



**Literacy Links:**  
 Dolphin Boy by Michael Morpurgo /  
 Oi, Get off my Train!



**Art**  
 To use drawing to develop and share their ideas, experience and imagination.

## TERM 1: Oi, Get off our Train

**History**  
 Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.  
 Transport

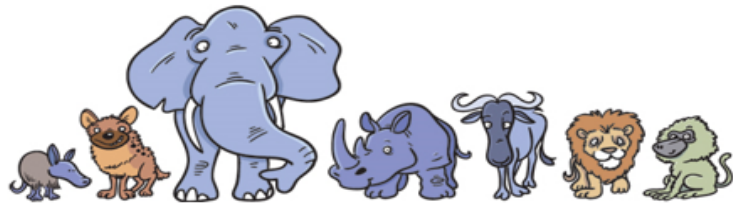
**Geography**  
 Use simple compass directions (north, south, east, west) and locational and directional language (e.g. near and far, left and right), to describe the location of features and routes on a map. (Create maps linked to Oi Get off my train!)  
 use basic geographical vocabulary to refer to: □ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather □ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

**Enrichment:**  
 Zoo Lab visit to school  
 Visit to church

**Science: Animals (in the UK)**  
 Pupils should be taught to: identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (Y1) identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Y1) describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) (Y1) 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. (Y2)

**Seasonal Changes (This is a topic which should be taught every term in Years 1 and 2)**

Pupils should be taught to: observe changes across the four seasons (Y1) observe and describe weather associated with the seasons and how day length varies. (Y1)

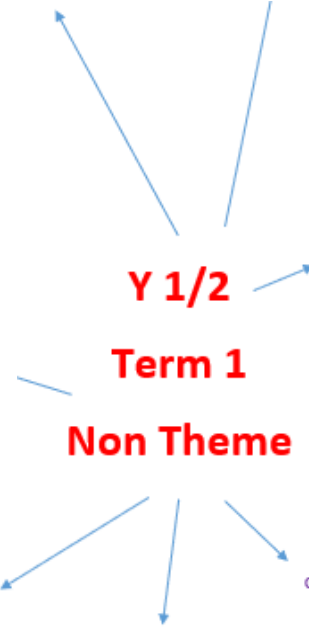


**PSHCE / Health and Well-Being**  
 Families and People Who Care for Me  
 Internet Safety  
 Online Relationships

**Religious Education**  
 What can we learn about Christianity from visiting a church?  
 Introducing features of a church, worship (including Harvest)  
 How and why is light important at Christmas?  
 Christian beliefs and practices associated with Christmas.  
 Authority, Belief, Expressions of Belief

**Design Technology- Design**  
 Focus: Design-Understanding contexts, users & purposes – I can design purposeful, functional appealing products for myself/other users based on design criteria.  
 Technical Aspect: Mechanisms - I can explore and use mechanisms – sliders and levers.

**E-safety (anti-bullying week)**  
 Use 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.



**Physical Education**

1. Throwing and Catching
2. Team games – attacking and defending.
3. Gymnastics

Pupils should be taught to:

- ♣ master basic movements including throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- ♣ participate in team games, developing simple tactics for attacking and defending

**Music**  
 Use voices expressively and creatively – Christmas Production

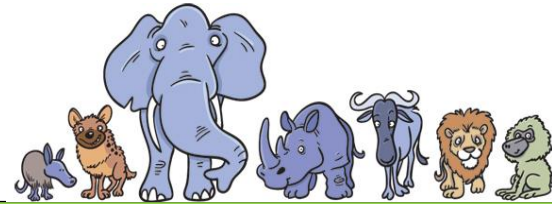
**Computing**

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs.



# Year 1/2 Term 1 : Oi! Get Off Our Train

Vocabulary		Knowledge
Carnivore		I know that carnivores only eat meat
herbivore	Omnivore	I know herbivores only eat plants
Amphibian		I know herbivores eat meat and plant material
Reptile		
Mammal		I can identify a fish, amphibian, reptile, bird and mammal
Spring	Summer	
Autumn	Winter	I know the names and order of the four seasons
season	Deciduous	
Coniferous		I know features of the four seasons
temperature		I know the difference between deciduous and coniferous trees.
Sun, sunshine		I can identify the seasons Spring, Summer, Autumn, Winter.
Rain, rainbow		I can identify the characteristics of each season.
Cloud. wind,		I can explain what happens in nature during each of the seasons.
Snow, hail		
Storm, blizzard		I know how the weather varies in each of the seasons.
		I know how the length of the day varies in each of the seasons.



