

Keresforth Primary School  
Year A New 2017/18 Year 1/2

Topics can be covered in any order over the year. Teachers should keep individual records of topics covered.

	1 First 4 weeks - Class name topic Last 3 weeks - OUR LOCAL AREA	2 EXTREME WEATHER	3&4 GREAT AND GHASTLY EVENTS (Gunpowder Plot, Great Fire of London, First man on the moon, Queen's Coronation)	5&6 CHILDHOOD OVER THE YEARS
<b>History</b>			<ul style="list-style-type: none"> <li>• To find out about a significant event that happened in the past.</li> <li>• To find out why we remember this event.</li> <li>• To place this event in chronological time.</li> </ul>	<p><b>Cannon Hall</b> <b>Childhood in the past</b></p> <p>To learn about life as a child through the ages</p> <p>Go back to a Victorian child, grandparents and parents.</p> <p>To learn about places in the locality.</p> <p>To learn about changes in living memory.</p> <p>To look at compare and contrast toys in the past and the present</p> <p>To look at compare and contrast holidays in the past and the present.</p>
<b>Geography</b>	<ul style="list-style-type: none"> <li>• Use world maps, atlases and globes</li> <li>• Use simple compass directions and locational and directional language</li> </ul>	-Learn about some of the amazing weather around the world (cyclones, tornadoes, snow storm, hot deserts, flood and other incredible features).		

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	<ul style="list-style-type: none"> <li>• Fieldwork and observational skills to study the geography of the school and local environment.</li> <li>• Study the human and physical geography of the local area.</li> <li>• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> <li>• Use basic geographical vocabulary to refer to key physical and human features.</li> </ul> <p>Name, locate and identify characteristics of the four counties and capital cities of</p>	<p>-name the continents and oceans and investigate the weather and climate in tropical, temperature and cold places</p> <p>-track the weather in some of their favourite places in the world and keep a weather chart in school</p> <p>-monitor weather forecasts and see how weather is affected by the different cloud types</p> <p>-</p>			
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	the UK and its surrounding seas.			
<b>Science</b>	<p><b>Uses of everyday materials</b></p> <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, rock and their particular uses</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</li> </ul>	<p><b>Seasonal changes</b></p> <ul style="list-style-type: none"> <li>observe changes across the four seasons</li> <li>observe and describe weather associated with the seasons and how day length varies</li> <li>find out which areas have the same seasons as the UK and where in the world things are not the same</li> <li>explore how places in the</li> </ul>	<p><b>Animals, including humans</b></p> <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> <li>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> </ul>	<p><b>Humans, including Animals Continued...</b></p> <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> <li>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> <li>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul>

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	<p>basis of their simple physical properties</p> <ul style="list-style-type: none"> <li>Find out how shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>	<p>Southern Hemisphere have the opposite seasons to us.</p>				
<b>Art</b>	<p>Textiles:</p> <p>Y1:</p> <ul style="list-style-type: none"> <li>Weaving</li> <li>Collage</li> <li>Sort according to specific qualities</li> <li>How textiles create things</li> </ul> <p>Y2:</p>	<p>Colour:</p> <p>Y1:</p> <ul style="list-style-type: none"> <li>name all the colours</li> <li>mixing of colours</li> <li>Find collections of colour</li> <li>applying colour with a range of</li> </ul>	<p>Printing:</p> <p>Y1:</p> <ul style="list-style-type: none"> <li>Create patterns</li> <li>Develop impressed images</li> <li>Relief printing</li> </ul> <p>Y2:</p>	<p>Drawing:</p> <p>Y1:</p> <ul style="list-style-type: none"> <li>Extend the variety of drawings tools</li> <li>Explore different textures</li> <li>Observe and draw landscapes</li> <li>Observe patterns</li> <li>Observe anat-</li> </ul>	<p>Pattern:</p> <p>Y1:</p> <ul style="list-style-type: none"> <li>Awareness and discussion of patterns</li> <li>Repeating patterns</li> <li>Symmetry</li> </ul>	<p>Form/Sculpture:</p> <p>Y1:</p> <ul style="list-style-type: none"> <li>Construct</li> <li>Use materials to make known objects for a purpose</li> <li>Carve</li> <li>Pinch and roll coils and slabs using a</li> </ul>

