**Weston Mill Community Primary Academy**

**Year 1&2 Long Term Curriculum Plan 2021-2022**

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| **Unit/Theme** | | **UK climate**  **(7 weeks)** | **Our Great Britain**  **(7 weeks)** | **Below Zero: Greenland**  **(7 weeks)** | **World Explorers**  **(6 weeks)** | **British Bridges**  **(5 weeks)** | **Commotion in the Ocean**  **(7 weeks)** |
| **Destination** | | To design and create their own garden. | To create a PowerPoint to share with another year group. | To plan and go on an Artic Expedition. | To read their journey story to children in EYFS. | To build bridges with parents and test their strength. | To create a narration video about the world’s oceans. |
| **Big Question** | | How do plants grow best? | Why is Britain Great? | What’s it like in the Arctic circle? | Who discovered the world? | What makes a bridge strong? | How do living things survive in our oceans? |
| **STEM** | | **STEM Skills** | Problem Solving | Creativity | Inquiry Skills | Observation | Flexibility | Collaboration |
| **Science** | Plants  To grow and observe plants as they grow.  To investigate different growing conditions and how they affect growth.  To discover the life cycle of a plant or tree form seed to maturity. | Living things and Habitats  To explore and compare the differences between things that are living, dead or never alive.  To identify suitable habitats for animals in GB.  Identify and name different plants and animals within habitats of GB.  To describe simple food chains within GB. Britain. | Living things and Habitats  To compare and contrast Artic (Greenland) habitat with GB (recap from previous unit)  To identify how animals have adapted to live in this habitat and how it supports their needs.  To contrast food chains in a different habitat. | Animals including Humans  To learn about and describe the importance of exercise and a healthy diet to humans | Materials and Their Properties  To explore material properties and identify key uses for that material.  To identify the best material to construct a bridge and explain their choice. | Living things and their habitats  Animals including humans  To understand the different ocean habitats that animals live in.  To understand and explain the different life cycles of sea creatures.  To explore ocean food chains. |
| **Computing** | To use programming to prepare for turtle logo to create a garden outline. | To create a PowerPoint about Great Britain, adding images, text boxes, slides. | To create a simple blog as an Artic expedition member. |  | To use an appropriate programme to create a picture of a bridge.  To use a range of tools to produce different techniques.  To alter formatting to change the colour or size. | To use appropriate equipment to record the destination video. |
| NOS: Online Relationships | NOS: Online Reputation | NOS: Online Bullying | NOS: Managing Online Information | NOS: Health, Wellbeing and Lifestyle | NOS: Privacy and Security/Copyright and Ownership |
| **DT** | To design their ideal garden using pictures and words, including notes to explain why ideas chosen – plant selection  To select the correct tools for purpose.  To make 3D models of their gardens. |  |  | To research different vehicles for exploration (sledge, Land Rover, boats, animals etc)  TO design a vehicle for modern day exploration including explanation for choice made  TO use appropriate materials to construct the vehicle  To evaluate and test design against specific criteria | To design, make and test a bridge for a purpose.  To evaluate a product against a design brief. |  |
| **Maths** | To use equipment to measure plant growth.  To table and graph results in a simple format. |  | To cost out essentials for a polar expedition. |  |  |  |
| White Rose Maths Scheme of Learning | | | | | |
| **English** | | Instructions – seed planting and growing.  Narrative – retell similar story. | Information leaflet – One particular king or queen.  Poetry – based around we are Britain by Benjamin Zephaniah | Diary entry – Artic explorer on expedition.  Narrative – Artic adventure | Narrative based on ‘Journey’  Non-chronological report linked to product created in DT | To write a narrative story based on The Tower Bridge Cat.  To write an information text about Bridges of Britain. | To write a story of an adventure of a sea creature.  To write an explanation text about ocean habitats for destination. |
