



Year A/B: B	Year Group: 1&2	Unit/Topic: Around the World! (Geography Focus)
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Key Texts	Reading Key Focus	Writing	Maths
<p>Where the Forest Meets the Sea by Jeannie Baker; 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.</p>	<p>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</p>	<p>Narrative – Adventure Y1 - discussing and; Y2 - evaluating their writing with the teacher and other pupils – (peer marking opportunities)</p>	<p>Geometry - Position & Direction Measurement - Time Problem solving & efficient methods</p>
Science (Exploring Changes)	Computing	History	Geography
<p>-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>We are Astronauts (Programming). Predict what a simple program will do. Scratch.</p>	<p>Not covered in this topic.</p>	<p>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</p>
Art & Design	Design & Technology (DT)	Physical Education (PE)	Music
<p><u>Printing</u> -Make rubbings. -Use different printing techniques. -Make marks in print with a variety of objects.</p>	<p>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.</p>	<p>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).</p>	<p>Percussion & Samba -Contribute to the creation of a class composition (links with the topic) -Create and choose sounds in response to a given stimulus</p>

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