




Year 1 and Year 2  
Topic Overview – Heroes and Emergencies  
**What makes a hero?**  
Autumn Term 1

	Week 1 w/c 2/9 INSET Day – 4 <sup>th</sup> Sept	Week 2 w/c 9/9 11 <sup>th</sup> Fire safety talk.	Week 3 w/c 16/9	Week 4 w/c 23/9 Reading workshop	Week 5 w/ 30/9 3.10 Oct Harvest St Mary's Church assembly Book Fair	Week 6 w/c 7/10	Week 7 w/c 14/10	Week 8 w/c 21/10
Wow	<b>HOOK - police investigation robbery scene – Cops &amp; Robbers book.</b> <b>WOW – Fire Service Fire Safety talk.</b> <b>PCSO-</b> <b>Florence Nightingale Virtual talk</b> <b>Padlet: <a href="https://padlet.com/aharker4/eorboro4n0u7g3x7">https://padlet.com/aharker4/eorboro4n0u7g3x7</a></b>							
Maths Y1	Power Maths Unit 1: Numbers to 10	Power Maths Unit 1: Numbers to 10	Power Maths Unit 1: Numbers to 10 Unit 2: Part-whole within 10.	Power Maths Unit 2: Part-whole within 10. Unit 3: Addition and subtraction within 10.	Power Maths Unit 3: Addition and subtraction within 10. Unit 4: Addition and subtraction within 10.	Power Maths Unit 4: Addition and subtraction within 10.	Power Maths Unit 4: Addition and subtraction within 10.	Power Maths Unit 4: Addition and subtraction within 10.
Maths Y2	Superhero Maths revision	Number recognition  Unit 1: Numbers to 100 (17lessons) +end of unit check				Unit 2: Addition and subtraction (1) (13 lessons) +end of unit check		
English	My Year 2 resolution	Write about who your hero is?  Learn about Captain Tom	Discuss what you already know about the emergency services. Investigate job roles and write facts.	Write sentences about the police using specific vocabulary.	Describe and label cops/robbers Write a description of the character in the book. Wanted Poster	Write questions to ask a paramedic. Write a poem. If I was a paramedic...	Write facts about Florence Nightingale. Compare nurses then and now.	Find out about Mary Seacole. Compare to Mary Seacole Florence Nightingale.
Little Wandle Year 1		review Phase 3 GPCs ai ee igh	air er /z/ s –es words with two or more	Phase 4: CVCC CCVC CCVCC CCCVC	Phase 5 /ai/ ay play /ow/ ou cloud	review longer words	Assessment	review Phase 3 GPCs ai ee igh

		oa oo ar or ur oo ow oi ear	digraphs e.g. queen thicer	Phase 4 with long vowels	/oi/ oy toy /ee/ ea each			oa oo ar or ur oo ow oi ear
Little Wandle		/ai/ a-e ai ay a eigh ea ey aigh /ee/ y ea ee e ie ey e-e /igh/ igh i- e i y ie /oa/ ow o o-e oa oe ou	/oo/ /yoo/ oo u u-e ew ue ou ui /air/ air are ear ere /ur/ er ur ir or ear /ow/ ou ow	/or/ or a aw au ore oor al oar our augh aur /zh/ si su /ch/ ch tch ture* /sh/ sh ti ch ssi ci si	/j/ j g ge dge /s/ s ss c ce se st sc /u/ ou /e/ ea /i/ y /o/ a /u/ o o-e /oo/ u oul schwa: er a or ar our re	ie /ee/ /igh/ y /ee/ /igh/ /i/ ea /ee/ /e/ /ai/ a /a/ /ai/ /or/		
Handwriting Year 1		i, l	j, t	r, n	h, m	b, p	k, r	v,w
Handwriting Year 2		i l j t	c o a d	g q e	m n r h	b k p	v w u y	s f x z
SPaG		Nouns	Vowels and Consonants	Demarcating Sentences	Forming Nouns using -ness	Punctuating Sentences	Assess and Review	Revisit and Revise
Phonics Year 2		'y' saying /igh/	'dge' and 'ge' saying /j/ sometimes spelt as 'g'	Adding -es to words ending in 'y'	'gn' saying /n/	'kn' saying /n/	Adding -ing and -ed to words ending in 'y'	Revisit and Revise
Spellings		people eye whole	through improve move prove shoe two who beautiful their parents	thought sure	once again any many friend busy pretty because laugh**		friend	