## Objectives – Science

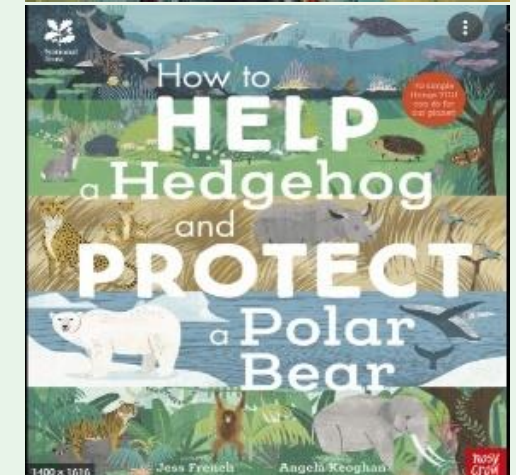
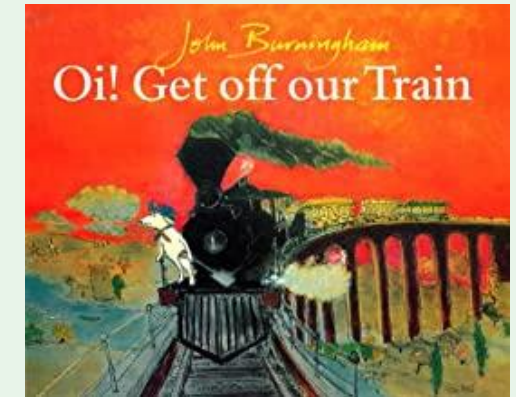
### Science: Animals (in the UK)

Pupils should be taught to:  
 identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (Y1)  
 identify and name a variety of common animals that are carnivores, herbivores and omnivores. (Y1)  
 describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) (Y1)  
 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. (Y2)

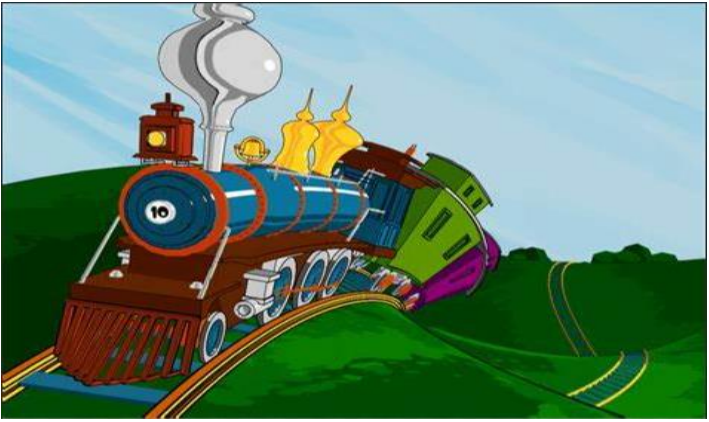
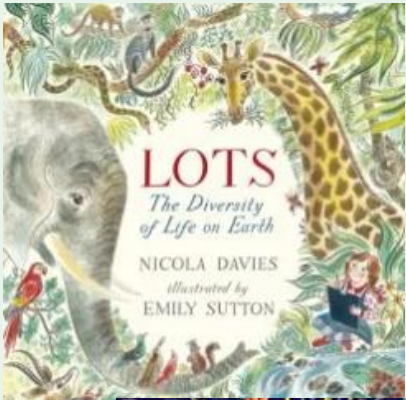

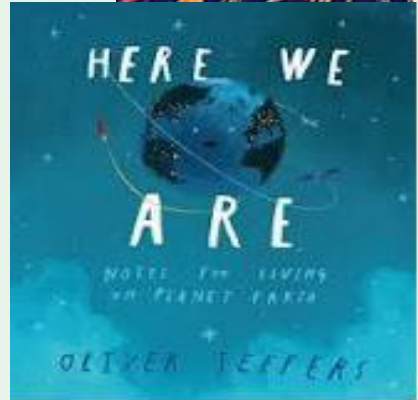
### Seasonal Changes (This is a topic which should be taught every term in Years 1 and 2)

Pupils should be taught to:  
 observe changes across the four seasons (Y1)  
 observe and describe weather associated with the seasons and how day length varies. (Y1)

