

### Curriculum Map B - Yr1/2 2020-2021, 2022-2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Vertical drivers:</b>	<b>My World Around Me</b>	<b>Time (chronology)</b>	<b>The Wider World</b>	<b>Power and Respect</b>	<b>Sustainability and the Environment (food and fair trade)</b>	<b>Legacy and Responsibility</b>
	<b>Geography</b>	<b>History</b>	<b>Geography</b>	<b>History</b>	<b>Geography</b>	<b>History</b>
<b>Topic Title</b>	My World (my locality -fieldwork and observation study)	My Family Tree	British Isles (UK - 4 countries and capital cities)	Fire, Gunpowder, Treason and Plot	Chocolate (Compare FP and Ghana)	Transport (change over time inc. first flight)
<b>Topic Description and Cross-curricular Links</b>	<p><b>What is a Geographer? Where are we in London?</b> Locate school on local area map Describe route to school Locate my house, my street 7 Describe features of local area</p> <p><i>History: Living memory How I have changed since starting school - ordering events</i></p>	<p><b>What is an historian Who am I and who came before me?</b> Study the differences between own lives and lives of parents / grandparents, eg food, toys and technology Compare FP then and now Sort items into then and now Using pictures/ photographs/ artefacts stories and diaries</p> <p><i>Geography: Locations Locate countries our families are from and locate continent/ocean</i></p>	<p><b>What is important to a Geographer? Where are we in the world?</b> Locate and name 4 UK countries and capital cities Describe features of cities Use a map to find simple geographical features</p> <p><i>History: Comparing history of 4 seaside towns in the UK</i></p>	<p><b>What is important to a(n) historian? What happened on the night of 2 September 1666? What happened on 4th November 1605?</b> Show knowledge and understanding of aspects of the past beyond living memory (What was Stuart London like?) Fire safety then and now Recognise that something small can have a big impact Give reasons for and results of changes</p> <p><i>Geography: Geographical features Describe features/facilities of a city (London)</i></p>	<p><b>How does a Geographer think? Why can't I grow a chocolate tree?</b> Contrast Finsbury Park and an area in Ghana where cocoa beans grow. Locate Africa and Ghana, UK and London on map. Compare physical and human geography Describe hot and cold weather and clothes (Y1)</p> <p><i>History: Britain / Important person George Cadbury's influence on working and living conditions</i></p>	<p><b>How does a(n) historian think? Why do people want to fly and was it a good idea?</b> Explain main events in History and describe differences between then and now using stories of Wright Brothers first flight Amelia Earheart's solo voyage</p> <p><i>Geography: Map skills How to follow routes on a map and use simple compass directions.</i></p>
<b>Trips/Stimuli</b>	Local area walk Gillespie Park Garden Classroom  <a href="#">Activity finder - Woodland Trust</a>	Cooking: Parent invited to share a family recipe	Around the UK in a day: Soda bread making NI Welsh language session Highland games Design pot/plate in style of Grayson Perry	Museum of London St Paul's Cathedral Houses of Parliament	African drumming session	Transport museum Walk along south bank scavenger hunt for landmarks in Emma Jane's aeroplane

			(contemporary London potter)			<a href="https://www.youtube.com/watch?v=w8zF6tnhaTU">https://www.youtube.com/watch?v=w8zF6tnhaTU</a> - virtual bus trip City airport to Finsbury - DLR, change tube, boat trip, bus <a href="https://www.youtube.com/watch?v=VIPCxDNAPEI">https://www.youtube.com/watch?v=VIPCxDNAPEI</a> <a href="https://www.youtube.com/watch?v=iIAPa-WLImA">https://www.youtube.com/watch?v=iIAPa-WLImA</a> <a href="https://www.youtube.com/watch?v=lnBiXABIHlo">https://www.youtube.com/watch?v=lnBiXABIHlo</a>
<b>Topic Outcome</b>	<p>Short performance based on Super Duper you: "Sometimes I'm ____, but sometimes I'm ____"</p> <p>Memory box of the term: photos, picture of display, keepsakes from trips, environment sessions</p>	<p>Memory jar displays with objects from children / parents / grandparents</p> <p>Memory box of the term: photos, picture of display, WAGOLLS, keepsakes from trips.</p>	<p><b>Class Assembly</b> Around the UK in an assembly</p> <p>Create holiday brochure advertising different areas of the UK.</p> <p>Memory box of the term: photos, picture of display, WAGOLLS, keepsakes from trips, leaves/conkers from environment sessions.</p>	<p>Publish recounts as ebook on ipads about Gunpowder plot</p> <p>GFoL dance and movement performance</p> <p>Memory box of the term: photos, picture of display, WAGOLLS, keepsakes from trips, leaves/conkers from environment sessions.</p>	<p>DT project: Wrapper design, chocolate bar, instructions, evaluation</p> <p>Memory box of the term: photos, picture of display, WAGOLLS, keepsakes from trips, leaves/conkers from environment sessions.</p>	<p>A museum on the history of flight - open to parents</p> <p>Memory box of the term: photos, picture of display, WAGOLLS, keepsakes from trips, leaves/conkers from environment sessions.</p>
<b>school values, British values, P4C, Cultural capital, Pooles Park child</b>	<p>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 an Londoner</p>	<p>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</p>	<p>Value: Respect BV: We make decisions together (democracy) P4C: Music, Cooking, Welsh language session, Performing to an audience PPC: I am tolerant</p>	<p>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?</p>	<p>Value: Responsible BV: BV: We believe in freedom for all (individual liberty) P4C: Music, Cooking, Drumming workshop PPC: I am environmentally aware</p>	<p>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</p>

