

GRESHAM VILLAGE SCHOOL AND NURSERY

KEY STAGE 1 CURRICULUM OVERVIEW AND PROGRAMME OF STUDY 2021-22

Curriculum Map

Year 1

Autumn	Spring	Summer
<p>This is me!</p> <p>Science Geography Design and Technology</p>	<p>Then and now</p> <p>Geography History Religious Education Art and Design</p>	<p>Rubbish?</p> <p>Science Geography Art and Design</p>
<p>Light!</p> <p>Science Religious Education Art and Design</p>	<p>What is the weather?</p> <p>Science Geography Design and Technology Art and Design</p>	<p>Saving lives</p> <p>Science History Design and Technology</p>

Year 2

Autumn	Spring	Summer
<p>Fire! Fire!</p> <p>Science History Design and Technology</p>	<p>Move it!</p> <p>History Design and Technology</p>	<p>Castles and cathedrals</p> <p>History Science Religious Education</p>
<p>Marhaba Morocco!</p> <p>Geography Religious Education Art and Design</p>	<p>Climates around the world</p> <p>Geography Art and Design</p>	<p>Endangered!</p> <p>Science Geography Art and Design</p>

Programme of Study Year 1 Curriculum

Theme: This is me!

Focus subjects: Science, Geography, Design and Technology

Summary of learning:

As a starting point the children will be asked to bring in some favourite things from home to talk about and have a framed portrait taken with these items. This theme then focuses on the importance of exercise and diet to keep healthy. The children learn about the different parts of the human body and how their bodies grow and carry out different investigations into their senses. They learn about healthy food, make careful observational sketches of different fruit and vegetables and use the knowledge to design and make their own fruit salad. They find out about where the ingredients for their dishes come from using maps of the world, Europe and the United Kingdom and design and make their own vegetable soup, which they sell at our school Harvest Festival. The children also find out how they can help people who cannot afford enough food by collecting for the local food bank.

Theme outcome: Harvest Festival

Subject knowledge, skills and concepts	Prior and future learning
<p>Science Knowledge and understanding:</p> <ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. <p>Skills:</p> <ul style="list-style-type: none"> Perform simple tests to answer questions. Gather and record data to help answer questions. Record and communicate findings in a range of different ways using simple scientific language. <p>Vocabulary to teach: head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth</p>	<p>EYFS: Oral health. Effect of exercise and need for good health.</p> <p>This leads on to the KS2 human biology units, the first of which is Y3 'Muscles and skeletons'.</p>
<p>Geography Locational Knowledge:</p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans name and locate the four countries and capital cities of the United Kingdom and its surrounding seas <p>Skills:</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 <p>Vocabulary to teach:</p>	<p>EYFS: Homes around the World. Toys around the World. British values. Pollution.</p> <p>This leads on to locational knowledge in the Y1 units 'Then and Now' and 'What's the Weather'.</p>

world, atlas, globe, map, factory, farm, Europe, North America, South America, Asia, Australia, Africa, England, Scotland, Wales, Northern Ireland, London, Cardiff, Edinburgh, Belfast	
<p>Design and Technology (see DT Association planning 'Food')</p> <p>Knowledge and understanding:</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. • Understand the importance of hygiene when preparing food <p>Skills:</p> <ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks such as chopping, slicing and mixing. • Select from and use a range of materials and components such as cooking ingredients, according to their characteristics. <p>Vocabulary to teach: vegetable, carrot, potato, cauliflower, parsnip, courgette, pea, bean, soup, chop, slice, mix, stir, recipe, healthy diet</p>	<p>EYFS: Vegetable soup.</p> <p>Learning about food and food preparation in this unit leads on to the Year 3 unit 'Salads from around the world' and then the Y5 and 6 unit on 'Bread'.</p>

Theme: Light!

Focus subjects: Science, Religious Education, Art and Design

Summary of learning:

This theme focuses on the Christmas, Divali and Hannukah festivals of light culminating in a class assembly that includes a dance of light and dark. The children learn about the stories behind each festival and ways in which the festivals are celebrated around the world. They distinguish between fictional accounts, myths and legends in relation to these stories and use them to investigate cause and effect. The children investigate diva lamps and dreidels and make their own divas from clay. In science, the children find out about how a torch works and use simple electrical components to make their own working torch. They create a simple tableau of the Nativity scene and use charcoal and chalk to draw it by torchlight.

Theme outcome: Perform a dance of light and dark and present their learning about the subject in class assembly.

Subject knowledge, skills and concepts	Prior and future learning
<p>Science</p> <p>Knowledge and understanding:</p> <ul style="list-style-type: none">distinguish between an object and the material from which it is madeidentify and name a variety of everyday materials, including wood, plastic and metalunderstand that electricity is a source of energy <p>Skills:</p> <ul style="list-style-type: none">Record and communicate findings in a range of different ways using simple scientific language. <p>Vocabulary to teach: Material, wood, plastic, metal, energy, battery, wire, light bulb, switch, circuit</p>	<p>EYFS: Materials and recycling.</p> <p>Learning about materials continues in the Y1 units 'Rubbish' and 'Saving Lives'. Children are also given more opportunities to use simple scientific language when communicating their findings.</p>
<p>History (through the stories of Hannukah and Divali):</p> <p>Skills and concepts:</p> <ul style="list-style-type: none">Distinguish between fictional accounts in stories, myths and legends and real people and events in the past.Understand simple chronology eg through exploring and recording simple sequences and by placing objects or pictures in historical sequence.Understand the causes of events and some of their consequences	<p>EYFS: Divali, Winter festivals.</p> <p>Although the historical context for this learning comes from religious stories, it is a good opportunity to learn about the historical skills and concepts across.</p>
<p>Religious Education:</p> <p>Learning about religion and belief:</p> <ul style="list-style-type: none">explore a range of religious stories and sacred writings, and talk about their meanings	<p>EYFS: Differing beliefs and values. Winter festivals.</p>

