Miss Gaynor YEAR: 1/2 Nightingale Class

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|  | **Autumn** | **Spring 1 and 2?** | **Summer** |
|  | **Topic:** Pirates | **Topic:** The Great Fire of London | **Topic:** |
| **Driver/focus**: Water and Land Explorers | **Driver/focus**: Castles and Fortifications | **Driver/focus**: |
| **Launch**: | **Launch**: | **Launch**: |
| **Hooks**: Making a pirate ship and testing sink/swim, eye patches (role play), exploding volcanoes | **Hooks**: Making houses and burning them | Hooks: |
| **Key Text**: A new home for a pirate, The Pirate Cruncher , The pirates next door | **Key Text**: Vlad and the great fire of London | **Key Text**: |
| **Key vocabulary**: Voyage, explore, expedition, past, present, vessel, navigate, discover, responsibilities, respect, team work | **Key vocabulary**: | **Key vocabulary**: |
| BIG IDEAS  What will children know that they didn’t know before? | How can they be remembered?  Can anyone be an explorer?  What do you need to be an explorer?  Are all explorers successful?  What have explorers taught us? |  |  |
| Literacy | 1. Fact file 2. Instructions 3. Setting description 4. Retell 5. Character description 6. Story 7. Story   Half Term Reading   1. Captions 2. Advert/persuasive writing 3. Letter 4. Poetry 5. Christmas Story 6. Christmas Story |  |  |
| Science | **Animals:**  Materials- identify and explore materials and their properties |  |  |
| History | **Chronological Understanding**  How some historical events happened at similar times in different places  The concept of passing of time  **Historical Significance**  The historical impact of an action/event/significant individual has in shaping history  **Cause and Consequence**  How the milestone events triggered off other actions  **Historical Significance**  How the past has shaped modern history |  |  |
| Geography | **Location**  Name and locate the seven continents and five oceans  **Place**  Compare the location of the rural Hawaii to Brampton  **Environment**  Look at volcanoes, volcanic reports  **Geographical Skills**  Use atlases and maps to identify and name continents and oceans  Use simple compass directions |  |  |
| Art and design | **Painting**  Mix primary colours to make secondary  **Drawing**  Show patterns and texture  Draw lines of different size and thickness Colour work neatly**Sculpture** Explore malleable materials (clay) |  |  |
| Design Technology | Eye patch Ships |  |  |
| Computing | Use technology safely (Online research)  Use technology purposefully |  |  |
| Music | (Year 1, Hey you, Rhythm in the way we walk)  Children know that:   * music has a steady pulse * we can create rhythms from words * we add pitch when we sing or play instruments |  |  |