



It's a Hull thing!



Year 1/2

Autumn 2020



Immersion



SPARCS

RP Day - Full day

Carousel learning day

Experiences

Visit East Park - look around the park - talk to the park rangers

History Museum - look at local history and the way that park has changed

Presentation of Learning

Art exhibition based on the artist Andy Goldsworthy

National Curriculum Links Geography

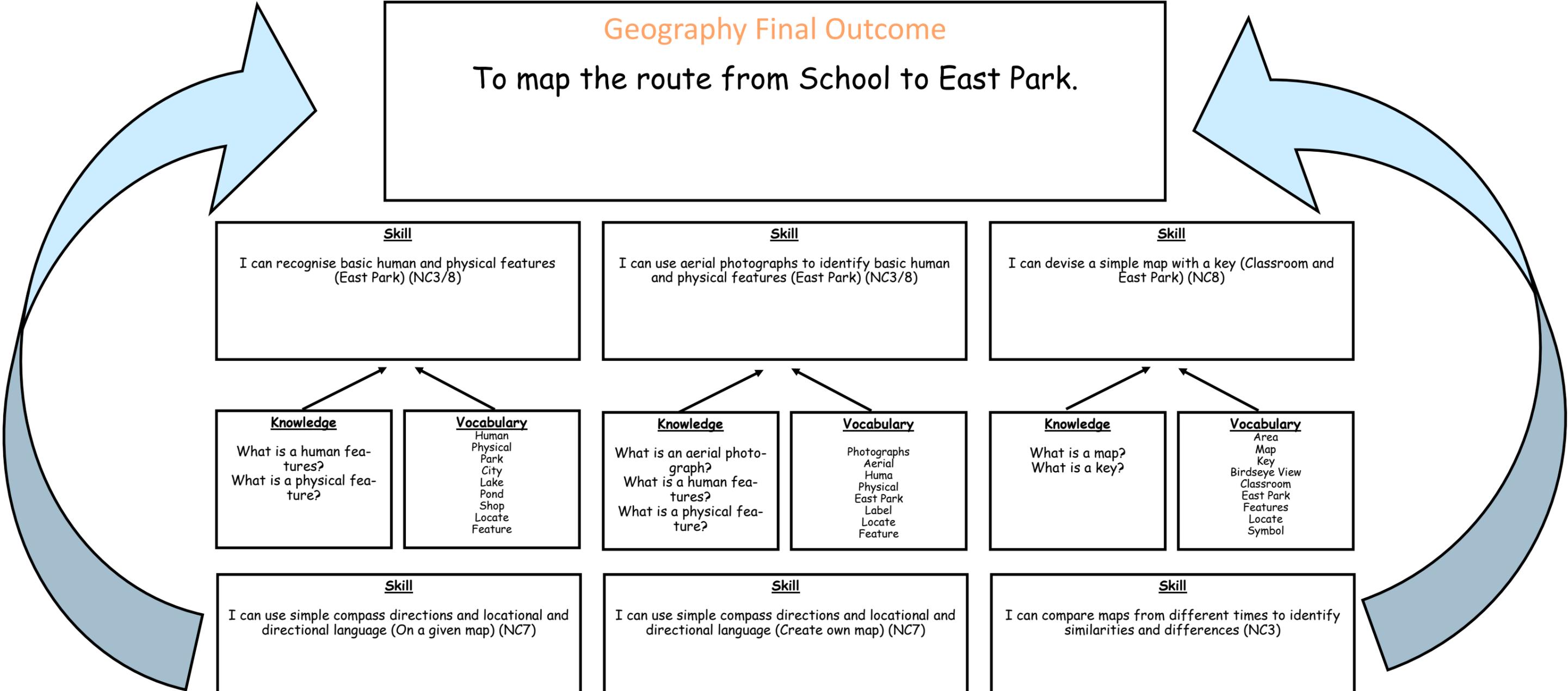
NC3: understand geographical similarities and differences
 NC8: to use aerial photographs and plan perspectives to recognise basic human and physical features.
 NC7: to use simple compass directions and locational and directional language

Geographers

As Geographers we will be studying human and physical geography. We will be learning about our local area and how we can navigate ourselves to and from different locations. We will learn how to make a map, including a key, of our classroom and local area and how these can be used to locate, navigate and show key features. We will map the route we take to East Park from school. We will look at aerial photographs of our local area in the past and present day and see how landmarks have changed over time.

