

Bright Lights, Big Cities



Year Group: 1/2
Cycle B

Half Term Learning Focuses

History Great Fire of London	Science Materials Climate/environment Recycling	Geography Capital Cities Maps Landmarks	RE Y1: Who is a Christian? Y2: Who is a Hindu?	Writing Genres Diary Newspaper report Instructions
Music	MfL London Bridge is Falling Down (French) LO: Appreciate songs in another language	PSHE SCARF: Keeping Safe	Computing E Safety	Key Texts Y1 – The Naughty Bus, The Great Fire of London (non-fiction) Y2 – The Queen's Hat, The Great Fire of London (non-fiction)
Hidden Curriculum:				

History

National Curriculum: Pupils should be taught about:

- events beyond living memory that are significant nationally or globally

Key Lines of Enquiry: Great Fire of London – causes and consequences?

Curriculum Intentions (Key Knowledge and Skills to be learned):

- When the Great Fire of London started
- How it started and why it spread so quickly
- That Charles II was the monarch at the time of the fire
- What Charles II did to try and stop the fire
- Who Samuel Pepys was, and why his diary is so important for historians

Age Related Subject Skills (Progression Guidance):

- *Develop, then demonstrate an awareness of the past, using common words and phrases relating to the passing of time*
- *Show where places, people and events fit into a broad chronological framework*
- *Begin to use dates*
- *Develop, the use a wide vocabulary of historical terms, such as: a long time ago, recently, when my . . . were younger, years, decades, centuries*
- *Ask and begin to answer questions about events e.g. When? What happened? What was it like.? Why? Who was involved?*
- *Understand some ways we find out about the past e.g. using artefacts, pictures, stories and websites*
- *Choose and use parts of stories and other sources to show understanding of events*
- *Communicate understanding of the past in a variety of ways*
- *Identify different ways that the past is represented, e.g. fictional accounts, illustrations, films, song, museum displays*
- *Recognise why people did things*
- *Recognise why some events happened*
- *Recognise what happened as a result of people's actions or events*
- *Identify similarities and differences between ways of life in different periods, including their own lives*
- *Recognise and make simple observations about who was important in an historical event/account, e.g. talk about important places and who was important and why*

Prior Learning

Forever Firs children working at ARE should already be able to:

- Understand that people lived differently a long time ago

Key Vocabulary

Tier 1		Tier 2		Tier 3	
King	Fire	Monarch	Diary	London	
Long time ago	City	Centuries	Royal	Timeline	
Bakery	River	Evidence	Artefacts		
		Cause	Result		

History Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE



Science

National Curriculum (Knowledge): Pupils should be taught to:

Year 1

- 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

Year 2

- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

National Curriculum (Skills): Pupils should be taught to:

- ask simple questions and recognise that they can be answered in different ways
- observe closely, using simple equipment
- perform simple tests
- gather and record data to help in answering questions
- identify and classify
- use their observations and ideas to suggest answers to questions

Climate/Environment Focus

Children will also learn:

- Which materials can and cannot be recycled (and set up a recycling centre in the dinner hall for plastic containers and bottles)
- Which materials will/will not biodegrade and the impact of different types of litter on the environment
- The impact of the use and manufacturing of different materials on the environment including energy, water and chemicals used in their production

Prior Learning

Forever Firs children working at ARE in Year 1 should already be able to:

- Know about similarities and differences in relation to places, objects, materials and living things.
- They will have investigated materials in topics including house building for the three little pigs and making boats for a floating and sinking investigation.