<p><b>Time for us/ Health and Relationships</b></p>	<p>→ I know that my family should make me feel happy and safe. → I know that my family should help me.</p> <p>First 2 weeks at school to familiarise themselves with immediate family, grandparents, aunts, uncles and cousins. Discuss and explain why - 3 things that make me feel happy and safe (e.g. talking to family, being safe at home, things that make you happy).</p>	<p>→ I know who to talk to if I feel unsafe. → I know who to talk to if others are unsafe. → I know how and when to make a 999-emergency call for help. → I know how to tell a grown up if someone has an accident.</p> <p>Linked to 'people who help us' – police, paramedics, teachers</p> <p>Heroes Topic: People that help us- Nurses, paramedics, firefighters, police. Activities such as: class/group discussions, making posters, learning about jobs 999 emergency services. Knowing when to call 999 and when to call 111 and the difference between them. Children will understand the dangers of prank calling the emergency services. Time for Us Fire Practise</p>	<p>-Black history month and as a regular mindfulness activity, listen to music and let your pen/pencil go for a walk – expression of mood on large piece of paper.</p> <p><b>HARVEST – Week 5</b> → I know what I need to eat to be healthy and grow. What is healthy and what is unhealthy? Eat well plate – classifying and sorting and explain the benefits each food group has for the human body, different food groups.</p>	<p>→ I know not to touch medicines. → I know medicines can make me better, but some may be dangerous. → I know that medicines should be kept away from children.</p> <p>Follow the lesson plans for drug and alcohol education for KS1 by the PSHE Association 2020; A series of 3 lessons to enable children to learn about things that go into bodies and onto skin and how this can make people feel.</p> <p>Show children the danger symbols on medicine bottles and that they shouldn't touch them. Children will be able to identify, recognise and explain the meanings of the symbols. Children will be aware of the danger symbols found on some medicines and discuss they may be dangerous and why they should keep away from it. e.g paracetamol, ibuprofen, calpol.</p>
<p><b>Time for us/ Health and Relationships</b></p>	<p>See KS1 planning To explore key themes raised by the book such as loneliness, empathy and caring for our environment and others</p>			

Science	Observe closely, using simple equipment. Be a police officer: compare your own and friends finger prints. Print finger onto white balloon and blow up to view detailed print	Observe closely, using simple equipment. Use magnified glass and microscope to examine things close up like a crime scene investigator.	Observe closely, using simple equipment. Use a mirror to read ambulance/ police backwards like on the emergency vehicles.	Cross curricular with RHE. See above - <b>Harvest Week 5</b>	Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <b>Uses of Everyday Materials – Block 2UEM – Squash, bend, twist, stretch – see STEM Planning</b>	E-Bug – Hand Hygiene Horrid Hands experiment Pepper and washing liquid germ experiment.	Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <b>Uses of Everyday Materials – Block 2UEM – Squash, bend, twist, stretch</b>																										
	<p>Reach Out Reporter - weekly RSPB – Wildlife Challenges Biobliz Wildlife detecting</p> <p>TAPS – Materials – Rocket Mice</p> <table border="1"> <thead> <tr> <th></th> <th>Week 1</th> <th>Week 2</th> <th>Week 3</th> <th>Week 4</th> <th>Week 5</th> <th>Week 6</th> <th>Week 7</th> <th>Week 8</th> </tr> </thead> <tbody> <tr> <td>Zoom in Zoom Out</td> <td>Hooks and loops</td> <td>The Space in between</td> <td>Rocky Landscapes</td> <td>Cosy Comfort</td> <td>Fuzzy Friend</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Odd One Out</td> <td>Fit for Purpose</td> <td>Brushing up.</td> <td><b>Dressed for Action - RECORD</b></td> <td>Playing places</td> <td>Through the Looking Glass</td> <td>It's in the bag!</td> <td>Functional Footwear</td> <td>Burly Bridges</td> </tr> </tbody> </table>								Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Zoom in Zoom Out	Hooks and loops	The Space in between	Rocky Landscapes	Cosy Comfort	Fuzzy Friend				Odd One Out	Fit for Purpose	Brushing up.	<b>Dressed for Action - RECORD</b>	Playing places	Through the Looking Glass	It's in the bag!	Functional Footwear
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Computing	Re-visit learning from Year 1 (the instructions and symbols). Algorithms:  → I understand what algorithms are.	Children will programme the BeeBot to check instructions. They will rectify and debug any mistakes (Fire Station Map). Children will make a			Pic Collage/ J2E – create a picture using paint, label/write a comment. Using the keyboard, spacebar, enter, backspace, return - 'Technology Zone' Using technology:																												