## Exciting Books


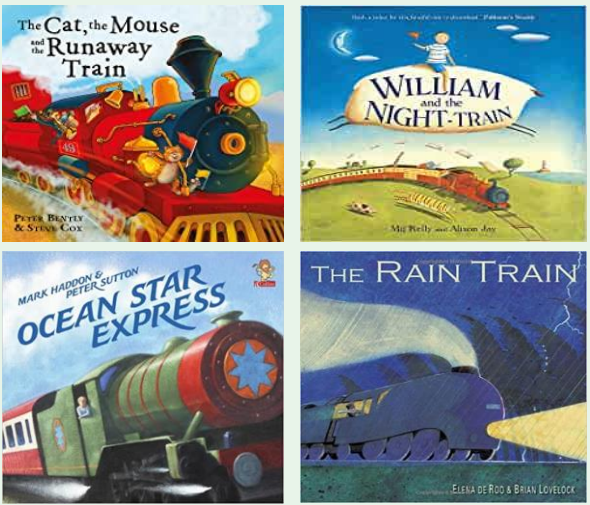



# Year 1/2 Term 1 : Oi! Get Off Our Train

Vocabulary	Knowledge		Exciting Books
Audience	I can learn and remember the words to new songs		
Pitch			
Tone	I know how to follow the tune to a song I have learned.	<b>Objectives –Art and Design and Music</b>	
Dynamics			
Tempo			
Duration	I know how to project my voice to the audience	<b>Art</b> Pupils should be taught to use drawing to develop and share their ideas, experience and imagination	
melody			
Harmony			
beat			
loud	I can use my observational skills to draw an animal.	<b>Music</b> Use voices expressively and creatively – Christmas Production	
quiet			
sketch			
Line			
Shade			
Shape	I can use a pencil to shade		
Observation			
observe			
	I can experiment with a pen when drawing from observation.		
	I can add to my sketch book		



# Year 1/2 Term 1 : Oi! Get Off Our Train

Vocabulary	Knowledge and Skills		Exciting Books		
<b>Memory</b>	Talk and write about the differences between old and new transport.				
<b>Chronology</b>					
<b>Generation</b>					
<b>timeline</b>					
<b>Parents</b>	Have an understanding of the chronology of the different points in history when various types of transport have been used and invented.	<b>Objectives – History and Geography</b>			
<b>Grandparents</b>					
<b>Great grandparents</b>			Recall some key facts about the different types of travel and transport studied and the significant people involved in inventing them.	<b>History</b> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. <b>Transport</b>	
<b>Old fashioned</b>					
<b>Develop</b>					
<b>Different / similar</b>					
<b>Human features</b>	I know the four compass directions	<b>Geography</b> Use simple compass directions (north, south, east, west) and locational and directional language (e.g. near and far, left and right), to describe the location of features and routes on a map. (Create maps linked to Oi Get off my train!) use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>			
<b>Physical features</b>	I know the directions left and right				
<b>North, south, east, west</b>	I can produce a map of the local environment identifying human and physical features.				
<b>Left, right, up, down</b>					

# Year 1/2 Term 1 : Oi! Get Off Our Train

Vocabulary	Knowledge
Symbol, advent, Christingle, saviour, comfort, pulpit, altar, vicar, worship, candle, prayer	I have been introduced to a local church leader e.g., vicar/priest/minister
	I know some features of a church e.g., lectern, pulpit.
	I can re-tell the Christmas story
	I know light is used as a symbol for Jesus in Christianity.
	I can relate symbolism of light to their own experience of safety and comfort.
<b>Family, relationship, commitment, protection, unsafe.</b>  <b>online, internet, technology, responsible.</b>  <b>safety, risks, report, trusted adult.</b>	I know that families are important for children growing up because they can give love, security and stability
	I know the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
	I know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
	I know that for most people the internet is an integral part of life and has many benefits
	I know the rules and principles for keeping safe online including reporting risks to a trusted adult

