

YEAR ONE TOPIC – AUTUMN TERM DRIVERS: Spirituality. Emotional Awareness. Music/Arts. Enterprise (PLTS). Possibilities – Boys Motivation.		
CURRICULUM OBJECTIVES		
SEAS AND OCEANS – Autumn 1		POLAR REGIONS – Autumn 2
SCIENCE: LIVING THINGS & THEIR HABITATS: (SEE ATTACHED SHEET FOR NOTES) <ul style="list-style-type: none"> Explore and compare the differences between things that are living, dead, and things that have never been alive (Link to arctic animals) 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 i.e rockpools 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. 		
GEOGRAPHY		ART – Cold Collage of Antarctica. Textile piece – weaving Antarctica.
GEORGRAPHICAL SKILLS & FIELDWORK: <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 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. ICT LINK - DIRECTIONS 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. Locational knowledge <ul style="list-style-type: none"> Name and locate the world's 7 continents and 5 oceans Name all OCEANS. Place Knowledge <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to <ol style="list-style-type: none"> 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 		<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.
		HISTORY (Events that have made a significance nationally.)
		<ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally. (Gunpowder Plot – Guy Fawkes.) (Remembrance day.) The lives of significant individuals in the past who have contributed to national and international achievements. i.e. Guy Fawkes.
SCIENCE LINK (SEASONAL CHANGES)		GEOGRAPHY
<ul style="list-style-type: none"> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. 		Place knowledge <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. (ANTARCTICA) 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
MUSIC	PE	ICT Aut 1: Control Aut 2: Creative Industries. (E SAFETY DAY)
<ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<ul style="list-style-type: none"> Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending. Perform dances using simple movement patterns. 	<ul style="list-style-type: none"> Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Write and debug simple programs. Use logical reasoning to predict the behaviour of simple programs Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school.

HERE AND THERE – AUTUMN TERM. DRIVERS: Spirituality. Emotional Awareness. Music/Arts. Enterprise (PLTS). Possibilities – Boys Motivation.		
ACTIVITY IDEAS		
SEAS AND OCEANS – Autumn 1	POLAR REGIONS – Autumn 2	
SCIENCE	HISTORY (Events that have made a significance nationally.)	
SCIENCE: LIVING THINGS & THEIR HABITATS: (SEE ATTACHED SHEET FOR NOTES) <ul style="list-style-type: none"> Revise living and non-living things. Explore differences and similarities between plants and animals. Sort animals into groups. Explore animals and plants in our local environment. (Nature Walk.) Name, label and draw minibeasts that we have collected. Sort minibeasts into groups using scientific vocabulary. Use ICT to create 'FACT CARDS.' Use ICT to research facts. Explore animal habitats <u>in our grounds</u> and how this affects how animals look and live. Problem solve – Investigate Snail Habitats. Explore how animals adapt to their environment. 	<ul style="list-style-type: none"> Remembrance Day – Year 2 leading into poetry. Creating own poppies. Visit to a war memorial – understand the consequences of the war. Gunpowder Plot (Understand the story – look at the consequences of his actions.) Wanted poster for Guy Fawkes. Write an anonymous letter to the King, warning him not to attend to the opening of the Houses of Parliament. ART LINK: Bonfire Art. 	
GEOGRAPHY <ul style="list-style-type: none"> Identify locations of oceans and seas on a globe. Investigate the difference between an ocean and a sea? Identify and locate oceans/seas around different continents and the UK. Write labels/captions for maps Study areal photographs of our locality. Create maps of local area, constructing basic symbols in a key. Use compass directions when constructing own maps. Verbally use directional language. (ICT DIRECTION) To state which features of a place are human features and which are physical features. 	ART – Cold Collage of Antarctica. Textile piece – weaving Antarctica. <ul style="list-style-type: none"> Northern Lights string pictures. Drawing a Snow Scene. Cold collage of Antarctica. Weaving using 'Cold Colours' discussing texture using a range of materials. (DT LINK) <ul style="list-style-type: none"> Antarctic food – Pemmican food. 	
ART <ul style="list-style-type: none"> Batik maps of our locality. (Painting skills and colour mixing.) Carry out observational drawings of fish, paint fish. Children use primary colours and investigate colour mixing. Mix shades by adding white to create ocean colour-washes. Use salt and paint to produce an underwater effect. Make printing blocks for string printing 	GEOGRAPHY <ul style="list-style-type: none"> Use maps to locate continents and the equator. Investigate climate around the world. Seasonal and daily weather patterns. (SCIENCE LINK) Locate rainforests, investigate animals and look at the effects of climate. Compare to plants and animals in local environment. Inuit life – modes of transport. 	
MUSIC <ul style="list-style-type: none"> Autumn 1: RAIN RAIN GO AWAY – Exploring timbre, tempo and dynamics. Autumn 2: THE LONG AND SHORT OF IT – Exploring duration. 	PE GYMNASTICS DANCE GAMES lessons alternate weeks. See LEAPFROGS PE SCHEME (September – December Planning.)	ICT (E SAFETY DAY) Aut 1: Control Using B-Bots and ICT programs to control a device. Creating instructions to control a device. (FLOOR MAPS OF SEAS AND OCEANS.) Aut 2: Creative Industries. Using painting tools to create an Arctic picture. Use playdough to create models, take photographs and import them onto a background. (Editing to improve.)

