



Topic title:	Famous For More Than 5 Minutes			Learning challenge:			What does it take to be an inventor?			Year groups: 1/2	Term: Spring
Subjects	MATHS	ENGLISH	SCIENCE	COMPUTERS	HISTORY	GEOGRAPHY	ART + DESIGN	MUSIC	PE	RE	PSHE
	Y1 – Continuing with securing number knowledge and applying place value skills Y2 – Continuing with recall of key number facts and applying this to mental arithmetic. Securing the use of multiplication and division and problem solving	Y1 – Practising a variety of sentence structures and applying them across a range of genres Y2 – continuing to use conjunctions, noun phrases and higher-level vocabulary in their writing	Y1 and Y2 – Continuing with work on seasons from last term (focusing on winter). Animals including humans	Y1 – Writing algorithms and de-bugging them (using programmable toys) Continuing with basic keyboard and mouse skills Y2 – We are researchers We are zoologists	Famous people of the past, particularly focusing on a range of famous British people	Consolidating knowledge of UK by looking at where various famous British people of the past lived	Exploring the work of famous British artists and recreating work in their style Sketching Painting Observational drawings (Van Gogh)	Weekly singing assembly Y1 – developing musical vocab further and understanding pitch. Exploring sounds found in the school environment. Y2 –Exploring steady beat and rhythm patters, studying famous musical pieces and creating weather/descriptive raps and songs	Y1 – aesthetic, functional and manipulative qualities Y2 – gymnastics / apparatus work and games (playground games)	Y1 – 1:1 God: What do Christians believe God is like? Who is Jewish and how do they live? (Parts 1 and 2) Y2 – Who is Muslim and how do they live? (Part 2) 1.5 Salvation: Why does <u>Easter</u> matter to Christians?	Hayward's Hero focus: Honesty Y1 – keeping safe in the home, online and being safe, strong and free How do I stay healthy? Y2 – keeping safe: rail, fire, water, online. How do I stay healthy?



Earth, Wind & Fire

Power to People

- To know where people and events fit within a chronological framework
- To match objects to people of different ages
- To know why famous inventors and explorers chose to do the things they did
- To know about the lives of significant individuals in the past who have contributed to national and international achievements
- To identify similarities and differences between ways of life in different periods

Bringing it

- To sequence events in their own lives
- To describe memories of key events in their lives
 - To know the significant historical events, people and places in Devon
 - To suggest ideas and explain what they are going to invent
 - To make drawings and label parts when designing their invention
 - To assemble, join and combine materials in order to make an invention
 - To evaluate inventions by other children in my class

Knowledge

- To sequence 3 or 4 artefacts and photographs from different periods of time
- To describe other key events and when they happened in time.
- To know the difference between past and present in their own and others' lives
- To know what happened as a result of famous expeditions
- To know the key features of events beyond their living memory that are significant nationally and globally
- To recount episodes from stories about the past
- To know different ways the past is represented, e.g. text, photos
- To know the difference between fact and fiction when told a story
- To select parts of stories to show knowledge and understanding
- To know the answers to questions using primary and secondary sources
- To know 2 versions of a past event and create an account



Culture Vultures

Location-Location



Time Travellers