



# Year 1/2 Curriculum theme - Scotland

## August 2022 – February 2023



Learning about Scotland allows us to find out more about the countries that make up Great Britain. It also gives us a first look at castles and why they were built. Our focus will lead us to learning about some wonderful Scottish artists too!



### St.Botolph's Curriculum Drivers - Scotland

(What underpins our curriculum? What do we think about when planning the theme in detail?)

<b>Our World</b> Sustainable environments    Diversity & beliefs    Communities	<b>Social, emotional and physical wellbeing</b>	<b>Spiritual and moral</b>
As people concerned about the world around us, we will: <ul style="list-style-type: none"> <li>Consider how different communities live and work together and make comparisons between our lives and that of others.</li> <li>Learn about the history of castles and how they changed over time, considering the attack and defence mechanisms they used and why.</li> <li>Consider how people lived in the past and learn about the differences in the lives of people who were rich and poor.</li> </ul>	As we learn how to look after and take care of ourselves, we will: <ul style="list-style-type: none"> <li>Integrate the units of the Cambridgeshire PSHE programme into our teaching and through discrete units</li> <li>Teach about digital risk through our Online Safety programme.</li> <li>Have mini breaks during the day to give our brains a break and to help us to look after ourselves in different ways.</li> <li>Take part in Anti-bullying and Keeping Safe weeks</li> </ul> <p>PSHE = Personal, Social &amp; Health Education We have a rolling programme of units that we follow each year. They are taken from the Cambridgeshire PSHE programme.</p>	In our spiritual and moral development, we will: <ul style="list-style-type: none"> <li>Continue to build on our understanding of our school vision and ethos through our assembly and Act of Worship programme.</li> <li>Learn about the belief systems of others from around the world, including those who lived in the past.</li> <li>Encourage the children to take the time and appreciate with awe and wonder the beauty and amazing nature and animals around us.</li> </ul>

### Theme Weeks

**Anti Bullying Week (November)** - Do we know what to do and who to turn to if something or someone makes us upset or feel unsafe? Who are our Trusted Adults?

**Keeping Safe Week (February)** - Our focus for the week is on how to keep safe in many different situations. How can we look after ourselves and others? How do we keep ourselves safe online? What do we do if something we see makes us feel uncomfortable? We focus on internet safety all year round but also have a special focus during Safer Internet Day.

Additional key events covered in school include:

Remembrance Day,






Children in Need,



Christmas Jumper Day



<p>History</p> 	<p>Geography</p> 	<p>Art</p> 
<p>History work will focus on finding out about castles questioning why we have castles and why they were built in certain places. We will use resources to discover who lived in them and the roles different people played in daily castle life. We will introduce the notion of timelines to chronologically order castle design and explore how their defence mechanisms evolved over time. Children will also learn vocabulary associated with the passing of time.</p>	<p>Children will use atlases and globes to identify Scotland and the other countries that make up the United Kingdom. They will also learn the capital cities of the countries of the UK and the surrounding seas. We will learn the terms 'human and physical features' and identify key features using photographic and other resources. Our geographical study will focus on the Island of Coll as we compare living on a remote Island to living in Shepshed. Children will be encouraged to ask and answer geographical questions linked to their learning.</p>	<p>We will compare and contrast the works of two notable Scottish artists to build on a range of drawing and painting skills so the children can create their own pieces or artwork in the same style.</p> <p>Children will be given opportunities to explore ideas using inspiration from artists studied. The children also will have the opportunity to cut, tear and glue materials to create a textured collage.</p>
<p>Design &amp; Technology</p> 	<p>PE</p> 	<p>Computing</p> 
<p><b>We will have a catapult day!</b></p> <p>Children will be given the opportunity to create a modern design based on what we know today. Our D &amp; T day will enable the children to make a catapult. They will have the opportunity to test their catapults whilst considering how to do this in a fair way. They will review the strength, accuracy and power of their design and consider how their designs can be improved. They will also see who can make the best free standing 'castle wall' structure using a range of different materials. Will the structure withstand an enemy attack? Good designers have the chance to design, make, evaluate and improve their designs so the children will be able to do this too.</p>	<p>It is so important for us all to keep healthy and active. We will cover a range of different units including dance and games.</p> <p>Children will practise skills such as rolling, hitting, running, jumping, catching and kicking. They will begin to learn tactics in games and how to skip with and without a rope.</p> <p>In dance and gymnastics, children will learn how to copy and remember moves and positions. They will also learn how to move with control and coordination.</p> <p><b>Discrete units to be taught:</b></p> <p>Games Dance Gymnastics</p>	<p>During computing sessions, we will begin to use the language of coding, learning that an instruction in computing is known as an 'algorithm'. We will learn about devices that can be coded and will programme a beebot by specifying the direction to turn and the number of steps to take. We will spend time discussing online risks to ensure that we use the internet and computer applications safely.</p>

