 **KS1 second rotation**

SANDFIELD PRIMARY SCHOOL CURRICULUM

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| Subject/Term | **Autumn1****Monsters** | **Autumn 2****The Local Area** | **Spring 1****Significant Individuals** | **Spring 2****Significant Individuals** | **Summer 1****The Lighthouse keeper’s lunch** | **Summer 2****Animals** |  |
| **Values** | RespectWe should respect each other’s views and ideas | Determination and resilience | Being Safe | Respect | Caring and happiness | Honesty and being safe |
| **Trip/Visitors** |  | Alice in Wonderland Mad Hatter’s Tea Party Local park visit |  |  |  | Marwell Zoo |
| **English** | Non-chronological report Children will design their own monster and write a description about itChildren will write instructions about how to catch and train a dragon(Writing purposes: writing to inform, writing to entertain) | Firework poems (Y1)Local author – Lewis CarrollAlice in WonderlandWriting captions, invitations, thank you letters, setting descriptions, food reviews, instructions, innovating the story(Writing purposes: writing to inform, writing to entertain) | Writing opportunities linked to David Attenborough and Greta Thunberg(Writing purposes: writing to inform, writing to entertain) | Writing opportunities linked to Florence Nightingale and…(Writing purposes: writing to inform, writing to entertain) | Series of The Lighthouse Keeper lunch textsWriting their own version of the story(Writing purposes: writing to inform, writing to entertain) | Children will research and write their own report on an animal(Writing purposes: writing to inform, writing to entertain) |
| **Maths** | See separate White Rose planning specific to each year group | See separate White Rose planning specific to each year group | See separate White Rose planning specific to each year group | See separate White Rose planning specific to each year group | See separate White Rose planning specific to each year group | See separate White Rose planning specific to each year group |
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| **Science** | 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 (Yr2) | Seasonal changesObserve changes across the 4 seasonsObserve and describe weather associated with the seasons and how day length varies | PlantsIdentify and name a variety of common wild and garden plants, including deciduous and evergreen treesIdentify and describe the basic structure of a variety of common flowering plants, including trees (Yr1)Observe and describe how seeds and bulbs grow into mature plantsFind out and describe how plants need water, light and a suitable temperature to grow and stay healthy (Yr2) | PlantsIdentify and name a variety of common wild and garden plants, including deciduous and evergreen treesIdentify and describe the basic structure of a variety of common flowering plants, including trees (Yr1)Observe and describe how seeds and bulbs grow into mature plantsFind out and describe how plants need water, light and a suitable temperature to grow and stay healthy (Yr2) | Floating/ sinkingTesting materials Everyday MaterialsDistinguish between an object and the material from which it is madeIdentify and name a variety of everyday materialsDescribe the simple physical properties of a variety of everyday materialsCompare & group together a variety of everyday materials on the basis of their simple physical properties (Yr1)Identify and compare the suitability of a variety of everyday materials for particular usesFind out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching (Yr2) | Animals including humansIdentify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (Yr1) Animals including humansIdentify and name a variety of common animalsIdentify and name a variety of common animals that are carnivores, herbivores and omnivores (Yr1)Living things and their habitatsExplore and compare the difference between things that are living, dead, and things that have never been aliveIdentify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic need of different kinds of animals and plants, and how they depend on each otherIdentify and name a variety of plants and animals in their habitatsDescribe 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 (Yr2) |  |
| **Computing** |  |  |  |  |  |  |  |
| **History** | Completed in Cycle 1 | Lives of significant individualsThe lives of significant individuals in the past who have contributed to national and international achievements. Examples used to compare aspects of life in different periods.Significant historical people and places in their own locality. | Completed in Cycle 1 |  |
| **Geography** | The local area ( understand geographical similarities and differences through studying the human and physical geography of a small area of the UK)Use simple fieldwork and observational skills to study the geography of their school and its grounds and key human and physical features of its surrounding area. Name and locate the 7 seas and 5 continentsName and locate 4 countries and capital cities of UKUse key geographical vocabulary, compass directions, local maps & symbols | Completed in Cycle 1 | Comparison with a contrasting locality ( Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country –Australia )Use world maps, atlases and globes Use aerial photographs to recognise landmarks and basic human and physical features. |
| **(RE)****Year 1** | Why is the Bible an important book for Christians? (5wks)Why is Harvest important? (1wk) | Remembrance (1wk)Why should we look after our world? (3wks)Why is Christmas important to Christians?(2wks) | What do Christians believe God is like? (5wks) | Why did Jesus tell parables?(4wks)What do eggs have to do with Easter? (2wks) | What is the Torah and why is it important to Jews? (5wks) | Why do Jewish families celebrate Shabbat?(5wks) |  |
| **(RE)****Year 2** | Why is church important to Christians?( 5wks)Why is Harvest important? ( 1 wk) | Remembrance ( 1 wk) Is prayer important to everyone? (3 wks)What does the Christmas story tell Christians about Jesus? ((2wks) | Who is Jesus? (5wks)  | Why do Christians call Jesus savior? (4wks)Why is Easter important to Christians? ( 2 wks)  | Who is Allah and how do Muslims worship him? ( 5wks) | What is important for Muslim families? ( 5wks)  |  |

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| **Gymnastics/Dance** | GymnasticsIntroduce basic shapesChildren to explore new shapes | DanceAlice in Wonderland themed | GymnasticsExtend balancing onto gymnastics equipmentBig and small shapes on apparatusFront support and back supportNumber of points touching the floor | DanceRainforrest? | GymnasticsSafe jumping and landing techniquesLink together jumps into shapesStar, straight, tuck | DanceLion King themed dance |  |
| **PE- Games** | Team Skills 1 | Ball Skills | Team Skills 2 | Bat and Ball Skills | Athletic Activities | Athletic Activities. |  |
| **Art** | Monster themed artAdd skills…. |  | Photography |  |  | Sketching pencils- animal picturesLayered picture- perspective |  |
| **Music** | Charanga | Charanga | Charanga | Charanga | Charanga | Charanga |  |
| **Design Technology (DT)** |  | Moving pictures |  | Sewing | Designing, planning, constructing and evaluating a lighthouse |  |  |
| **PSCHE/P4C** | Relationships | Health and Wellbeing | Living in the wider world |  |