



Term 1	Write	Read	Maths	Science	Computing	Hist	Geography	DT	Art	Music	PE	RE	PSHE
Our Wonderful World													
Trip	Walk to the local park												
Curriculum implementation	T4W texts Lost and Found	Read Write Inc	Year 1 Place value within 10 Addition and subtraction Year 2 Place value Addition and Subtraction	Rising stars - T1 Healthy Me	Switched on Computing - T1 - We are treasure hunters		Name and locate the seven continents and 5 oceans Name the four countries of the UK Weather patterns	Sewing - pumpkin faces Food - Fruit kebabs	Self-portraits	Charanga Listening and appraising music	Sports coach	What do Christians believe about Jesus?	Jigsaw - Being Me in My World

Term 2	Writing	Reading	Maths	Science	Computing	History	Geography	DT	Art	Music	PE	RE	PSHE
Y1/Y2	A splash and colour and a flash of light.												
Wow	Artists for the day												
Curriculum implementation	T4W texts	Read Write Inc	Year 1 Addition and subtraction Shape Year 2 Addition and Subtraction Shape	Rising stars T3- Squash, bend, twist and stretch	Switched on computing - T2- We are TV chefs	Gunpowder plot		Food technology - Christmas cookie	Artist study of Mondrian and Pollock	Charanga	Sports coach	What do Christians believe about Jesus?	Jigsaw - Celebrating Difference

Term 3	Writing	Reading	Maths	Science	Computing	History	Geography	DT	Art	Music	PE	RE	PSHE
Land Ahoy!													
SS Great Britain/ Railway Trip													
Wow													
Curriculum implementation	T4W texts	Read Write Inc	Year 1 Place value Addition and subtraction Year 2 Money Multiplication and division	Rising stars T2 Materials monster	Switched on computing – T3 – We are digital artists	Studying historical events in our locality -SS Great Britain Brunel		Moving pictures – boats Food – wraps with grated cheese		Charanga – playing instruments and compositions	Sports coach	What do Christians believe about God?	Jigsaw – Dreams and Goals

Term 4	Writing	Reading	Maths	Science	Computing	History	Geography	DT	Art	Music	PE	RE	PSHE
School explorers													
Orienteering													
Wow													
Curriculum implementation	T4W texts	Read Write Inc	Year 1 Place value Length, height, mass and volume Year 2 Length and height Mass, capacity and temperature	Rising stars T5 Young gardeners	Switched on computing – T4- We are publishers		Map skills Compass directions Aerial photographs	Food - Pitta pizza	3D art – nature sculptures and 3D tiles (inspired by their school grounds)	Charanga	Sports coach	What do Christians believe about God?	Jigsaw- Healthy Me

Term 5	Writing	Reading	Maths	Science	Computing	History	Geography	DT	Art	Music	PE	RE	PSHE
	Us and our grandparents												
Wow	Grandparent stay and play												
Curriculum implementation	T4W Texts	Read Write Inc	Year 1 Fractions Multiplication and division Position and direction Year 2 Fractions Multiplication and division Statistics	Rising Stars T6 – Little Masterchefs	Switched on Computing -T5 – We are rhythmic	What toys did our grandparents play with? Making comparisons within living memory		Design and build a moving vehicle.		Charanga	Sports coach	What do Jewish people believe about God and the covenant?	Jigsaw – Relationships

Term 6	Writing	Reading	Maths	Science	Computing	Hist	Geography	DT	Art	Music	PE	RE	PSHE
Y1 Topic	Amazing animals!												
Wow	Bath City Farm												
Curriculum implementation	T4W Texts	Read Write Inc	Year 1 Place value Money Time Year 2 Place Value Money Time	Rising stars T4 Our Local Environment	Switched on computing -T6- We are detectives		Weather study		Clay pots	Charanga	Sports coach	What do Jewish people believe about God and the covenant?	Jigsaw- Changing me

Year 1 and 2 foundation subjects overview

Even Year

<p>Term 1 Our Wonderful World</p>	<p><u>Geography</u> -Name and locate the world's seven continents and five oceans -Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas -Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas in relation to the equator and the North and South Poles.</p> <p><u>Science – Topic 1 – Healthy Me</u> -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. -Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p><u>Art</u> -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</p>
<p>Term 2 Splash of Colour and a Flash of Light</p>	<p><u>History – The Gunpowder Plot</u> -Pupils should be taught to understand events beyond living memory that are significant nationally or globally -Significant historical events, people and places in their own locality.</p> <p><u>Art – study of Mondrian and Pollock</u> -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 an 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 maker and designers, describing the difference and similarities between practices and disciplines, and making links to their work.</p> <p><u>Science –Topic 3 – Squash, Bend, Twist and Stretch</u> -Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>
<p>Term 3 Land Ahoy! Brunel</p>	<p><u>History</u> -The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different time periods. -Study significant historical events, people and places in their own locality. (IK Brunel and Bath Spa Station).</p> <p><u>Science – Topic 2 – Material monsters</u> -Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and</p>

	<p>cardboard 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> <p><u>Art and DT</u> -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</p>
<p>Term 4 School explorers</p>	<p><u>Geography</u> -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 (near, far, left, 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; and use and construct basic symbols in 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.</p> <p><u>Science- Topic 5- Young gardeners</u> -Identify and name a variety of plants and animals in their habitats, including microhabitats. -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.</p>
<p>Term 5 Us and Our Grandparents</p>	<p><u>Design Technology</u> -Explore and use mechanisms Design purposeful, functional, appealing products for themselves and other users based on design criteria -Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication. -Select from and use a range of tools and equipment to perform practical tasks. -Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. -evaluate their ideas and products against a design criteria</p> <p><u>Science –Topic 6 – Little Masterchefs</u> -Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</p> <p><u>History – Our grandparents</u> -Changes within living memory. This will include aspects of change in national life</p>

<p>Term 6 Amazing animals!</p>	<p><u>Science – Topic 4 – Our Local Environment</u></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. - Gather and record data to help in answering questions. -Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name the different sources of food. <p><u>Geography –weather stud</u></p> <ul style="list-style-type: none"> -Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes -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><u>PSHE</u> Covered weekly using Jigsaw</p> <p>Jigsaw, the mindful approach to PSHE, is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The Jigsaw progression map provides further details.</p>	<p><u>Music</u> Covered weekly using Charanga.</p> <p>Pupils will be taught to:</p> <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. 	<p><u>Computing</u> Covered termly using Rising Stars</p> <p>Pupils will be taught to: - Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <ul style="list-style-type: none"> -Create 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 -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><u>PE</u></p> <p>Pupils will be taught to:</p> <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. 	<p><u>Religious Education</u> Covered termly using Awareness, Mystery and Value Somerset.</p> <p>Key topics include</p> <ul style="list-style-type: none"> -Learning about religion -Learning from religion <p>Each child will learn about Christianity and one other religion</p>
---	--	--	--	---