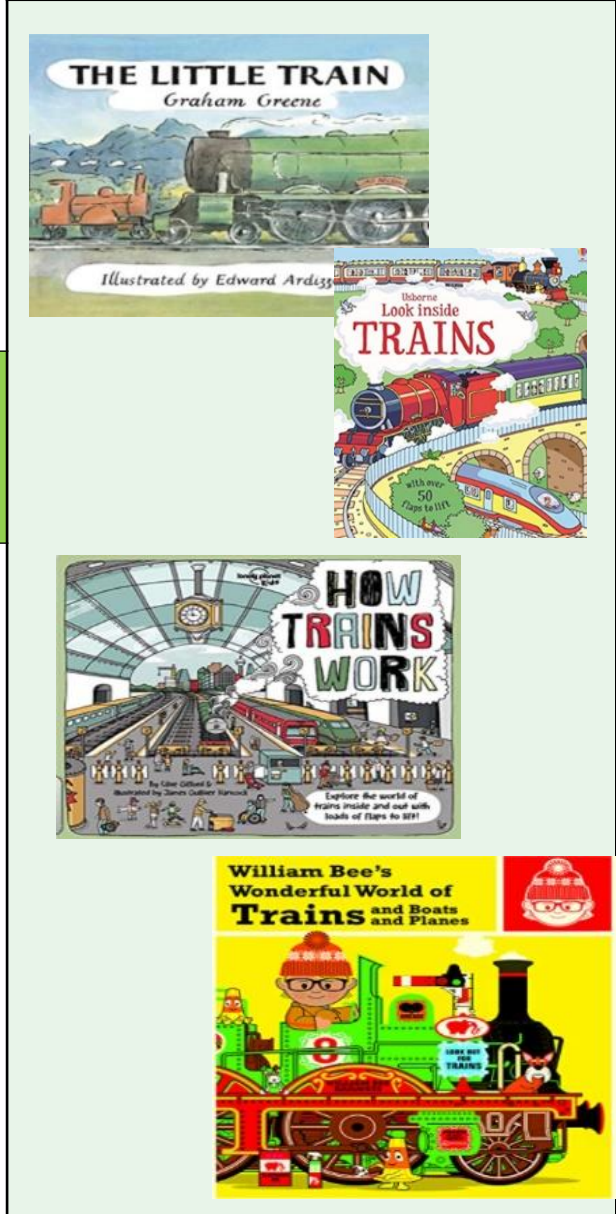


## Objectives –Religious Education and PHSCE / Health and Well-Being


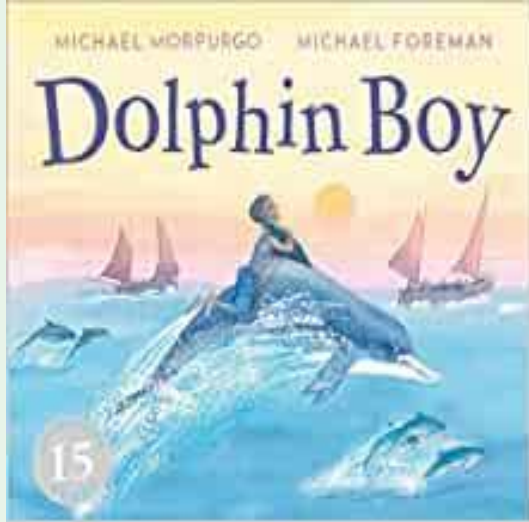
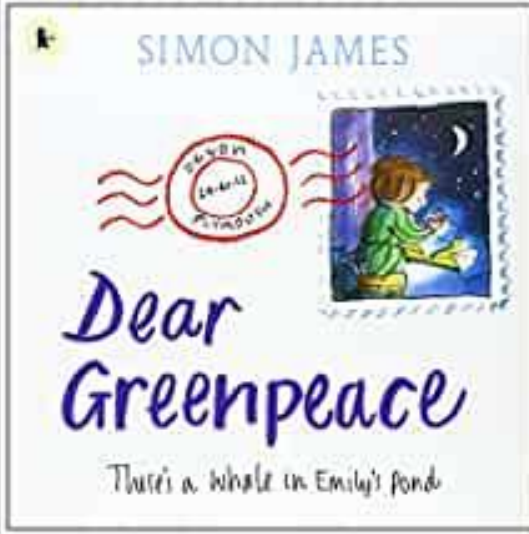
**Religious Education**  
**What can we learn about Christianity from visiting a church?**  
 Introducing features of a church, worship (including Harvest)  
**How and why is light important at Christmas?**  
 Christian beliefs and practices associated with Christmas.  
**Authority, Belief, Expressions of Belief**

**PHSCE / Health and Well-Being**  
**Families and People Who Care for Me**  
**Internet Safety**  
**Online Relationships**

## Exciting Books



# Year 1/2 Term 1: Oi! Get Off Our Train

Vocabulary		Knowledge		Exciting Books
code	debug	I know that coding is giving instructions		
program	command	I know what de-bugging is		
algorithm	memory			
Left, right, up, down		I can say what product I am designing and making.	<h2>Objectives – Computing and Design Technology</h2> <p>Computing Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs.</p> <p><b>E-safety (anti-bullying week)</b> Use 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> <p><b>Design Technology- Design</b> <u>Focus: Design-Understanding contexts, users &amp; purposes</u> – I can design purposeful, functional appealing products for myself/other users based on design criteria. <u>Technical Aspect: Mechanisms</u> - I can explore and use mechanisms – sliders and levers.</p>	
Enter, return		I can say who my product is for.		
design brief, design specification, ideas, make, evaluate, user, purpose, function, product, effectiveness, pivot, slider, lever, slot, push, sleeve, strength, join		I can say what my product is for		
		I can explain how my product works		
		I can say how I will make my product suitable for the intended user.		
		I can develop ideas based around the design criteria.		
		I can explore & use sliders & levers.		
		I understand that different mechanisms produce different types of movement		