<p style="text-align: center;"><b>Music</b></p> 	<p style="text-align: center;"><b>RE</b></p> 
<p>In music lessons the children will follow the school music programme Charanga.</p> <p><b>Discrete units to be taught:</b></p> <p>Unit 1: Hands, Feet, Heart Unit 2: Ho, Ho, Ho Unit 3: I wanna play in a band</p> <p>They will create a sequence of long and short sounds and include a mixture of quiet, high and low sounds. They will clap rhythms and identify the beat of a tune. Short musical patterns and rhythmic phrases using symbols to represent a composition will be created too. Children will listen to the melody of music and follow instructions when to play an instrument and indicate changes in pitch.</p>	<p>We will continue to follow the Leicestershire Syllabus for RE alongside the Understanding Christianity units.</p> <p><b>Discrete units to be taught</b></p> <p>What is the good news Christians believe Jesus brings? (Year 1) What do Christians believe God is like? (Year 1) Who is a Muslim and how do they live? - Part 1 (Year 1)</p> <p>What does it mean to belong to a faith community? (Year 2) Why does Christmas matter to Christians? (Year 2) Who is a Muslim and how do they live? - Part 2 (Year 2)</p> <p>Children will learn how stories show what people believe. They will be able to give simple accounts of what stories and other texts mean to believers. Children will be given examples of ways in which believers put their beliefs into practice. They will be encouraged to reflect and ask questions.</p>
<p style="text-align: center;"><b>Science</b></p> 	
<p>At the heart of our work in science is getting the children to think and behave like scientists by <b><u>working scientifically</u></b>.</p> <p>We will focus on asking scientific questions and discussing what it means to identify and classify. The children will work together to collect data to investigate a range of scientific concepts.</p> <p>In <b>biology</b>, we will explore our local surroundings and identify living things within our grounds. We will study habitats and observe micro-habitats throughout the year.</p> <p>In <b>chemistry</b>, we will identify and name a variety of materials and classify them based on their basic physical properties. We will explore and describe materials based on their suitability for their everyday uses.</p> <p>In <b>physics</b>, we will continue to build on our understanding of the four seasons and the changes that occur within them. We will collect daily weather information and monitor climatic patterns. Children will have introductions to electrical circuits and observing and naming light sources.</p>	

## English



We will continue to teach key skills and knowledge for reading, writing, spelling and grammar through English lessons and the wider curriculum.

We will use our speaking and listening skills to hold a debate to discuss whether we would rather live on the remote Island of Coll or in the town of Shepshed.

In addition to this, we will also conduct research to learn more about the history of castles and the jobs that could be undertaken by different people to create an information poster about castle life.

Children will use writing skills to express their feelings about pieces of art. They will explain in their own words how the art makes them feel and their interpretation of what they see in front of them.

## Maths



We follow the White Rose Maths Scheme of learning. Maths is taught daily. Mental arithmetic, number bonds (Yr1/2) and times tables facts (Y2) are also practised daily.

Sometimes we move areas around depending on time, knowledge and weeks available between half-terms.

During this unit our work will include the following areas of maths:

**Place value** - Counting, ordering, sequencing and partitioning numbers and objects

**Number - Addition and subtraction.**

Number bonds within 10 (and then 20), recognise doubles and near doubles (Y1)

Adding and subtracting tens, two digit numbers (Y2)

**Shape** - Recognising, naming and describing 2D and 3D shapes (Y1)

**Money** - Recognising and counting money, making amounts and finding change. (Year 2)

**Multiplication and division** - Recognise and make equal groups, recognise the 'x' symbol (Year 2)