| **(Reading Text)** | | Eddie’s Garden: How to make things grow – Sarah Garland The boy who grew dragons – Andy Shepherd  Katie and the sunflowers – James Mayhew | We are Britain – Benjamin Zephaniah  Info books – kings and queens various. | Pugs of the North – Phillip Reeve.  The last Polar Bear – Harry Horse  The great explorer – Chris Judge | Alastair Humphreys’ Great Adventures  Explorers: Amazing tales of the world’s greatest adventurers – Nellie Huang  Journey – Aaron Becker | The Tower Bridge Cat by Tee Dobinson  The Building Boy  Rosa’s Big Bridge Experiment | Under the sea – Anna Milbourne  One day in our blue planet – in the ocean  The big book of the blue – Yuval Zommer  Tiddler – Julia Donaldson |
| **History** | |  | To understand where kings and queens fit into chronological order (William the Conqueror, Richard III, Henry VIII, Elizabeth I, Charles I, Victoria, Elizabeth II).  To investigate key events in a monarch’s life and what impact that that had on society.  To compare the lives of 2 monarchs (e.g. Elizabeth and Victoria)  To discover how democracy in the UK has developed over time. – Houses of parliament and the gunpowder plot. | To investigate a famous Artic explorer (e.g. Ronald Amundsen). What they did and why it was important. | To explore the lives of significant explorers (Drake,, Shackleton, Edmund Hillary, Tenzing Norgay, David Livingston, Freya Stark) from local and world history. | To research Brunel Bridge and understand its significance to the local area.  To understand why bridges are important to people.  To explore how bridges have changed overtime. |  |
| **Geography** | | To identify the UK, it’s countries and seas surrounding it.  To investigate climate across the UK and how this affects plant growth and where different plants grow.  To use arial photography to identify features of a garden.  To create a simple arial map of their garden with a key. | To locate GB within Europe and it’s particular location and relative size and population to other countries. | To locate the equator and north and south poles on a globe and understand where on the globe is hot and cold and why.  To explain the main features of Greenland and what makes it cold.  To compare physical and human geographical features of Greenland to GB. | To locate continents and oceans of the world on a class map (display).  To map routes of famous explorers. |  | To identify oceans of the world.  To begin to use and understand compass directions. |
| **Art** | | To use tone and pencil pressure to complete observational drawings of plants.  To create William Morris designs. | To create animal paintings using different tools and colours. Revisiting Primary and secondary colours. (use different tools for texture and pattern) | To use different brush techniques and brushes (thick, thin, stipple) to create a relevant Artic scene (e.g. artic explorer, Greenland landscape etc) |  |  | To use a range of different textiles and materials to create an ocean scene collage with sea creatures. |
| **Music** | | To sing harvest songs as a class with expression. | To learn and sing the national anthem and national songs e.g. rule britiannia. |  | To create and perform a musical journey using tuned or untuned instruments  To begin to explore musical notation using symbols |  | BBC music – sun, sea and song  To sing songs collaboratively.  To understand melody, pulse and rhythm. |
| **RE** | | Who is a Muslim and how do they live? | Why does Christmas, matter to Christians? | Who is a Muslim? | Why does Easter matter to Christians? | What is the good news Christians say Jesus brings? | What makes some places sacred to believers? |
|  |  | How do they live? |  |  |  |
| **MFL** | |  |  |  |  |  |  |
| **PSHE** | | What makes a good friend? | What is Bullying? | What jobs to people have?  Compare UK and Greenland. | What helps us to stay safe? | What helps us grow and stay healthy? | How do we recognise our feelings? |
| **PE** | | Real PE | Real Gym | Games | Real PE | Real Gym | Games |
| **Rich Experiences** | |  |  |  |  | Cross the Tamar Bridge | Aquarium visit – actual or virtual.  Marine biologist visit – interview. |
| **Discovery List** | |  |  |  |  |  |  |

**House Days:**

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| Date | Subject and Objectives | Outcome |
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