

Curriculum Map - Y1/2 Year A

	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 UK small area study	Explorers	Antarctica Non-EU study	Queens and Kings	Life on the Farm	We can be Heroes
Topic Description and Cross-curricular Links Geography and History	<p>My locality - seasonal and daily weather study (see Science) Windometer/rainometer / temperature map + fieldwork on growing vegetation spaces: opportunity for developing fieldwork skills by recording temperatures and measuring rainfall over half term weekly/daily.</p> <p>Use of Atlas and Globes (see My First Atlas for UK weather maps)</p> <p>Place knowledge: study similarities and differences in</p>	<p>Significant individuals - Columbus and Armstrong - contributions to national and International life</p> <p>Geog: track journeys across Ocean/Continents</p> <p>Use of Atlas and Globes (sea, ocean, continent, harbour, port)</p> <p>Place knowledge: study similarities and differences in human and physical features</p> <p>https://www.rgs.org/support-pages/login/?returnurl=%2fschools%2fteaching-resour</p>	<p>Name and locate 7 continents and 5 oceans</p> <ul style="list-style-type: none"> - Use of Atlas and Globes (See COWS sheet below map) - Oceans around Antarctica <p>Location of hot and cold areas of the world in relation to Equator, North and South Poles</p> <p>Oceans around the UK</p> <p>Locational language (beach, cliff, coast, sea,</p>	<p>Queen Elizabeth I and Queen Victoria. Compare aspects of life in different periods.</p> <p>Geog look at empire + trade in a simple way across countries/continent on globes.</p> <ul style="list-style-type: none"> - Link back to Columbus + wealth from 'new world' trade - Mark and record Drake circumnavigated globe <p>Link to sea journeys (find Russia, India, Spain</p>	<p>Food production and fair trade - UK</p> <p>Map work with key (of farms/ vegetable plots at school).</p> <p>Link directional language + compass points</p> <p>(Aerial photographs of farms, language river, soil, valley, vegetation, weather, farm, shop, factory, review British Isles e.g. sheep farm Scotland, wales arable, dairy farm Ireland, arable farm England?)</p> <p>Place knowledge: study similarities and differences in human and physical</p>	<p>Significant people - Florence Nightingale/ Edith Cavell/ Rosa Parks.</p> <p>Link geography continent/country and geog language / compare photographs of places/houses/ cities they lived in.</p>

	human and physical features	ces%2fcoastal-lands capes-poster%2f	ocean) 4 Compass points Aerial photographs History: Shackleton - explorer Place knowledge: study similarities and differences in human and physical features	on a map + annotate traded items, north america colonised) Use to review oceans and continents and hot/cold climates.	features compared to city / town/village.	
Trips/Stimuli	Local area walk	Around the world day		V & A Museum	Trip to a local farm Freighliners farm (annotate photos for field work and observation skills)	Visit from a nurse
Topic Outcome	Description of local area	Travel scrapbook	A class eco-code	Design a Victorian/ Elizabethan outfit	Cook a British dish	Nurse training school
RRS, 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?	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

				Should we all follow the rules of people in power? CC:Music, Museum trip PPC: I am emotionally literate		PPC: I am aspirational
Literacy	<p>What is Fiction and Non -Fiction?</p> <p>Writing outcomes F: Character description NF: Local area walk recount NF: My route to school</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>YR 1 Gross and fine motor skills focus</p> <p>YR2: Capital letters. Full stops Spacing between words</p>	<p>Writing outcomes F:Story writing F: Setting description NF: Factfile on Columbus/Armstrong</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>Writing outcomes F: Post cards NF: Adverts for Antarctica NF: Factfile on penguins</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>Writing outcomes F: Invitations 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</p>	<p>Writing outcomes F: Story writing- Three Little Pigs TFW NF: Estate Agents for Three Little Pigs -TFW NF: Recount trip NF: Recipe</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</p>	<p>Writing outcomes F: NF: How to stay healthy NF: Fact file Mary Seacole</p> <p>Writing skills and Grammar In response to chln's needs</p>

