**Planning Book – National Curriculum Overview**

**Long Term Plan: Year 1 and 2 Term 2 (2017-2018)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Term 2** | **Theme/Topic: The Arctic** | | | | | | |
|  | **Predominant subject: Geography**  **Other subjects:, D&T, history Science** | | | | | | |
|  | **Programme of Study** | **Knowledge** | **Skills** | **Understanding** | **Possible Activities** | **Local Perspectives** | **Visits and Visitors** |
| *Mathematics* |  |  |  |  |  |  |  |
| *English* | **Speaking**  **Reading**  **Writing**  To develop positive attitudes towards, and stamina for, writing.  To write simple sentences from memory.  To sequence sentences to form narratives.  To write for different purposes | Facts about Arctic animals | Features of writing stories and reports |  | Non fiction texts – fact cards  We’re going on a polar bear hunt  The Christmas Story |  |  |
| *Science* | To identify and name animals in their habitats.  To describe how animals get their food from plants and other animals using the idea of a simple food chain  To describe simple physical properties of everyday materials | Facts about Arctic animals/habitats | Observation  labelling  Describing |  | Draw and label arctic animals  Match animals to their habitats.  Food chains  ‘That’s Not my Polar Bear’ book |  |  |
| *Art and Design* | To use a range of materials creatively to design and make products.  To use painting and sculpture to develop ideas |  | cutting  sticking |  | Christmas decorations – polar bears  Christmas cards |  |  |
| *Computing* | To use technology to create, organise and retrieve digital content. |  | Able to log on and off to a laptop |  | Research Arctic animals  Google maps |  |  |
| *Design and Technology* | To design a product  To use a range of tools and equipment. |  | Generate ideas  Produce a design- communicate through drawings  Cutting, shaping, joining, finishing  Evaluating and improving  Bending, stretching |  | Make plasticine polar bear models  Make books |  |  |
| *Geography* | To use maps and atlases.  To name and locate the continents  To understand geographical similarities and differences. |  | Drawing a map  Observational skills |  | Make maps of Bear Hunt  Make maps of journey to the Arctic  Compare the Arctic to East Langdon |  |  |
| *History* |  |  |  |  |  |  |  |
| *Music* | To use their voices expressively and creatively by singing songs | Words to songs |  |  | Learn and perform songs for the Nativity |  |  |
| *Physical Education* | To perform dances using simple movement patterns. |  | control and coordination |  | Snowy day dance with Laura Andrews |  |  |