

**Long Term Curriculum Overview Year 1/2 2019 - 2020**

**Our Vision:** At Welbourn we aim to promote and develop Christian attitudes throughout the school, enabling children to make informed decisions and become aware and be tolerant of other cultures and religions.  Our school mission statement, “trying our best to be our best,” provides a framework whereby we put children at the centre of all that we do and value aspirations, resilience and independent learning.  It has at its heart our Christian focus and our desire to see children grow and develop their God given potential as part of a loving school community: Believe, Excite, Succeed, Together

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| **Year group**  |  |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Key Question****( Topic name)** | What is causing the commotion in the ocean?  | How is Australia different to where we live? | What is making the jungle rumble? | How do we keep our bodies healthy? | What makes Lincoln a special place? | Why do we like to be beside the seaside? |
| **Driver** | Geography / Science | Geography | Science | Science | History | Geography |
| **Key events, experiences, trips**  | Under the Sea crafts wow day.The Deep visit 10th OctoberVisits to Welbourn Manor | Roots to Food experience day – foods from around the worldVisits to Welbourn Manor | Woodside Wildlife Park visitVisits to Welbourn Manor | Visitor – NurseDesigning and making a healthy fruit smoothie Visits to Welbourn Manor | Lincoln Castle visitVisits to Welbourn Manor | Visit to the beach – Skegness Visits to Welbourn Manor |
| **Parental engagement opportunities**  | Share and shine morning | Nativity  | Share and shine morning | Share and shine morning | Share and shine morning | Share and shine morning |
| **English units and rich texts** | Commotion in the Ocean. Rainbow fish. Tiddler. |  | Giraffes can’t dance.  |  |  |  |
| **Maths links and opportunities**  | Venn diagrams and tables – sorting animalsOrdering temperatureData – favourite ocean animal | Recipes – making food around the world (measures) | Design a jungle using shapesData – favourite animalsOrdering animalsSorting animals | Recipe for a fruit smoothie (measures)Data – favourite smoothies.  | Shapes – Lincoln castleChronological order of key dates | Drawing a beach and constructing a map and key – shapes |
| **Science topic** | Animals* describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
* notice that animals, including humans, have offspring which grow into adults
 |  | Animals and Plants* 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.
* Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
 | Animals including humans s* 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.
* identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
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| **SC1 skills opportunities**  | * noticing patterns,
 |  | grouping and classifying things | * observing changes over a period of time,
* carrying out simple comparative tests,

 and finding things out using secondary sources |  |  |
| **Geography** | Oceans-name and locate the world’s seven continents and five oceans-name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas-location of cold areas of the world -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 |  |  |  |  | Beaches-location of hot areas of the world -use basic geographical vocabulary to refer to:-key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather-use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key |
| **History** |  |  |  | Florence Nightingale -the lives of significant individuals in the past – Florence Nightingale  | Lincoln study. Castles, Kings and Queens.significant historical events, people and places in their own locality. |  |
| **Art** | Landscapes using different media (Under the sea – on Kapow) | Skills (Kapow) | Sculptures and collages – living things (kapow)  |  | Formal elements (kapow) Castles.  |  |
| **DT** |  | Roots to Food experience day – preparing meals from around the world. |  | Fruit and vegetables (Kapow) smoothie making. |  | Fairground wheel (Kapow) |
| **Music** | By The Sea (Kapow) | Nativity – singing and performing | Animals (Kapow) | Pulse and Rhythm (All about me) Kapow | Fairy Tales - Kapow | On This Island (Kapow) |
| **PE** | JumpingAthletics | ThrowingAthletics | RunningGymnastics | Sending and receiving using bodyGymnastics | Sending and receiving using equipmentDance | Attacking and defendingDance |
| **Computing**  | Word processing and staying safe online – Kapow  |  | Introduction to data – animals. Kapow.  |  |  | Programming a beebot to roam around a map. Kapow. |
| **RE** | Being Human – IslamWhat does the Qur’an say about how Muslims should treat others and live their lives?How can Muslim faith and beliefs be seen in the actions of inspirational Muslims? | Why does Christmas matter to Christians? | Life Journey – IslamWhat do Muslims do to celebrate birth?What does it mean and why does it matter to belong? | Why does Easter matter to Christians? | Thankfulness | Thankfulness |
| **Church school values** | Justice  | Peace and Forgiveness  | Love and Compassion | Generosity and Thankfulness | Service and Stewardship | Equality |
| **British values**  | Democracy -class rules-School Council elections | Mutual respect | Individual liberty | The rule of law | Tolerance | The best of being British  |
| **Global learning links/ international days** | Macintosh HD:Users:jenny brown:Desktop:Global Goals images:GG 11.pngMacintosh HD:Users:jenny brown:Desktop:Global Goals images:GG 8.png | Macintosh HD:Users:jenny brown:Desktop:Global Goals images:GG 7.jpgMacintosh HD:Users:jenny brown:Desktop:Global Goals images:GG 13.png | Macintosh HD:Users:jenny brown:Desktop:Global Goals images:GG 5.png Macintosh HD:Users:jenny brown:Desktop:Global Goals images:GG 10.png | Macintosh HD:Users:jenny brown:Desktop:Global Goals images:GG 14.pngMacintosh HD:Users:jenny brown:Desktop:Global Goals images:GG 6.png | Macintosh HD:Users:jenny brown:Desktop:Global Goals images:GG 16.jpeg Macintosh HD:Users:jenny brown:Desktop:Global Goals images:GG 9.png Macintosh HD:Users:jenny brown:Desktop:Global Goals images:GG 13.png | Macintosh HD:Users:jenny brown:Desktop:Global Goals images:GG 11.pngMacintosh HD:Users:jenny brown:Desktop:Global Goals images:GG 8.png |
| **SMSC opportunities** |  |  |  |  |  |  |
| **PSHE/ P4C**  | Families and people who care for me  | Caring friendships | Respectful relationships | Online relationships | Being safe | Mental wellbeing |
| **Themed weeks**  | Well being week / transition / new starts | Anti Bullying WeekWorld Hello Day Routes to Food workshop | Chinese new year |  | KS1 & KS2 SATs weeks Sports day  | Move up morning - transition |