

**Class 1 YR, Y1 and Y2**

## YEAR A Key skills

Subject	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	<p><b>Minibeasts</b></p> <p><b>Challenge:</b> “Use what you have learnt about minibeasts to create minibeast habitat in the woods” (Could be done as part of forest school)</p> <p>Key skills and knowledge needed</p> <p>What are mini-beasts?</p> <p>Where do minibeasts live and why?</p> <p>Knowledge of natural habitats</p> <p>Understanding of a sustainable world eg no plastics in minibeast habitats</p> <p>Cutting, joining skills for making a shelter</p> <p>Knowledge of different materials</p>	<p><b>Egyptians</b></p> <p><b>Challenge:</b> As part of forest school, make a giant pyramid. Inscribe the inside of the pyramid with meaningful hieroglyphics. Make and try some Egyptian food.</p> <p>Skills and knowledge needed</p> <p>Understanding of what pyramids are and why were they built and by whom?</p> <p>How are pyramids built?</p> <p>What materials were used and why?</p> <p>What are hieroglyphics? What did they tell us?</p> <p>What food did Egyptians eat? How do we know?</p> <p>Cooking skills</p>	<p><b>Dinosaurs</b></p> <p><b>Challenge:</b> To create an accurately scaled dinosaur small world in a box.</p> <p>Skills and knowledge needed</p> <p>What dinosaurs look like.</p> <p>What did dinosaurs eat?</p> <p>What was their habitat like?</p> <p>To use a variety of materials.</p> <p>To use clay.</p> <p>To understand relative sizes.</p> <p>To know the landscape in pre-historic times</p>	<p><b>Space</b></p> <p><b>Challenge:</b> Art focus – creating a class solar system from paper Mache balloons to hang from the ceiling, using knowledge learnt about the appearance of the planets.</p> <p>Skills and knowledge needed</p> <p>What does each planet look like? How do we know?</p> <p>Space travel to see what planets look like – link with moon landings</p> <p>Using paper Mache to build models</p> <p>Accurate painting of planets from known information</p>	<p><b>Around the world</b></p> <p><b>Challenge:</b> Creating a class book about the different continents including animals that live there, climate, geography and famous facts. (Compile throughout the term and share finished piece in Golden book assembly)</p> <p>Skills and Knowledge needed</p> <p>Knowing how many continents there are</p> <p>Finding out about different continents and their main features</p> <p>Knowing which animals live in which continent</p> <p>Developing knowledge of animal habitats</p> <p>Writing a non-fiction text</p> <p>Presentations skills in writing, drawing and word processing</p>	<p><b>Seaside holidays</b></p> <p><b>Challenge:</b> To design and plan a trip to the seaside and create a low mileage picnic item to take on a trip.</p> <p>Skills and knowledge needed</p> <p>What are food miles?</p> <p>Where do different types of food come from?</p> <p>Where are our favourite food items are made or grown? (link to display with giant world map).</p> <p>Revision of the world’s continents.</p> <p>Know about changes to seaside holidays over the years</p> <p>Calculate cost of a school trip</p> <p>Decide when is the best time for a trip and why.</p> <p>To research information using the internet</p>

<b>Maths –.</b>	Following the White Rose scheme for all year groups Additional maths linked to topic planned in.					
<b>English</b>  <b>SPAG taught weekly</b> <b>Phonics taught daily</b>	Genres: Story – familiar setting. Poetry. Non-Chronological reports. Lists	Genres: Setting descriptions. Instructions. Postcard. Letter	Genres: Non-Chronological reports. Traditional stories. Character / dinosaur descriptions.	Genres: Descriptive writing. Postcards from a planet. Diary. Lists. Fantasy story.	Genres: Recount (trip). Stories from different cultures. Animal riddles. (links with science)	Genres: Postcard Information leaflet. Summer / seaside poems.
<b>Science</b>	Seasonal changes – Autumn. Animals including humans (insect focus)	Seasonal changes – Winter Year 1 Everyday materials	Living things and their habitats	Seasonal changes – Spring.	Animals including humans	Year 1 changes – Summer
<b>RE</b>	1.6 Who is Muslim and how do they live? (Part 1)	1.3 Why does Christmas matter to Christians?	1.6 Who is Muslim and how do they live? (Part 2)	1.5 Why is Easter important to Christians?	1.4 What is the good news Christians believe Jesus brings?	1.8 What makes some places sacred to believers?
<b>PE</b>	Multiskills / basic skills	Gymnastics	Dodgeball Swimming	Multiskills / basic skills	Team games	Team games
<b>Computing</b>	Internet safety Using technology in class	Using technology	Simple programming	Using technology	Revision of internet safety from the Autumn term.	Internet research
<b>Topic</b>	Art – accurate minibeasts models / sculpture. ...still life drawing	Art – making paper and hieroglyph work History the lives of significant individuals (Egyptians)	History / Geography ...events beyond living memory that are significant nationally or globally. Geography	History ---the lives of significant individuals in the past Geography ...Aerial photographs what do they tell us?	Art Art from different cultures Geography Compare a continent / country chosen to relate to Miserden.	DT design and make a low food mile snack  Geography

	Geography – using maps and  DT – creating structures	History (mini-topic – Remembrance day)  ...	Using fictional maps – use basic geographical vocabulary to refer to:  Music – Dinosaur songs Art ... to use drawing and sculpture		Music – select music from different cultures of continents studied. Compare and replicate.	where does food come from, food miles and transport.  History ..changes within living memory Music –Seaside songs and music
<b>PHSE (from pink curriculum)</b>	Wonderful me!	Anti-Bullying and Equalities Scheme	Make me a Superhero – Resilience	Drugs education	Keeping Myself Safe	Relationships education.
<b>British values</b>	Self-knowledge, self-esteem and self-confidence.  tolerance and harmony	responsibility initiative, and contribute  respect	Self-knowledge, self-esteem and self-confidence.  tolerance and harmony	Right from wrong and to respect the civil and criminal law of England.	Self-knowledge, self-esteem and self-confidence.	Self-knowledge, self-esteem and self-confidence.  respect