



Year 1/2 Curriculum theme - ENGLAND



August 2023 - February 2024



England will be our focus for this unit. We have so much to learn from our own locality and this is where our history work will take us as we find out more about the skeleton of King Richard III found in a car park in Leicester in 2012.



St.Botolph's Curriculum Drivers - England

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

Our World Sustainable environments Diversity & beliefs Communities	Social, emotional and physical wellbeing	Spiritual and moral
As people concerned about the world around us, we will: <ul style="list-style-type: none">❑ Use what we learn about archaeology and the process of decay to help us understand more about what happens to litter when it is left in our environment.❑ Find out about how people lived long ago. Can we learn from them about how to live in a more sustainable environment?❑ What did communities look like in the past? How did they live?❑ Consider the impact of King Richard's remains being discovered in Leicester on the locality.❑ Understand how differing beliefs during the reign of Richard III caused conflict and the repercussions this had on the communities in England.	As we learn how to look after and take care of ourselves, we will: <ul style="list-style-type: none">❑ Integrate the units of the Cambridgeshire PSHE programme into our teaching and through discrete units.❑ Take part in Anti-bullying and Keeping Safe weeks❑ Have mini breaks during the day to give our brains a break and to help us to look after ourselves in different ways. PSHE = Personal, Social & Health Education We have a rolling programme of units that we follow each year. They are taken from the Cambridgeshire PSHE programme.	In our spiritual and moral development, we will: <ul style="list-style-type: none">❑ Learn about the belief systems of others from around the world, including those who lived in the past.❑ Continue to build on our understanding of our school vision and ethos through our assembly and Act of Worship programme.❑ Encourage the children to take the time and appreciate with awe and wonder the beauty and amazing nature and animals around us.❑ What do the children think about battles and wars? How do they think people could solve conflict?

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.

Faith Week (February) - For this Faith Week, the focus will be on Chinese New Year. What are the traditions, beliefs and practices around Chinese New Year? How do Chinese communities celebrate both in China and around the world?



Additional key events covered in school include:

Remembrance Day









Children in Need





Christmas Jumper Day






The whole school will go to the pantomime in Loughborough (December).

<p>History</p> 	<p>Geography</p> 	<p>Art</p> 
<p>We are lucky enough to have such a rich and varied history in our immediate locality and within the local area so we will make good use of it during this unit.</p> <p>We will use a range of sources of evidence such as artefacts, pictures, stories and online sources to research the past.</p> <p>We will learn about the life of Richard III beginning by finding out about how archaeologists managed to locate his skeleton in the car park in Leicester. We will then learn about his place in history and how he became King. If possible, children will be able to visit the grounds where it is believed the Battle of Bosworth took place and hear the story of events leading up to the final battle from the excellent guides as they tour the site.</p> <p>They will learn more about chronology, timelines and learn key dates. Children will also be able to describe historical events.</p>	<p>Children will be taught to name and locate the countries and capital cities of the United Kingdom. We will begin to learn about the characteristics of each too.</p> <p>Skills will be developed when using atlases, globes and maps to identify these countries and begin to learn about Europe and key oceans.</p> <p>We will identify seasonal and daily weather patterns and start to consider where the hot and cold areas of the world are using the Equator and the North and South Poles to help.</p>	<p>In art we will explore different methods and materials as we develop ideas. Children will work with a range of textiles and join materials.</p> <p>They will create collage by mixing materials to create texture.</p> <p>During golden time, children will use some of the ideas of great artists studied to create their own pieces.</p>
<p>Design & Technology</p> 	<p>PE</p> 	<p>Computing</p> 