Forever Firs children working at ARE in Year 2 should already be able to:

- See Year 1 national curriculum statements for materials (above)

Key Vocabulary

Tier 1		Tier 2		Tier 3	
Wood	Metal	Compare	Identify	Waterproof	
Plastic	Rock	Group	Classify	Combustible	
Glass	Brick	Material	Object		
Paper	Cardboard	Suitable/	Recycle/		
Sort	Squash	Suitability	Recyclable		
Bend/y	Twist	Dissolve	Fabric		
Stretch/y	Strong	Solid	Burn		
Smooth	Weak				
Hard	Soft				
Rough					

Science Assessment

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 The logo for Firs Primary School is centered in the table. It features a stylized sun or flower icon on the left, composed of several overlapping semi-circular segments in shades of yellow and orange. To the right of the icon, the words "Firs Primary School" are written in a large, light blue, sans-serif font. The word "Firs" is on the top line, "Primary" is on the middle line, and "School" is on the bottom line. Two short horizontal yellow bars are positioned below the word "School", one on each side.			

Geography

National Curriculum: Pupils should be taught to:

- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- 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 features and routes on a map
- 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

Curriculum Intentions (Key Knowledge and Skills to be learned):

- Children will learn the capital cities of the UK and that London is the capital city of England
- They will learn what a capital city is
- They will learn the names of some major landmarks in London, both human and natural
- They will be able to use North, South, East and West, left and right, to describe the relative location of landmarks on a map
- They will learn how to create a key, using symbols

Age Related Subject Skills (Progression Guidance):

Year 1

Using maps

- Use relative vocabulary such as bigger, smaller, like, dislike
- Use directional language such as near and far, up and down, left and right, forwards and backwards

Map knowledge

- Use world maps to identify the UK in its position in the world.
- Use maps to locate the four countries and capital cities of UK and its surrounding seas

Making maps

- Draw basic maps, including appropriate symbols and pictures to represent places or features
- Use photographs and maps to identify features

Year 2

Using maps

- Follow a route on a map
- Use simple compass directions (North, South, East, West)
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features

Making maps

- Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from an aerial photograph)
- Use and construct basic symbols in a key

Prior Learning

Forever Firs children in Year 1 working at ARE should already be able to:

- Use positional language to describe relative position
- Talk about the features of their own immediate environment and how environments might vary from one another

Forever Firs children in Year 2 working at ARE should already be able to:

- See Year 1 progression statements above.

Key Vocabulary

Tier 1		Tier 2		Tier 3	
Near Far River tower	Bridge Street Road	North South East West Aerial Symbols	Left Right Landmark Map Perspective	Capital (city) North South East West London Bridge Tower of London	London Cardiff Edinburgh Belfast London Eye Buckingham Palace Key

Geography Assessment

Children working below ARE	Children working towards ARE	Children working at ARE	Children working above ARE



RE

Key Lines of Enquiry:

Year 1

Who is a Christian? What do they believe?

Curriculum Intentions (Key Knowledge and Skills to be learned)

- Talk about why God and Jesus are important for Christian people
- Re-tell stories that show what Christians believe about God
- Make links between the life of Jesus and the way Christians try to live
- Ask some thoughtful questions and suggest some answers about believing in God influences the way Christians try to live; and talk about what influences pupils themselves.

Children will also learn:

- That Muslims, who are followers of Islam, believe that Jesus was special and that he shared the message of God, but they did not believe that he was God's son
- That Christians believe in the Trinity; in God as Father, Son and Holy Spirit.
- Some confuse this and think that Christians believe in three separate gods, which they don't. Christians believe that God took human form as Jesus Christ and that God is present today through the work of the Holy Spirit and evident in the actions of believers.

Year 2

Who is a Hindu? What do they believe?

