

Long term Curriculum Plan Overview 2019-20

	Aut 1 (6 weeks)	Aut 2 (7 ½ weeks)	Spr1 (6 weeks)	Spr2 (5 weeks)	Sum 1 (6 weeks)	Sum 2 (7 ½ weeks)
Year 1	History: Fun DT Food	Art Project (3 weeks) RE (2 weeks) Music (2 ½ weeks)	Geography: Treasures	History: Hockings (2 weeks) DT project (3 weeks)	Plants Art	Geography: Australia ICT – Information Technology Music
1 session per week unless stated	Science: Animals including humans		Science: Use of Everyday Materials		ICT – Computer Science: Coding	Science: Working Scientifically
Year 2	Science: Animals DT Food ICT - Information Technology: Stop Animation	History: Great Fire of London	Art Project (3 week) RE (1 ½ weeks) Music (1 ½ weeks)	History: Icons	Geography: Africa and Bideford	Science: Insects DT project (bug hotels)
1 session per week unless stated		Science: Use of everyday materials		Art	Science: Plants	ICT - Computer Science: Coding

Things to note:

- **Science: The following should be threaded throughout science lessons:**

During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying

e. using their observations and ideas to suggest answers to questions

f. gathering and recording data to help in answering questions.

- **Geography – use location knowledge of warm ups to lessons to learn key facts**
- **Science:** Look at non-statutory content in National Curriculum to support planning

	Aut 1 (6 weeks)	Aut 2 (7 ½ weeks)	Spr1 (6 weeks)	Spr2 (5 weeks)	Sum 1 (6 weeks)	Sum 2 (7 ½ weeks)
Title	Animals	London		Icons	Africa	Insects
Visit/Visitor	Visitor: Fisherman – Kevin (Science) Visitor from Dog’s Trust (Science)	Fire Service – Safety Talk (RSE)	Cultural Champion – Islam (RE)	Trip to Rosemoor (Science)		Parent visitor – reptiles (Science)

<p style="text-align: center;">Year 2</p>	<p>Science: Animals including humans(4 weeks)</p> <ol style="list-style-type: none"> 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>DT Food (1 week)</p> <ul style="list-style-type: none"> use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from. <p>ICT (1 week) Information Technology Stop animation -organise, store, manipulate and retrieve data in a range of digital content</p>	<p>History: The Great Fire of London (David Weatherley Planning)</p> <ul style="list-style-type: none"> events beyond living memory that are significant nationally or globally 	<p>Art Project (3 week)</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p>RE (1 ½ weeks) Who is Muslim and how do they live? See RE Syllabus for further support</p> <ul style="list-style-type: none"> recognise the words of Shahadah and that it is very important for Muslims. Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what they mean Give examples of how stories about the prophet show what Muslims believe about Muhammad. Give examples of how Muslims use the Shahadah to show what 	<p>History E.g.</p> <ul style="list-style-type: none"> Columbus Armstrong Deep sea exploration <ul style="list-style-type: none"> the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods 	<p>Geography</p> <ul style="list-style-type: none"> Similarities and differences between Bideford and Africa <p>Place knowledge</p> <ul style="list-style-type: none"> 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 <p>Human and physical geography</p> <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 	<p>Science Insects (Living Things)</p> <ol style="list-style-type: none"> 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 Identify and name a variety of plants and animals in their habitats, including micro-habitats Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. <p>DT project (bug hotels)</p> <p>Design</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing select from and use a wide range of materials and components, including construction materials, 36 according to their characteristics
--	---	--	--	---	--	---

<p>1 session per week unless stated</p>		<p>Science: Use of everyday materials</p> <p>a. identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard.</p> <p>b. Compare how things move on different surfaces.</p>		<p>Art to use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p>Science: Plants</p> <p>a. observe and describe how seeds and bulbs grow into mature plants</p> <p>b. find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>ICT Coding – Computer Science -Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions</p> <p>-Create and debug simple programs</p> <p>-Use logical reasoning to predict the behaviour of simple programs</p>
<p>Golden Time Laptops ICT</p>			<p>Y2 Class Information Technology -organise, store, manipulate and retrieve data in a range of digital content</p>	<p>Y2 Class Information Technology -organise, store, manipulate and retrieve data in a range of digital content</p>		