Geography Final Outcome

To map the route from School to East Park.



Skill
 I can recognise basic human and physical features (East Park) (NC3/8)

Knowledge
 What is a human features?
 What is a physical feature?

Vocabulary
 Human
 Physical
 Park
 City
 Lake
 Pond
 Shop
 Locate
 Feature

Skill
 I can use aerial photographs to identify basic human and physical features (East Park) (NC3/8)

Knowledge
 What is an aerial photograph?
 What is a human features?
 What is a physical feature?

Vocabulary
 Photographs
 Aerial
 Human
 Physical
 East Park
 Label
 Locate
 Feature

Skill
 I can devise a simple map with a key (Classroom and East Park) (NC8)

Knowledge
 What is a map?
 What is a key?

Vocabulary
 Area
 Map
 Key
 Birdseye View
 Classroom
 East Park
 Features
 Locate
 Symbol

Skill
 I can use simple compass directions and locational and directional language (On a given map) (NC7)

Knowledge
 What is a compass?
 What do we use a compass for?
 What are the compass points?
 What is left/right?

Vocabulary
 North
 East
 South
 West
 Forwards
 Backwards
 Near
 Far
 Route

Skill
 I can use simple compass directions and locational and directional language (Create own map) (NC7)

Knowledge
 What is a compass?
 What do we use a compass for?
 What are the compass points?
 What is left/right?
 Where is East Park/School on a map?

Vocabulary
 Route
 North
 East
 South
 West
 Forwards
 Backwards
 Near
 Far

Skill
 I can compare maps from different times to identify similarities and differences (NC3)

Knowledge
 What is a map?
 What is similar?
 What has changed?

Vocabulary
 Map
 Past
 Present
 Changes

National Curriculum Links History

NC1: Changes in living memory.

NC4: Significant historical events, people and places in their own locality - *East Park*

Historians

As Historians we will be studying our local park and the changes that have occurred over time.

We will talk about similarities and differences and talk to local figures about the changes they have seen over time.

History Final Outcome

To create a simple timeline of the history of East Park.

Skill

I can sort photographs of East Park into past and present (NC4)

Skill

I can ask and answer questions.

Skill

I can research using a range of sources.

Knowledge

What do we mean by the past?
What do we mean by the present?

Vocabulary

Past
Present
Then
Now
East Park and its features
Differences
Similarities

Knowledge

What a is a questions?
Why do we ask questions?
How do we ask questions?

Vocabulary

Question starters
Question
Answer
Question mark
Sources
Impact
Affect

Knowledge

How do we use an iPad to carry out research?
How do we use a QR code?
How do we use a book?

Vocabulary

Information
Facts
Photographs
Websites
QR codes
Newspapers
Books
Sources
Primary

Skill

I can discuss similarities and differences from the past and present of East Park (NC4)

Skill

I can discuss changes to East Park in living memory (NC1)

Skill

I can create a simple timeline of the history of East Park (NC1)

Knowledge

What do we mean by similarities?
What do we mean by differences?

Vocabulary

Similarities
Differences
Past
Present
East Park and its features
Impact

Knowledge

What is living memory?
What has changed since we have been alive?

Vocabulary

Living memory
Changes
Similarities
Affect
Significant

Knowledge

What is a timeline?
What is chronology?

Vocabulary

Timeline
Chronological order
East Park
History
Changes



Humanities



History	WT/EWYFS	End of KS1
To investigate and interpret the past		<ul style="list-style-type: none"> Handle and use sources of evidence to make observations and simple comparisons Ask questions such as: What was it like for people? What happened? How long ago? Why did this event occur? What happened after the event? Why did people/ someone act like they did? Would it be the same today? Understand some ways we find out about the past Understand and show how the past has been represented
To build an overview of world history		<ul style="list-style-type: none"> Describe historical events Describe significant people from the past Recognise that there are reasons why people in the past acted as they did
To understand chronology	<p>Talk about the past and present events in their own lives</p> <p>Talk about past and present events in lives of family members</p>	<ul style="list-style-type: none"> Sequence 3 or 4 artefacts/ events/sources and sequence events within lifetime or period being studied on a simple time line Label time lines with words/ pictures or phrases such as: past, present, older and newer Talk about changes that have occurred in their own lives Use dates where appropriate
To communicate historically		<ul style="list-style-type: none"> Use words and phrases such as: a long time ago, recently, years, decades, centuries, similar, difference, affect and cause when talking about and writing about the past Show an understanding of the concept of nation and a nation's history Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace
Vocabulary		<p>Understand and use: period, significant, impact, affect, cause, perceive, successor, generation, decade, similar, difference, interpret, proceed, media, concept</p>

