

'The Rainforest' Overview – Year 1/ 2

Autumn Term B

<u>Subject</u>	<u>Learning questions</u>	<u>Products</u>	<u>Vocabulary</u>	<u>Assessment</u>	<u>Curriculum links</u>
History	<p>Composite – How has a loss of forests affected our planet?</p> <p>Components;</p> <ul style="list-style-type: none"> • What is a forest fire? • What can cause a forest fire? • What is deforestation? • Why are people destroying forests? • What percentage of forests have disappeared in your living memory? • What impact s this having on our planet? 	<p>Match the images to the correct causes for forest fires. Are they man-made or natural causes?</p> <p>Create a poster on deforestation identifying its effect.</p>	<p>Forest Fire Cause Years ago Impact Deforestation Percentage Living memory Impact Indigenous</p>		<p>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>
Geography	<p>Composite – Can planet Earth be both hot and cold? If so, why?</p> <p>Components;</p> <ul style="list-style-type: none"> • Where do we live? • Which areas of our planet do you think are cold and which do you think might be hot? • Where do you think the hot tropical rainforests might be on the map? • Which type of climate do we live in? • Can you name the four seasons? • Can you name the four points of a compass? 	<p>To colour code the map of the world to show which areas are tropical, polar, or temperate.</p> <p>To match each season to the corrects weathers/ events.</p> <p>To make paper compasses and use them to give directions/ commands. (Follow directions to find things on a map or hidden in the school grounds.) (Link to F.S)</p>	<p>Hot/cold Climate Poles Equator Seasons Summer/Spring/Autumn/Winter Weather Polar Temperate Tropical Compass Direction Navigation North/South/East/West Near and far Left and right</p>		<p><u>Locational Knowledge</u> Name and locate the worlds seven continents and five oceans <u>Human and physical geography</u> Identify seasonal and daily weather patterns in the united kingdom and the location of hot and cold areas if the world in relation to the Equator and the North and South Poles. <u>Geographical skills and fieldwork.</u> Use simple compass directions (North, South, East, 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.</p>
Science	<p>Composite – Animals including humans</p> <p>Components; Yr 1</p>	<p>Yr 1 To label body parts correctly.</p>	<p>Yr 1 sorting Senses – sight/hearing/taste/smell/touch</p>		<p>Yr 1 – <u>Working scientifically</u> Pupils should be taught to identify and classify</p>

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	<ul style="list-style-type: none"> • Are humans animals? • What are our 5 senses? • What animals are in our school? • What animals can we see in our school grounds? • What animals do we find in our country and in the rainforest? • How can we categorise animals? • What do different types of animals eat? • How can we tell what an animals diet is? – carnivore, omnivore or herbivore? <p>Composite – Animals including humans/ Living things and their habitats</p> <p>Components;</p> <p>Yr 2</p> <ul style="list-style-type: none"> • What is a rainforest habitat? • Can you list some of the animals that live in the rainforest habitat? • Is it living or is it dead? • Is it alive? • What other habitats are there? • What is a micro habitat? • What is a carnivore, omnivore, and herbivore? • How can we tell what and animals' diet is? • What is a food chain? 	<p>Identify animals on the school grounds using a tally chart.</p> <p>Match 3 habitats to the correct animals. Sort animals into categories. Amphibian, reptile, mammal etc.</p> <p>Poo experiment – Observe, record and discuss findings.</p> <p>Yr2 Sort the animals into there natural habitats.</p> <p>Use a Venn diagram to categorise carnivores, herbivores and omnivores.</p> <p>Draw a 3 or 4 step food chain using the correct vocabulary.</p> <p>Poo experiment – observe, record, discuss and evaluate.</p>	<p>Minibeasts Carnivore/omnivore/herbivore</p> <p>Yr 2 Habitat Categorise Living/ dead/ alive Environment Micro Recap – carnivore/omnivore/herbivore Food chain</p>		<p>Pupils should be taught to use their observations and ideas to answer questions</p> <p><u>Animals inc humans</u></p> <p>Pupils should be taught to name a variety of common animals Pupils should describe and compare the structure of a variety of common animals.</p> <p>Yr 2</p> <p><u>Working Scientifically</u></p> <p>Pupils should be taught to name identify and classify Pupils should be taught to use their observations and ideas to answer questions</p> <p><u>Living things and their habitats</u></p> <p>Pupils should be taught to explore/compare differences between things living/dead/never been alive Pupils should be taught to identify that most living things live in habitats to which they are suited, describe how habitats provide for basic needs of animals, including micro habitats Pupils should be taught to describe how animals obtain their food from plants/other animals using idea of food chains, identify and name different sources of food.</p> <p><u>Animals inc humans</u></p> <p>Pupils should be able to find out about the basic needs of animals for survival (water/food/air)</p>
Art	<p>Composite – Drawing – H.Rousseau/D.Hyde</p> <p>Components;</p>	<p>How to draw autumn leaves using different levels of pencil pressure.</p>	<p>Drawing Art Pressure</p>	<p><u>Milestone 1 – In the jungle</u></p>	<p>To use drawing to develop and share their ideas, experiences and imagination.</p>

