

Integrated topics

See topic outlines and National Curriculum overview below

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring 2	Summer Term 1	Summer Term 2
<p>Home sweet home Longitudinal study introduction Science, Music, Art 1 week and time during year</p> <p>Survivor Science, DT, RE 4 weeks</p>	<p>Get well soon History, PSHE 4 weeks</p>	<p>World of wonder Geography, Computing 4 weeks</p>	<p>Havant explorers Geog, English, Art 4 weeks</p>	<p>A castle fit for a king? History, DT, Computing 4 weeks</p>	<p>Home sweet home Also concluding longitudinal study Science, Music, Art 4 weeks</p>

National Curriculum Overview

- Discrete content shaded, blocked topic content not shaded See also English and Maths long term and medium term overviews

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring 2	Summer Term 1	Summer Term 2
Science	<p>TOPIC - Home sweet home (Longitudinal study set up - see Summer 2)</p> <p>Topic - Survivor <u>Animals including humans</u> *Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) *Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. *Notice that animals, including humans, have offspring which grow into adults</p>	<p><u>Use of everyday materials</u> *Working scientifically *Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses *Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>			<p><u>Plants</u> *Working scientifically *Observe and describe how seeds and bulbs grow into mature plants *Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>TOPIC - Home sweet home (& Longitudinal study) <u>Living things and their habitats</u> *Explore and compare the differences between things that are living, dead, and things that have never been alive *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 *Identify and name a variety of plants and animals in their habitats, including micro-habitats *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>Working scientifically During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: *asking simple questions and recognising that they can be answered in different ways *gathering and recording data to help in answering questions. * observing closely, using simple equipment * performing simple tests * identifying and classifying * using their observations and ideas to suggest answers to questions</p>						
Art See skills progression	<p>TOPIC - Home sweet home (Longitudinal study) SKETCHBOOKS/DRAWING Close observational drawing, selecting tools (e.g. plants, seeds, bulbs) *to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>ARTIST STUDY: Kandinsky PAINTING - Abstract colour mixing (inspired by Kandinsky's circle paintings) *Name primary, secondary and some tertiary colours and qualify their tonal value *Use sketchbooks to collect, plan and record</p>		<p>TOPIC - Havant explorers 3D - Collage/Structures *Sketchbooks to collect, plan and record *Look at artists work from different times and cultures and relate them to their own work (Jacob Leary) *Build topographical features from collaged card. (Could use cut photos of topographical features to collage the card)</p>		<p>TOPIC - Home sweet home SKETCHBOOKS/DRAWING Close observational drawing, selecting tools (e.g. plants, seeds, bulbs)</p>

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring 2	Summer Term 1	Summer Term 2
History		<p>TOPIC - Get well soon *The lives of significant individuals in the past who have contributed to national and international achievements... used to compare aspects of life in different periods [for example, Mary Seacole and/or Florence Nightingale and Edith Cavell] *Understand some of the ways in which we find out about the past, identify different ways in which it is represented. *know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods *use a wide vocabulary of everyday historical terms</p>			<p>TOPIC - A castle fit for a king? *Pupils should be taught about significant historical events, people and places in their own locality (Castles - including the Battle of Hastings) *Understand some of the ways in which we find out about the past, identify different ways in which it is represented. *know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods *use a wide vocabulary of everyday historical terms</p>	
R.E. - blocked (LD III , UC)	Topic - Survivor Harvest (Bread as a symbol)	Incarnation, Prophecy (Advent and Matthew's Gospel noticing the Kings) Hanukkah	God Forgiveness (Parable of the Lost Son)	Salvation Concept- Sadness to Happiness Easter	Gospel Friendliness (Jesus friend to the poor)	Remembering Shabbat
Computing (& suggested activities given linked to topics)	<p>Logging on and e-safety lesson</p> <p>Animated Book characters use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Class Blog recognise common uses of information technology beyond school</p> <p>Using a database (Purple Mash) use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>TOPIC - Wonderful World research and making documentary (iMovie) *use technology purposefully to create, organise, store, manipulate and retrieve digital content *recognise common uses of information technology beyond school *recognise common uses of information technology beyond school</p>	<p>Beebot travels the world! 2 Code (Purple Mash) *understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions *create and debug simple programs *use logical reasoning to predict the behaviour of simple programs</p>	<p>TOPIC - A castle fit for a king? Castle Research and information leaflet *use technology purposefully to create, organise, store, manipulate and retrieve digital content *recognise common uses of information technology beyond school</p>	<p>Habitat Coding (Scratch Junior) *understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions *create and debug simple programs *use logical reasoning to predict the behaviour of simple programs</p>
Esafety - SWGfL scheme	Staying Safe Online	Follow the Digital Trail	Screen out the Mean (Safer Internet Day)	Using Keywords	Sites I Like	
	<p>*use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. *recognise common uses of information technology beyond school.</p>					