Geography	WT/EWYFS	End of KS1
To investigate places	To know about similarities and differences in relation to places around us	<ul style="list-style-type: none"> Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?) continents and oceans studied Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment
To investigate patterns	To talk about features of their own immediate environment and how environments might vary from one another	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom
Geographical content		<p>Use basic geographical vocabulary to refer to: key human features, including: city, town,</p> <p>Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1)</p> <p>Use geographical vocabulary: symbol, cycle, erode, label, locate, survey, route, orient, area, globe, community, environment</p>

National Curriculum Links

NC1: To use a range of materials creatively to design and make products
NC2: To use **drawing**, painting and **sculpture** to share their ideas, experiences and imagination
NC3: To develop techniques in using colour, pattern, **texture**, line, **shape**, **form** and space
NC4: To learn about the work of a range of artists, craftsmen and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

Art and Design

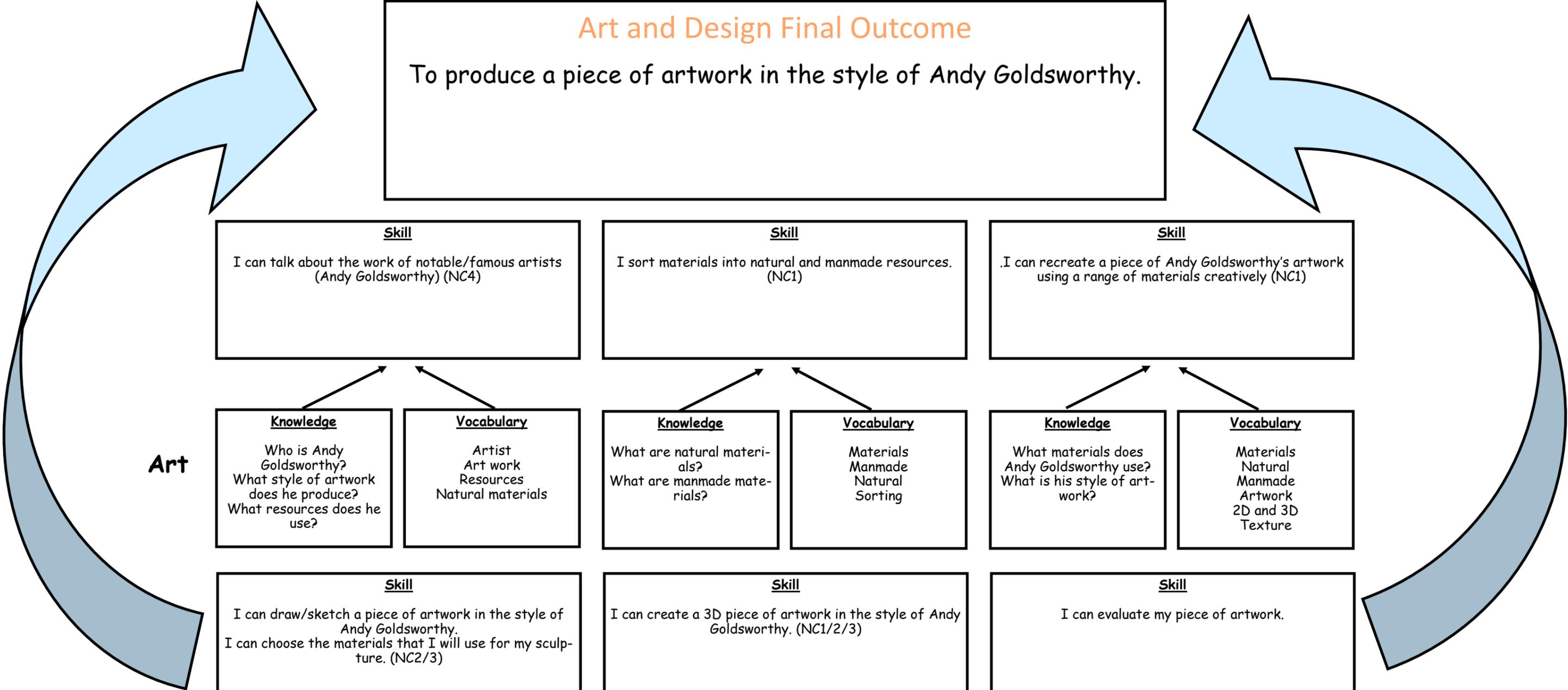
As Artists we will be studying natural materials to create artwork. We will look at the artist 'Andy Goldsworthy' and try to recreate some of his sculptural natural artwork.