<ul style="list-style-type: none"> name and explore a range of celebrations, worship and rituals noting similarities and differences, where appropriate <p>Learning from religion and belief:</p> <ul style="list-style-type: none"> reflect on and consider religious and spiritual feelings, experiences and concepts, such as worship, wonder, praise, thanks, concern, joy and sadness reflect on how spiritual and moral values relate to their own behaviour particularly those concerned with right and wrong, justice and injustice <p>Vocabulary to teach: Hannukah, Jew, Jewish, menorah, Divali, Hindu, Rama, Sita, festival, religion</p>	<p>Learning about religious stories and festivals is supported by the assembly programme.</p> <p>This learning leads on to the Y2 unit, 'Marhaba Morocco', the Y4 unit 'Celebrating Easter and Eid al-Fitr' and the Y5 and 6 unit 'Pilgrimage and Hajj'.</p>
<p>Art and Design:</p> <p>Skills:</p> <ul style="list-style-type: none"> Ask and answer questions about artists' work, including the techniques and media they use and the effect of their work. Use a range of materials creatively to design and make products. Explore ideas from observations, experience and imagination. Experiment with different media, techniques and materials in order to explore ideas. Express feelings and opinions about own and other's pieces of art. Identify changes that might be made to own work. <p>Drawing:</p> <ul style="list-style-type: none"> Explore line and tone using different grades of pencil, pastel and chalk. Make quick line and shape drawings from observation adding shade and tone. <p>Clay:</p> <ul style="list-style-type: none"> Manipulate malleable materials in a variety of ways Explore changing the surface of a malleable material using tools. <p>Vocabulary to teach: Diva, clay, decorate, technique, press, draw, sketch, tableau, still life, charcoal, chalk, shade, shadow</p>	<p>EYFS: Rubbish, Matisse, Picasso, Mark Chagall.</p> <p>Following this unit, the children continue to develop their drawing skills in the Y1 units 'Rubbish', 'What is the weather?' and 'Then and now'. The children return to sculpture in the Y1 unit 'Rubbish' and Y2 unit 'Endangered!'.</p>

Theme: Rubbish?

Focus subjects: Science, Environmental Geography, Art and Design

Summary of learning: This theme explores the effects rubbish has on our Earth and how recycling can have an impact on this. Children work towards creating an art exhibition, based on the work of Michelle Reader, which is made from recycled materials to show and demonstrate what they have been learning. In science, they investigate some of the materials that they will be using for their artwork, sorting them and testing their properties, such as the effect of submersing in water, magnetism, crushing, cutting and scratching. In geography, they carry out a survey of rubbish in the school and investigate what happens to it. They find out about land fill and recycling centres and follow the journey of rubbish from the classroom and our homes. They use what they have learned to consider how to dispose of rubbish at school and home.

Theme outcome: Art exhibition of sculptures made from recycled materials.

Subject knowledge, skills and concepts	Prior and future learning
<p>Science:</p> <p>Knowledge and understanding:</p> <ul style="list-style-type: none">• Distinguish between an object and the material from which it is made.• Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.• Describe the simple physical properties of a variety of everyday materials.• Compare and group together a variety of everyday materials on the basis of their simple physical properties. <p>Skills:</p> <ul style="list-style-type: none">• Compare and classify different materials• Ask simple questions and recognise they can be answered in a variety of ways• Perform simple tests to answer questions• Observe changes over time• Record and communicate findings in a range of different ways using simple scientific language <p>Vocabulary to teach: Material, properties, test, observe, wood, plastic, glass, metal, magnet, magnetic, rust, crush, scratch</p>	<p>Learning about materials builds on the previous unit 'Light'.</p> <p>Learning about materials continues in the Y1 unit 'Saving Lives'. This learning then continues in the Y2 units 'Fire! Fire' and 'Castles and Cathedrals'. Children are also given more opportunities to use simple scientific language when communicating their findings.</p>
<p>Geography</p> <ul style="list-style-type: none">• recognise how the environment may be improved and sustained <p>Vocabulary to teach: Environment, rubbish, land fill, recycle, recycling centre</p>	<p>EYFS: Recycling.</p> <p>Learning in this unit leads on to the Y2 unit 'Climates around the world' and the environmental geography in KS2.</p>

<p>Art and Design</p> <ul style="list-style-type: none"> • 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. • Ask and answer questions about artists' work, including the techniques and media they use and the effect of their work. • Explore ideas from observations, experience and imagination. • Experiment with different media, techniques and materials in order to explore ideas. • Use a range of materials creatively to design and make products. • Express feelings and opinions about own and other's pieces of art. • Identify changes that might be made to own work. <p>Sculpture:</p> <ul style="list-style-type: none"> • Experiment with constructing and joining recycled materials to achieve a planned outcome • Use tools to change the surface of materials to explore texture <p>Vocabulary to teach: Material, sculpture, design, make, evaluate, technique, join, shape</p>	<p>EYFS: Matisse. Picasso. Mark Chigall.</p> <p>Children have previously met the concept of sculpture in the Y1 unit 'Light'.</p> <p>Following this unit, the children continue to develop their drawing skills in the Y1 units 'What is the weather?' and 'Then and now'. The children return to sculpture in the Y2 unit 'Endangered!'.</p>
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Theme: Then and now!