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring 2	Summer Term 1	Summer Term 2
Geography			<p>TOPIC - World of wonder *Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. *Name and locate the world's seven continents and five oceans *Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles *key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; *key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>TOPIC - Havant explorers (comparison with Ghana) *Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country *Fieldwork: use simple fieldwork and observational skills to study the ... key human and physical features of the school's surrounding environment. *Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key *Use basic geographical vocabulary to refer to: *key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; *key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>		
P.E.	<p>Gym - Transition from one static balance to another Games - Running, jumping, hopping</p>	<p>Dance - Bubbles and Shadow Games - Throwing and Catching</p>	<p>Gym - Equipment and team work Games - Sending and receiving</p>	<p>Gym - Points and Patches, balance through movement Games – Target activities</p>	<p>Multi skills - skills circuit, co-ordination Games - Tennis/Cricket/Tag rugby</p>	<p>Gym – Flight Games - Running, skipping, Sports Day games</p>
PSHE (HIAS)	Who is in charge?	Topic: Get well soon My body is important	Celebrating and recognising differences	Changing friendships	Taking charge	Looking forward

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring 2	Summer Term 1	Summer Term 2
D.T.	TOPIC -Survivor *Design - Make -Evaluate: Use the basic principles of a healthy and varied diet to prepare dishes (SOUP) *Understand where food comes from.				TOPIC - A castle fit for a king? Design - Make - Evaluate a Trebuchet: explore and use mechanisms [wheels and axles] in their products	
Music	Music Express: Pattern unit (Beat) - minibeast rhythms	Music Express: Our bodies (Beat)	Music Express: Storytime unit (Exploring sounds)	Music Express: Our land unit (Exploring sounds)		TOPIC - Home sweet home Music Express: Animals unit (Pitch) Water unit (Pitch) - pond compositions
On-going (weekly singing - whole school) - Use their voices expressively and creatively by singing songs and speaking chants and rhymes						

Integrated topic overview outlines

Survivor	Science, DT, RE	AUTUMN TERM 4 Weeks	Main project outcome: Healthy soup and family activity plan
<p>Rationale: Through this topic children will consider what animals including humans need in order to survive. They will then consider what is required beyond these basic needs so that animals including humans can live a healthy and long life. This will include investigating the effects of exercise on the body, learning about healthy diets and good hygiene. They will use this information to design, make and evaluate a healthy harvest soup using the food preparation skills of chopping, grating, peeling and slicing. Children will evaluate how active they and their families are, suggesting ways that they could increase these levels both during the school day and when they are at home. They will learn about where their food comes from and will consider issues of world hunger and food shortages, reflecting on the gift of food as they learn about the Christian festival of harvest. Finally they will consider the survival needs of the offspring of animals and humans and how these differ from those of adults.</p>			
<p>Available support for planning: Hamilton - Year 2 Autumn 1: Animals Including Humans (some elements); Science resource pack Year 2 - Animals including humans (from http://www.coreknowledge.org.uk/)</p>			
National Curriculum Content			
<p>Science <u>Animals including humans</u> *Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) *Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. *Notice that animals, including humans, have offspring which grow into adults</p>		<p>RE Harvest (Bread as a symbol) RE009 - Harvest Pack *Describe in simple terms how Christians use bread as a symbol at Harvest.</p> <p>DT *Design - Make -Evaluate: Use the basic principles of a healthy and varied diet to prepare dishes (SOUP) *Understand where food comes from.</p>	

Get well soon	History, PSHE	AUTUMN TERM 4 Weeks	Main project outcome: Beat the bugs guide for the school and families
<p>Rationale: Through this topic children will become historians to learn about and compare the lives of Mary Seacole and Florence Nightingale. They will understand why they are remembered and the influence they have had on modern nursing practices. Children will explore artefacts and other sources of evidence, developing their understanding that the past is represented in different ways. They will appreciate that there are different interpretations of Florence Nightingale and through role play will also appreciate the different attitudes people had towards Florence in the past. When comparing the lives of Mary and Florence, children will consider in particular why Mary is not as well remembered and celebrated as Florence. Through their learning children will also learn how to keep themselves healthy through good hygiene to avoid the spread of bugs and common diseases. Finally they will share their learning with the school community and parents to spread their message about good hygiene to avoid catching coughs, colds and other illnesses.</p>			
<p>Available support for planning: Hertfordshire grid for learning - History KS1 units of work (Year 2, unit 4): http://www.thegrid.org.uk/learning/history/ks1-2/resource https://www.keystagehistory.co.uk/keystage-1/outstanding-lessons/florence-nightingale-and-mary-seacole/</p>			
National Curriculum Content			
<p>PSHE *Know how to make simple choices that improve their health and well-being (hygiene) *Know that some diseases are infectious and can be controlled</p>	<p>History *The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Mary Seacole and/or Florence Nightingale and Edith Cavell] *Understand some of the ways in which we find out about the past, identify different ways in which it is represented. *know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods *use a wide vocabulary of everyday historical terms</p>		

Havant explorers	Geog, Art	SPRING TERM 4 weeks	Main project outcome: ‘If you’re not from Havant...’ poems to accompany a map of the local area (with key) and 3D sculpture.
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Rationale:

Through this topic children will become experts on the human and physical geography of Havant and Ghana so that they can provide information to a school girl in Ghana who may be moving to the area. They will use fieldwork to find out about the human and physical geographical features of the school’s locality and beyond, and will look at these features on aerial photographs and maps. They will draw their own simple map with a key for the area of West Leigh. Children will then use a geographical poem (‘If you’re not from the Prairie’ by David Bouchard) as a stimulus and structure for writing their own poem (‘If you’re not from Havant’) which will showcase the best features of this locality to share with their new friend from Ghana. They will also learn about the physical and human geography of Ghana as a comparison to Havant. Children will then work collaboratively to create their own 3D sculptures (in the style of Jacob Leary) showing the topographical features of either Havant or Ghana. Finally, they will decide how to share their knowledge with their new friend in Ghana.