We will sketch our artwork and also look at different ways to create 2d and 3d natural art. We will use the work of Andy Goldsworthy as inspiration but we will consider a range of natural materials that we can use for our own creations.

We will put on an Art exhibition for parents to showcase our work.

Art and Design Final Outcome

To produce a piece of artwork in the style of Andy Goldsworthy.



Art

Skill

I can talk about the work of notable/famous artists (Andy Goldsworthy) (NC4)

Skill

I sort materials into natural and manmade resources. (NC1)

Skill

I can recreate a piece of Andy Goldsworthy's artwork using a range of materials creatively (NC1)

Knowledge

Who is Andy Goldsworthy?
What style of artwork does he produce?
What resources does he use?

Vocabulary

Artist
Art work
Resources
Natural materials

Knowledge

What are natural materials?
What are manmade materials?

Vocabulary

Materials
Manmade
Natural
Sorting

Knowledge

What materials does Andy Goldsworthy use?
What is his style of artwork?

Vocabulary

Materials
Natural
Manmade
Artwork
2D and 3D
Texture

Skill

I can draw/sketch a piece of artwork in the style of Andy Goldsworthy.
I can choose the materials that I will use for my sculpture. (NC2/3)

Skill

I can create a 3D piece of artwork in the style of Andy Goldsworthy. (NC1/2/3)

Skill

I can evaluate my piece of artwork.

Knowledge

How do we sketch?
What materials can we use?
What is sketching pressure?

Vocabulary

Shape
Texture
Materials

Knowledge

What is a 3D piece of artwork?
How can we create a piece of 3D artwork?

Vocabulary

2D and 3D
Artwork
Natural materials

Knowledge

What is an evaluation?
How does your piece compare to Andy Goldsworthy?