Focus subjects: Geography, History, Religious Education, Art and Design

Summary of learning: This theme focuses on the school environment and its surrounding area as a means of teaching the children about maps and about how places change over time. It culminates in a display of the children's research into the history of the school, including a re-enactment of the school in Victorian times. Starting with observation of the area and using aerial photographs, the children learn to make maps of the school and the area around the church. They discuss the similarities and differences between a village, town and city.

The children meet the Rector for a tour of the interior of the church and learn about the importance of the font, altar and other artefacts for the people who worship there. They make sketches of the church and some of its features. They then use sketches of the school and church and make rubbings of surfaces to talk about patterns and shapes they've observed. They then explore replicating these in print using a variety of materials, colours and simple printing techniques, such as block, press and sponge printing.

The children invite adults into school to talk about what the school was like in the past; they examine old photographs and artefacts; and use their research to produce their exhibition.

Theme outcome: Make an exhibition of learning about how the school has changed over time.

Subject knowledge, skills and concepts	Prior and future learning
<p>History:</p> <p>Knowledge and understanding:</p> <ul style="list-style-type: none">• Learn about changes within living memory eg how the school has changed over time• Learn about significant historical ... places in their locality eg All Saints' Church in Gresham <p>Skills and concepts:</p> <p>Chronological understanding</p> <ul style="list-style-type: none">• Distinguish between the past, present and future.• Understand simple chronology eg through exploring and recording simple sequences and by placing objects or pictures in historical sequence.• Use common words and phrases associated with time. <p>Sources and evidence</p> <ul style="list-style-type: none">• Examine a range of simple historical evidence.• Make simple deductions from evidence. <p>Analysis and presentation</p> <ul style="list-style-type: none">• Communicate knowledge of stories, people and events from the past in a variety of ways. <p>Vocabulary to teach: past, present, future, Victorian</p>	<p>EYFS: Toys around the World. Homes around the World.</p> <p>This is the first time that the children have been introduced to the historical concept of sources and evidence.</p> <p>Learning in this unit leads on the Y1 unit 'Saving Lives'. Evidence and sources are next explored in the Y2 unit 'Move It'.</p>
Geography:	

<p>Knowledge and understanding:</p> <ul style="list-style-type: none"> • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • understand geographical similarities and differences <p>Skills and concepts:</p> <ul style="list-style-type: none"> • 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. • Use and construct basic map symbols in a key <p>Vocabulary to teach: Compass, North, South, East, West, map, aerial photograph, symbols, key.</p>	<p>EYFS: Toys around the World. Homes around the World.</p> <p>Locational knowledge in the Y1 unit 'This is Me' is returned to in this unit. The learning about maps and mapping is new content, although the children will draw on learning done in EYFS on the concept of a map or plan.</p> <p>This learning leads to map work in the Y2 unit 'Marhaba Morocco'.</p>
<p>Religious Education: Learning about religion and belief:</p> <ul style="list-style-type: none"> • name and explore a range of celebrations, worship and rituals noting similarities and differences, where appropriate • identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives • identify and suggest meanings for religious symbols and begin to use a range of religious words and phrases. <p>Learning from religion and belief:</p> <ul style="list-style-type: none"> • identify what matters to them and others, including those with religious commitments, and communicate their responses • recognise that religious teachings and ideas make a difference to individuals, families and the local community <p>Vocabulary to teach: Church, font, nave, pulpit, alter, sermon, baptism, communion, cross, worship, hymn, prayer.</p>	<p>This is the first time that children will have been to the local church as part of their learning.</p> <p>This unit leads on to the Y2 unit 'Marhaba Morocco', when the children visit a local mosque and the Y2 unit on 'Castles and Cathedrals', which explores the figure of Jesus and his importance to Christians.</p>
<p>Art and Design:</p> <ul style="list-style-type: none"> • Explore line and tone using different grades of pencil, pastel and chalk. • Make quick line and shape drawings from observation adding shade and tone. • Make rubbings to collect textures and patterns • Print with a range of hard and soft materials • Roll printing ink over found objects to create patterns 	<p>The drawing skills taught in this unit build on previous year 1 units 'Rubbish' and 'What is the weather?' and 'Then and now'.</p>

<ul style="list-style-type: none"> • Build repeating patterns and recognise pattern in the environment • Create simple printing blocks with press print • Experiment with overprinting motifs and colour. <p>Vocabulary to teach: Line, tone, shape, primary colours, red, blue, yellow, green, purple, orange. Print, rubbings, texture, shape, pattern, repeating pattern, press print, sponge print, block print, overprint.</p>	<p>This learning leads to printing work in the Y2 unit 'Marhaba Morocco' and Y3 unit 'Birds'.</p>
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Theme: What is the weather?

Focus subjects: Science, geography, design and technology

Summary of learning:

In this unit the children will learn about the seasons and how seasonal change affects the weather in the United Kingdom, comparing and contrasting the weather throughout the year. They will learn how meteorologists measure different aspects of the weather and how they use this data to create weather forecasts. They will set up their own weather station to monitor the weather over a period of time and produce their own weather forecasts.

In design and technology, the children will use simple patterns and joining techniques to make holiday outfits for their teddy bears that they can wear in different British weather.

