the ball Throw overarm using correct technique Catch a ball whilst it is in the air</p>	 <p>Gymnastics Move with control and balance. Create shapes with the body Balance and roll using a range of body parts. Jump and land with control</p>	 <p>Dance Travelling using different body parts Awareness of space. Move imaginatively to express emotion Understand how different body parts move in different ways</p>	 <p>Run Jump and Throw Athletics Run with control and balance. Use arms to generate power when jumping. Throw under arm and over arm</p>	 <p>Multi sports Passing the ball to your team mate. Control and co-ordination. Dribbling and kicking with control Co-ordination Striking the ball</p>