

	Aut A	Aut B	Spring A	Spring B	Sum A	Sum B
<p><b>Topics</b> <b>History and Geography.</b></p>	<p><b>Flight (Y1 Prospectus)</b> <b>National Curriculum:</b> <b>KS1 History:</b> <b>History</b> Describe significant people from the past Recognise that there are reasons why people in the past acted as they did Describe historical events <b>Geography</b> Understand geographical similarities and differences. Ask and answer geographical questions. Use world maps, atlases and globes to identify the UK as well as the countries, continents and <b>Geographical skills and fieldwork</b> Use locational language (e.g. near and far) to describe routes. <b>Human and Physical Geography</b> Use basic geographical vocabulary to refer to key physical features including forest, hill, mountain, river, and valley. <b>KS1 History:</b> Use simple vocabulary relating the passing of time such as ‘before’, ‘after’, ‘past’, ‘present’, ‘then’ and ‘now’. <b>Y1/2 Everyday materials</b></p>	<p><b>The History of Oldham (inc elements of the connected curriculum Y1 Oldham versus the rainforest)</b> <b>National Curriculum:</b> <b>KS1 History:</b>  Use common words and phrases related to the passing of time  Know where the people and events they study fit within a chronological framework  The lives of significant individuals in the past who have contributed to national and international achievements. <b>KS1 Geography:</b> <b>Geographical skills and fieldwork</b> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features  Ask and answer geographical questions  * Topic to cover Locality of Oldham – UK map (town/county/country)</p>	<p><b>London’s Burning (Y2 Prospectus)</b> <b>National Curriculum:</b> <b>KS1 History:</b>  Events beyond living memory that are significant nationally or globally  Ask simple questions about the past.  Use sources to ask questions about the past on the basis of simple observations.</p>	<p><b>Journey through Europe (Y1 Prospectus)</b> <b>National Curriculum:</b> <b>KS1 Geography</b> <b>Geographical skills and fieldwork</b> Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied.  Ask and answer geographical questions  <b>Place knowledge</b> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.  <b>KS1 History:</b> The lives of significant individuals in the past who have contributed to national and international achievements.</p>	<p><b>Wonder Woman (Y2 Prospectus)</b> <b>National Curriculum:</b> <b>KS1 History:</b>  Events beyond living memory that are significant nationally or globally  The lives of significant individuals in the past who have contributed to national and international achievements.  Observe or handle evidence to ask questions and find answers to questions about the past.  <b>KS1 Geography:</b> <b>Geographical skills and fieldwork</b> Use world maps, atlases and globes to identify the UK and its countries, as well as countries, continents and oceans studied</p>	<p><b>Indian Spice (Y2 Prospectus)</b> <b>National Curriculum:</b> <b>KS1 Geography:</b> <b>Geographical skills and fieldwork</b> Use world maps, atlases and globes to identify the UK and its countries, as well as countries, continents and oceans studied.  <b>Place knowledge</b> Understand geographical similarities and differences through studying the human physical geography  <b>Human and Physical Geography</b> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles  <b>Y1/2 plants</b> Identify and name a variety of common, wild and green plants, including deciduous and evergreen trees  Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>

<p><b>Science</b></p>	<p>Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock</p> <p>Describe simple physical properties of everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p>Identify and compare the suitability of a variety of everyday materials Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p> <p><u>English Texts: ????</u> On the road Train ride Blue Balloon Naughty Bus Non-Fiction text</p>	<p>Landmarks of Oldham – mills Art – LS Lowry Victorian era – mills/school Where would we holiday 100 years ago? – contrast Blackpool/Oldham – school trip?? Alexandra Park/Heaton park</p> <p><b>Y1/2 Animals, including humans</b></p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Find out about and describe the basic needs of animals, including humans for survival (water, food and air)</p> <p>Describe the importance for humans of exercise, eating the right types of food, and hygiene</p>	<p><b>Y1/2 Animals, including humans</b></p> <p>Notice that animals, including humans, have offspring which grow into adults</p> <p>Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p><b>* Focus on identifying and classification of animals</b></p>	<p><b>Y1 Seasonal changes</b></p> <p>Observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies</p>	<p>Explore and compare the differences between things that are living, dead, and things that have never been alive.</p> <p>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.</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>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.</p>	<p>Observe and describe how seeds and bulbs grow into mature plants</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>
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**Geography:**  
**Locational knowledge**  
 Name and locate the world’s seven continents and five oceans - **covered in Chamber and Brook class**  
 Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding areas – **covered in Brook class**  
**Human and Physical geography:**  
 Use basic geographical vocab to refer to key **human** features – **covered in Brook class**  
**Geographical skills and fieldwork**  
 Use simple compass directions - **covered in Brook class**  
 Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of the surrounding environment - **covered in Chamber and Brook class**  
**History:**  
 Changes within living memory – **covered in Chamber and Brook class**  
 Significant historical events, people and places in their own locality – **covered in Chamber and Brook class**