Finally, the children will start a painting that shows seasonal change, which they will return to throughout the year. This project will be the stimulus to observe changes in the seasons throughout the year, including changes in the length of days.

Theme outcome: Teddy Bears' Picnic

Subject knowledge, skills and concepts	Prior and future learning
<p>Science:</p> <p>Knowledge and understanding:</p> <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 <p>Skills and concepts:</p> <ul style="list-style-type: none">• Observe closely using simple equipment.• Observe changes over time.• Gather and record data to help answer questions.• Begin to notice changes over time, patterns and relationships.• Record and communicate findings in a range of different ways using simple scientific language. <p>Vocabulary to teach: Weather, seasons, spring, summer, autumn, winter, record, measure, temperature</p>	<p>EYFS: The seasons.</p> <p>Learning about the seasons and weather is built on in the geography aspect of the Y2 unit 'Climates around the World' and subsequent KS2 geography units.</p>
<p>Geography:</p> <p>Locational knowledge</p> <ul style="list-style-type: none">• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom• 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>Skills and concepts:</p> <ul style="list-style-type: none">• Understand geographical similarities and differences <p>Vocabulary to teach:</p>	<p>Locational knowledge studied in the Y1 units 'This is Me' and 'Then and Now' is returned to in this unit.</p> <p>This unit leads on to the Y2 unit 'Climates around the World'.</p>

<p>England, Scotland, Wales, Northern Ireland, London, Cardiff, Edinburgh, Belfast, weather</p>	
<p>Design and Technology (see DT Association Plans 'Textiles')</p> <p>Knowledge and understanding:</p> <ul style="list-style-type: none"> • Explore and evaluate a range of existing products and how they work eg clothing • Begin to understand simple textile design, including the importance of patterns. <p>Skills and concepts:</p> <ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria. • Develop, model and communicate ideas through talking, drawing and mock-ups. • Select from and use a range of tools and equipment to perform practical tasks such as ... marking out, cutting and joining, finishing. • Select from and use a range of materials and components such as ... textiles ..., according to their characteristics. • Evaluate own product by discussing how well it works in relation to the purpose and the user and whether it meets its design criteria. <p>Vocabulary to teach: Textile, material, pattern, template, scissors, needle, thread, cut, sew</p>	<p>EYFS: Moving parts.</p> <p>This unit leads to DT units in Y4 and 5/6 on 'Making a stuffed toy' and 'Bags'. It is also built on in the Art and Design Y4 unit 'Drawing with scissors'.</p>
<p>Art and Design:</p> <p>Skills and concepts:</p> <ul style="list-style-type: none"> • Identify primary colours by name • Mix and match primary colours to artefacts and objects to create a clear intended colour. • Use a variety of tools and techniques including different brush sizes and types to create and fill shapes. • Spread and apply paint to create a background. • Express feelings and opinions about own and other's pieces of art. • Identify changes that might be made to own work. <p>Vocabulary to teach: Line, tone, shape, primary colours, red, blue, yellow, green, purple, orange.</p>	<p>EYFS: Picasso</p> <p>Colour mixing learnt in this unit leads to the Y2 unit 'Endangered' and the Y3 unit 'Birds'.</p>

Theme: Saving lives**Focus subjects:** Science, History, Design and Technology**Summary of learning:**

Using primary and secondary sources, the children find out about the lives of two people from history, who have saved people's lives- Henry Blogg and Mary Seacole. This includes an exciting visit to the Lifeboat station and museum at Cromer and visits from a local nurse and the RNLI to discuss their jobs.

The children investigate floating and sinking and then apply this knowledge to a design and technology project to make their own floating lifeboat and learn how wheels and axles work to make tractors and trailers to pull them.

Theme outcome: Exhibition and demonstration of learning, including lifeboats and truck and trailer models.

Subject knowledge, skills and concepts	Prior and future learning
Science Knowledge and understanding: <ul style="list-style-type: none">• Distinguish between an object and the material from which it is made• Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Skills and concepts: <ul style="list-style-type: none">• Ask simple questions and recognise that they can be answered in different ways• Perform simple tests to answer questions.• Gather and record data to help answer questions.• Record and communicate findings in a range of different ways using simple scientific language. Vocabulary to teach: Floating, sinking, volume, materials, properties.	<p>Previous Y1 work on materials and their properties and on testing materials in Light! and Rubbish?</p> <p>Learning in this unit about materials leads on to the Y2 units 'Fire! Fire!' and 'Castles and Cathedrals'.</p>
History: Knowledge and understanding: <ul style="list-style-type: none">• Learn about significant historical events, people and places in their own locality.• Learn about the lives of significant individuals in the past who have contributed to national and international achievements Skills and concepts: Chronological understanding <ul style="list-style-type: none">• Distinguish between the past, present and future.• Understand simple chronology eg through exploring and recording simple sequences and by placing objects or pictures in historical sequence.• Use common words and phrases associated with time.	<p>Understanding chronology in previous Y1 work on Hannukah in 'Light!' and 'Then and Now'.</p> <p>This is the first time that children have been introduced to the historical concept of cause and effect.</p>

