







## Year 1/2 - Curriculum Map A



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Where do I live?</b> 	<b>Superheroes</b> 	<b>Moon Zoom</b> 	<b>Towers and Turrets</b> 	<b>Coastlines</b> 	<b>Sporting Legends</b> 
<b>Memorable Experience</b>	A walk around the local area to visit some key sites	A visit to Teignmouth Lifeboat Station	Visit from a planetarium show	A visit to Powderham Castle	Visit a beach Take part in some litter picking	A sports event
<b>English</b>	<b>In Every House on Every Street</b> <b>Our Tower</b> <b>Info Buzz: The United Kingdom</b> <ul style="list-style-type: none"> <li>Write setting descriptions</li> <li>Postcards</li> <li>An information page about Teignmouth for a class book</li> </ul>	<b>Supertato</b> <b>Traction Man</b> <b>Life Savers</b> <ul style="list-style-type: none"> <li>Write a simple advert about Supertato/wanted posters for the Evil Pea</li> <li>Write an adventure for their own toy</li> <li>A description about a real-life hero's job</li> </ul>	<b>Beegu</b> <b>Look Up</b> <b>Usborne: Look Inside Space</b> <ul style="list-style-type: none"> <li>A character description/lost posters</li> <li>Did you know questions</li> <li>An information page about space</li> </ul>	<b>Rapunzel</b> <b>The Three Little Pigs</b> <b>Little Elizabeth</b> <ul style="list-style-type: none"> <li>Retell the story of The Three Little Pigs with a different character or setting.</li> <li>Write an apology letter from the wolf</li> <li>Write a diary entry based on a day in the life of Rapunzel</li> </ul>	<b>The Light House Keeper's Lunch</b> <b>Rainbow Fish</b> <b>A First Book of The Sea (poetry)</b> <ul style="list-style-type: none"> <li>Write poems inspired by the sea</li> <li>Write a set of instructions on how to make a picnic lunch</li> <li>A retelling of the story</li> </ul>	<b>Marcus Rashford (little people, big dreams)</b> <b>Wilma Rudolph (little people, big dreams)</b> <b>Sammy Striker and the Football Cup</b> <ul style="list-style-type: none"> <li>Write a simple biography</li> <li>Write an interview with Sammy Striker</li> </ul>
<b>Science</b>	<a href="#">Living things and their habitats</a> Learn what is living, dead and has never been alive. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain. Identify and name different sources of food. Learn about habitats, what they are and what lives in them. Identify plants and animals in their habitats. Biology	<a href="#">Animals including Humans PART 1</a> Learn about the basic needs of animals, including humans, for survival, and that all animals have offspring that grow into adults. Biology	<a href="#">Uses of everyday materials</a> Investigate the uses of everyday materials and what they are suitable for. Learn how some materials can be changed by bending, squashing etc. Chemistry	<a href="#">Plants</a> Learn that plants grow from seeds or bulbs and what plants need to grow healthily. Biology	<a href="#">Working Scientifically</a> Opportunities for the children to plan and carry out investigations linked to the learning they have done over the year	<a href="#">Animals including Humans PART 2</a> Learn about the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Biology
<b>History</b>		<b>How has Teignmouth's Lifeboat Changed Over Time?</b> Explore how lifeboats changed from rowing boats to engine-powered. Learn about the history of Teignmouth's lifeboat service.		<b>How will Queen Elizabeth II be remembered?</b> Study the life of Queen Elizabeth II and the impact she had on our country – look at continuity and change over her 70-year reign.		<b>Were Wilma Rudolf or Usain Bolt's achievements more significant?</b> Find out about and compare the achievements of different athletes. Why were their achievements so significant?
<b>Geography</b>	<b>Where do I live and go to school?</b> Find where children live on a map. Find the school. What town, county, country and continent do I live in?		<b>What does Earth Look Like from Space?</b> Look at an aerial view of the school, Teignmouth and the world. How does it compare to maps of these areas?		<b>Why do tourists choose to visit Devon?</b> Introduce concept of physical geography – sea, ocean, beach, river, cliffs and fields.	

