



# Neroche Community Primary School Year 1 and 2 Topic Programmes 2020-2021 and 2021-2022



## 2020-2021

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	<b>Amazing Africa</b>	<b>Astonishing Artists</b>	<b>Our World</b>	<b>Terrific Transport</b>	<b>Dramatic Dragons</b>	<b>Castles and Queens</b>
Curriculum Area	<b>Geography and Art &amp; Design</b>	<b>Art &amp; Design</b>	<b>Geography</b>	<b>History/Design and Technology</b>	<b>Design and Technology</b>	<b>History</b>
Objectives	<p><b><u>Geography</u></b>  <b>Geographical skills and fieldwork</b>            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</p> <p><b>Place knowledge</b>            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> <p><b>Locational Knowledge</b>            Name and locate the world's seven continents and five oceans</p> <p><b><u>Art &amp; Design</u></b>            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</p>	<p>Pupils should be taught...</p> <p>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</p> <p>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><b>Locational Knowledge</b>            Name and locate the world's seven continents and five oceans            Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p><b>Human and Physical Geography</b>            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</p>	<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p><b><u>Design and Technology</u></b>  <b>Design</b>            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> <p><b>Make</b>            Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]            Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p><b>Evaluate</b>            Explore and evaluate a range of existing products            Evaluate their ideas and products against design criteria</p> <p><b>Technical knowledge</b>            Build structures, exploring how they can be made stronger, stiffer and more stable            Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>	<p><b><u>Design</u></b>            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> <p><b>Make</b>            Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]            Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p><b>Evaluate</b>            Explore and evaluate a range of existing products            Evaluate their ideas and products against design criteria</p> <p><b>Technical knowledge</b>            Build structures, exploring how they can be made stronger, stiffer and more stable            Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>	<p><b><u>History</u></b>            The lives of significant individuals in the past who have contributed to national and international achievements (Queen Victoria and Queen Elizabeth)</p>

## 2021-2022

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	<b>Brilliant Broadway and Beyond</b>	<b>Sensational Shoes</b>	<b>Creative Crafters</b>	<b>What a Load of Rubbish</b>	<b>The Great Fire of London</b>	<b>Brilliant Beaches</b>
Curriculum Area	<b>Geography and History</b>	<b>DT</b>	<b>Art</b>	<b>DT (Science)</b>	<b>History</b>	<b>Geography</b>
Objectives	<p><b>Geography:</b>  <b>Human and Physical Geography:</b>            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  <b>Geographical skills and fieldwork</b>            Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map            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.  <b>History:</b>            Significant historical events, people and places in their own locality.</p>	<p><b>Design</b>            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  <b>Make</b>            Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]            Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics  <b>Evaluate</b>            Explore and evaluate a range of existing products            Evaluate their ideas and products against design criteria  <b>Technical knowledge</b>            Build structures, exploring how they can be made stronger, stiffer and more stable            Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>	<p>Pupils should be taught...            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>	<p><b>Design</b>            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  <b>Make</b>            Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]            Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics  <b>Evaluate</b>            Explore and evaluate a range of existing products            Evaluate their ideas and products against design criteria  <b>Technical knowledge</b>            Build structures, exploring how they can be made stronger, stiffer and more stable            Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>	<p>Events beyond living memory that are significant nationally or globally</p>	<p><b>Locational Knowledge</b>            Name and locate the world's seven continents and five oceans            Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas  <b>Human and Physical Geography:</b>            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>

## Year One Science (repeated yearly)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		<b>Animals including humans</b>	<b>Materials</b>	<b>Plants</b>	
		Pupils should be taught to: <ul style="list-style-type: none"> <li>♣ identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>♣ identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>♣ distinguish between an object and the material from which it is made</li> <li>♣ identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>♣ describe the simple physical properties of a variety of everyday materials</li> <li>♣ compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>♣ identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>♣ identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul>	

### **Seasonal Changes** (to be taught throughout the year as a focus each half term)

Pupils should be taught to:

- ♣ observe changes across the four seasons
- ♣ observe and describe weather associated with the seasons and how day length varies.

## Year Two Science (repeated yearly)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Living things and their habitats</b>		<b>Animals including humans</b>	<b>Use of everyday materials</b>	<b>Plants</b>	
Pupils should be taught to: <ul style="list-style-type: none"> <li>♣ explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>♣ 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</li> <li>♣ identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>♣ 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.</li> </ul>		Pupils should be taught to: <ul style="list-style-type: none"> <li>♣ notice that animals, including humans, have offspring which grow into adults</li> <li>♣ find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>♣ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>♣ identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>♣ find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>	Pupils should be taught to: <ul style="list-style-type: none"> <li>♣ observe and describe how seeds and bulbs grow into mature plants</li> <li>♣ find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>	