



# Year 1/2

## All Creatures Great and Small

Subject Focus	Science	
Overview	<ul style="list-style-type: none"> <li>Just so stories (Tinga tales)</li> <li>Plants</li> <li>Habitats</li> <li>Pond dipping</li> </ul>	
Book Suggestions	Steven Seagul The Owl Tree The Owl Who Was Afraid of the Dark	
Science	Living things and their habitat Animals including humans  Pupils should be taught to: <ul style="list-style-type: none"> <li>explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>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</li> <li>identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>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.</li> </ul> Pupils should be taught to: <ul style="list-style-type: none"> <li>notice that animals, including humans, have offspring which grow into adults</li> <li>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>	
History	<ul style="list-style-type: none"> <li></li> </ul>	
Geography	Pupils should be taught to:  <b>Geographical skills and fieldwork</b> <ul style="list-style-type: none"> <li>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</li> </ul> <b>Human and physical geography</b> describe and understand key aspects of: <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul>	
Art	Pupils should be taught: <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>	
DT	Design, Make, Evaluate: Puppets- sewing	
Residential/ Trips	Ramsey Raptor Centre Gudwara Visit	
PE	Gymnastics	Dance
Music	Charanga	Charanga

<b>Computing</b>	Young Authors	Let's Fix IT
<b>RE</b>	How and why are people remembered on their birthdays? (World Faiths and Humanism)	How do the stories from the Gurus and the concept of Seva affect Sikh children? Gudwara Visit (Sikhism)
<b>PSHCE</b>	Diversity and Communities Cit4 DC12	Drug Education HSL8 DE12
<b>Careers and Employability</b>		