Miss Gaynor YEAR: 1/2 Nightingale Class

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|  | **Autumn** | **Spring 1 and 2** | **Summer 1 and 2** |
|  | **Topic:** Pirates | **Topic:** The Great Fire of London | **Topic:** Space |
| **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, baking bread | 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, The Great Fire of London | **Key Text**: |
| **Key vocabulary**: Voyage, explore, expedition, past, present, vessel, navigate, discover, responsibilities, respect, team work | **Key vocabulary**: olden days, past, firebreak, Tower of London, leather buckets, | **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? | What the streets of London were like in 1666. What were houses made out of and how has it changed.  The sequence of events of The Great Fire of London. How did it spread?  Significant people- Samuel Pepys |  |
| 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 | 1. Captions 2. Retell 3. Retell 4. Fact file 5. Diary 6. Diary 7. Poetry   Half term  1. Instructions  2. Instructions  3. Story writing Alternative ending  4. Character description  5. Easter story  6. Easter story |  |
| Science | **Animals:**  Materials- identify and explore materials and their properties | Materials- identify and explore materials and their properties  Human body – name parts of the human body and associate parts with each sense. |  |
| 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 | **Historical interpretation**  Ask questions (what was life like in London at the time)  Primary and secondary sources  **Chronological understanding**  Concept of passing of time  **Cause and consequence**  How actions/events can lead to other actions/events  Significant events may have a range of causes **Historical interpretation**  Look at extracts of Samuel Pepys diary. **Historical significance**  The historical impact of an event and individual in shaping 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 | **Location** The name, location and **characteristics** of the four countries (and capital cities) of the UK (with a focus on London and it’s tourist landmarks/significant buildings eg St Paul’s cathedral, Buckingham Palace, Tower of London, Houses of Parliament, London Eye)  The significance of the Tower of London not burning down How the great fire of London allowed for a redevelopment of London and the work of Christopher Wren |  |
| 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) | **Painting** Mix primary colours to make secondary  **Drawing** Draw lines of different size and thickness **Collage** Use materials to create different shapes, pattern and texture |  |
| Design Technology | Eye patch Ships | Making Tudor houses Sewing |  |
| Computing | Use technology safely (Online research)  Use technology purposefully | Use the space bar and backspace  Type sentences that are dictated (fact file) |  |
| 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 | (Year 1, In the groove, Round and Round)   * Listen to the rhythm and clap back * Use instruments in time to find the pulse |  |