

AUTUMN TERM**Year 1 and 2****OVERVIEW OF LEARNING****Topic Title: My town of Snaith**

English Traditional tales: • Goldilocks and the 3 bears • Peter Rabbit • The Jolly Postman • Letter Writing	Science – Animals including humans 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) Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	Music Listen with concentration and understanding to a range of high-quality live and recorded music Listen with concentration and understanding to a range of high-quality live and recorded music Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Experiment with, create, select and combine sounds using the inter-related dimensions of music
RE – Christmas Name some religious festivals and say how faith members celebrate them Describe and explain some traditions linked to religious festivals Suggest reasons why festivals are important Talk about how stories are celebrated at different religious festivals		DT – Structures Design, Make, Evaluate <u>Year 1</u> Begin to explain what they are making and which materials they are using Begin to design products that have a clear purpose and an intended user Begin to use pictures and words to convey what they want to make With support, make products, using tools to cut, shape (eg rolling/folding), join and finish Say what they like and don't like about their product Talk about how closely their finished product meets the design criteria, with support <u>Year 2</u> In addition to Y1 Begin to use software that represents 2D designs (Eg Paint or within word/publisher) Assembly Skills <u>Year 1</u> Select given shapes to assemble, making comparisons of size. (Eg make a vehicle from recycled boxes/tubes etc, selecting as appropriate for the part for scale and size)

		Measure, mark lines to cut along with scissors. Use joining techniques, such as gluing or taping <u>Year 2</u> Measure and mark out lines to within a cm. Cut materials safely using tools provided. Join materials with a range of fixings include glue, tape, string/simple card hinges
Computing <u>VR and AR</u> (Quiver Xmas) I can explore an interactive 360 image (YT) I can scan a trigger image to begin an AR experience (Q) I can pretend to interact with an AR object (Q) <u>Coding</u> I understand what algorithms are I can write simple algorithms I understand the sequence of algorithms is important I can debug simple algorithms I understand that algorithms are implemented as programs on digital devices	PE – Dance Copy and explore basic movements and body patterns (bean starter / making shapes) Remember simple movements and dance steps Vary levels in a sequence (high, low) Vary speed in a sequence (fast, slow) Change direction in a sequence Link movements to sound and music Perform a short dance with simple movements incorporating the above skills PE - Netball Explore passing a netball (throwing) Explore receiving a netball (catching) Find space and get ready to receive the netball Explore sending the ball to other players Apply all of the above in simple, modified game situations.	Geography <u>Geographical skills</u> Year 1 Use basic symbols in a key. Follow a simple map (eg buildings, roads, fields, or use one for a treasure hunt in the school grounds). Use photographs (including aerial photos) to recognise basic features (eg school on satellite view). Use North, South, East, West for simple navigation eg in a rectilinear maze in the playground. Begin to use first-hand observation using senses (eg qualitative comments, or measurements in non-standard units). Use simple locational language to describe (eg near/far, left/right, North, South, East, West). Year 2 Use basic symbols in a key. Construct basic symbols in a key. Devise a simple map (eg sketch map of places in stories, school grounds). Use digital technologies: zoom in/out on a map Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Use North, South, East, West to describe locations and routes on a map. Use first-hand observations (eg qualitative comments & starting to measure in standard units). Use directional language (near and far, left and right) to describe the location of features and routes on a map Understand that snail is in the United Kingdom, in England and be able to name and locate the other 3 countries in the UK.

		Name and locate the four countries and capitals of the United Kingdom and its surrounding seas. Understand the features of the local area – relating to the history of Snaith. Compare town, village, cities – what is the same/different? Within the local area determine what is the same and different? Identify key features of the local area Identify transportation links and where these go to and from. Identify the river Aire – the source and the mouth. Use geographical vocabulary to refer to physical features and human features.
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