<p>Cause and effect</p> <ul style="list-style-type: none"> Understand the causes of events and some of their consequences. <p>Analysis and presentation</p> <ul style="list-style-type: none"> Communicate knowledge of stories, people and events from the past in a variety of ways. <p>Vocabulary to teach: Past, present, future, century, Victorian</p>	<p>Learning in this unit about chronology and cause and effect leads on to the Y2 unit 'Fire Fire!'</p>
<p>Design and Technology (See DT Association plans 'Wheels and Axles')</p> <p>Knowledge and understanding:</p> <ul style="list-style-type: none"> Explore and evaluate a range of existing products and how they work. Begin to use simple mechanisms [for example, wheels and axles], in their products. <p>Skills and concepts:</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria. Develop, model and communicate ideas through talking, drawing and mock-ups. Select from and use a range of tools and equipment to perform practical tasks such as out, cutting and joining, finishing. Select from and use a range of materials and components such as paper, card, plastic and wood; reclaimed materials and construction kits, according to their characteristics. Evaluate own product by discussing how well it works in relation to the purpose and the user and whether it meets its design criteria. <p>Vocabulary to teach: Design, make, test, evaluate, cut, join, waterproof, axle, wheel, chassis, hull.</p>	<p>EYFS: Moving parts Previous Y1 work on designing and making in What is the Weather?</p> <p>Children's learning about understanding mechanisms in this unit leads to learning about sliders and levers in the Y2 unit 'Move it!' and ultimately in the Y4 unit 'Easy Buggy' and the Y5 and 6 unit on 'Electric Cars'.</p>

Programme of Study Year 2 Curriculum

Theme: Fire! Fire!

Focus subjects: History, Design and Technology, Science

Summary of learning:

Using a range of historical sources, the children find out about the events of the Great Fire of London, investigating the time of the fire, its causes, how it spread, what Londoners did to control the fire and then what happened afterwards. They learn about the properties of the different materials that were used in the seventeenth century to build houses. They then use the knowledge they have gained to build their own model of London, which they will spectacularly set light to in the school woods. The children will use this opportunity not only to understand how the Great Fire spread, but also to understand how different materials react to fire and heat. The children will find out about fire safety and compare and contrast fire fighting then and now with a visit from the Fire Service.

Theme outcome: Build a model of seventeenth century London and set it on fire!

Subject knowledge, skills and concepts	Prior and future learning
<p>Science</p> <p>Knowledge and understanding:</p> <ul style="list-style-type: none"> Understand that some materials burn and that this process is irreversible Know that for a material to burn, it requires oxygen <p>Skills and concepts:</p> <ul style="list-style-type: none"> Ask simple questions and recognise that they can be answered in different ways Compare and classify different objects and materials according to combustibility Perform simple tests to answer questions. Gather and record data to help answer questions. <p>Vocabulary to teach: Fire, burn, oxygen, combustible, non-combustible, irreversible</p>	<p>Previous Y1 units on conducting a scientific test and materials in 'Saving Lives' and 'What is the weather?'</p> <p>This leads on to further scientific testing and learning about materials in 'Castles and Cathedrals' and the Y3 unit 'States of Matter'.</p>
<p>History</p> <p>Knowledge and understanding:</p> <ul style="list-style-type: none"> learn about events beyond living memory that are significant nationally <p>Skills and concepts: Chronological understanding</p> <ul style="list-style-type: none"> Understand simple chronology eg through exploring and recording simple sequences and by placing objects or pictures in historical sequence. Use common words and phrases associated with time. <p>Cause and effect</p>	<p>Previous Y1 unit work on chronology 'Then and Now' and 'Saving Lives'. The children have previously learnt about cause and effect in the Y1 unit 'Saving Lives'.</p>

<ul style="list-style-type: none"> Understand the causes of events and some of their consequences. <p>Analysis and presentation</p> <ul style="list-style-type: none"> Communicate knowledge of stories, people and events from the past in a variety of ways. <p>Vocabulary to teach: seventeenth century, reign, 1666, Charles II, Samuel Pepys, cause, consequence</p>	<p>This learning leads on to studying Sarah Forbes Bonetta in the Y2 unit 'Move It' and cause and effect in the Y3 unit 'Transport'.</p>
<p>Design and Technology Knowledge and understanding (see DT Association Plans 'Structures').</p> <ul style="list-style-type: none"> Begin to understand how structures can be made stronger, stiffer and more stable <p>Skills and concepts:</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria. Develop, model and communicate ideas through talking, drawing and mock-ups. Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting and joining, finishing. Select from and use a range of materials and components such as, paper, card, plastic and wood; reclaimed materials and construction kits, according to their characteristics. Evaluate own product by discussing how well it works in relation to the purpose and the user and whether it meets its design criteria. <p>Vocabulary to teach: Structure, stability, materials, cut, join, finish, design, evaluate</p>	<p>EYFS: Materials.</p> <p>Previous Y1 unit on the design process in 'Saving Lives'.</p> <p>This unit leads on to the Y4 structures unit 'Packaging Design'.</p>

Theme: Marhaba Morocco!

Focus subjects: Geography, Religious Education, Art and Design

Summary of learning:

In this theme, the children go on a 'journey' to Marrakesh in Morocco. As part of this unit of work, the children visit a Moroccan café, the market and the mosque in Norwich.

They learn about the main geographical features of Morocco and take a virtual walk through the streets of the city, investigating the homes and shops. They find out about the lives of children in Marrakesh and compare and contrast this with our part of Norfolk and the similarities and differences of a village, town and city.

In Religious Education, the children find out about the life of Mohammed and his importance to Muslims. They will learn about the importance of the mosque. In art, the children will look at the repeating patterns and colours in Islamic art to design their own tessellating patterns. They will then use press printing to create repeating patterns. In Food Technology, the children will discuss the fruit and vegetables that they saw at Norwich market and the food that they ate at the Moroccan café and chop vegetables for a breaktime dipping snack.