				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><b>Writing outcomes</b> F: Character description NF: Local area walk recount NF: Factfile on Owls 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><b>Writing skills</b> Y1 objectives:</p> <ul style="list-style-type: none"> <li>Writing on a line, letter formation finger spaces, capital letters, full stops</li> </ul> <p><b>Gross and fine motor skills focus</b></p>	<p><b>Writing outcomes</b> 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><b>Writing skills</b> saying out loud what they are going to write about composing a sentence orally before writing it</p> <p><b>Grammar</b> <b>YR1:</b> Letter formation Capital letters. Full stops Spacing between words</p> <p><b>YR2:</b> Capital letters. Full stops Spacing between words <b>Focus:</b> Handwriting</p> <p><b>Higher level learning</b> Question marks Suffixes- ful, less Size of letters</p> <p><b>Handwriting</b></p>	<p><b>Writing outcomes</b> F: Post cards NF: Adverts for seaside holiday</p> <p><b>Writing Skills</b> 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><b>Grammar</b> <b>YR1:</b> leave spaces between words beginning to punctuate sentences using a capital letter and a full stop</p> <p><b>Yr2</b> Conjunctions for subordination/coordination Apostrophes for possession and contractions Nouns and noun phrases Commas in lists Command sentences- 'come to our.'</p>	<p><b>Writing outcomes</b> NF: Recount of Fire of London from POV of Vlad NF: Diary writing NF: Newspaper report</p> <p><b>Grammar</b> <b>YR1</b> 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><b>YR2</b> Verb tense Tenses in texts Instructions, command sentences (making chocolate) Question marks- for exhibition Suffixes- ment, ness, suffixes Teach suffixes- ing, er and est when we do a holiday recount</p>	<p><b>Writing outcomes</b> F: Story writing F: Setting description NF: Instructions</p> <p><b>Writing Skills</b> 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><b>Grammar</b> <b>YR1</b> 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</p>	<p><b>Writing outcomes</b> 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><b>Writing skills and Grammar</b> In response to chln's needs</p>

		Joins	Exclamation sentences- something that happened to the character		using a capital letter for names of people, places, the days of the week, and the personal pronoun  <b>YR2</b> Ly- adverbs How to use a dictionary Conjunctions for coordination	
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<b>Key texts/ Guided reading</b>	NF: Super Duper you NF: Marvelous me NF: Meerkat mail Welcome to Our World Here We Are - Oliver Jeffers	F: The giving tree(?) - Lots of links to P4C Beegu NF: What do Grown-ups do all day? Jack and Beanstalk Wilfred Gordon Mcdonald Partridge		<i>Chosen in response to children's needs and interest - ocean/sea based?</i>  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 (set in Kenya, not Ghana) 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)
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<b>Maths</b>	Y1 Place value within 10 Number and subtraction within 10 Shape  Y2 Place value Addition and Subtraction Shape		Y1 Place value within 20 Addition and subtraction within 20 Place value within 50 Measurement: Length and height Measurement: Weight and volume  Y2 Money Multiplication and division Length and height Mass, capacity and temperature	Y1 Multiplication and division Fractions Position and direction Place value within 100 Money Time  Y2 Statistics Fractions Position and direction Problem solving and efficient methods Time
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<b>Science</b>	<b>Y1 SEASONAL CHANGE: (name seasons)</b>	<b>Y1 EVERYDAY MATERIALS:</b> <ul style="list-style-type: none"> <li>distinguish between an object and the</li> </ul>	<b>Y2 USE OF EVERYDAY MATERIALS:</b> <ul style="list-style-type: none"> <li>Identify/compare suitability of materials – <b>wood,</b></li> </ul>	<b>Y1 ANIMALS, INCLUDING HUMANS:</b>	<b>Y2 LIVING THINGS AND THEIR HABITATS:</b> <ul style="list-style-type: none"> <li>Explore and compare things</li> </ul>	<b>Y1 PLANTS:</b> <ul style="list-style-type: none"> <li>Name a variety of common wild and garden plants, inc.</li> </ul>
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	<ul style="list-style-type: none"> <li>Observe change across the four seasons.</li> <li>Weather &amp; day length varying with seasons</li> </ul>	<p>material from which it is made</p> <ul style="list-style-type: none"> <li>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>describe the simple physical properties of a variety of everyday materials</li> <li>compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul>		<p><b>metal, plastic, glass, rock, brick, paper</b></p> <ul style="list-style-type: none"> <li>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul> <p><b>Investigate absorbency/ strength for a purpose. (Umbrella)</b></p>	<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</li> <li>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</li> <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> </ul>	<p>are <b>living, dead</b>, and things that have never been alive.</p> <ul style="list-style-type: none"> <li>Identify that most living things live in <b>habitats</b> to which they are suited (Pond study).</li> <li>Identify &amp; name a variety of <b>plants &amp; animals</b></li> <li>Animals obtain food from plants and animals.</li> </ul>	<p><b>deciduous &amp; evergreen trees.</b></p> <ul style="list-style-type: none"> <li>Identify &amp; describe basic plant structure inc. trees – <b>root, branch, trunk, leaf, petal, stem.</b></li> </ul>
R.E.	<p>L1.3 - BELIEVING Who is Jewish and What do they believe (Channukah/Hanukkah link 28- Nov - 5th December</p> <p>Key vocab:</p>	<p>L1.4 - BELIEVING What can we learn from sacred books (Christianity, Islam and Judaism). Key story - Jonah and the Whale</p>	<p>1-5 What makes some places sacred</p>	<p><b>Expressing</b></p> <p>1.5 What makes some places sacred</p> <p>The burning of St Paul's in GfOL</p>	<p><b>Living</b></p> <p>1.7 What does it mean to belong to a faith community (belonging to family, groups and religion)</p> <p>The Earth as a common special place, in which we all belong regardless of religion</p>		