Vocabulary

Evaluation
Artwork
Likes and dislikes
Similarities and differences

National Curriculum Links Design and Technology

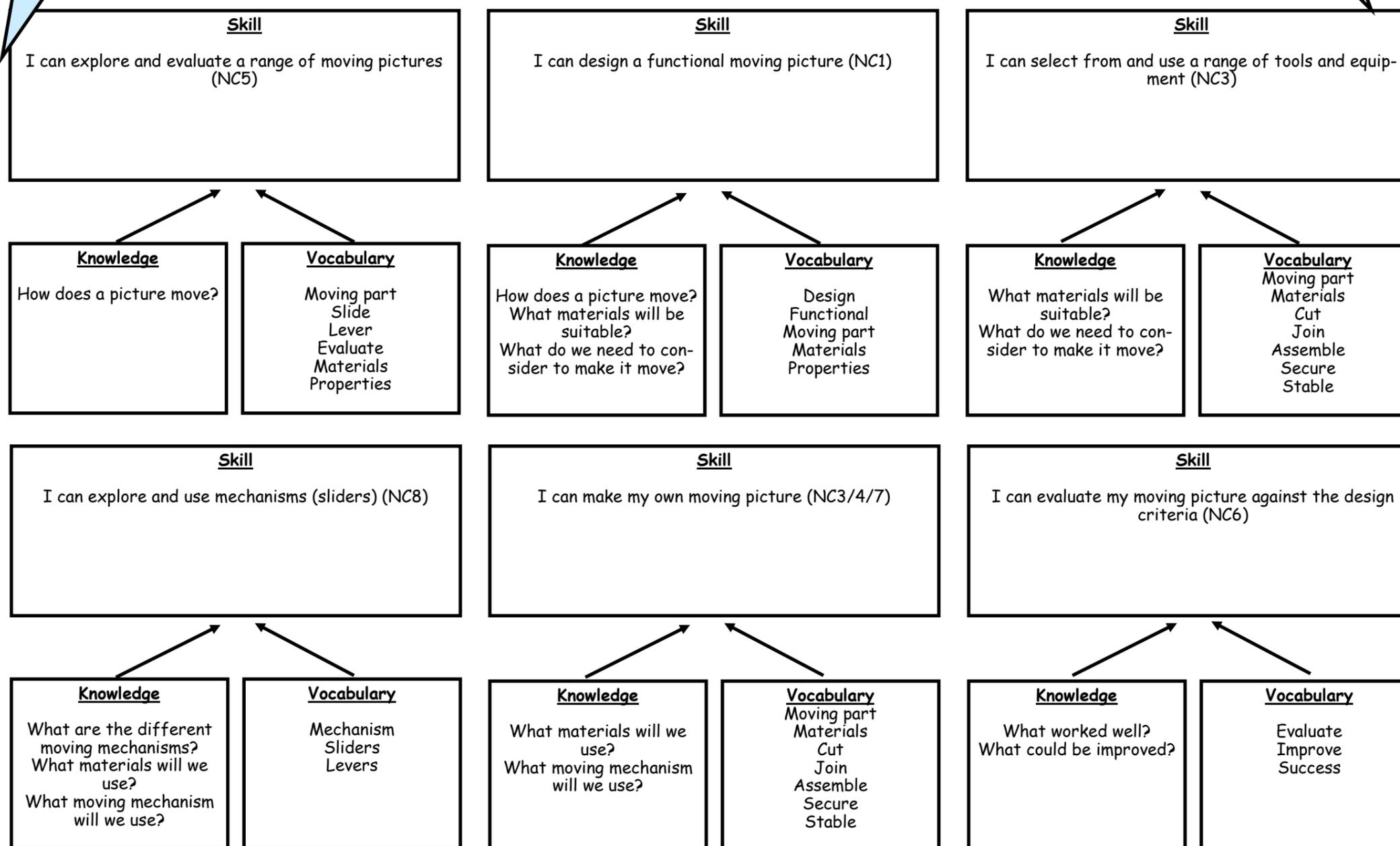
- NC1: To design a purposeful, functional, appealing products for themselves and other users based on design criteria
- NC2: To generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- NC3: To select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing
- NC4: To select from and use a **wide range of materials** and components, including **construction materials**, textiles and ingredients, according to their characteristics
- NC5: To explore and evaluate a range of existing products
- NC6: To evaluate their ideas and products against design criteria
- NC7: To build structures, exploring how they can be made stronger, stiffer and more stable
- NC8: To explore and use mechanisms, such as levers, **sliders**, wheels and axles, in their products

Design and Technologists

As Designers we will research, draw, sketch and design a moving picture, creating a new 'splash boat' for the park. We will look at a range of ways to make pictures move and incorporate a slider in our design.

We will sketch images of the existing Splash boat on our visit to the park.

Design Technology Final Outcome
To make a moving picture of a splash boat.





Art and Design Technology



Art	WT/EWYFS	End of KS1
Sculpture		<p>Create sculptures by combing shapes</p> <p>Sculpt from rolled up paper, straws, paper, card and clay materials</p> <p>Use the techniques of rolling, cutting, moulding and carving</p>
Drawing	To experiment with texture and form	<p>Draw lines that are different sizes and thickness's</p> <p>Use dots and lines to add texture and show pattern</p>
Art Appreciation		<p>Talk about the work of notable/famous artists</p> <p>Use creative ideas and styles of artists studied to create their own artwork</p>

DT		WT/EWYFS	End of KS1
To master practical skills	Materials	To use media and materials in original ways, thinking about uses and purposes	<ul style="list-style-type: none"> • Cut materials safely using tools provided. • Measure and mark out to the nearest centimetre. • Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). • Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).
	Mechanics		<ul style="list-style-type: none"> • Create products using levers, wheels and winding mechanisms.
To design, make, evaluate and improve		Represent their ideas through using a range of design processes	<ul style="list-style-type: none"> • Design products that have a clear purpose and an intended user. • Make products, refining the design as work progresses. • Use software to design.
To take inspiration from design throughout history			<ul style="list-style-type: none"> • Explore objects and designs to identify likes and dislikes of the designs. • Suggest improvements to existing designs. • Explore how products have been created.

