

Year 1/2 Curriculum Map B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Vertical drivers:	My World Around Me	Time (chronology)	The Wider World	Power and Respect	Sustainability and the Environment (food and fair trade)	Legacy and Responsibility
	Geography	History	Geography	History	Geography	History
Topic Title	My World	My Family Tree	British Isles	Fire, Gunpowder, Treason and Plot	Chocolate	Transport
Topic Description and Cross-curricular Links	What is a Geographer? Where are we in London?	What is a(n) historian Who am I and who came before me?	What is important to a Geographer? Where are we in the world?	What is important to a(n) historian? What happened on the night of 2 September 1666? What happened on 4th November 1605?	How does a Geographer think? Why can't I grow a chocolate tree?	How does a(n) historian think? Why do people want to fly and was it a good idea?
Trips/Stimuli	Local area walk	Cooking: Parent invited to share a family recipe	Around the UK in a day	Museum of London St Paul's Cathedral Houses of Parliament	African drumming session	Transport museum south bank scavenger
Topic Outcome	Description of Local Area	Memory jar displays with objects	Class Assembly Around the UK in an assembly Create holiday brochure advertising different areas of the UK.	Publish recounts as ebook on ipads about Gunpowder plot GFoL dance and movement performance	DT project: Wrapper design, chocolate bar, instructions, evaluation	A museum on the history of flight - open to parents
school values, British values, P4C, Cultural capital, Pooles Park child	Value: Ready BV: We treat people how we want to be treated (mutual respect and tolerance) P4C: Introductions and thinking games CC: Music, garden session, PPC: I am a Londoner	Value: Ready BV: We treat people how we want to be treated (mutual respect and tolerance) P4C: Boys and girls toys / questions from key text CC: music PPC: I am community minded	Value: Respect BV: We make decisions together (democracy) P4C: CC: Music, Cooking, Welsh language session, Performing to an audience PPC: I am tolerant	Value: Respect: BV: We understand that rules matter (Rules of law) P4C: Should we respect people because they are powerful? How do small events have big impacts? How do laws and rules keep us safe? Is someone always to blame? Should we all follow the rules of people in power?	Value: Responsible BV: BV: We believe in freedom for all (individual liberty) P4C: CC: Music, Cooking, Drumming workshop PPC: I am environmentally aware	Value: Responsible: BV: We believe in freedom for all (individual liberty) P4C: Do humans belong in the air? Do we have a right to explore? How determined were the Wright brothers? Did they fail or succeed? Developing empathy with people from the past CC: Music, Museum trip PPC: I am aspirational

				CC:Music, Museum trip PPC: I am emotionally literate		
Literacy	<p>What is Fiction and Non-Fiction?</p> <p>Writing outcomes F: Character description NF: Local area walk recount NF: Factfile YR1 CC Sci: Seasonal change poem (In Autumn I see, I hear, I feel, I smell)</p> <p>Writing for a purpose: DT, art, cooking.</p> <p>Writing skills Develop pleasure in reading: link their own experiences to what they read or hear</p> <p>Gross and fine motor skills focus</p>	<p>Writing outcomes F: Story writing F: Setting description NF: All about my family YR1 CC Sci: Seasonal change poem (In Autumn I see, I hear, I feel, I smell)</p> <p>Writing for a purpose: DT, art, cooking.</p> <p>Writing skills saying out loud what they are going to write about composing a sentence orally before writing it</p> <p>Grammar YR1: Letter formation Capital letters. Full stops Spacing between words</p> <p>YR2: Capital letters. Full stops Spacing between words Focus: Handwriting</p> <p>Higher level learning Question marks Suffixes- ful, less Size of letters</p> <p>Handwriting Joins</p>	<p>Writing outcomes F: Post cards NF: Adverts for seaside holiday</p> <p>Writing Skills saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense</p> <p>Grammar YR1: leave spaces between words beginning to punctuate sentences using a capital letter and a full stop</p> <p>Yr2 Conjunctions for subordination/coordination Apostrophes for possession and contractions Nouns and noun phrases Commas in lists Command sentences- 'come to our..' Exclamation sentences- something that happened to the character</p>	<p>Writing outcomes NF: Recount of Fire of London from POV of Vlad NF: Diary writing NF: Newspaper report</p> <p>Grammar YR1 leaving spaces between words joining words and joining clauses using 'and' beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun</p> <p>YR2 Verb tense Tenses in texts Instructions, command sentences (making chocolate) Questions- for exhibition Suffixes- ment, ness, suffixes Teach suffixes- ing, er and est when we do a holiday recount</p>	<p>Writing outcomes F: Story writing F: Setting description NF: Instructions</p> <p>Writing Skills Write sentences by: saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils read their writing aloud, clearly enough to be heard by their peers and the teacher</p> <p>Grammar YR1 leaving spaces between words joining words and joining clauses using 'and' beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark using a capital letter for names of people, places, the days of the week, and the personal pronoun</p> <p>YR2 Ly- adverbs</p>	<p>Writing outcomes F: Letter writing from Emma Jane recounting her adventure NF: Recount of transport museum NF: Fact file - how to build a plane YR1 CC Sci: Seasonal change poem (In Summer I see, I hear, I feel, I smell)</p> <p>Writing skills and Grammar In response to chln's needs</p>

