







Year 1/2 - Curriculum Map B



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Toys Through Time 	Splendid Skies 	Paws, Claws and Tails 	Enchanted Woodland 	London's Burning 	Explorers and Adventurers 
Memorable Experience	Visit Torquay Museum for a toy workshop	Lay down on the field and observe the sky Become weather reporters	Visit to a zoo or invite an animal-handling experience in to school	Visit and explore Haldon Forest	Visit to Teignmouth Fire Station or a visit from a fireman Recreate the fire at Outdoor Learning	Go on an exploration to a local area
English	Dogger Paper Dolls Toys and Games (Ways Into History) <ul style="list-style-type: none"> A retelling of the story Instructions on how to make paper dolls 	Weather (First Science)* Goodbye Autumn, Hello Winter Snow in the Garden* <ul style="list-style-type: none"> Additional weather pages for a class information book Setting descriptions List poems 	Meerkat Mail^ Augustus and his Smile* What Do You Do with a Tail Like This?* <ul style="list-style-type: none"> Letters/diary from Sunny A story of a new creature losing something using the structure of Augustus and his Smile. A new What Do You Do With a Tail Like This page for a class book 	Owl Babies The Gruffalo The Woodland Book <ul style="list-style-type: none"> A story based on Owl Babies but with different creatures Fact sheets about woodland creatures or plants A description of a new character for Mouse to meet on his journey through the deep, dark wood. 	Toby and the Great Fire of London^ The Great Fire of London <ul style="list-style-type: none"> Character description of Toby A recount from Toby's point of view An information text about the Great Fire of London 	The Great Explorer Amelia Earhart (Little People, Big Dreams)* <ul style="list-style-type: none"> A story based on a journey A biography on an explorer (e.g. Percy Fawcett)
Science	Everyday materials.part 1 Distinguish between objects and the materials from which they are made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Chemistry	Everyday materials.part 2 Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties. Chemistry	Animals including humans.part 1 Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). Biology	Plants Learn about the structure of flowering plants and trees Identify and name common wild and garden plants Biology	Animals including humans. part 2 Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Biology	Working Scientifically Opportunities for the children to plan and carry out investigations linked to the learning they have done over the year
	Seasonal changes Observe changes across the four seasons. This will happen in Outdoor Learning across the year					
History	How do our toys compare to the toys our parents and grandparents used? Explore toys our parents/grandparents used and look at similarities and differences with today's toys.		How have naturalists encouraged us to look after nature? Look at the life and work of significant naturalist David Attenborough and how he has inspired people to look after the environment and our natural world – before it's too late!		Why did the Great Fire of London cause so much damage? Look at the causes of the fire, how it spread considering the buildings and their materials. Look at who took charge at the time.	
Geography		How does weather affect our lives?		How have humans changed our school woodland area?		Where would your voyage around the world take you?