	<p>Focus: Handwriting</p>	<p><u>Higher level learning</u> Question marks Suffixes- ful, less Size of letters</p> <p><u>Handwriting</u> Joins</p>	<p><u>Yr2</u> 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>sentences (making chocolate) Questions- for exhibition Suffixes- ment, ness, suffixes Teach suffixes- ing, er and est when we do a holiday recount</p>	<p>enough to be heard by their peers and the teacher</p> <p><u>Grammar</u> <u>YR1</u> 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><u>YR2</u> Ly- adverbs How to use a dictionary Conjunctions for coordination</p>	
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<p>Key texts/ Guided reading</p>	<p>NF: Super Duper you NF: Marvelous me NF: Meerkat mail Welcome to Our World Here We Are - Oliver Jeffers</p>		<p>The Rainbow Bear The Emperor's Egg Lost and Found</p>			<p>People Who Help Us</p>
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<p>Maths</p>	<p>Y1 Place value within 10 Number and subtraction within 10 Shape Place value within 20</p> <p>Y2 Place value Addition and Subtraction Money Multiplication and division</p>		<p>Y1 Addition and subtraction within 20 Place value within 50 Measurement: Length and height Measurement: Weight and volume</p> <p>Y2 Multiplication and division Statistics Properties of shape Fractions Length and height</p>		<p>Y1 Multiplication and division Fractions Position and direction Place value within 100 Money Time</p> <p>Y2 Position and direction Problem solving and efficient methods Time Mass, capacity and temperature Investigations</p>	
<p>Science</p>	<p>Y1 SEASONAL CHANGE: (name seasons)</p> <ul style="list-style-type: none"> Observe change across the four seasons. Weather & day length varying with seasons <p>Y1 PLANTS:</p> <ul style="list-style-type: none"> Name a variety of common wild and garden plants, inc. deciduous & evergreen trees. Identify & describe basic plant structure inc. trees – root, branch, trunk, 	<p>Y1 EVERYDAY MATERIALS:</p> <ul style="list-style-type: none"> Distinguish between object & material made from – wood, metal, plastic, glass, rock <p>Y2 USE OF EVERYDAY MATERIALS:</p> <ul style="list-style-type: none"> Identify/compare suitability of materials – wood, metal, plastic, glass, rock, brick, paper <p>Making a boat for an explorer - link to DT</p>	<p>Y2 LIVING THINGS AND THEIR HABITATS:</p> <ul style="list-style-type: none"> Explore and compare things are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited. Identify & name a variety of plants & animals Animals obtain food from plants and animals. 	<p>Y2 PLANTS:</p> <ul style="list-style-type: none"> How seeds & bulbs grow into mature plants. How plants need water, light & heat to grow <p>Plant seeds and observe over time.</p> <p>Investigate where plants grow best?</p>	<p>Y2 ANIMALS, INCLUDING HUMANS:</p> <ul style="list-style-type: none"> Notice that animals including humans, have offspring which grow into adults. Find out about basic needs of animals, inc. humans, for survival – water, food, air. The importance of exercise, diet, & hygiene <p>Visit to the farm.</p>	<p>Y2 USE OF EVERYDAY MATERIALS:</p> <ul style="list-style-type: none"> Identify/compare suitability of materials – wood, metal, plastic, glass, rock, brick, paper <p>Investigate absorbency/ strength for a purpose.</p>

	leaf, petal, stem.		Focus on Antarctica habitat			
R.E.	<p>L 1.2 - Who is a Muslim and what do they believe? - Key story - Muhammed and the Cat Trip to local Mosque (EC to research via the Inter Faith Forum)</p> <p>Key vocab: Ramadan, Eid-al-Fitr, Allah, prophet, Allah, Prophet Muhammed, Shahadah,</p>	<p>Summarise previous units: L1.1 - Who is a Christian and what do they believe? (Christmas link)</p> <p>L1.3 Who is Jewish and What do they believe (Channukah/Hanukkah link 28- Nov - 5th December)</p> <p>Key vocab: Christian, Jesus, parable, bible, prayer, worship Shabbat, Channukah</p>	<p>L1.4 - What can we learn from sacred books (Christianity, Islam and Judaism). Key story - Jonah and the Whale</p> <p>Key vocab: Sacred texts, Bible (Christianity), Holy Qur'an, Jewish sacred text Tenakh. The story of Jonah (found in the Torah and the Bible)</p>		<p>L1.6 - How and Why do we celebrate special and sacred times?</p> <p>Key vocab: Christmas/Easter/Harvest/ Pentecost, Eid -ul-Fitr, Chanukah, Sukkot</p>	<p>L1.8 - How should we care for others and the world and why does it matter?</p> <p>Key vocab Zakat, alms giving, in Islam; tzedekah (charity) in Judaism. Dr Barnardo, Mother Theresa, Samaritan</p> <p>THIS UNIT COULD BE MOVED FORWARD AS IT HAS A STRONG PSHE FOCUS BUT THE CHILDREN NEED A STRONG GROUNDING IN THE THREE RELIGIONS STUDIES FIRST</p>
Generate KS1 vocab which could be taught through RE	<p>Year 1: bread, church, share, care, fair, have, live, give, hope, family, pray, thanks, think, church</p> <p>Year 2: change, travel, happiness, beautiful, people, Christmas</p>					
Art / D.T/ Food tech	Art: Autumn collage	DT- make a boat for an explorer	Art: Antarctica collage	DT- Design a throne for a monarch	DT- Cooking	<p>Art-Roy Create art in the style of Roy Litchenstein + Andy Warhol</p> <p>Explore light in artwork</p>
Music	Charanga	Charanga U2	Charanga U3	Charanga U4	<p>Charanga U5</p> <p>Song - What the Ladybird heard</p>	<p>Charanga U6</p> <p>Song: We could be Heroes - David Bowie</p>

Computing	Multimedia – Audio including Easi – Speak Microphones	Programming – Develop J2Code skills	Online – Research and emails including online safety	Data – Branching Database Yes/No	Multimedia - Video	Digital Literacy – Online Safety
PE	Gymnastics Basic Skills games	Dance Basic Skills games - ball control	Gymnastics Football	Dance Invasion Games	Gymnastics Team Games	Dance Athletics
PSHCE	Physical health and wellbeing	Keeping safe and managing risk	Identity, society and others	Y1: Drug, alcohol and tobacco education Y2: Relationships and health education	Y1: Mental health and emotional wellbeing Y2: Relationships and health education	Careers, financial capability and economic well being
Discrete and whole school events.		Parents Evening Assessment week Y2 Phonics screening		Parents Evening Assessment week	Y2 SATS	Parents Evening Assessment week Reports