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	<ul style="list-style-type: none"> • What do you think about this piece of art? • What do you notice? • Which colours can you spot? • Where do you think this piece of art is set? • What words can you think of to describe a tiger? • What can you tell me about the background? • How are we going to show stripes? • How can we make the centre of the daisy look different to the petals? • Can you show light and dark using only a pencil? 	<p>Drawing a tiger and using crosshatch technique. (Showing light and dark by using shading.)</p> <p>Making a comparative study between D.Hyde and H.Rousseau, make your own piece of art merging the two styles of art together and all the skills you have learnt.</p>	<p>Camouflage Thin and thick Cross – hatching Shading Hard and soft Background Recreate</p> <p>Naïve Botanical Illustrations Imagination Specimens Enlarging Unique Exaggerating</p>		<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>To learn about the work of a range of artists, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>
Design and Technology	<p>Composite – How to make a flap book. Components</p> <ul style="list-style-type: none"> • What is a flap book <p>Composite – Making Jam Sandwiches in a safe and clean way. Components</p> <ul style="list-style-type: none"> • How do we ensure we keep ourselves safe and healthy when preparing food? 	<p>Explore a range of flap books, making their own animals hiding in a layer of their choice.</p> <p>Making Jam sandwiches (Eng Link)</p>	<p>Cutting Sticking Joining Facts Information Flaps</p> <p>Washing Cleaning Preparing Infections Cross contamination Bacteria Safety</p>		<p>Design Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Make Select from and use a range of tools and equipment to perform practical tasks (for example cutting, shaping, joining and finishing)</p> <p>Evaluate Evaluate their ideas and products against design criteria</p> <p>Cooking and nutrition Use thei basic principles of a healthy and varied diet to prepare dishes.</p>
Computing	<p>Composite: Technology around us Components: *To identify technology in school and at home.</p>	<p>To create their own tray label or coat peg label.</p>	<p>Mouse Keyboard Edit Print</p>		<p>*See Key Chain Computing</p>

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	<p>*To explain the benefits of technology *To use a keyboard to type names *To use a mouse in different ways</p> <p>Composite: IT around us Components *To recognise choices are made when using technology *To recognise the use and features of technology in school and at home</p>	<p>To create a list of items in school that can be classified as technology.</p>	<p>technology</p>		
Religious Education	<p>Composite-Who do Christians say made the world? Components- What is a creator?</p> <p>What is the Christian Story of how the world began?</p> <p>How do Christians thank God for his creation?</p> <p>Composite-Why does Christmas matter to Christians-1?</p> <p>Why was Jesus such a special Baby?</p> <p>What is the Christian Story of Jesus as told in the Bible?</p> <p>Why do Christians believe the birth of Jesus was good news?</p> <p>How do you think Christians feel about the birth of Jesus?</p>	<p>Representation of the Creation Story</p> <p>Thankfulness exchange between children (notes/tokens)</p> <p>Make a Christmas Card with a Christian representation on it.</p>	<p>Creator Creation God Praise Worship Harvest Festival</p> <p>Incarnation Transformation Nativity Gospels Advent</p>		<p>PSHE-Our world</p>
PSHE	<p>Composite – <u>Being Responsible</u> Components:</p>		<p>responsibility Borrowing Thoughtful</p>		<p>To develop pupils' skills, knowledge and attributes they need to keep themselves</p>

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	<ul style="list-style-type: none"> • Why is it important to be responsible? • What can you do now you are grown up? Who did these things for you when you were a baby? • What are you responsible for? • What do you still need help with? Who helps you with these things? • How will things change when you are 11? <p>Practice makes perfect/ Water spillage /Helping someone in need/ Stealing</p>		<p>Accident Consequences Stealing Qualities Abilities Dishonest Honesty Responsible Manners Courteous Improve Appropriately Self-Respect Irresponsible</p>		<p>healthy, safe and prepared for life and work.</p>
Music	<p>Yr 1 Composite - Rhythm in the way we walk. Banana Rap Components</p> <ul style="list-style-type: none"> • You will Listen & Appraise other styles of music and continue to embed the interrelated dimensions of music through games and singing <p>Yr2 Composite - Hands, Feet, Heart Components</p> <ul style="list-style-type: none"> • A focus on the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise different styles of South African music. 		<p>Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure Notation</p>		<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and detuned instruments musically. Experiment with, create, select and combine sounds using inter-related dimensions of music.</p>

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PE	Autumn 1: Games Skills: <ul style="list-style-type: none">• Use rolling, hitting, running, jumping, catching and kicking skills in combination.• Perform locomotion skills (running, jumping, hopping, skipping) using mature patterns.• Throw underarm in a mature pattern.• Develop an overarm throw.• Catch a large ball without trapping or cradling it.• Dribble a ball slowly with hands and feet.• Kick a stationary ball from a short run up.• Send an object towards a target.	Autumn 1: Gymnastics:	Autumn 2: Football: <ul style="list-style-type: none">• Dribbling a ball while moving in their own space.• Developing tactics to keep possession.• Change direction.• Kick a stationary ball from a short run up.• Use running and kicking skills in combination.• Send an object towards a target.• Keep possession by passing and receiving a ball.	Autumn 2: Dance:
Citezenship				