		Record daily weather. How does daily weather affect our lives? How does our weather change through the year? Compare to other hot/cold places – locate equator and poles.		Use aerial maps (Google satellite view) to locate local woodlands. Draw simple map of school grounds. Look at human/ physical geography of school environment: buildings, playground, field, wildlife area. What simple things can we do to look after our school environment?		Use maps and atlases to name and locate the world's oceans and continents. Plan your voyage and the places you would visit. Use compass directions on your journey. Choose a non-European country to visit (eg Uganda) - explore and compare human/ physical geography to UK.
Art		Splendid Skies Explore the different brush strokes in the skies of the landscape paintings of Vincent Van Gogh Medium: Paint	Paws, Claws and Tails Explore the work of Yayoi Kusama and use as inspiration for animal patterns. Create repeating patterns using a range of materials for printing Medium: Printing			Explorers and Adventurers Use artists Georgia O'Keeffe and Giorgio Morandi (shells) to make observational drawings. Explore objects from different angles and explore tone. Medium: Pencils
DT	Mechanisms: Wheels and Axles Make a push/pull toy for a child to play with.			Food: Prepare fruit and vegetables Create a healthy fruit salad to serve at a woodland creatures' tea party	Structures: Freestanding structures Make a bridge to get people safely over the River Thames to escape the Great Fire of London	
Computing	Computing systems and networks: Technology around us (Yr1) Recognising technology in school and using it responsibly. Computing systems and networks: IT around us (Yr2) Identifying IT and how its responsible use improves our world in school and beyond.	Creating media: Digital Painting (Yr1) Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally. Creating media: Digital Painting (Yr2) Gain experience capturing, editing, and improving photos. Use this knowledge to recognise that images they see may not be real.	Programming A: Moving a robot (Yr1) An introduction to early programming concepts using a floor robot. Programming A: Robot algorithms (Yr2) Develop understanding of instructions in sequences and the use of logical reasoning to predict outcomes. Design algorithms and learn to debug them.	Data and information: Grouping data (Yr1) Exploring object labels, then using them to sort and group objects by properties. Data and information: Pictograms (Yr2) Collecting data in tally charts and using attributes to organise and present data on a computer.	Creating media: Digital Writing (Yr1) Using a computer to create and format text, before comparing to writing non-digitally. Creating media: Making Music (Yr2) Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.	Programming B: Programming animations (Yr1) Designing and programming the movement of a character on screen to tell stories. Programming B: Programming quizzes (Yr2) Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.
Music	Rhythm in the Way We Walk and Banana Rap Reggae and Hip Hop style music	Farmer Nappy Et Al - 1 Fam - 2020 Soca (blend of African and Indian rhythms) Christmas Performance	Zootime! A Reggae song	Your Imagination A song about using your imagination	Friendship Song A song about being friends	Reflect, Rewind and Replay Consolidation unit
RE	Who is a Muslim and how do they live?	Why does Christmas matter to Christians? Christmas	Who is a Muslim and how do they live? Part 2. Ramadan	Why does Easter matter to Christians? Easter	What does it mean to belong to a faith community? (C, J, M, NR)	What makes some places sacred to believers? (C,M)
PSHE	Me and My Relationships Includes feelings/emotions/conflict resolution/friendships	Valuing Difference Includes British Values focus	Keeping Myself Safe Includes aspects of safe internet use, drugs and Relationships Education	Being My Best Includes keeping healthy/Growth Mindset/goal setting/achievement	Rights and Responsibilities Includes money/living in the wider world/environment	Growing and Changing Includes RSE-related issues
Physical Education	Year 1 FUNDAMENTAL SKILLS GAMES		Year 1 FUNDAMENTAL SKILLS GAMES Develop more accuracy in throwing and catching, develop individual skills of hitting and striking a ball, begin to play against a partner.		Year 1 FUNDAMENTAL SKILLS GAMES Use individual skills in small sided games.	

	<p>Travelling safely in space using a variety of travels, throwing and catching individually and with a partner using a range of different equipment.</p> <p>GYMNASTICS</p> <p>Explore different movements using floor, mats and apparatus.</p> <p>Year 2 FUNDAMENTAL SKILLS</p> <p>INVASION GAMES</p> <p>Improve accuracy in travelling in space and using variety of equipment for throwing, catching, hitting and striking. Play small sided games keeping score.</p> <p>GYMNASTICS</p> <p>Improve control in different body shapes and travels. Link movements together and create basic sequences.</p>		<p>DANCE</p> <p>Respond to different styles of music travelling safely and linking movements.</p> <p>Year 2 FUNDAMENTAL SKILLS</p> <p>INVASION GAMES</p> <p>Improve accuracy in travelling in space and using variety of equipment for throwing, catching, hitting and striking. Play small sided games keeping score.</p> <p>DANCE</p> <p>Perform actions with more control, linking actions and remembering short dance phrases.</p>		<p>Develop their movement and coordination skills through field activities and target games types of music travelling</p> <p>Year 2 - FUNDAMENTAL SKILLS</p> <p>NET/WALL GAMES</p> <p>STRIKE AND FIELD GAMES</p> <p>Perform individual skills of rolling, striking and kicking with more confidence. Use skills in a variety of simple games. Use skills of travelling in a variety of field activities.</p>	
Outdoor Learning	<p>Making 'hotels' for insects, small toys.</p> <p>Digging, weeding, planting, harvesting.</p> <p>Plant (including trees) identification and structure.</p> <p>Seasonal changes.</p>	<p>Making 'hotels' for insects, small toys.</p> <p>Digging, weeding, planting, harvesting.</p> <p>Investigate and describe what is happening in the woods, the garden and on the field.</p>	<p>Fire circle safety.</p> <p>Toast marshmallow with adult support.</p> <p>Identify, name and describe different animals</p> <p>Make 'food webs' with string.</p> <p>Play food chain games.</p> <p>Find real food chains in the woods.</p>	<p>Fire circle safety.</p> <p>Toast marshmallow with adult support.</p> <p>Compare and describe different materials.</p> <p>Investigate and describe materials around us in OL and their uses.</p>	<p>Hammer into balsa,</p> <p>Saw 'real' wood using fine-toothed hacksaw</p> <p>Digging, weeding, planting, harvesting.</p> <p>Plant identification and structure: growing bean stalks. Seasonal changes.</p>	<p>Hammer into balsa,</p> <p>saw 'real' wood using fine-toothed hacksaw</p> <p>Digging, weeding, planting, harvesting.</p> <p>Plant identification and structure: growing bean stalks.</p>