



<b>Year A/B:</b> B	<b>Year Group:</b> 1&2	<b>Unit/Topic:</b> Around the World! (Geography Focus)
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<b>Key Texts</b>	<b>Reading Key Focus</b>	<b>Writing</b>	<b>Maths</b>
<b>Where the Forest Meets the Sea by Jeannie Baker;</b> The Great Explorer by Chris Judge Emma Jane's Aeroplane by Katie Haworth & Daniel Rieley; Amelia Earhart by Isabel Sanchez & Maria Diamantes; Hello by Jonathan Litton & L'Atelier Cartographik; Welcome to our world: A celebration of children everywhere by Moira Butterfield; Little Kids First Book of The World by National Geographic.	Y1 - read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings; being encouraged to link what they read or hear read to their own experiences; Y2 - read words containing common suffixes; All - making inferences on the basis of what is being said and done; answering and asking questions	Narrative – Adventure Y1 - discussing and; Y2 - evaluating their writing with the teacher and other pupils – (peer marking opportunities)	Geometry - Position & Direction Measurement - Time Problem solving & efficient methods
<b>Science (Exploring Changes)</b>	<b>Computing</b>	<b>History</b>	<b>Geography</b>
-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.	We are Astronauts (Programming). Predict what a simple program will do. Scratch.	Not covered in this topic.	Compare an area of UK (Norfolk) to a European country (Italy), use human/physical vocabulary, Recognise landmarks from aerial photographs, construct basic symbols in a key
<b>Art &amp; Design</b>	<b>Design &amp; Technology (DT)</b>	<b>Physical Education (PE)</b>	<b>Music</b>
<u>Printing</u> -Make rubbings. -Use different printing techniques. -Make marks in print with a variety of objects.	Cooking - Fruit Lollies (link to Around the World - where does our fruit come from? How does it get here?). -Measure with some accuracy. -Use basic food handling, hygienic practices and personal hygiene. -Evaluate against design criteria. -Identify strengths and possible changes.	Striking and Fielding/Small Games -Engage in competitive activities against self and others -Work individually and with others -Participate in team games (developing tactics for attacking and defending).	Percussion & Samba -Contribute to the creation of a class composition (links with the topic) -Create and choose sounds in response to a given stimulus

Learning to Thrive (PSHE)	French (MfL)	Religious Education (RE)
<p>Y1</p> <ul style="list-style-type: none"> <li>-families and care</li> <li>-differences - boys and girls</li> </ul> <p>Y2</p> <ul style="list-style-type: none"> <li>-differences - male and female</li> <li>-naming the body parts</li> </ul> <p>-Kindness week challenge</p>	<p>Not taught in KS1</p>	<p><b>Multi/Humanist</b></p> <p>Why do people have different views about the idea of God?</p>