	Christian, Jesus, parable, bible, prayer, worship Shabbat, Channukah  <b>Diwali</b>		<b>Key vocab:</b> Sacred texts, Bible (Christianity), Holy Qur'an, Jewish sacred text Tenakh. The story of Jonah (found in the Torah and the Bible)				
<b>Art and Design</b> (Kapow)	Kapow Formal Elements of Art: Shape, line and colour	Kapow Art and Design skills		Kapow Landscapes using different media	Create abstract printing of GFoL in style of Paul Klee  Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge Y1  Use equipment and media correctly and be able to produce a clean printed image. Make simple prints e.g. mono-printing. Y2	Design appealing products for themselves (new chocolate bar).  <b><u>Explore and evaluate a range of existing products.</u></b>  <b><u>Generate, develop, model and communicate ideas through talking, drawing</u></b>  Design label for product  <b><u>Select from range of tools and equipment to make.</u></b>	Kapow Sculptures and collages
<b>Design Technology</b>  Kapow/ Taste Ed Blocked in final week of each half term	Kapow unit OR Taste Ed	Mechanisms: Making a moving story book		Structures: Constructing a windmill	Textiles: Puppets	Select ingredients for own chocolate bar  <b><u>Evaluate own product against design criteria</u></b>  Exhibit own chocolate to parents	Food kebabs- from fruit we've picked
Music	Charanga U1  Create a soundscape	music area in CP  Charanga U2		Charanga U3  I wanna play in a band	Charanga U4 / BBC GFoL/ London's burning	Charanga U5- friendship song	Charanga U6  Transition time song:

	<p>of weather using body percussion Y2 start to draw symbols to record the different sounds</p> <p>Singing can only be in well ventilated areas (outside)</p> <p>Percussion area in continuous provision - improvise and compose - children can record by using the sticker colour on each note</p>	<p>Focus on listening and appraising and playing instruments (with or without notation). Children can play B A and G on the glocks</p>		<p>Listening and appraising Identify pulse and rhythm Copy and clap back a rhythm</p>	<p><a href="https://www.bbc.co.uk/teach/school-radio/music-ks1-history-famous-people-pepys-great-fire-of-london-1/zdgspg8">https://www.bbc.co.uk/teach/school-radio/music-ks1-history-famous-people-pepys-great-fire-of-london-1/zdgspg8</a></p> <p>U4- Zootime</p>		<p><a href="https://www.youtube.com/watch?v=omTQgecTimU">https://www.youtube.com/watch?v=omTQgecTimU</a></p>
Computing	<p>The different uses of Computers</p> <p>Introduction to My Busy Things</p>	Digital Photography		Multimedia & Digital Writing: J2 Write - Including Online research and typing skills	Data: Pictograms (J2Data)	Computer Science: JIT Turtle: Robot Algorithms	Code.org - Coding with Scratch Course A
PE	Yoga Fitness	Dance		Gymnastics	Team Building	Ball Skills	Athletics
PSHE Year 1	<p>Physical health and wellbeing</p> <p><b>Fun times</b></p>	Identity, society and equality: Me and others		Mental health and emotional wellbeing: Feelings	Keeping safe and managing risk: Feeling safe	Drug, alcohol and tobacco education: What do we put into and on to bodies?	Careers, financial capability and economic well being <b>My money</b>
PSHE Year 2	<p>Physical health and wellbeing</p> <p><b>What keeps me healthy?</b></p>	Mental health and emotional wellbeing <b>Friendship</b>		Relationships and Health Education <b>Boys, girls and families</b>	Relationships and Health Education <b>Boys, girls and families</b>	Keeping safe and managing risk: Indoors and Outdoors	Drug, alcohol and tobacco education: Medicine and me
<b>Discrete and whole school events.</b>	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)

