



Fritwell C of E Primary School
Year 1/2 Sticklebacks Long Term Curriculum Plan 2020-2021

Year 1/2	Famous Faces Focus - History	Food Glorious Food <i>In the tall, tall grass/Into the forest, Down on the farm</i> Focus – Geography, <i>Oliver’s milkshake, vegetables etc</i>	Into the Wild <i>Dear zoo/Tales of the riverbank/Out of the egg</i> Focus - Science
Science	<ul style="list-style-type: none"> • <i>Observe and name a variety of sources of sound, noticing that we hear with our ears.</i> <p><i>Observe and name a variety of sources of light, including electric lights, flames and the Sun, explaining that we see things because light travels from them to our eyes.</i></p> <ul style="list-style-type: none"> • <i>Identify how humans resemble their parents in many features.</i> <p>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> <ul style="list-style-type: none"> • Notice that animals, including humans, have offspring which grow into adults. 	Seasonal Changes – Year 1 POS <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. Living things and their habitats – Year 2 POS <ul style="list-style-type: none"> • 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. Animals, including Humans – Year 2 POS <ul style="list-style-type: none"> • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	Plants – Year 1 POS <ul style="list-style-type: none"> • identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of a variety of common flowering plants, including trees. Plants – Year 2 POS <ul style="list-style-type: none"> • observe and describe how seeds and bulbs grow into mature plants • find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Animals including Humans – Year 1 POS <ul style="list-style-type: none"> • identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • identify and name a variety of common animals that are carnivores, herbivores and omnivores



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			<p>Animals including Humans – Year 2 POS</p> <ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) <p>Living things and their habitats – Year 2 POS</p> <ul style="list-style-type: none"> explore and compare the differences between things that are living, dead, and things that have never been alive 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
History –	<p>Look at:</p> <ul style="list-style-type: none"> The lives of significant individuals in Britain's past who have contributed to our nation's achievements - scientists such as Isaac Newton or Michael Faraday, reformers such as Elizabeth Fry or William Wilberforce, medical pioneers such as William Harvey or Florence Nightingale, or creative geniuses such as Isambard Kingdom Brunel or Christina Rossetti. 	<p>'Were their homes like ours?'</p> <p>Food and kitchens</p> <ul style="list-style-type: none"> changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life 	
Geography		Where does our food come from?	What does it look like from above?



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		<p>Human and physical geography</p> <ul style="list-style-type: none"> 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 use basic geographical vocabulary to refer to: <ul 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 <p>Place knowledge</p> <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 (<i>link to food – hot country/exotic fruits/Handa's Surprise</i>) 	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> 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.
Art and Design	<ul style="list-style-type: none"> Painting-primary and secondary colours Finger painting 	<ul style="list-style-type: none"> Sketching, painting-fruits and food <i>Printing using fruit/leaves</i> 	<ul style="list-style-type: none"> Collage-animals 3d animals – clay



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	<ul style="list-style-type: none"> • Printing • Picasso Faces • Archimboldo Faces <p>Pupils should be taught:</p> <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 	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • 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. • 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>Pupils should be taught:</p> <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
Design and Technology		<ul style="list-style-type: none"> • Food – smoothies/soup/fruits salad (Text link: Oliver’s Milkshake/Oliver’s Vegetables/Oliver’s Fruit Salad/Stone Soup) <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> • design purposeful, functional, appealing products for themselves and other users based on design criteria 	<ul style="list-style-type: none"> • Moving pictures (levers, sliders)/Pop up books. Make a picture or class book – ‘Where are the animals hiding?’ <p>When designing and making, pupils should be taught to:</p> <p>Design</p> <ul style="list-style-type: none"> • design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through talking,



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		<ul style="list-style-type: none">• generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none">• 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>Evaluate</p> <ul style="list-style-type: none">• explore and evaluate a range of existing product• evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none">• 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>drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>Make</p> <ul style="list-style-type: none">• 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>Evaluate</p> <ul style="list-style-type: none">• explore and evaluate a range of existing product• evaluate their ideas and products against design criteria <p>Technical knowledge</p> <ul style="list-style-type: none">• 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.
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PE/RE/Music/PSHE/Languages/Computing – please see separate Long Term Planning Documents