 **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** | Respect  We 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 it  Children 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 Carroll  Alice in Wonderland  Writing 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 texts  Writing 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 changes  Observe changes across the 4 seasons  Observe and describe weather associated with the seasons and how day length varies | | Plants  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 (Yr1)  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 (Yr2) | | Plants  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 (Yr1)  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 (Yr2) | | Floating/ sinking  Testing materials  Everyday Materials  Distinguish between an object and the material from which it is made  Identify and name a variety of everyday materials  Describe the simple physical properties of a variety of everyday materials  Compare & 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 uses  Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching (Yr2) | | Animals including humans  Identify, 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 humans  Identify and name a variety of common animals  Identify and name a variety of common animals that are carnivores, herbivores and omnivores (Yr1)  Living things and their habitats  Explore and compare the difference 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 need 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  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 (Yr2) | |  | |
| **Computing** |  |  | |  | |  | |  | |  | |  | |
| **History** | Completed in Cycle 1 | | | | Lives of significant individuals  The 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 continents  Name and locate 4 countries and capital cities of UK  Use 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** | Gymnastics  Introduce basic shapes  Children to explore new shapes | Dance  Alice in Wonderland themed | Gymnastics  Extend balancing onto gymnastics equipment  Big and small shapes on apparatus  Front support and back support  Number of points touching the floor | Dance  Rainforrest? | Gymnastics  Safe jumping and landing techniques  Link together jumps into shapes  Star, straight, tuck | Dance  Lion King themed dance |  |
| **PE- Games** | Team Skills 1 | Ball Skills | Team Skills 2 | Bat and Ball Skills | Athletic Activities | Athletic Activities. |  |
| **Art** | Monster themed art  Add skills…. |  | Photography |  |  | Sketching pencils- animal pictures  Layered 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 | |  |