

Washingwell Primary School
Creative Curriculum Overview
Years 1 and 2
Summer term



Science

Year 1: Parts of animals

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).
- **Types of animals**
- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores.

Year 2: Habitats

- 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 microhabitats.
- **Feeding and Exercise**
- 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.
- Find out about the basic needs of animals, including humans, for survival (water, food, air).
- Describe the importance for humans, of exercise, eating the right amounts of different types of food and hygiene.

	<p>Working scientifically</p> <ul style="list-style-type: none"> • Observe closely, using simple equipment • Identifying and classifying • Using their observations and ideas to suggest answers to questions • Gathering and recording data to help answer questions.
Computing	<ul style="list-style-type: none"> • Recognise common uses of information technology beyond school. • Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
History	<ul style="list-style-type: none"> • The lives of significant individuals in the past who have contributed to national and international achievements. • Changes within living memory where appropriate these should be used to reveal aspects of change in national life. •
Geography	<ul style="list-style-type: none"> • Name and locate the world's seven continents and five oceans. • Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied in this Key Stage. • Use simple compass directions (N, S, E, W) and locational and directional language 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 basic geographical vocabulary to refer to key physical features, including <i>beach, cliff, coast, sea, ocean</i>. • Human features including: <i>port, harbour</i>.

Design and Technology	<ul style="list-style-type: none"> • 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 tools and equipment to perform practical tasks. • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. • Explore and use mechanisms in their products. • Build structures, exploring how they can be made stronger, stiffer and more stable. • Explore and evaluate a range of existing materials.
Art and Design	<p>1. Drawing and painting skills:</p> <ul style="list-style-type: none"> • Use drawing, painting and sculpture to develop and share ideas, experiences and imagination. • Develop a wide range of art and design techniques in using colour, pattern, texture, - line, shape, form and space. <p>Sculpture:</p> <ul style="list-style-type: none"> • To use drawing, painting and sculpture to develop and share ideas, experiences and imagination. • To use a range of materials creatively to design and make products. <p>2. Texture and Collage</p> <ul style="list-style-type: none"> • To use a range of materials creatively to design and make products. • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
Music	<ul style="list-style-type: none"> • Experiment with, create, select and combine sounds using the interrelated dimensions of music. • Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

RE	Christianity (1) <ul style="list-style-type: none"> • Why churches are important to Christians. • Visit to a church. (Church of England) 	Christianity (2) <ul style="list-style-type: none"> • Bible stories – Jesus as a leader • Visit to a church (not Church of England)
PSHE	<p>Year 1: Health and Well-Being</p> <ul style="list-style-type: none"> • To understand everyone is different. • To understand some basic hygiene principles (brushing teeth, washing) • To know how to care for others and animals. <p>Staying Safe</p> <ul style="list-style-type: none"> • To know how to keep safe on the internet. • To know who to ask for help. • To understand fire safety. <p>Year 2: Health and Well-Being</p> <ul style="list-style-type: none"> • Recognise the use of medicine and know that some household substances are dangerous. • To understand the dangers of smoking. • To understand the dangers of alcohol. <p>Staying Safe</p> <ul style="list-style-type: none"> • To understand road safety. • To understand bike safety around and on roads. • To know what to do in an emergency. 	
PE	<ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these to a range of activities. • Participate in team games, developing simple tactics for attacking and defending. <p>Taught through: Games.</p>	