National Curriculum Links

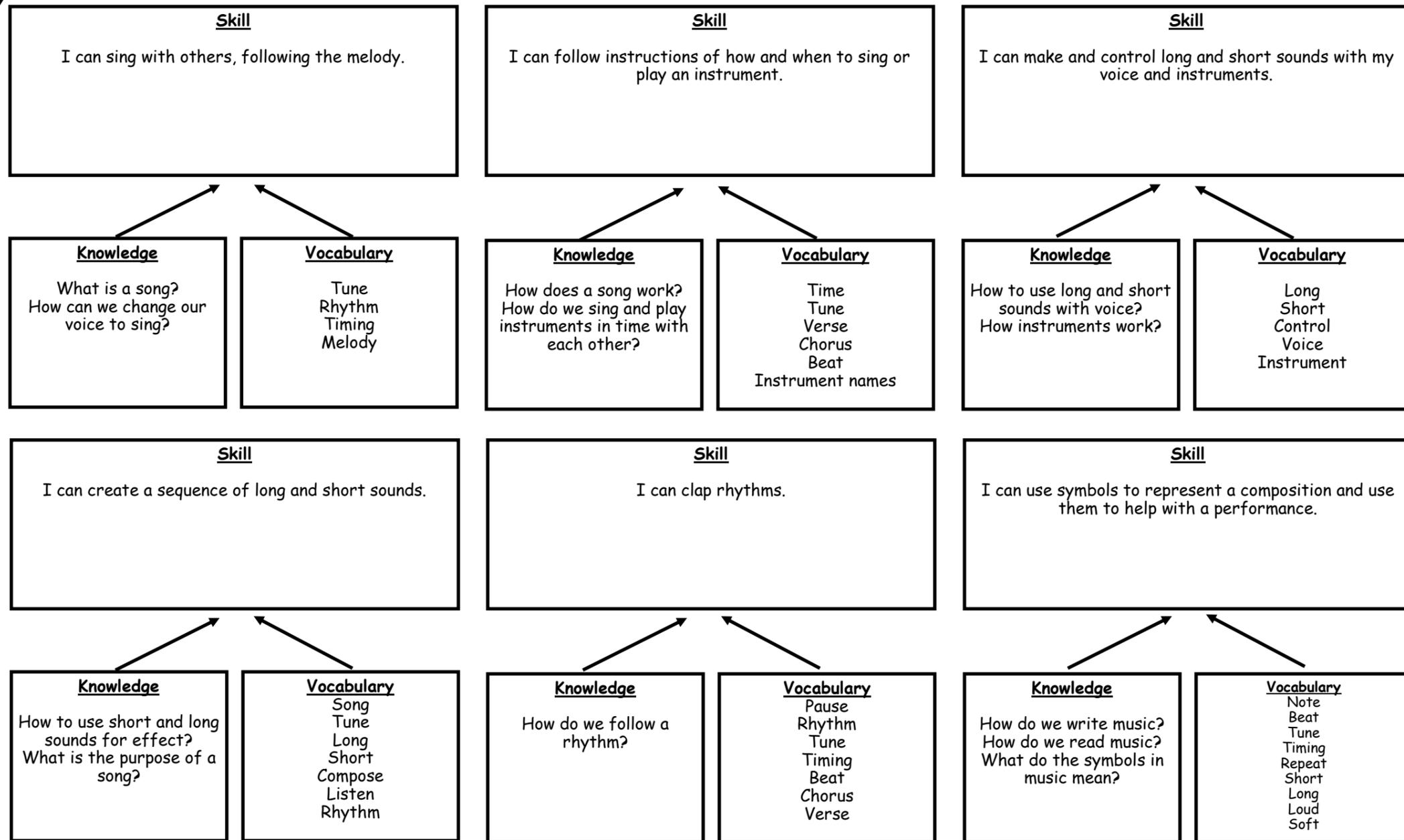
NC1: To use their voices expressively by singing songs and speaking chants and rhymes
NC2: To play tuned and un-tuned instruments musically
NC3: To listen with concentration and understanding to a range of high-quality live and recorded music
NC4: To experiment with, create, select and combine sounds using the inter-related dimensions of music

Music Charanga

Year1: Autumn A: Hey you (As musicians we will learn to sing a hip hop inspired song. We will learn about the style of hip hop and where it is originated)
Year1: Autumn B: Rhythm in the way we walk and Banana Rap (As musicians we will compare and contrast hip hop and reggae inspired music.)
Year2: Autumn A: Hands, Feet, Heart (As musicians we will learn to sing a South African song and learn about the origins of the song and the different rhythms used in African music.)
Year2: Autumn B: Ho Ho Ho (As musicians we will learn to sing and play along to this Christmas inspired song. We will listen to other seasonal music and compare and contrast.)