National Curriculum Content

Havant (including West Leigh) and comparison with Ghana

*Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country
***Fieldwork:** use simple fieldwork and observational skills to study the ... key human and physical features of the school’s surrounding environment.
 *Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
 *Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Art - 3D - Collage/Structures
 *Sketchbooks to collect, plan and record
 *Look at artists work from different times and cultures and relate them to their own work (Jacob Leary)
 *Build topographical features from collaged card. (Could use cut photos of topographical features to collage the card)

World of wonder	Geography, Computing	SPRING TERM 4 Weeks	Main project outcome: Group documentary in the style of ‘Blue Planet’
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Rationale:

Through this topic children will learn where the seven continents of the world are and how their proximity to the equator or the poles affects their climate. They will visit different countries and explore their climate and land features, learning about physical and human features. Finally they will work collaboratively to create a ‘Blue Planet’ style documentary for a chosen country, having first analysed the presentation skills of narrators and presenters such as Sir David Attenborough and used this to inform their own voice overs. They will share their documentaries and learning with a chosen audience.

Available support for planning: Plan Bee - Around the World

National Curriculum Content

Geography

*Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
 *Name and locate the world’s seven continents and five oceans
 *Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
 *key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 *key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Computing

Research and making a documentary (iMovie)
 *use technology purposefully to create, organise, store, manipulate and retrieve digital content
 *recognise common uses of information technology beyond school

A castle fit for a king?	History, DT,	SUMMER TERM 4 weeks	Main project outcome: Background Research for a BBC history programme
<p>Rationale: Children will take on the mantle of the expert to become history researchers commissioned by the BBC to carry out background research for a series of programmes called ‘The Really Interesting History of Britain’. They will learn about moats, portcullises, keeps and more as they discover the features and history of the medieval castle and learn about the Battle of Hastings and the Norman conquest of Britain. Through visiting a medieval castle and studying the Bayeaux Tapestry, they will understand some of the ways in which historians find out about the past. They will start to identify the importance castles played in securing Norman rule in Britain and will learn that castles were not just inhabited by their owners. They will find out what a siege is and learn what castle inhabitants did when they were under siege. Through designing, making and evaluating a wheeled trebuchet, they will gain an understanding of the technology used in the past. Finally they will send the results of their research to the programme makers or present their research to a visiting BBC Producer.</p>			
<p>Available support for planning: Plan Bee - ‘Castles’; Hamilton - ‘We are Britain’- Block F</p>			
National Curriculum Content			
<p>History *Pupils should be taught about significant historical events, people and places in their own locality (Castles - including the Battle of Hastings) *Understand some of the ways in which we find out about the past and identify different ways in which it is represented. *know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods *use a wide vocabulary of everyday historical terms</p>			<p>DT Design - Make - Evaluate a wheeled trebuchet Explore and use mechanisms [wheels and axles] in their products.</p>

Home sweet home (including Longitudinal study)	Science, Music, Art	Aut, Spr, Sum 7 weeks total across the year	Main project outcome: Presentation to parents
<p>Rationale: Children will work scientifically throughout the year to plan, observe and compare first-hand the habitats in the school grounds (such as meadow, woodland or pond). They will discover the difference between living and non-living things and will learn that most living things live in habitats to which they are suited that provide for the basic needs of different kinds of animals and plants, and how they depend on each other. They will develop and use close observational drawings to record the changes in the habitats they study over the year. Children will identify and name a variety of plants and animals in the habitats studied, including micro-habitats, and will learn about food sources and food chains. They will then look further afield to visit a seaside habitat nearby as a comparison. During this topic children will listen to music that depicts a variety of mini-beasts and animals that live in different habitats, learning songs and rhymes about some of their favourites and creating a class composition to depict a chosen habitat (e.g. pond). Finally, children will present their learning to their parents and the school.</p>			
<p>Available support for planning: Plan Bee - Living in habitats; Hamilton - Living things and their habitats</p>			
National Curriculum Content			
<p>Science *Working Scientifically - see NC overview above <u>Living things and their habitats</u> *Explore & compare differences between things that living, dead, and things that have never been alive *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 *Identify and name a variety of plants and animals in their habitats, including micro-habitats *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. <u>Animals including humans</u> *Notice that animals, including humans, have offspring which grow into adults</p>			<p>Art SKETCHBOOKS/DRAWING *Close observational drawing, selecting tools (e.g. plants, seeds, bulbs) *to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Music Music Express - Animals unit (pitch), Water unit (composition)</p>