LIVING THINGS & HABITATS: Notes and guidance (non-statutory)

Pupils should be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy. They should raise and answer questions that help them to become familiar with the life processes that are common to all living things. Pupils should be introduced to the terms 'habitat' (a natural environment or home of a variety of plants and animals) and 'micro-habitat' (a very small habitat, for example for woodlice under stones, logs or leaf litter). They should raise and answer questions about the local environment that help them to identify and study a variety of plants and animals within their habitat and observe how living things depend on each other, for example, plants serving as a source of food and shelter for animals. Pupils should compare animals in familiar habitats with animals found in less familiar habitats, for example, on the seashore, in woodland, in the ocean, in the rainforest.

Pupils might work scientifically by: sorting and classifying things according to whether they are living, dead or were never alive, and recording their findings using charts. They should describe how they decided where to place things, exploring questions for example: 'Is a flame alive? Is a deciduous tree dead in winter?' and talk about ways of answering their questions. They could construct a simple food chain that includes humans (e.g. grass, cow, human). They could describe the conditions in different habitats and micro-habitats (under log, on stony path, under bushes) and find out how the conditions affect the number and type(s) of plants and animals that live there.

The Arts

- * Studying the works of textile artists.
- * Batik work.
- * Colour mixing.
- * Weaving using a range of materials.
- * Observational drawings of fish.
- * Ocean colour washes.
- * String printing.

HERE & THERE

Spirituality

RE THEMES:

Domestic Church – Family – BEGINNINGS

Baptism/Confirmation – Belonging – SIGNS & SYMBOLS

Advent/Christmas- Loving – PREPARATIONS

- * Remembrance Day, reading and writing prayers to remember those who died for our country.

Emotional Well Being

GREAT PROJECT THIS TERM:

R TIME:

- * Teamwork and being aware of the needs of others.
- * Considering what people in other climates need in order to live.
- * Investigating the effects of climate in different locations (i.e. effects of global warming on ice-caps in the Antarctic.)

Enterprise

- * Could we provide a suitable habitat for a snail to live?
- * ICT creating pictures with information technology.
- * Giving one another instructions and controlling a B-Bot.
- * Teamwork when producing batiks.
- * Creatively thinking of modes of transport in the Antarctic – Inuit Life.
- * How can we be more environmentally friendly to stop global warming/the effects on climate?

CHRISTMAS NATIVITY PRODUCTION

Possibilities – Motivating Boys

- * Look at the work of textile artists? Children could become future artists/textilists.
- * Explore jobs working with animals and nature.
- * Look at the jobs associated with travel: travel agents role-play area, airline companies.
- * Consider places where children may travel to in the future. Possibilities for jobs in alternative climates.
- * Look at possibilities with Creative Industries – possibilities with media and technology.