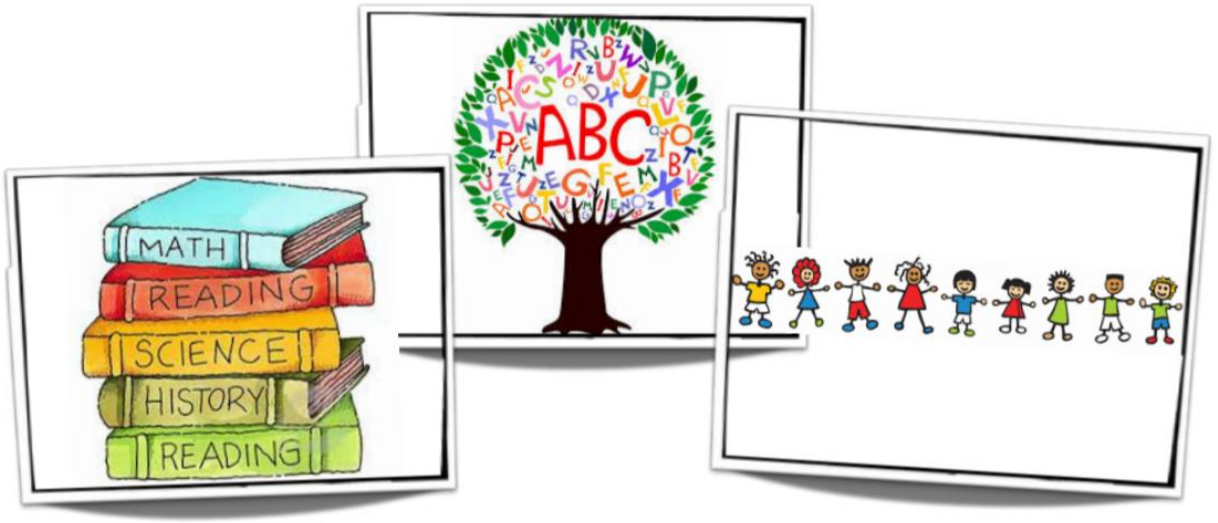


Lantern Lane Curriculum Overview for Year 1/2

Lead Enquiry Question	Autumn Term Toys. How are our toys different to our grandparents' toys?		Spring Term Significant People Who has made our world a better place? Florence Nightingale or Mary Seacole ?		Summer Term Food Where does our food come from?	
Geography DONE.			**NC Objectives:** Name and locate the world's seven continents and five oceans (to support understanding of the journeys made by Nightingale & Seacole). Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European Country. (compare to where Seacole was born in Jamaica). Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features (including of the field hospitals). Use world maps, atlases and globes to identify the United Kingdom and the countries, continents and oceans studied. Use simple compass directions and locational language.	**Skills – Year 1:** I can name some of the world's continents and oceans. I can find places on a world map or globe with support. I can use simple directional and locational language, such as near, far, left, right, north and south. I can follow the journeys of Florence Nightingale and Mary Seacole on a map. I can look at aerial photographs and talk about what I can see. Using basic geographical vocabulary, I can… I can identify human features and physical features in photographs and pictures. I can describe some of the human and physical features of Jamaica, where Mary Seacole was born. I can describe some of the human and physical features of the place where I live. I can talk about what is the same and different	**NC Objectives:** Name and locate the world's seven continents and five oceans (to locate where different food comes from). Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas (to identify where different foods are grown in UK) 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 (compare food production in UK with a tropical country). Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (to explain why different	**Skills – Year 1** I can name the four countries of the UK. I can recognise human features such as farms, roads and buildings. I can recognise physical features such as fields, hills and rivers. I can identify farms and fields in aerial photographs. I can describe some foods that are grown in the local area and some foods grown in other countries. I can talk about what I observed during a farm visit. I can use north, east, south and west as ways of describing by journey around the farm. I can use geographical language such as: farm, field, road, river, crop. **Skills – Year 2.** I can locate the four countries of the UK using maps and atlases. I can identify other countries from which we get different foods.

