

## CLC MAT Cross Curriculum KS2-KS1-Foundation- Early Years (2021-2022)

Year 1						
Being Human' should come through all teaching for that topic. Children must experience their learning from the heart. Think about how to empower and motivate children, so that have greater depth and engage emotionally to their learning. How can we inspire the future generations based on what they have learnt about the past, present and future.						
	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<b>Novel</b>	We're going on a Bear hunt (Theme: Courage)	Where the wild things are	Toby and the Great fire of London	Jack and the Beanstalk (Traditional tales)	Fantastic Mr Fox	The owl who was afraid of the dark
<b>Writing</b>	- Contemporary (SETTING AND DESCRIPTION) - Acrostic poems	Non-chronological reports (Wild things) - Instructions (Where the wild things are)	- Non-chronological reports (Great fire) Imagery poetry (Great fire)	- Traditional (OPENING AND ENDING) - Instructions (planting a bean)	- Fantasy (SETTINGS AND DIALOGUE) Riddle poetry	Contemporary Narrative (CHARACTER AND SUSPENSE) Recount
<b>History &amp; Geography</b>	<p><b>What was life like when our grandparents were children?</b></p> <ul style="list-style-type: none"> <li>develop an awareness of the past</li> <li>use common words and phrases relating to the passing of time</li> <li>identify similarities and differences between ways of life in different periods.</li> </ul>	<p><b>What is it like where we live?</b></p> <ul style="list-style-type: none"> <li>Develop knowledge about the locality</li> <li>Use simple fieldwork and observational skills in the school, its grounds and surroundings</li> <li>Know the differences between a map, plan and aerial photograph</li> <li>Recognise landmarks and basic human and physical features</li> <li>Use locational and directional language to describe the location of features and routes on a map Use basic geographical vocabulary.</li> </ul>	<p><b>Samuel Pepys and The Great fire of London</b></p> <ul style="list-style-type: none"> <li>learn about events beyond living memory that are significant locally</li> <li>know where the people and events they study fit within a chronological framework</li> <li>know and understand the history of Birmingham as a coherent, chronological narrative.</li> </ul>	<p><b>Where does our food come from?</b></p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human geography of their local shops, and physical geography through studying nearby food growing or production</li> <li>Use locational and directional language (e.g. near and far) to describe the location of features and routes on a map</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom, and its surrounding seas</li> </ul> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p>	<p><b>How has food changed over time?</b></p> <ul style="list-style-type: none"> <li>understand the historical concepts of continuity and change</li> <li>identify similarities and differences between ways of life in different periods</li> <li>understand the connections between cultural, economic, military, political, religious and social history, and how these affect people's daily lives.</li> </ul>	<p><b>What are seasons?</b></p> <ul style="list-style-type: none"> <li>Develop locational and place knowledge about their locality, and the UK as a whole</li> <li>Understand basic subject-specific vocabulary relating to physical geography</li> <li>Begin to use geographical skills, including first-hand observation, to enhance their locational awareness</li> <li>Identify seasonal and daily weather patterns in the UK, and the location of hot and cold areas around the world</li> <li>Use simple fieldwork and observational skills in their school, its grounds and surroundings</li> <li>Use and construct basic symbols in a key</li> </ul>
<b>Science</b>	Humans	Animals	Everyday materials	Plants	Everyday materials	Seasons and Weather

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	<ul style="list-style-type: none"> <li>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> <li>Learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) Work scientifically by: using their senses to compare different textures, sounds and smells.</li> </ul>	<ul style="list-style-type: none"> <li>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> </ul>	<ul style="list-style-type: none"> <li>distinguish between an object and the material from which it is made</li> <li>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> </ul>	<ul style="list-style-type: none"> <li>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees in the local environment</li> <li>identify and describe the basic structure of a variety of common flowering plants, including trees.(root,stem,leaf,petal, trunk,branch) Plant and observe plants they have grown and observe changes over time</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies.</li> </ul>
<b>Thematic Link</b>	<p>How were childhoods different in the past? How do people change after time?</p>	<p>What are animals like in our locality? Do different areas have different animals?</p>	<p>How did the fire spread ? Look at safe materials and appropriateness for structures.</p>	<p>How does food get to our plates? Is all the food we eat produced in Briatin?</p>	<p>How has the way we store and prepare food changed over time?</p>	<p>Link to climate change - how can we help? Link to how the pandemic effected the world - pollution etc</p>
<b>'Being Human'</b>	<p>Where did your grandparents grow up? Can you find the places on a map? - would life have been different for them?</p> <p>When would you rather be growing up: now, or when your grandparents grew up? Why?</p> <p>Has your family always lived in Britain?</p> <p>Link to immigration and refugees</p>	<p>Birmingham trees for life</p> <p>How do we take care of the animals in our school?</p> <p>How do we look after local habitats?</p>	<p>Grenfell fire</p> <p>Could this have been prevented?</p> <p>Should situations like this happen in modern day?</p>	<p>Fair trade</p> <p>Food banks</p> <p>Charity</p>	<p>What did people living in Britain eat in the past? Where does this food come from? Would different countries eat different things in the past?</p> <p>Healthy eating - what have we learnt?</p>	<p>How can we make changes for the better?</p>

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PSHE	Recovery curriculum	'Positive Thinking'	'Healthy Me'	'People around us'	'Safety First'	'Making choices'
<b>British Values</b>	Democracy Respect & Tolerance Individual Liberty	Rule of Law Respect & Tolerance Individual Liberty	Respect & Tolerance Individual Liberty Rule of law	Democracy Rule of Law Respect & Tolerance Individual Liberty	Respect & Tolerance Individual Liberty	Rule of Law Respect & Tolerance
♪ <b>MUSIC</b> ♪ <b>YEAR 1</b>	<b>LISTENING APPRAISING</b> <b>Pulse</b> Exploring the pulse. (hand clapping ,foot tapping) Speed: Slow and fast <u>Cross curriculum</u> : Science Songs using human themes	<b>CONTROLLING SOUND</b> <b>Tempo</b> Keeping up with the tempo. (hand clapping ,simple body percussions) Silent beat: learn to miss a beat, start and stop <u>Cross curriculum</u> : Science Songs using animal themes	<b>CONTROLLING SOUND</b> <b>Rhythms</b> Copying back simple rhythmic patterns on untuned percussive instruments <u>Cross curriculum</u> : Science what are instruments made of?	<b>IMPROVISING, COMPOSING</b> <b>Melody in a tune</b> Recognising and playing simple tunes on tuned percussive instruments : (high and low, slow and fast) <u>Cross curriculum</u> : Geography Where does this melody come from?	<b>CONTROLLING SOUND</b> <b>Singing</b> Controlling simple sounds with the voice Finding the pitch <u>Cross curriculum</u> : Writing Poems, rhymes in songs	<b>CONTROLLING SOUND</b> <b>Performing</b> Singing in unison for a performance Song structure: chorus and verses <u>Cross curriculum</u> : Science Song using season theme
<b>Art and DT</b>	<b>ART</b> Vincent Van Gogh  <b>Skills</b> : Self portraits	<b>DT</b> Moving animal toys  <b>Skills</b> : Sliders and Wheels	<b>DT</b> Model house Structures  <b>Skills</b> : Combining shapes	<b>DT</b> Smoothies  <b>Skills</b> : Food technology	<b>ART</b> Arcrimboldo  <b>Skills</b> : Collage	<b>ART</b> Changing landscapes (The seasons)  <b>Skills</b> : Painting (secondary colours)