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Key texts/ Guided reading	NF: Super Duper you NF: Marvelous me NF: Meerkat mail Welcome to Our World Here We Are - Oliver Jeffers	F: The giving tree(?) Beegu Extraordinary Gardener NF:What do Grown-ups do all day? Jack and Beanstalk Wilfred Gordon Mcdonald Partridge	Storm Whale	F: Vlad and the Great Fire of London F:The Baker's Boy and the GFoL NF: You wouldn't want to be in the GFoL! NF: Why do we remember the GFoL? NF: Great Fire of London Unclassified	F:Lila and the secret of rain Emmanuel's Dream: The True Story Of Emmanuel Ofosu What About Adjoa? by Rachael Buabeng F:Charlie and the chocolate factory NF: Biographies	F:Journey F:Emma Jane's Aeroplane F: Rosie Revere Engineer NF Amelia Earheart (Little people, big dreams series)
Maths	Y1 Place value within 10 Number and subtraction within 10 Shape Place value within 20 Y2 Place value Addition and Subtraction Money Multiplication and division		Y1 Addition and subtraction within 20 Place value within 50 Measurement: Length and height Measurement: Weight and volume Y2 Multiplication and division Statistics Properties of shape Fractions Length and height		Y1 Multiplication and division Fractions Position and direction Place value within 100 Money Time Y2 Position and direction Problem solving and efficient methods Time Mass, capacity and temperature Investigations	
Science <i>Refer to WS progression map for WS skills enrichment document for Trip/Visit and story suggestions</i>	Biology Living things and their habitat (in local area) Plants (in local area)	Biology Animals including humans	Biology Living things and their habitat (in UK) Plants (found in British Isles)	Chemistry Materials	Chemistry Materials	Biology Living things and their habitat - (incl birds, bees, flying creatures) Plants (incl pollination eg sycamore 'helicopters') Animal man visit
	Seasonal change					

R.E.	Believing 1.1 Who is a Christian and what do they believe? (Christianity as the main religion in the UK) Diwali		Believing 1.3 Who is Jewish and what do they believe? The wider religions in the UK Lent	Expressing 1.5 What makes some places sacred The burning of St Paul's in Great Fire of London	Living 1.7 What does it mean to belong to a faith community (belonging to family, groups and religion) The Earth as a common special place, in which we all belong regardless of religion	
Art / D.T/ Food tech Y1 Start to record simple media explorations in a sketch book.	Design Technology- making a fruit salad	Painting	Pottery	Printing	Design Technology - Chocolate	Design Technology: Flying Machines
Music	Charanga	Charanga U2	Charanga U3	Charanga U4	Charanga U5	Charanga U6
Computing	Information Technology Multimedia – Word Processing Software and Paint	Computer Science Programming – Fakebots and Beebots	Digital Literacy Online Safety	Information Technology Data and Charts using J2Data Making ebooks CC literacy/history	Computer Science Programming – J2Code	Digital Literacy Online Safety
PE	Athletics Daily mile and Daily movement	Dance Daily mile and Daily movement	Gym Daily mile and Daily movement	Invasion Games Dance and movement BBC GFoL	Athletics Daily mile and Daily movement	Athletics Daily mile and Daily movement
PSHCE	Mental Health and Emotional wellbeing	Physical Health and wellbeing	Sex and Relationship education	Sex and Relationship education	Keeping safe and managing risk	Drug, alcohol and tobacco education
Discrete and whole school events.	Family Food Evening (Oct)	Christmas production Winter Fair (December)		PPRs Parents Evenings (Mar) Science week Book Week?	Y2 SATs	Sports Day PPRs Reports Parents Evenings (July)