				between Jamaica and where I live. I can describe some of the human and physical features of the places where Florence Nightingale and Mary Seacole worked during the Crimean War. **Skills – Year 2.** I can name the 7 continents & 5 oceans of the world and locate them on a map. I can use compass directions and locational language to compare key locations. I can use world maps, atlases, globes to follow the journeys of Nightingale and Seacole. I can use aerial photos to consider what is the same and different about key places in the lives of Nightingale & Seacole. **Using basic geographical vocabulary, I can…** I can describe the human & physical features of Jamaica (where Seacole was born) and make a comparison to human & physical features of where I live. I can describe the human & physical	foods are grown in different places). Use basic geographical vocabulary to refer to key physical and human features of different food production places. 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. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right] to describe the location of different countries studied.	I can identify human features linked to farming, such as farms, fields and transport routes. I can identify physical features that affect farming, such as rivers, hills and climate. I can use aerial photographs to investigate land use in different countries. I can explain why some foods are grown locally and others are imported from different countries. I can explain how climate and physical geography influence what farmers can grow. I can use geographical language such as: climate, import, physical feature. I can visit a local farm to consider its human and physical features, producing a simple map to show how the land is used.

				features of where Seacole and Nightingale worked during Crimean War.		
History	**NC Objectives:** Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. **Comparative study: how were toys in the past similar or different to those of today?**	**Skills – Year 1:** I can sequence two related objects in order. I know how to use words and phrases such as old, new. I can tell the difference between past and present toys. I can begin to identify and recount some details about toys from the past. I can find out answers to simple questions about toys from the past using some sources. I can show knowledge and understanding about the past in different ways (e.g. role play, drawing, writing, talking). **Skills- Year 2.** I can use words and phrases such as past, present, modern, electronic, mass-produced to describe toys. I can use past and present when describing different toys. I can look at a range of sources to find information about the past.	**NC Objectives:** Learn about… The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. **Individuals: Mary Seacole and Florence Nightingale.** They will be taught how they helped people during the Crimean War and the impact that they had on nursing that means they are remembered today.	**Skills – Year 1:** I can sequence some events in order, using first, next, old, new. I can remember part of stories and memories about the past. I can tell the difference between past and present in my own life and other people's lives. I can begin to identify and recount some details from the past from sources (e.g. pictures, stories). I can find out answers to simple questions about the past from sources of information (e.g. pictures, stories) I can show knowledge and understanding about the past in different ways (e.g. role play, drawing, writing, talking). **Skills – Year 2:** I can recount changes in my own life over time. I can put 3 people, events or objects in order using a given scale. I can use words and phrases such as recently, before, after, now, later. I can use past and present when telling others about an event. I can use information to describe differences between then and now. I can recount main events from a significant event in		

		I can use these sources to ask and answer questions such as: is this toy modern or old? What is similar about the toys from past and present? What is different about the toys for past and present? I can develop my use of pictures, eye-witness accounts (teachers/ parents/ grandparents) and artefacts, to understand how toys have changed and how they have stayed the same. I can use my knowledge and understanding of the past to ask questions and share my knowledge with others. I can order objects based on when they were used in the past and present.		history (development of hospitals). I know how to use evidence to explain reasons why people in the past acted as they did. I can develop my use of books and pictures to understand why some people in the past did certain things. I can look at pictures or objects to find information about the past. I can use these sources to ask and answer questions such as: 'what was it like for a ….?', 'what happened in the past?', 'how long ago did …. happen?' I can use my knowledge and understanding of the past to write simple stories and recounts.		
Art **DONE – TO BE CHECKED BY SL.**	**COLLAGE:** **NC Objectives:** **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.**	**Skills – Year 1:** Create images from imagination, experience or observation. Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc. Experiment with, construct and join recycled, natural and man-made materials.	**PORTRAITS** **NC Objectives:** 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	**Skills – Year 1:** Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Use a sketchbook to gather and collect artwork. Begin to explore the use of line, shape and colour.	**FOOD AROUND THE WORLD** (printing and clay) **NC Objectives:** 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	**Skills – Year 1:** **Printing –** Make marks in print with a variety of objects, including natural and made objects. Carry out a printing technique. Build a repeating pattern and recognise pattern in the environment.