Theme outcome:

Exhibition of Moroccan art

Subject knowledge, skills and concepts	Prior and future learning
<p>Geography</p> <p>Knowledge and understanding:</p> <ul style="list-style-type: none">• understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country• 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>Skills and concepts:</p> <ul style="list-style-type: none">• Use simple fieldwork and observational skills to study the key human and physical features of places eg Norwich from the top of the market• 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.• Use and construct basic map symbols in a key. <p>Vocabulary to teach: shops, market, mosque, cathedral, street, homes, housing, Morocco, Marrakesh, Africa, Europe.</p>	<p>The Y1 unit 'Then and Now' focused on basic map skills and knowledge.</p> <p>This unit leads on to learning about KS2 human geography including the Y3 unit 'Cities'. Map skills are further developed in this unit and the Y3 unit 'Living in the Amazon Rainforest'.</p>
<p>Religious Education</p> <p>Learning about religion and beliefs:</p>	<p>EYFS: Winter festivals</p>

<ul style="list-style-type: none"> • explore how religious beliefs and ideas, and those of worldviews, can be expressed through the creative and expressive arts and communicate their responses • identify and suggest meanings for religious symbols and begin to use a range of religious words and phrases <p>Learning from religion and beliefs:</p> <ul style="list-style-type: none"> • identify what matters to them and others, including those with religious commitments, and communicate their responses • recognise that religious teachings and ideas make a difference to individuals, families and the local community <p>Vocabulary to teach: Islam, Mohammed, mosque, Qur'an, call to prayer, prayer mat</p>	<p>The Y1 unit 'Then and Now' focuses on Christian religious buildings and faith. 'Light!' focussed on Jewish and Hindu festivals. No formal prior teaching about Islam- this is new learning.</p> <p>Learning in this unit leads to the Y3 units 'Muslim child in Britain' and 'Special Books'.</p>
<p>Art and Design</p> <p>Knowledge and understanding:</p> <ul style="list-style-type: none"> • 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>Skills and concepts:</p> <ul style="list-style-type: none"> • Ask and answer questions about artists' work, including the techniques and media they use and the effect of their work. • Explore ideas from observations, experience and imagination. • Experiment with different media, techniques and materials in order to explore ideas. • Use a range of materials creatively to design and make products. • Express feelings and opinions about own and other's pieces of art. • Identify changes that might be made to own work. • Develop techniques and use of tools in a variety of media eg clay. <p>Printing:</p> <ul style="list-style-type: none"> • Design repeating patterns and recognise patterns in the environment • create simple printing blocks with press print • experiment with overprinting motifs and colour <p>Vocabulary to teach: Shapes, patterns, repeating patterns, tessellation, print, printing block, press print.</p>	<p>The learning about printing in this unit builds on the Y1 unit 'Then and Now'. Drawing has previously been developed in the Y1 units 'Then and now' and 'What is the weather'.</p> <p>Learning in this unit leads to continuing to develop drawing skills in the Y2 units 'Climates around the world' and 'Endangered!' and in the Y3 unit 'Birds'. Knowledge of printing is further developed in the Y3 unit 'Birds'.</p>

Theme: Move it!**Focus subjects:** Design and Technology, History**Summary of learning:**

This theme uses the book 'Famous Explorers - Interactive History Book for Kids (Lift-the-flap History)' by Joshua George and Ed Myer as a stimulus for learning about significant historical figures and the technology of sliders and levers and culminates in the children making their own 'moving' books based on what they have learnt in history. In history, the children learn about the life of Sarah Forbes Bonetta, African princess, a slave in West Africa, a god-daughter of Queen Victoria, a wife, mother and missionary teacher. By comparing her life to other famous people, the children develop their understanding of Victorian times and the idea of significance in history.

Theme outcome:

Make a historical picture book with moving parts.

Subject knowledge, skills and concepts	Prior and future learning
History Knowledge and understanding: <ul style="list-style-type: none">Learn about the lives of significant individuals who have contributed to national and international achievements Skills and concepts: Chronological understanding <ul style="list-style-type: none">Understand simple chronology eg through exploring and recording simple sequences and by placing objects or pictures in historical sequence.Use common words and phrases associated with time. Sources and evidence <ul style="list-style-type: none">Examine a range of simple historical evidence.Make simple deductions from evidence. Analysis and presentation <ul style="list-style-type: none">Communicate knowledge of stories, people and events from the past in a variety of ways. Vocabulary to teach: Victorian, Queen Victoria, 19 th Century	<p>Previous Y1 and Y2 learning about chronology, significant people such as Henry Blogg and Mary Seacole 'Saving Lives', 'Then and Now' and 'Fire, Fire!'.</p> <p>This learning leads on to further understanding of chronology in 'Castles and Cathedrals' and sources and evidence in the Year 3 unit 'Ancient Egyptian Civilisation'.</p>
Design and Technology Knowledge and understanding (see DT Association plans 'Levers and Sliders') <ul style="list-style-type: none">Begin to use simple mechanisms [for example, levers, sliders], in their products. Skills and concepts: <ul style="list-style-type: none">Explore and evaluate a range of existing products and how they work.	<p>Previous work on mechanisms was in the Y1 unit 'Saving Lives' on wheels and axles. In the Y2 unit 'Fire, Fire', the children were</p>

<ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria. • Develop, model and communicate ideas through talking, drawing and mock-ups. • Select from and use a range of tools and equipment to perform practical tasks such as marking out, cutting and joining, finishing. • Select from and use a range of materials and components, such as textiles, paper, card, according to their characteristics. • Evaluate own product by discussing how well it works in relation to the purpose and the user and whether it meets its design criteria. <p>Vocabulary to teach: Mechanism, moving part, slider, lever, material, component, design, evaluate.</p>	<p>introduced to the design process.</p> <p>This leads directly on to the Year 3 unit, 'Making a moving picture'.</p>
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Theme: Climates around the world

Focus subjects: Geography, Art and Design

Summary of learning:

In this theme, the children find out about areas of hot and cold around the world and the different areas, such as deserts and jungles that are associated with these climates. They compare and contrast the different ways in which people have adapted in areas of extreme hot and cold, focusing on houses. They use photos of houses from different climates to explore textures, shape and line to create a mixed media collage of a house.