	<p>→ I know algorithms are implemented as programmes on digital devices.</p> <p>→ I know that programs execute by following precise and unambiguous instructions.</p>	<p>prediction based on their instructions and share with a friend. Programmes:</p> <p>→ I can create and debug simple programs. I can use logical reasoning to predict the behaviour of simple programs</p>	<p>→ I can use technology purposefully to create, organise, store, manipulate and retrieve digital content.)</p>				
<p><b>Art</b></p>	<p><b>Drawing</b> themselves as a super hero cartoon (Link to Super Milly book) Use photos of their own faces. At the beginning of every new school year children will draw their own self-<b>portrait</b> in portrait books and passed onto the next year. Simple line drawing.</p> <p>1.Complete own <b>colour</b> mixing wheels to use and refer to throughout the year. (YR1 primary and secondary colours. YR2 tertiary contracting/ complementary) Read Mood Monster book. 2.Make <b>colour</b> mood boards: collage/ drawing/ photos. -inc colour variation names. e.g navy blue, ochre, burgundy, vivid, pale. -discuss colour can represent emotion and expression.. what colour would your hero wear?</p>	<p>-Large scale Roy Lichtenstein superhero scene. (speech bubbles, action words, benday dots. Teach: <b>-artist history/ style</b> <b>-select appropriate tool</b> to make dots/ paint large areas? Standard: paintbrush Non-standard: lego - Apply last weeks <b>colour</b> mixing skills.</p> 	<p><b>Printing:</b> Oil pastel monotyping: create a coloured surface. Draw on stop to take a print. Explore using backgrounds. -Design your own police badge</p>	<p><b>Painting:</b> Harvest, Create food portraits inspired by Giuseppe Arcimboldo. - 1.Make with real food/ take photo. 2.<b>Paint from observation</b> looking at real fruit/ veg Teach: -Mix <b>colour</b> experimentally. -Develop skills <b>mixing</b> powder paint ratio to water. <b>-Vocab</b> landscape and portrait.</p> 	<p>1.Warm up: On grid, how many diff shades you can make from black to white. <b>2.Paint</b> a b&amp;w portrait of Nightingale, use diff shades&amp; tints. (paint on copy) Why were pictures of her b&amp;w? <b>Vocab:</b> contrast, tone, highlight/ tints/ light and shadow/ shades/ dark.</p> 	<p>1.Warm up: On grid, how many diff shades you can make from black to white. <b>2.Drawing:</b> Use pencil to create diff values to complete Mary Seacole portrait (given half picture) <b>Vocab:</b> contrast, tone, highlight/ tints/ light and shadow/ shades/ dark.</p>	<p>-Make a <b>digital art</b> word collage -create word art using word cloud online programme, using words that are hero attributes. -Look at <b>different fonts</b> and write your super hero name in your chosen font.</p>
<p><b>D&amp;T</b></p>	<p>Design a costume/logo. If you were a superhero what would your special power be? What would it be made from? Colour? Why did you make those choices?</p> <p>Make a superhero accessory e.g mask/ wrist bands</p>						

Geography	Name and locate the world's continents and oceans. Link to Florence Nightingale, Mary Seacole. Where did these famous nurses live? → I will name and locate the world's seven continents and five oceans.						
History	To learn about how people have changed since being born- children to bring in their own photographs from home (including of themselves and if possible their parents/grandparents)	Who is your hero? Introduce recent hero Sir Captain Tom	Learn about Roy Lichtenstein	Learn about Giuseppe Arcimboldo	To be taught about events beyond living memory that are significant nationally or globally Lives of significant historical figures including comparison of those from different periods. Significant local people – link in the stars in town. Nurses in the past: Mary SeaCole Florence Nightingale		
Children will explore the lives of people working within the emergency services such as Police Officers, Fire Fighters and Paramedics. Changes in these occupations over time will be explored including uniforms, equipment and vehicles.							
Construction Small world		Build a police station	Build a fire station, fire engine		Build a hospital		
Role play/ explore area	Maths Shop- Superhero shop selling accessories.  Other time- police, fire and doctors role play.						
Music	<p>Make and combine sounds musically - Children to compose their own superhero theme tune. Listen to superhero theme music. Play tuned &amp; un-tuned instruments → I can use my voice expressively and creatively by singing songs. → I can use my voice expressively and creatively by speaking chants and rhymes. → I can listen with concentration and understanding to a range of high-quality live music.</p> <p><b>Autumn term</b> – Learn and sing ‘The people who help us’ song focusing on control. <i>See Music curriculum resources on Teachers.</i></p> <ul style="list-style-type: none"> <li>• Sing songs regularly with a pitch range of do-so with increasing vocal control.</li> <li>• Sing songs with a small pitch range (e.g. Rain, Rain Go Away), pitching accurately.</li> <li>• Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader’s directions and (b) visual symbols (e.g. crescendo, decrescendo, pause)</li> <li>• Good repertoire for this age group includes: <ul style="list-style-type: none"> <li>• Trad. Rain, Rain Go Away</li> <li>• Sing Up: Paintbox</li> <li>• Young Voiceworks: Ebenezer Sneezzer <a href="#">Ebenezer Sneezzer   Lyrics &amp; Accompaniment - Bing video</a></li> </ul> </li> </ul>						

**Autumn 1** – go on a listening walk around school and outside. Listen for high and low sounds.

PE



**Exceeding**

- I have begun to challenge myself.
- I know where I am with my learning.

**Expected**

- I try several times if at first I don't succeed and ask for help when appropriate.

**Emerging**

- I can follow instructions, practise safely and work on simple tasks by myself.