Learning Adventure Overview Year B Autumn Term:

Waste Warriors

Eco-Schools

Important dates		
Subject	**Year 1 Objectives/Substantive Knowledge**	**Year 2 Objectives/Substantive Knowledge**
Science Autumn 1 – Plants **Monday afternoons**	• Knows and can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • Knows and can identify and describe the basic structure of a variety of common flowering plants, including trees. • Can sort and group parts of plants using similarities and differences e.g. the shape of leaves, the colour of the flower/blossom. • Can use simple charts and Venn diagrams etc. to identify and classify plants. • Use photographs and their own observations to talk about how plants change over time (e.g. seed to sapling to tree) and over the year (deciduous and fruit bearing trees). * • Plant seeds and observe how they grow and change by making simple observations. * • Point to and name the parts of a plant, recognising that they are not always the same e.g. leaves and stems may not be green, the leaves are different shapes.	• Knows that plants may grow from either seeds or bulbs. • knows that seeds and bulbs can germinate and then grow into seedlings and then continue to grow into mature plants. • Knows that mature plants may have flowers which then develop into seeds, berries and fruits etc. • knows that seeds and bulbs need to be planted at particular times of the year and will germinate and grow at different rates. • knows that some plants are better suited to growing in full sun and some grow better in partial and full shade. • Knows that plants need water, light and a suitable temperature to grow and stay healthy
Science Autumn 2 – Materials	• Distinguish between an object and the material from which it is made • Can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • Describe the simple physical properties of a variety of everyday materials	• Knows and can explain why some materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard are particularly suited to specific purposes • Knows how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

Monday afternoons	• Know how the properties of a material can make it useful for a range of different purposes (for example, plastic is waterproof so it can be used to coat fabric for clothing but can also be used for outdoor play equipment) • knows why and how the properties of materials make them particularly useful for specific purposes (for example, stone is a hard, heavy and durable material so is useful for construction of buildings). • knows that different materials can share the same properties (for example glass and plastic can both be transparent).	• Knows the difference between materials that are transparent, translucent and opaque.
Geog – Autumn 1 – My locality <mark>6 weeks Tuesday afternoons</mark>	• An aerial photograph is a photograph taken from above. It allows you to see lots of roads at once, like on a map. • Maps have symbols on them to show us important buildings and other features of the area. • Human features are characteristics of a place that were made by humans, for example shops and roads. • A comparison of Urban and Rural areas. • Physical features are characteristics of a place that are naturally occurring. These include features of the land (hills, mountains), bodies of water (lakes, rivers) and vegetation (trees, plants). • Towns and countryside have similar and different geographical features. • Know that a compass gives you directions. • Know the 4 main points on a compass (North, East, South, West). • To know that Daventry is a town.	• The compass directions are North, South, East, West) • Develop knowledge of map symbols (river, church, roads etc) by using them on their own map keys, as well as identifying on others' • To know to follow a route on an aerial map and be able to describe features on a map • To know the compass points and how to use these to navigate • To know that Daventry is a town and develop understanding of the countryside having different geographical features. • To know that London is a city and that cities have different geographical features than the countryside • To know that most countries have a capital city and that London is the capital city of the England. • To know the term 'land use' and know some ways that land use is different in the countryside than in their local area
History – Autumn 2 <mark>6 weeks Tuesday afternoons</mark>	The Gun Powder Plot • Know that London was different in the past from today. • What London was like in the 17th century. • Know what London is like now. • Know what gunpowder is/' what is does. – link to fire. • Know that a timeline shows a reflects/shows time. • Know that the Gunpowder plot took place in London on 5th November, • What Guy Fawkes looked like. What he wore. • Guy Fawkes was one of the plotters planning to blow up the Houses of Parliament (London).	**Great Fire of London** • Know that the buildings, roads, density of London has changed from 1666, much larger space. Settlement has still settled along the River Thames. • Know that transport was horse and cart, there was no electricity for lights, heating etc, houses wear Tudor houses built from wood and daub (clay, sand and small stones). • Know that rich families had more extravagant clothing made of leather, cloth and sometimes hand embroided,with patterns,

• Know that Houses of Parliament is where the laws of England are made. • King James 1 – what is a king? • We have Bonfire night with fireworks and bonfires to celebrate how the Houses of Parliament and King were saved. • We still have Bonfire Night now to celebrate/remember. • How we celebrate now.	whilst poor families had clothes and shoes made of wool and cloth. • Know the Royal family were the Tudors during this time. • Know that we know what London might have been like in 1666 from using primary and secondary sources, e.g: draw maps from the 17th century and paintings etc. • Know that religious views have changed over time. • The great fire of London occurred centuries before the eras previously studied • Know that firemen in the 17th century were different to firemen now and use different equipment. • Know that jobs were different based on if people were rich or poor. • Know that there were different jobs to now. • Know that some of these jobs are the same now – e.g: nurse, doctor etc but how they dress/ tasks they do may be different. • The extent of the damage caused and its impact on London (One-third of London was destroyed and about 100,000 people were made homeless) and how current technology and resources would prevent this in a modern context. • Know that wind helped the fire to spread. • Know that some houses had to be pulled down to stop the spread of the fire. • Know that as a result of The Great Fire of London, King James II ordered changed to be made to houses for safety- material changes, locational changes, shapes of houses, water supplies, fire fighting services. • Know that the timeline shows years, which is a longer period of time. • Know that 1666 would be between 1600 and 1700 on a timeline. • Know that different sources would be able to tell you different things e.g: portraits, eye-witness statements, drawings/sketches, diary notes, letters etc.