Curriculum Intentions (Key Knowledge and Skills to be learned)

- Describe some of the things that Hindu people believe and might do to show their beliefs
- Outline an understanding of the importance of the Hindu scriptures, including the Vedas
- Reflect on what things matter most to them and why
- Express their own ideas about significant times in their own lives

Children will also learn:

- Hinduisim is the oldest religion and may date to prehistoric times
- Hindus believe in one God (Brahman), but believe that he takes on the form of many different Gods including; Brahma, Vishnu, Shiva, Lakshmi and Ganesha
- What Karma and reincarnation are
- That because Hindus believe in Karma and reincarnation, they aim to live in a way that will cause each of their lives to be better than the life before
- That the Vedas used to be passed down orally by wise men, or sages, before they were written down

Prior Learning

Forever Firs children in Year 1 working at ARE should already be able to:

- Recall some stories about Jesus which teach about the importance of friendship
- Recall some stories from other faiths and traditions which tell us how to live

Forever Firs children in Year 2 working at ARE should already be able to:

- See Year 1 Curriculum intentions

Key Vocabulary

Tier 1		Tier 2		Tier 3	
Year 1 Son	Year 2 Believe/belief God	Year 1 Believe/belief Influences Message Holy God	Year 2 Scripture Holy Significant Meditation Wise/wisdom Sage	Year 1 Christian Muslim Islam Jesus Prophet Bible Trinity	Year 2 Hindu Vedas Karma Reincarnation Brahman

R.E Assessment

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Computing

National Curriculum:

- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content on the internet or other online technologies

Key Lines of Enquiry:

- E-Safety

Age Related Subject Skills (Progression Guidance - DDAT):

- Pupils learn that the Internet is a great place to develop rewarding online relationships and learn to recognise websites that are good for them to visit; but they also learn to be cautious and to check with a trusted adult before sharing private information
- Pupils are introduced to the concept that real people send messages to one another on the Internet and learn how messages are sent and received. They recognise that it may be difficult to distinguish between someone who is real and someone who is not
- Pupils are introduced to the basics of online searching
- Pupils learn to explore websites and to say whether they like them or not and why

Key Stage 1

Managing Online Information	<ul style="list-style-type: none"> • I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching). • I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke. • I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened. 	<ul style="list-style-type: none"> • I can use simple keywords in search engines. • I can demonstrate how to navigate a simple webpage to get to information I need (e.g. home, forward, back buttons; links, tabs and sections). • I can explain what voice activated searching is and how it might be used, and know it is not a real person (e.g. Alexa, Google Now, Siri). • I can explain the difference between things that are imaginary, 'made up' or 'make believe' and things that are 'true' or 'real'. • I can explain why some information I find online may not be real or true.
Health well-being and lifestyle	<ul style="list-style-type: none"> • I can explain rules to keep myself safe when using technology both in and beyond the home. 	<ul style="list-style-type: none"> • I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment. • I can say how those rules / guides can help anyone accessing online technologies.
Privacy and Security	<ul style="list-style-type: none"> • I can explain that passwords are used to protect information, accounts and devices. • I can recognise more detailed examples of information that is personal to someone (e.g. where someone lives and goes to school, family names). • I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others. 	<ul style="list-style-type: none"> • I can explain how passwords can be used to protect information, accounts and devices. • I can explain and give examples of what is meant by 'private' and 'keeping things private' • I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords). • I can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions).
Copyright and Ownership	<ul style="list-style-type: none"> • I can explain why work I create using technology belongs to me. • I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it'). • I can save my work under a suitable title / name so that others know it belongs to me (e.g. filename, name on content). • I understand that work created by others does not belong to me even if I save a copy 	<ul style="list-style-type: none"> • I can recognise that content on the internet may belong to other people • I can describe why other people's work belongs to them.

Prior Learning

Forever Firs children working at ARE should already be able to:

(40-60 Months)

- Complete a simple program on a computer.
- Uses ICT hardware to interact with age-appropriate computer software.

(Early Learning Goal)

- Recognise that a range of technology is used in places such as homes and schools.
- Select and use technology for particular purposes.

Key Vocabulary

Tier 1		Tier 2		Tier 3	
Real	Sad	Search	Joke	Search engine	Voice activated
Safe	Frightened	Uncomfortable	Information	Navigate	Webpage
rules	adult	Back	Imaginary	link	Protect
		Home	Technology		
		button	Passwords		
			trust		

Computing Assessment

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