The children are introduced to the concept of climate change and the impact that humans have on the climate through use of energy and consider what they could do to reduce the energy they use in their everyday lives.

Inspired by the landscape work of David Hockney, the children use tools to create paintings with texture and use photography and the i-pads to create their own landscape pictures.

Theme outcome:

Class assembly to share their learning.

Subject knowledge, skills and concepts	Prior and future learning
<p>Geography</p> <p>Knowledge and understanding:</p> <ul style="list-style-type: none">• name and locate the world's continents and oceans• identify ... the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.• 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>Skills and concepts:</p> <ul style="list-style-type: none">• Use simple fieldwork and observational skills to study the key human and physical features of places.• Understand geographical similarities and differences• Devise a simple map.• Use and construct basic map symbols in a key. <p>Vocabulary to teach:</p> <p>Globe, atlas, continents of the world, oceans of the world, climate, Arctic, Antarctic, rainforest, jungle, desert.</p>	<p>Builds on map skills and locational geography taught in Y2 unit 'Marhaba Morocco' and in Y1 unit 'Then and Now'.</p> <p>This learning leads to the geographical learning in the Y2 unit 'Endangered'.</p>
<p>Art and Design</p> <p>Knowledge and understanding:</p> <ul style="list-style-type: none">• 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.• Ask and answer questions about artists' work, including the techniques and media they use and the effect of their work.	<p>Builds on previous Y2 learning in 'Marhaba Morocco' and Y1 learning about religious art and artefacts in 'Light!'.</p>

<p>Skills and concepts:</p> <ul style="list-style-type: none"> • Explore ideas from observations, experience and imagination. • Experiment with different media, techniques and materials in order to explore ideas. • Express feelings and opinions about own and other's pieces of art. • Identify changes that might be made to own work. <p>Collage:</p> <ul style="list-style-type: none"> • Create images from a variety of media • Sort, group and shape materials for different purposes, e.g. texture, colour, scale • Create and arrange shapes appropriately <p>Vocabulary to teach: Collage, texture, mixed media, landscape.</p>	<p>It leads on to the Y3 collage unit on 'Birds'.</p>
<p>Geography (environmental)</p> <ul style="list-style-type: none"> • Begin to understand the concept of climate change. • Consider how people might reduce their impact on the environment through reducing the amount of energy they use. <p>Vocabulary to teach: Climate change, energy, environment, impact.</p>	<p>This is new content, but builds on themes from assemblies.</p> <p>It leads on to the Y3 unit on 'Living in a Rainforest' and the Y4 units on 'Climate Change' and 'Living in Extreme Climates'.</p>

Theme: Castles and Cathedrals

Focus subjects: History, Science and Religious Education

Summary of learning:

Castles and Cathedrals begins with a visit to Norwich Castle and the cathedral as the stimulus for an historical enquiry into life in Medieval times. The children find out about, compare and contrast the lives and work of people who lived and worked in the castle and of the monks who lived in the cathedral priory, particularly looking at the lives of rich and poor and of the importance of religion in daily life.

The children find out about how the cathedral was built and the craftspeople who built it, specifically stone masons, metal workers and carpenters. Using this knowledge, the children learn about the specific properties of metal, stone and wood and how it is used to make modern day products. For example, how metal can be melted and molded to make cans, coins, cars etc. They use the knowledge gained to work scientifically to investigate how the shape of different materials can be changed through squashing, bending, twisting, stretching and melting.

Using the stained glass windows in Norwich Cathedral as a stimulus, the children find out about the life of Jesus and his crucifixion and meet the rector to reflect on the importance of Jesus to Christians.

Theme outcome: History display about life in Medieval times

Subject knowledge, skills and concepts	Prior and future learning
<p>History</p> <p>Chronological understanding</p> <ul style="list-style-type: none">• Understand simple chronology eg through exploring and recording simple sequences and by placing objects or pictures in historical sequence.• Use common words and phrases associated with time. <p>Continuity and change</p> <ul style="list-style-type: none">• Explore similarities and differences between the past and present <p>Analysis and presentation</p> <ul style="list-style-type: none">• Communicate knowledge of stories, people and events from the past in a variety of ways. <p>Vocabulary to teach: Medieval, Middle Ages, century, castle, great hall, lord, servant, cathedral, priory, monastery, monk, carpenter, stone mason, metal worker, blacksmith.</p>	<p>This is a new period of history, but builds on children's knowledge about castles. In the Year 1 unit 'Then and Now', the children visited the church at Gresham.</p> <p>This builds up children's understanding of historical chronology for future history units and leads on to future learning in Years 5 and 6 about 'Norwich: a changing city'.</p>
<p>Science</p> <p>Knowledge and understanding:</p>	<p>This builds on previous learning</p>