		Use a sketchbook to gather and collect artwork. **Skills – Year 2:** Develop the basic use of a sketchbook and work out ideas for drawings. Create textured collages following experimentation with a wide variety of materials.	techniques in using colour, pattern, texture, line, shape, form and space. To learn 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.	**Skills – Year 2:** Develop the basic use of a sketchbook and work out ideas for drawings. Experiment with the visual elements; line, shape, pattern and colour. Draw for a sustained period of time from the figure and real objects, including single and grouped objects. Experiment with the visual elements; line, shape, pattern and colour.	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	**3D Form –** Work with clay in a variety of ways, e.g. rolling, kneading and shaping. Use tools safely and as shown. Explore sculpture using clay. Experiment with, construct and join clay. Explore shape and form. **Skills – Year 2:** Manipulate clay for a variety of purposes. Understand the safety and basic care of materials and tools. Experiment with, construct and join recycled, natural and man-made materials more confidently.
DT **DONE – TO BE CHECKED BY SL.**	**TEXTILES – TEDDY BEAR PUPPETS** **NC Objectives:** When designing and making, pupils should be taught to: Design purposeful, functional, appealing products for themselves and other users Generate, develop, model and communicate their ideas through talking, drawing,	**Skills- Year 1:** I can use my own ideas to make a product. I can make a simple plan before making. I can choose appropriate fabric. I can cut using scissors, shape, join fabric using staples and glue. I can choose materials and resources to create a good finish to my product - trim, ribbon. I can compare my end	**CONSTRUCTION – A MOVING AMBULANCE** **NC Objectives:** Design – Generate ideas by drawing on their own and other people's experiences Develop their design ideas through discussion, observation, drawing, templates and mock-ups	**Skills – Year 1.** I can think of an idea and plan what to do next I can explain why I have chosen specific materials. I can start to choose materials and tools.. I can join materials and components in different ways. I can measure materials to use in a model or structure (with support).	**FOOD TECHNOLOGY AND SAFETY – MAKING BREAD.** **NC Objectives:** Design – Identify a purpose for what they intend to design and make Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from Make –	**Skills – Year 1:** I can use my own ideas to make a product I can make a simple plan before making my bread. I can choose appropriate resources and tools to make my bread. I can cut food safely I can mix and knead ingredients. I can compare my end product to my plan.

	templates, mock-ups and, where appropriate, information and communication technology Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] Select from and use a wide range of materials and components, including textiles according to their characteristics Evaluate their ideas and products against design criteria	product to my plan. **Skills – Year 2:** I can think of an idea and plan what to do next I can explain why I have chosen specific textiles I can choose tools and materials and explain why I have chosen them. I can join materials and components in different ways including with thread. I can thread a needle and use scissors skillfully. I can measure materials to use in a model or structure. I can explain what went well in my work. Technical knowledge – I can build structure, exploring how they can be made stronger, stiffer and more stable.	Identify a purpose for what they intend to design and make Identify simple design criteria Make simple drawings and label parts Make – Begin to select tools and materials; use vocab' to name and describe them Measure, cut and score with some accuracy Use hand tools safely and appropriately Assemble, join and combine materials in order to make a product Choose and use appropriate finishing techniques Evaluate – Evaluate against their design criteria Evaluate their products as they are developed, identifying strengths and possible changes they might make Talk about their ideas, saying what they like and dislike about them	I can start to explain what went well in my work. I can build a structure, exploring how they can be made stronger, stiffer and more stable to form the body of the toy. **Skills – Year 2:** I can compare ideas and choose the best one. I can choose tools and materials and explain why I have chosen them. I can join materials and components in different ways and explain which is best for the project. I can measure materials accurately to use in a model or structure. I can explain what went well in my work. Explore and use mechanisms to allow the toy to move.	Begin to select tools and materials; use vocab' to name and describe them Follow safe procedures for food safety and hygiene Evaluate – Evaluate against their design criteria Talk about their ideas, saying what they like and dislike about them	**Skills – Year 2:** Identify a purpose for what they intend to design and make Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from. I can describe the ingredients I am using. I can choose tools and techniques and explain why I choose these. I can explain what went well in my work. Follow safe procedures for food safety and hygiene.

