	Topic	Framework Second Year	Year Groups: 1 & 2
C Area	**Autumn Term**	**Spring Term**	**Summer Term**
History	**Houses and Homes** • To identify the key features of a home built a long time ago • To identify differences between two homes built at different times • To recognise different rooms and household objects from a long time ago Eg Washing Machine • To describe the characteristics of household objects from a long time ago • To describe the inside and outside of houses • To communicate, through role play what they have learnt about home life	**Florence Nightingale** • To find out who Florence Nightingale was. • To sequence the story of Florence Nightingale's life. • To compare nurses from the past with nurses from today. • To understand what changes Florence Nightingale made? • To identify where the Crimea War took place. (geog features) • To look at Florence Nightingale's route and add the main features to a map. • To identify what hospitals were like in Florence Nightingale's time and how she tried to make them better. • To learn why Florence Nightingale was called 'the Lady with the lamp'. • Mary Seacole	**The Seaside** • To know in which part of the year key holidays take place. • Memories of Holidays • To find out about holidays in the past. • To identify differences and similarities between holidays in the past and holidays today. • To sequence pictures in chronological order. • To investigate what children did to entertain themselves on holiday. Photos and Punch and Judy. How does that compare with today? • Clothing • Souvenirs
Geography	**Houses and Homes** • To know that all pupils have a personal address and that they travel to school • To know their sense of place in relation to home and school • To describe a route • To recognise some of the physical and human features in their locality • To understand some of the ways in which the features are used • To describe the features of the local environment • To express views on the features • that changes occur in the locality • To identify some of the uses of land and buildings in their locality • To think about how places change for better or worse over time	**Africa** • To learn what a continent is • To learn where Africa is and to investigate places • To think about what the children would need to take to Africa • To find similarities and differences between Africa and the UK • To identify human and physical factors of parts of Africa • To learn about different land uses in Africa • To find out about the people who live in Africa • To locate different places in Africa using different resources	**Seas around the World** • To learn about seas around the world • To think about how beaches are different to other places • To think about the tourist industry at the seaside • To learn about weather patterns around the world • To learn about different beach holiday destinations • To think about own seaside experiences • To learn about waste pollution • To identify human and natural features of the sea sides around the world.
Design and	**Homes**	**African animal Puppets**	**Summer Snack**

Technology	• Look at structure of floors that make a house • Create floor plan and stair plan • Discuss how to cut and fold card to make shapes • Make floors in groups using boxes • Create stairs using card to link floors • Create furniture from card • Evaluate	• Make a simple design • Children look at different kinds of African Animals and design their hand puppet from this stimulus. • Children make a paper template of their animal puppet and look at the strengths and weaknesses. • Start to make puppets by cutting material and sewing together. • Children evaluate the puppets that they have made considering how they could have improved their work and what they liked about their puppet. • Explore and discuss materials' sensory qualities	• Know that there is a wide variety of fruit and vegetables. • Identify and name different fruit and vegetables through taste tests. • Know and follow procedures for food safety and hygiene. • Write instructions for making fruit salad • To use a variety of tools and equipment. • Design and make a fruit salad.
Art and design	**Can Buildings speak** • Ask the children to make rubbings and prints based on different surfaces found in and around buildings, • Ask them to use a variety of objects and tools to print regular patterns in straight lines and rows and irregular patterns. Encourage them to explore ways of rotating shapes. • Ask the children to describe the shapes and patterns they have made, eg triangular, rectangular, circular, flowing. • Talk about which parts of buildings their patterns and textures suggest, eg pattern of windows, tiles on roof, paving on paths • Create their own Patterns based on Homes • Evaluate	**Africa Fabrics** • Children look at different fabrics and materials that African clothes are made from. Concentrate on the patterns and colours used. Children to design their own fabric pattern using colouring pencils. • Use collage materials to make an African pattern. • Children design an outfit for an African person using the collection of materials available to them. Children refer back to the patterns they have already designed. • Children begin to make their own African outfit. They make a template and use it to draw around the material and cut out. Children begin to stitch their African outfit using a running stitch. • Review what they have done and say what they think and feel about it. • Consider what they might change in their current work or develop in their future work.	**Shell Pictures** • Investigate the possibilities of a range of materials and mediums • Try out tools and techniques and apply these to materials and processes • Make detailed observations • Children create own observational drawing of some shells. • Children consider how to use their pencils effectively to shade and make observations.
Opportunities to develop English within topic	*Chronological Report* *Descriptions*		*Writing a Postcard*
Possible Computing opportunities	*Repeating patterns on Paint*	*Research*	
Linked	*Gunnersbury Museum*	*London Zoo*	*Brighton*

Educational Visit			