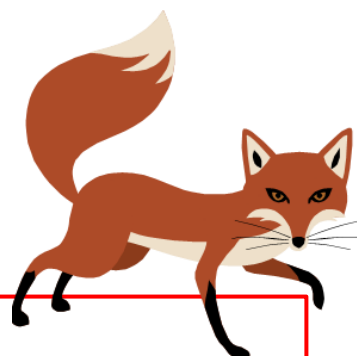


Foxes' Curriculum

Year 1 and Year 2 Overview

Science & Foundation subjects



Science

Biology. Children identify basic plants, parts of plants (roots, leaves flowers etc). They identify and start comparing common animals and identify and name basic body parts.

Chemistry. Children distinguish between objects and materials, identify and naming these and describing simple properties. They begin to compare and classify materials.

Physics. Children observe and name some light sources and observe changes of day and season.

Computing

By **step by step (sequencing)** children begin to understand what algorithms are (in the context of programs on digital devices that following precise instructions). Through **programming** children begin to create and debug simple programs. They start to understand **cause and effect**, using technology purposefully to create, organise, store, retrieve and manipulate data. They are taught how to communicate online **safely** and respectfully. They understand **application** by recognising common uses of IT outside of school.

Geography

Location and place knowledge skills are used by the children to name and locate the four countries and begin to identify capitals of the United Kingdom using atlases and globes. Children develop their **human and physical geography awareness** by identifying seasonal/daily weather patterns in the UK. They learn about the locations of hot and cold areas of the world. They use basic **geographical skills and fieldwork** to refer to familiar local features. They start to use four compass direction and simple geographical vocabulary.

History

Children develop **chronology** skills through recognising changes within living memory (linked to aspects of national life where appropriate). They look at **significant events in the past** (events beyond living memory such as Bonfire Night), and **significant British individuals** including Florence Nightingale. Children develop their **local area history** understanding by looking at historical events, people and places in their own locality.

Music

Children are taught to use **vocal expression** and **play instruments** by singing simple songs and playing tuned and untuned instruments. They **compose and create music** by combining sounds musically. They **listen, understand and appreciate a range of music**, listening to live and recorded music, classical and modern, with concentration.

Foxes Curriculum

Year 1 and Year 2 Overview continued –

Science & Foundation subjects



Design Technology

Children **design** purposeful, functional and appealing products. They **make** these by generating, modelling and communicating simple ideas, and by using a range of tools and materials to complete practical tasks. They carry out simple **evaluations** of existing products. Using **technical knowledge**, they build and improve the structure of their products.

Art and Design

Children **create** use a range of materials when designing and making products. They **communicate** using drawing, painting and simple sculpture to develop and share their ideas. They **use techniques to create effect** and start to develop a range of art and design techniques using colour, pattern, texture, line, shape, form and space. They **appreciate artists who inspire and influence us** by learning about the work of a range of artists, craft makers and designers.

Physical Education

Children **acquire and develop skills** in order to master basic movement, e.g. running, jumping, throwing, catching, balance, agility and co-ordination. They **select and apply skills, tactics and compositional ideas** for use when attacking and defending. Children carry out simple evaluations of their own performance, and recognise their own success. They develop a **knowledge and understanding of fitness and health** by being physically active for sustained periods of time. They participate in team games and perform dances using simple movement. In **swimming**, they swim with increasing confidence and proficiency over a distance up to at least 25 metres. They start to use a range of strokes effectively, and learn about safe self-

Religious Education

Children follow the agreed local syllabus which looks at the importance of faith in people's lives. The syllabus encourages children to begin to learn about different faith groups (Christianity, Judaism, Hindu, Muslim, and Sikh) and teaches pupils about others, including those who do not follow any faith. Children learn to explore their own spirituality and to listen without criticism or judgement to the opinions of others. They start to develop **mutual respect and tolerance for those with different faiths and beliefs**.

British Values and PHSCE

Children begin to learn about their own and other people's feelings and become aware of the **views, needs and rights** of other children and older people, and **individual liberty**. Through our **Values Education** programme they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood. They start to learn about the importance of **democracy** and begin to gain an understanding of how **the rule of law** applies in England.