See individual subject curriculum maps for NC coverage and skills progression.	**Autumn Term** **Toys.** How are our toys different to our grandparents' toys?		**Spring Term** **Significant People** Who has made our world a better place? Florence Nightingale or Mary Seacole?		**Summer Term** **Food** Where does our food come from?	
Science – Year 1. DONE	**Animals Including Humans** (basic parts of the human body and the 5 senses)	**Seasons – Autumn & Winter** (observe changes across the seasons and describe the weather associated with the season).	**Everyday Materials** (identify, name and describe properties of materials and compare)	**Animals including Humans** (identify common animals, naming herbivores, carnivores and omnivores/ compare the different physical features of some animals)	**Seasons – Spring & Summer** (observe changes across the seasons and describe the weather associated with the season).	**Plants** (identify and name some plants and describe their basic structure).
Science – Year 2. DONE	**Animals including humans** (identifying the offspring of different animals/ describing animals basic needs/ investigating what humans need to do to stay healthy)	**Use of everyday materials** (identify and compare suitability of a variety of everyday materials for their uses/ explore how shapes of objects can be changed)	**Use of everyday materials – additional investigations**	**Plants (observe & describe how seeds and bulbs grow, exploring the conditions plants need to grow and survive)**	**Living things and their habitats** (compare the differences between things that are living, dead or have never been alive/ explore different habitats and the living things that are suited to these/ describe how animals get their food and start to represent ideas through creating food chains).	
RE – Year 1*	Who celebrates what & why?	How do we share? How do we care? Why does it matter?	What can we learn from the stories of Jesus?	In what ways are churches & synagogues important to believers?	What makes some people inspiring to other? (Moses & Peter)	
RE – Year 2*	What is it like to belong to the Christian religion today?	What do Jewish people believe about God, creation, humanity and the natural world?	Islam – who is a Muslim and how do they live?	Jewish & Christian stories – how and why are some stories important in religions?		
Computing DONE	Foundational Skills – Using a keyboard.		Digital Writing/ Digital Painting.	Coding	Animation Game creation	
Music DONE	Chants & Rhythms		Music Inspired by the World Around Us. Singing: In The Sea. Exploring different genres of music/ identifying features & discussing effect.		The Great Kitchen Band Composing & Performing. Instruments: Drums/ Recorders (Y2).	
Indoor PE DONE	Gymnastics	Nativity (dance)	Dance / Zumba	Dodgeball	Yoga	Goalball
Outdoor PE DONE	Athletics	Football	Striking & Fielding Skills (tennis and rounders)	Fitness.	Athletics (Sports Day Practice)	Cricket

French DONE	French songs & stories. To include greetings/ colours/ animals.		Numbers Y1- 1 to 10 Y2 – 1 to 20. Recap colours and animals.	French Songs French songs & stories REVISIT. To include greetings/ colours/ animals	French Food – fruit J'aime… Je adore…	French Food – vegetables. J'aime… Je adore…
PSHE DONE	Relationships What makes a good friend?	Relationships What is bullying?	Living in the Wider World What jobs do people do?	Health and Wellbeing What helps us to stay safe?	Health and Wellbeing What helps us grow and stay healthy?	Health and Wellbeing How do we recognise our feelings?