<ul style="list-style-type: none"> • Identify and compare the suitability of a variety of everyday materials, such as wood, metal, glass and stone for particular uses • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching <p>Skills and concepts:</p> <ul style="list-style-type: none"> • Ask simple questions and recognise that they can be answered in different ways. • Compare and classify different objects, materials and living things. • Gather and record data to help answer questions. • Record and communicate findings in a range of different ways using simple scientific language. <p>Vocabulary to teach: Material, product, wood, metal, glass, stone, melt, twist, bend, squash, stretch.</p>	<p>about materials in the Year 2 unit 'Fire, fire!' and before that in the Year 1 unit 'Rubbish'.</p> <p>It leads on to the Year 3 chemistry unit on 'States of Matter'.</p>
<p>Religious Education</p> <p>Learning about religion and belief</p> <ul style="list-style-type: none"> • explore a range of religious stories and sacred writings, and talk about their meanings • identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives • identify and suggest meanings for religious symbols and begin to use a range of religious words and phrases. <p>Learning from religion and belief</p> <ul style="list-style-type: none"> • reflect on and consider religious and spiritual feelings, experiences and concepts, such as worship, wonder, praise, thanks, concern, joy and sadness • recognise that religious teachings and ideas make a difference to individuals, families and the local community <p>Vocabulary to teach: Christian, Christianity, Jesus, Bible, religion, Easter, crucifixion, resurrect, resurrection, beliefs.</p>	<p>The children will be able to compare and contrast the cathedral with what they learnt about mosques in 'Maharba Morocco' earlier in year 2. In year 1, they visited and learnt about the church at Gresham and met the rector.</p> <p>This learning leads on to the year 3 unit on 'Special Books' and the year 4 unit on 'Rules for Life'.</p>

Theme: Endangered!

Focus subjects: Science, Geography, Art and Design

Summary of learning:

Using their knowledge of climates from the previous unit, the children study a variety of habitats linked to different climates, the animals and plants that live there. They consider how animals and plants have adapted to the habitats that they live in and research how some animals have become endangered. They find out about the work of zoos and other similar organisations, who try to protect endangered species. They visit Banham Zoo and do their own fundraising for the Worldwide Fund for Nature or to sponsor their own animal. The children locate the different parts of the world in which the animals they have studied inhabit. They look at how animals are portrayed in local cultures, e.g. Tinga Tinga art, Aboriginal paintings. The children then create animal masks by sketching designs, shaping their card masks and painting them. They share what they have learnt and some of the outcomes of the project in a key stage 1 assembly.

Theme outcome: A key stage 1 assembly about endangered animals.

Subject knowledge, skills and concepts	Prior and future learning
<p>Science</p> <p>Knowledge and understanding:</p> <ul style="list-style-type: none">• 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 microhabitats <p>Skills and concepts:</p> <ul style="list-style-type: none">• Ask simple questions and recognise that they can be answered in different ways• Compare and classify living things• Record and communicate findings in a range of different ways using simple scientific language <p>Vocabulary to teach:</p> <p>Habitat, microhabitat, variety, endangered, extinction, climate, adapt, species</p>	<p>Previous Y2 unit on 'Climates around the World'.</p> <p>Y1 and 2 natural science units on different animals and their habitats.</p> <p>This unit leads on to the natural science study units in Key Stage 2 and specifically the years 4 and 6 units on biodiversity and the Year 5 unit on 'Conservation'.</p>
<p>Geography</p> <p>Knowledge and understanding:</p> <ul style="list-style-type: none">• name and locate the world's continents and oceans• identify ... the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.• 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• Learn about how animals depend on their habitats and what happens to animals when their habitats are destroyed.	<p>Previous Y2 units on 'Marhaba Morocco' and 'Climates around the World' focussed on world locational geography and devising simple maps.</p>

<ul style="list-style-type: none"> Consider the actions people might take to increase the numbers of animals in the world <p>Skills and concepts:</p> <ul style="list-style-type: none"> Devise a simple map. Use and construct basic map symbols in a key. <p>Vocabulary to teach: Continents of the world, oceans of the world, Equator, atlas, climate zones, desert, jungle, Arctic, Antarctic.</p>	<p>This learning leads to the year 3 unit on 'Living in the Amazon Rainforest' and the subsequent units on climates and climate change, including the Year 5/6 unit on deforestation.</p>
<p>Art and Design:</p> <ul style="list-style-type: none"> Record and explore ideas from first hand observations Ask and answer questions about starting points for their work Develop their ideas Explore the work of artists and craftspeople from different times and cultures Review what they and others have done and say what they think about it Identify what they might change in their current work or develop in the future <p>Drawing:</p> <ul style="list-style-type: none"> Experiment with a variety of media Control the type of marks they make Experiment with line, shape and tone <p>3D:</p> <ul style="list-style-type: none"> Explore how 2d becomes 3d Experiment with constructing and joining to make a 3d form <p>Painting:</p> <ul style="list-style-type: none"> Use a variety of tools and techniques including different brush sizes/types Mix and match colours to artefacts and objects Name different types of paint and their properties Mix primary colours to achieve for an intended tone Create textured paint by adding sand, plaster <p>Vocabulary to teach: Colour mixing, papier mâché, texture, mixed media, mod-roc.</p>	<p>This develops children's understanding of texture learnt in the Y2 unit 'Climates around the World'. Children learnt to colour mix in the Y1 unit 'What is the Weather'.</p> <p>Learning in this unit leads to 'Mod-roc Canopic Jars' in Year 3.</p>