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	<ul style="list-style-type: none"> <li>• Overlapping and overlaying to create effects</li> <li>• Use large eyed needles - running stitches</li> <li>• Simple appliqué work</li> <li>• Start to explore other simple stitches</li> <li>• Collage</li> </ul> <p>Collage of the local area.</p> <p>Weaving different materials to find the strongest.</p> <p>Weaving mats.</p> <p>(Textiles/Clay/Sand / Stone/plaster)</p>	<p>tools</p> <p>Y2:</p> <ul style="list-style-type: none"> <li>• Begin to describe colours by objects</li> <li>• Make as many tones of one colour as possible (using white)</li> <li>• Darken colours without using black</li> <li>• using colour on a large scale</li> </ul> <p>Season art, extreme weather (painting/ink/dye/ textiles/pencils/ crayon/ pastels)</p>	<ul style="list-style-type: none"> <li>• Print with a growing range of objects</li> <li>• Identify the different forms printing takes</li> </ul> <p>London back drop - printing houses during the Great Fire of London.</p> <p>Printing animal footprints.</p> <p>Firework printing.</p> <p>(found materials/ fruit/veg, wood blocks/ press print, lino/ string)</p>	<p>my (faces, limbs).</p> <p>Y2:</p> <ul style="list-style-type: none"> <li>• Experiment with tools and surfaces.</li> <li>• Draw a way of recording experiences and feelings.</li> <li>• Discuss use of shadows, use of light and dark.</li> <li>• Sketch to make quick records.</li> </ul> <p>Space pictures using chalk/ pastel.</p> <p>Portraits of the Queen.</p> <p>(pencil, charcoal, inks, chalk, pastels, ICT software)</p>	<p>Y2:</p> <ul style="list-style-type: none"> <li>• Experiment by arranging, folding, repeating, overlapping, regular and irregular patterning</li> <li>• Natural and manmade patterns</li> <li>• Discuss regular and irregular.</li> </ul> <p>Patterns on toys and old fashioned wall paper.</p> <p>Repeating patterns in maths.</p> <p>Overlapping patterns using painting. (Kandinsky's circles)</p> <p>Creating Penny Spinners (optical illusion).</p> <p>(paint, pencil, textiles, clay, printing)</p>	<p>modelling media.</p> <ul style="list-style-type: none"> <li>• Make simple joins</li> </ul> <p>Y2:</p> <ul style="list-style-type: none"> <li>• Awareness of natural and man-made forms</li> <li>• Expression of personal experiences and ideas</li> <li>• to shape and form from direct observation (malleable and rigid materials)</li> <li>• decorative techniques</li> <li>• Replicate patterns and tex-</li> </ul>
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						<p>tures in a 3-D form</p> <ul style="list-style-type: none"> <li>work and that of other sculptors</li> </ul>
<b>DT</b>	Shelter for dinosaur hunters, models of buildings found in local area, models of dinosaurs, fossils. Making food found in our local area - link in multicultural.	Weather measuring tools (wind vane) Create kites, thermometers.	Model houses from Pudding Lane, making bread.	Design own rockets, space suits, planets using paper mache. Design UFOs.	Create a child's food from Victorian era, design a toy owned by a Victorian child.	3D animal sculptures.
<b>Music</b>	<ul style="list-style-type: none"> <li>To understand the importance of listening within music, focussing on contrast: <ul style="list-style-type: none"> <li>High/low</li> <li>Loud/quiet</li> <li>Smooth/jumpy</li> <li>Fast/Slow</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>To continue to develop listening, rhythmic and concentration skills with the emphasis on three note values: <ul style="list-style-type: none"> <li>Crotchets</li> <li>Minims</li> <li>Quavers</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>To continue to develop listening, rhythmic and concentration skills.</li> <li>To be able to recognise and distinguish visually and aurally between six 4/4 rhythms to understand how they are built up and to be able to clap/play them confidently.</li> <li>To begin to compose.</li> </ul>	
<b>PE</b>	Autumn Term 1- Multi-skills & Dance Autumn Term 2- Gymnastics & small ball skills		Spring Term 1 & 2 - Gymnastics & Dance		Summer Term 1 & 2 - Games and Athletics	
<b>RE</b>	<b>Christianity</b> <ol style="list-style-type: none"> <li>Why are these words special?</li> <li>Why are some places special?</li> </ol>		<b>Islam</b> <ol style="list-style-type: none"> <li>Why are these words special?</li> <li>Why are some places special?</li> </ol>		<b>Hinduism</b> <ol style="list-style-type: none"> <li>Why are these words special?</li> <li>Why are some places special?</li> </ol>	

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	<p>3. How can faith contribute to Community Cohesion?          4. Why are sometimes special?          5. What can be learnt from lives of significant people?          6. How do I and others feel about life and the universe?</p>		<p>3. How can faith contribute to Community Cohesion?          4. Why are sometimes special?          5. What can be learnt from lives of significant people?          6. How do I and others feel about life and the universe?</p>		<p>3. How can faith contribute to Community Cohesion?          4. Why are sometimes special?          5. What can be learnt from lives of significant people?          6. How do I and others feel about life and the universe?</p>	
<b>PSHE</b>	New Beginnings	Getting on and falling out	Going for goals	Good to be me	Relationships	Changes
<b>Computer Science</b>	<p>'Walking with dinosaurs' (1)          E-safety          -understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions          - create and debug simple programs</p>		<p>Pictures tell 1000 words (1)          - use logical reasoning to predict the behaviour of simple programs</p>	<p>You've got mail (2)          E-safety          - use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Super sci-fi (2)          - recognise common uses of information technology beyond school          - use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	
<b>MFL</b>	<p>-greetings and Spanish Culture          -classroom instructions          -animals          -at the pet shop          -numbers and plurals          -connectives and simple sentences.</p>	<p>-gender          -memorisation and storytelling          -Me llamo          -Spanish names          -Soy and Mi          Mama story          -Christmas</p>	<p>-Colours and alien story          -Colours and opinions          -word order of adjectives          -word order and opinions          -the enormous turnip          -Numbers 1-10</p>	<p>-Numbers and tengo          -age          -definite and indefinite articles          -Easter          -Quisiera.</p>	<p>-The connective 'pero'          -Es and the hare and tortoise          -Tambien          -Numbers 1-15          -Days of the week          -revision and raps          -assessment and rap performance          -Barcelona.</p>	
<b>Opportunities</b>	Local walks/school	Visit to the	Colidoscope day in school, GFOL workshop.		Cannon hall	

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