



Scientific enquiry skills should permeate throughout all Science learning

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
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions.

An element of Scientific Enquiry must be taught every half term

HARRY PAYE (6)

Challenge: Poole museum visit to explain they need more curators to keep the history of Harry Paye alive.

HISTORY	-significant historical events, people and places in their own locality.
GEOGRAPHY	-understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country - 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 simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map - use basic geographical vocabulary to refer to: 1. key physical features, including: forest, hill, mountain, river, soil, valley, vegetation, season and weather 2. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
ENGLISH	Please refer to learning pathways
COMPUTING	-use technology purposefully to create, organise, store, manipulate and retrieve digital content -recognise common uses of information technology beyond school

Outcome: Lead parents around Poole Museum and The Cockle Trail

NARNIA (6)

Challenge: A package arrives with a book and a request for year 2 to enter a young writers competition to write a sequel

ART	-to use a range of materials creatively to design and make products -to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination -to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space -about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work
COMPUTING	-recognise common uses of information technology beyond school
ENGLISH	Please refer to learning pathways

Outcome: Stories are judged and a winner announced

LIGHT THE WAY (2)

Challenge: We would like you to accompany year 1 at the carol concert to help create a Christmassy atmosphere!



DESIGN TECHNOLOGY	<ul style="list-style-type: none"> - design purposeful, functional, appealing products for themselves and other users based on design criteria - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology - select from and use a wide range of materials and components, including construction materials, according to their characteristics - explore and evaluate a range of existing products - evaluate their ideas and products against design criteria - build structures, exploring how they can be made stronger, stiffer and more stable
MATHS	<ul style="list-style-type: none"> - choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); to the nearest appropriate unit, using rulers, scales, -compare and order lengths and record the results using >, < and = -identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces - identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]
ENGLISH	Please refer to learning pathways
COMPUTING	<ul style="list-style-type: none"> -use technology purposefully to create, organise, store, manipulate and retrieve digital content -recognise common uses of information technology beyond school - 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.
Outcome: Year 2 take lanterns to the carol concert to accompany year 1	

MIND YOUR OWN BUSINESS (5)

Challenge: Staff want to go on a healthy eating drive after the Christmas holidays! Can you make healthy, tasty lunches?

DESIGN TECHNOLOGY	<ul style="list-style-type: none"> - design purposeful, functional, appealing products for themselves and other users based on design criteria - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology - select from and use a wide range of materials and components, including ingredients, according to their characteristics - explore and evaluate a range of existing products - evaluate their ideas and products against design criteria - use the basic principles of a healthy and varied diet to prepare dishes -understand where food comes from.
MATHS	<ul style="list-style-type: none"> - recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value - find different combinations of coins that equal the same amounts of money - solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change -interpret and construct simple pictograms, tally charts, block diagrams and simple tables -ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity -ask and answer questions about totalling and comparing categorical data.
ENGLISH	Please refer to learning pathways
COMPUTING	-use technology purposefully to create, organise, store, manipulate and retrieve digital content



Outcome: Learners run a sandwich business for staff for a week

UP, UP AND AWAY (5)

Challenge: Share the story of women who have changed the World. Can we share stories of influential people?

GEOGRAPHY	<ul style="list-style-type: none"> - 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 7 continents and 5 oceans - name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas
COMPUTING	<ul style="list-style-type: none"> -use technology purposefully to create, organise, store, manipulate and retrieve digital content -recognise common uses of information technology beyond school -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
ENGLISH	Please refer to learning pathways

Outcome: Learners become journalists and report on influential people of our time with bulletins going out over the week.

FIRE, FIRE! (8)

Terry Deary sends a package to school with artefacts and a letter asking learners to investigate The Great Fire of London and help him with 'Who Done It?' for his new book.

HISTORY	<ul style="list-style-type: none"> -events beyond living memory that are significant nationally or globally <i>e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries</i>
SCIENCE	<ul style="list-style-type: none"> - distinguish between an object and the material from which it is made - identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock - describe the simple physical properties of a variety of everyday materials - compare and group together a variety of everyday materials on the basis of their simple physical properties - identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses
ENGLISH	Please refer to learning pathways
COMPUTING	<ul style="list-style-type: none"> -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

Outcome: Carry out a live debate – who was to blame and why? Consensus sent to Terry Deary.

ART TOPIC (4)

Challenge: Develop a quiet, relaxing space for playtimes and learning outside

ART AND DESIGN	<ul style="list-style-type: none"> -to use a range of materials creatively to design and make products - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
-----------------------	--



	- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work
SCIENCE	-find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching - identify and name a variety of common wild and garden plants, including deciduous and evergreen trees - identify and describe the basic structure of a variety of common flowering plants, including trees - observe changes across the 4 seasons - observe and describe weather associated with the seasons and how day length varies. - 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
ENGLISH	Please refer to learning pathways
COMPUTING	-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
Outcome: Unveiling of a new sensory garden in the grounds	

DISCRETE Learning

Music Curriculum

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

PE Curriculum

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

Science curriculum

- identify that humans and some other animals have skeletons and muscles for support, protection and movement.