		• Know that historians use more than one source of information can help us to build a picture of what we think happened.
The Arts Autumn 1 – Printing /Patterns **Thursday afternoons**	**Year 1- Andy Warhol** • A pattern can be regular or irregular • Patterns can be natural and man-made e.g. animal patterns • A pattern is a repeated decorative design • Printing is transferring a picture, words or digital image from one place to another using ink, pencil or other medium. • A repeated pattern is copying the same sequence or colour or object that has already been done to create a design • A motif is a small design which can be repeated to make a pattern • Etching is a printing process created by scratching lines onto a plate, applying ink and then paper • Etching tools can be used to create patterns by scratching into a surface • Ink is applied to an etching to create a print. • An optical illusion is an image that tricks your eyes and brain to see something different from the actual image • Pop art is another form of optical illusion art • Pop art is a simple style using bright colours and everyday objects • Andy Warhol was a famous American artist who created iconic portraits of famous people using bright colours. He was well known for his Pop Art • A motif can be created by repeating 1 type of pattern. • Contrasting colours can create dramatic images.	**Year 2-** Yayoi Kusama • A printed pattern is created with a wood block or shape that is repeated. • A painted pattern is created by hand. • Patterns can be created using lines and shapes. • A pattern can be repeated, rotated or reversed. • The first printing press was invented by Johannes Gutenberg. This was a machine built to print words and pictures. • Yayoi Kusama is one of the most famous pattern artists alive today. She is from Japan. • Kusama uses **polka dots** to create the illusion that the image is three-dimensional (having depth, width, and height) • The monoprint is a form of printmaking where the image can only be made once, unlike most printmaking which allows for multiple originals. • The colour used to create monoprints is usually water-based ink. A roller is used to apply the ink evenly over the a printing sheet. This is usually an acrylic sheet or other washable flat surfaces. • Colour can be used to depict mood. • A tessellation is an arrangement of shapes close together in a repeated pattern, without gaps or overlapping • A repeated pattern is a repeated design or sequence which creates a pattern • A pattern is created by repeating lines, shapes, tones, or colours • Pattern can exist in nature and can be made by artists to design all sorts of art, craft and design • Overprinting is the process of printing over the top off another print • Scoring means to gently scratch or cut into a surface
DT Autumn 2 –	Problem, Design, Make, Evaluate, Review • A sculpture is usually a 3D art form. • Sculptures can be made from natural or man-made materials.	Problem, Design, Make, Evaluate, Review • A sculpture is 3D form or horizontal representation using 3D materials and can be carved from wood or stone or constructed using other materials.

Sculpture	• Sculptures can be used to represent a range of creative ideas. They can be permanent or temporary. • A free-standing structure needs a solid or flat base in order to be able to stand. • Materials can be joined in a variety of ways e.g. glue, masking tape. • Water makes clay softer and easier to mould, but that too much can make it unworkable. • Clay can crack when it dries if it is too thin. • Structures can be made stronger by adding more layers (stiffer) or adding supports near the base of the object.	• Clay is a natural material and has been used to produce pots because of its malleable nature • Materials can be man-made or natural and have different associated qualities • The choice of a material affects what the product will look like and its use • Structures can be made more stable by ensuring the base is longer and wider than the height and that the weight of decorations is easily balanced.
Music Autumn 1 Singing <mark>Friday afternoons</mark>	• Sing a song with contrasting high and low melodies (Unit 3) • Control vocal dynamics, duration, and timbre (Unit 4) • Sing a song together as a group (Unit 7) • Combine voices and movement to perform a chant and a song (Unit 11) • Use voices to create descriptive sounds (Unit 12)	• Chant and sing in two parts while playing a steady beat (Unit 4) • Sing with expression, paying attention to the pitch shape of the melody (Unit 8) • Understand pitch through singing, movement, and note names (Unit 11) • Prepare and improve a performance using movement, voice, and percussion (Unit 12)
Computing Autumn 2 Computing systems and networks – Technology around us <mark>Friday afternoons</mark>		

RE Autumn 1- Hinduism (Smart Day) Wednesday afternoons with PSHE	AT1-Hinduism RE SMART DAY Who is Brahman (the one God)? What are the Hindu beliefs about God? Why and how is Diwali celebrated? 4th November 2021. RE SMART DAY Match Hindu stories to the festivals that celebrate them. Explore arts of dance and mandala. Look at pointillism. Can you apply the art of pointillism to create symmetry in Mandala. p.21	AT1- Hinduism Why are the Vedas important? What makes a synagogue a special place for Hindus? What is the importance of symbols? p.21
RE Autumn 2- Christianity Wednesday afternoons with PSHE	AT1- Christianity Who is Jesus? A great teacher or a great leader? Why is Christmas important to Christians? 25th Dec 2021 Match Christian stories to the festivals that celebrate them. Nativity and Christmas. p.17	AT1- Christianity Why is the Bible important? What makes a church a special place for Christian people? What is the importance of symbols? p.17