Music Final Outcome

**Perform song to partner class
(using voices and instruments)**





Music



Music	WT/EWYFS	End of KS1
Perform	To sing songs and experiment with ways of changing them	<ul style="list-style-type: none"> • Sing melodies accurately - following a simple melody • Know when and how to play a glockenspiel and a range of un-tuned percussion instruments • Use their voice and instruments to make long and short sounds • Imitate changes in pitch using their voice and a glockenspiel
Compose	<p>To represent their ideas, thoughts and feelings through music</p> <p>To make music and experiment with ways of changing it</p>	<ul style="list-style-type: none"> • Use long and short sounds to create a sequence • Clap a simple rhythm • Create a range of different sounds (long and short, loud and quiet, high and low) • Choose sounds to create an effect for a specified theme • Create a short musical pattern • Create a short rhythmic phrase
Transcribe		<ul style="list-style-type: none"> • Use symbols to represent a composition • Perform their own and others musical representations
Describing music		<ul style="list-style-type: none"> • Talk about the beat of a tune • Recognise and talk about changes in timbre, dynamics and pitch
Musical Genres		Hip Hop, Reggae, Blues, Latin, Baroque, Folk, South African, Rock and Bhangra

National Curriculum Links

PE

Skill

Skill

Skill

Final Outcome

Knowledge

Vocabulary

Knowledge

Vocabulary

Knowledge

Vocabulary

Skill

Skill

Skill

Final Outcome

Knowledge

Vocabulary

Knowledge

Vocabulary

Knowledge

Vocabulary



PE



PE	WT/EWYFS	End of KS1
Games	<p>To safely negotiate space</p> <p>To show control and co-ordination in large and small movements</p>	<p>Understand the concept of different teams.</p> <p>Begin to use basic skills in succession. E.g. running and then kicking.</p> <p>Start to think about tactics e.g. what works well and what doesn't.</p>
Dance	<p>To safely negotiate space</p> <p>To show control and co-ordination in large and small movements</p> <p>To move confidently in a range of ways</p>	<p>Follow a simple sequence and remember parts of the sequence.</p> <p>Move with careful control and coordination.</p> <p>Create a simple sequence by linking basic moves together.</p> <p>Choose movements to communicate a mood, feeling or idea.</p>
Gymnastics	<p>To safely negotiate space</p> <p>To show control and co-ordination in large and small movements</p> <p>To move confidently in a range of ways</p>	<p>Watch an action and repeat it with accuracy.</p> <p>Move with some control and awareness of space.</p> <p>Put actions together to form a sequence.</p> <p>Travel by rolling forwards, backwards and sideways.</p> <p>Begin to understand what a balance is and complete a range of balances.</p> <p>Climb safely on equipment.</p> <p>Jump in a variety of ways and land with increasing control and balance.</p>

Spring 1

Year 1 -

Year 2 -

Spring 2

Year 1 -

Year 2-



KS1

Computing



National Curriculum Links Computing

Computing
Year 1: Magical storytelling
Year 2: Footsteps in a digital world

Skill

Skill

Skill

Final Outcome





Other Curriculum Elements



Enterprise drivers

5—Creativity and innovation

Developing our imagination, exploration and courage in presenting work in a variety of ways.

8—Organising and planning

Through prioritising tasks and managing time to complete DT project.

British Values and SMSC

Democracy - Making choices as a class through voting

Rule of law - Following the school rules

Tolerance - Link with other culture schools/religious figures

Mutual respect - Family groups

Individual liberty - Circles

RE

Year 1— Creation story and Christmas

Does God want Christians to look after the world?
What gifts might Christians in Hull have given Jesus if he had been born here rather than in Bethlehem?

Year 2— What did Jesus teach?

Is it possible to be kind to everyone all of the time?
Why do Christians believe God gave Jesus to the world?

Jigsaw PSHE

Autumn 1—Being me in my world

Autumn 2—Celebrating Difference