<p>Design and Technology will form a big part of our England theme. There is lots to cover.</p> <p>Children will be working on developing a range of techniques when using materials before they select the ones needed to help them put together their seasons calendar.</p> <p>In textiles, they will use templates and practise joining materials using a basic stitch as they create a Christmas decoration. If there is time, they will have coloured and decorated their textiles to add interest to their piece. Children will be encouraged to refine and evaluate their work as they go.</p> <p>We will make use of our Food Room as we prepare an Afternoon Tea when we return to our England unit later in the year.</p>	<p>To develop practical skills in order to participate, compete and lead a healthy lifestyle, the children will learn the skills, rules and attitudes needed to progress in:</p> <ul style="list-style-type: none"> • Games • Dance • Gymnastics <p>They will learn to use the terms 'opponent' and 'team-mate'. Children will also be taught to use a range of skills in combination such as running and hitting.</p> <p>In gymnastics, they will copy and remember actions, learning to link two actions together to perform a sequence. There will also be an opportunity for the children to learn about Country Dancing. They will move with control to create actions and perform a sequence of movements in keeping with the traditional style.</p>	<p>Children will complete a unit on online safety. This is something we refer to often to provide children with as many tools and as much confidence as possible to use the internet safely.</p> <p>The children will program a beebot to follow compass directions north, east, south and west. They will create their own routes to program the toy, taking time to review, evaluate and have another go based on the outcome.</p>
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<p>Music</p> 	<p>RE</p> 
<p>In music lessons the children will follow the school music programme Charanga.</p> <p>Discrete units to be taught:</p> <p>Unit 1: Hey You! Unit 2: Rhythm in the Way We Walk & Banana Rap Unit 3: In the Groove</p> <p>In music lessons the children will learn the skill of performance by following the school music programme. We will listen to and appraise a range of genres of music using musical vocabulary to identify the beat of a tune and recognise the changes in timbre, dynamics and pitch.</p>	<p>We will continue to follow the Leicestershire Syllabus for RE alongside the Understanding Christianity units.</p> <p>Discrete units to be taught</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</p>

	be encouraged to reflect and ask questions. They will also be encouraged to give reasons for the views they have.
<p style="text-align: center;">Science</p> 	
<p>At the heart of our work in science is getting the children to think and behave like scientists by <u>working scientifically</u>. We will build on skills and knowledge learnt by asking scientific questions, making measurements, gathering data and recording findings. The children will also use results to draw conclusions and come up with further questions to investigate.</p> <p>In biology, we will identify and name a variety of common plants, including wild plants and garden plants. We will also identify trees and learn about those classified as deciduous and those that are evergreen. We will look at the basic structure of plants and trees. Our work will take us onto looking more closely at food chains and how animals obtain their food from plants and other animals. Children will learn how to identify common animals that are herbivores, carnivores or omnivores. We will also look at life cycles and learn to group animals based on their characteristics. We hope to acquire some caterpillars to observe the life cycle of a butterfly. It's so wonderful when the children are able to release them.</p> <p>In physics, we will observe and describe changes across the four seasons and will monitor the daily weather patterns. We will also observe and name a variety of light sources and consider how we hear as part of our Golden time.</p>	

<p style="text-align: center;">English</p> 	<p style="text-align: center;">Maths</p> 
<p>We will continue to work on reading, writing, spelling and grammar through English lessons and the wider curriculum.</p> <p>Children will learn how to write for a range of different purposes and will then put this into action as they complete a range of written texts. They will see if they can persuade people to visit Bosworth Battlefield by explaining all the things you can do there. They will also be able to write explanations in science to tell us what they have learnt about plants and animals.</p> <p>We will also research the life of the wonderful Queen Elizabeth II and write a detailed biography about the life she dedicated to serving her country.</p>	<p>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.</p> <p>Sometimes we move areas around depending on time, knowledge and weeks available between half-terms.</p> <p>During this unit our work will include the following areas of maths:</p> <p>Place value - Counting, ordering, sequencing and partitioning numbers and objects</p> <p>Number - Addition and subtraction.</p> <p>Number bonds within 10 (and then 20), recognising doubles and near doubles (Y1)</p> <p>Adding and subtracting tens, two digit numbers (Y2)</p> <p>Shape - Recognising, naming and describing 2D and 3D shapes (Y1)</p> <p>Money - Recognising and counting money, making amounts and finding change. (Year 2)</p>

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