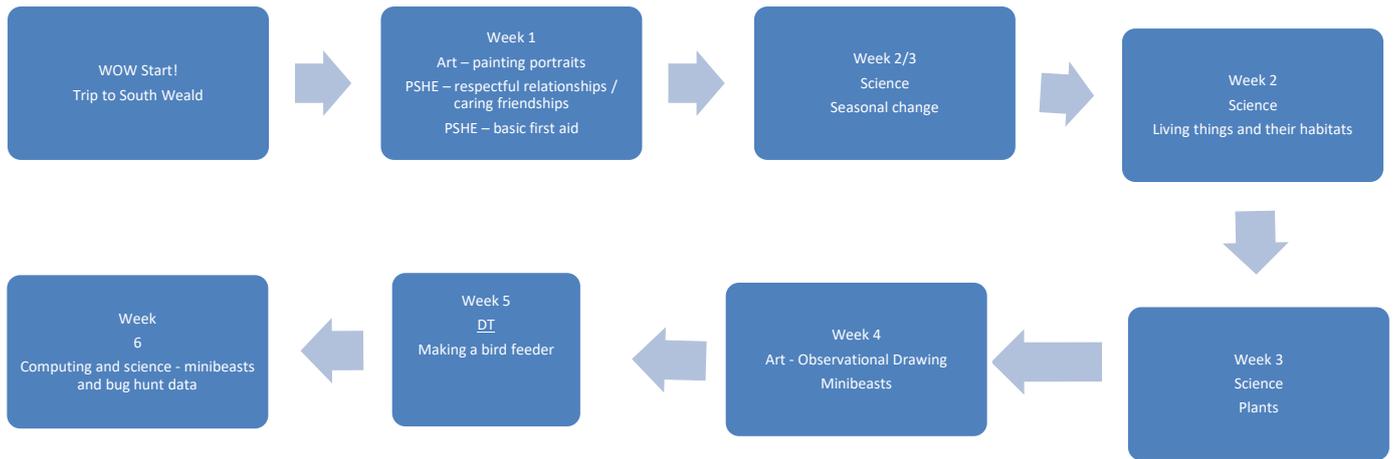


Year 1 / 2 Science based unit - 'Nature navigators'



Art	PSHE
<p>Portraits: Draw and paint with poster paint</p> <p>Observational drawing focus: Explore famous artist: Their work and differences and similarities between practises and disciplines.</p> <p>Develop ideas to create a final piece.</p> <p>Make links between famous artist and own work.</p> <p>Sketching: texture, colour, shape, pattern, form and space (proportion).</p> <p><i>Previous knowledge</i> Van Gagh Rembrandt</p>	<p>Respectful relationships Identify and respect the differences and similarities between people. Recognise the importance of respecting others even when they are very different from them or making different choices or have differences preferences or beliefs Practical steps they can take in different contexts to improve or support respectful relationships.</p> <p>Caring friendships To identify their special people (family, friends, and carers). What makes them special and how they should care for one another. To recognise their behaviour can affect others. Recognise what is fair and unfair, kind and unkind, right and wrong. That peoples bodies and feelings can be hurt. To listen to other people and play and work cooperatively To recognise different types of teasing and bullying and understand that these are wrong and unacceptable.</p> <p>First Aid Know how to make a clear and efficient call to emergency services.</p>

Science skills

Science skills - Seasonal change

Ongoing Science skills	Specific skills for this unit
<ul style="list-style-type: none"> - asking simple questions and recognising that they can be answered in different ways - observing closely using simple equipment 	<ul style="list-style-type: none"> • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies.

<ul style="list-style-type: none"> - performing simple tests - identify and classifying - use observations and ideas to suggest answers to questions - Gathering and recording data to help in answering questions 	<p>Previous knowledge ELG: They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes</p> <p>Chn will have observed the weather changes across the seasons and made basic observations about the weather</p>
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Science skills - Green plants

Enquiry skills to be taught	Knowledge and understanding for this unit
<ul style="list-style-type: none"> - asking simple questions and recognising that they can be answered in different ways - observing closely using simple equipment - performing simple tests - identify and classifying - use observations and ideas to suggest answers to questions - Gathering and recording data to help in answering questions 	<ul style="list-style-type: none"> • 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>Vocab Germinate, Survive, Growth Previous knowledge - Effs - make observations of animals and plants and explain why some things occur and talk about changes</p>

Living things and their habitats (year 2)

Enquiry skills to be taught in this unit	Knowledge and understanding
<ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely using simple equipment • performing simple tests • identify and classifying • use observations and ideas to suggest answers to questions • Gathering and recording data to help in answering questions 	<ul style="list-style-type: none"> • explore and compare the differences between things that are living, dead, and things that have never been alive • 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 • 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. • 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.

	<p>Previous knowledge - find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Plants - new learning</p>
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<p>Computing - We are Zoologists Yr 2 unit 2.6</p> <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 safely 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 <p>Basic skills to be covered alongside:</p> <ul style="list-style-type: none"> Can log onto the network using their username - year 1 Can open and close down software using the start menu and shortcuts on the desktop - year 1 Uses sensible file names - year 2 <p>Previous knowledge - We are games testers (algorithms)</p>	<p>DT skills</p> <p>Technical knowledge - build structures Explore how they can be made stronger, stiffer and more stable. Explore and use mechanisms (levers, sliders, wheels and axels).</p> <p>Design Purposeful, functional, appealing products, based on a design criteria Generate, develop, model and communicate ideas through talking drawing, templates, (ICT).</p> <p>Make Select from and use a range of tools and equipment to perform practical takes (cutting, shaping, joining and finishing) Select from and use a wide range of construction materials and components.</p> <p>Evaluate Explore and evaluate a range of existing products and evaluate their ideas and products against design criteria.</p> <p>Previous knowledge - Making toys - mechanisms and moving parts</p>
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