					Realise that Devon's physical geography is what attracts tourists. Fieldwork – visit the sea front. Name oceans/continents.	
Art	Create landscapes based on work by local artist Laura Wall using a variety of media (newspapers, magazines, crepe paper, fabric) <b>Medium: Collage</b>			Use Antoni Gaudi's work as inspiration to make textured relief tiles and simple models of castle turrets in clay. <b>Medium: Clay</b>	Use local artist Jane Hodgson as inspiration for block-colour abstract coastline paintings <b>Medium: Painting</b>	
DT		<b>Textiles: Templates and joining techniques.</b> Design and make a mask for a superhero that conceals their identity and shows their special powers.	<b>Mechanisms: Sliders and Levers</b> Design and make a page with moving pictures for a class information book about space.			<b>Food: Preparing fruit and vegetables</b> Design and make healthy vegetable salads or kebabs for a sports event.
Computing	<b>Computing systems and networks: Technology around us</b> (Yr1) Recognising technology in school and using it responsibly.  <b>Computing systems and networks: IT around us</b> (Yr2) Identifying IT and how its responsible use improves our world in school and beyond.	<b>Creating media: Digital Painting</b> (Yr1) Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally.  <b>Creating media: Digital Painting</b> (Yr2) Gain experience capturing, editing, and improving photos. Use this knowledge to recognise that images they see may not be real.	<b>Programming A: Moving a robot</b> (Yr1) An introduction to early programming concepts using a floor robot.  <b>Programming A: Robot algorithms</b> (Yr2) Develop understanding of instructions in sequences and the use of logical reasoning to predict outcomes. Design algorithms and learn to debug them.	<b>Data and information: Grouping data</b> (Yr1) Exploring object labels, then using them to sort and group objects by properties.  <b>Data and information: Pictograms</b> (Yr2) Collecting data in tally charts and using attributes to organise and present data on a computer.	<b>Creating media: Digital Writing</b> (Yr1) Using a computer to create and format text, before comparing to writing non-digitally.  <b>Creating media: Making Music</b> (Yr2) Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.	<b>Programming B: Programming animations</b> (Yr1) Designing and programming the movement of a character on screen to tell stories.  <b>Programming B: Programming quizzes</b> (Yr2) Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.
Music	<b>Hey You!</b> An Old-School Hip Hop tune.	<b>Kokoroko - Adwa</b> Jazz and funk-inspired Afrobeat.  Christmas Performance	<b>I Wanna Play in a Band</b> A rock song for children.	<b>In the Groove</b> Different styles of music.	<b>Hands, Feet, Heart</b> A song that celebrates South African music.	<b>Round and Round</b> A Bossa Nova Latin style song.
RE	<b>What do Christians believe God is like?</b> Harvest Festival	<b>What is the 'good news' Christians believe Jesus brings?</b> Christmas	<b>Who is Jewish and how do they live?</b> Passover		<b>Who do Christians say made the world?</b>	<b>How should we care for the world and for others, and why does it matter?</b> (C, J, NR)
PSHE	<b>Me and My Relationships</b> Includes feelings, emotions, conflict resolution and friendships.	<b>Valuing Difference</b> Includes a British Values focus.	<b>Keeping Myself Safe</b> Includes aspects of safe internet use, drugs and relationships education.	<b>Being My Best</b> Includes keeping healthy, growth mindset, goal setting and achievement.	<b>Rights and Responsibilities</b> Includes money, living in the wider world and environment.	<b>Growing and Changing</b> Includes RSE-related issues.
Physical Education	<b>Year 1 FUNDAMENTAL SKILLS GAMES</b> Travelling safely in space using a variety of travels, throwing and catching individually and with a partner using a range of different equipment. <b>GYMNASTICS</b> Explore different movements using floor, mats and apparatus.  <b>Year 2 FUNDAMENTAL SKILLS INVASION GAMES</b>		<b>Year 1 FUNDAMENTAL SKILLS GAMES</b> Develop more accuracy in throwing and catching, develop individual skills of hitting and striking a ball, begin to play against a partner. <b>DANCE</b> Respond to different styles of music travelling safely and linking movements.  <b>Year 2 FUNDAMENTAL SKILLS</b>		<b>Year 1 FUNDAMENTAL SKILLS GAMES</b> Use individual skills in small sided games. Develop their movement and coordination skills through field activities and target games types of music travelling  <b>Year 2 - FUNDAMENTAL SKILLS NET/WALL GAMES STRIKE AND FIELD GAMES</b>	

	<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><b>GYMNASTICS</b></p> <p>Improve control in different body shapes and travels. Link movements together and create basic sequences.</p>		<p><b>INVASION GAMES</b></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><b>DANCE</b></p> <p>Perform actions with more control, linking actions and remembering short dance phrases.</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</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>Identify, name and describe different animals.</p>	<p>Making 'hotels' for insects, small toys.</p> <p>Digging, weeding, planting, harvesting.</p> <p>Compare and describe different materials around us and their uses.</p> <p>Seasonal changes.</p>	<p>Fire circle safety.</p> <p>Toast marshmallow with adult support.</p> <p>Cress growing experiment</p> <p>Seasonal changes.</p>	<p>Fire circle safety.</p> <p>Toast marshmallow with adult support.</p> <p>Seasonal changes.</p>	<p>Hammer into balsa, 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>Andy Goldsworthy art sculptures with natural materials.</p>	<p>Hammer into balsa, saw 'real' wood using fine-toothed hacksaw.</p> <p>Digging, weeding, planting, harvesting.</p> <p>Identify and investigate different habitats, including microhabitats, around school. Describe them and what lives there.</p> <p>Seasonal changes.</p> <p>Andy Goldsworthy art sculptures with natural materials.</p>