

YEAR 1 and 2 CURRICULUM MAP

Cycle B (Odd Year Start e.g. 2015)

		Autumn – All About Me (S)	Spring – Where I Live (G)	Summer – Holidays (H)
Reading	Word reading	Phonic programme e.g. Letters and Sounds		
	Comprehension	Texts include: poetry, key stories, traditional stories, fairy stories and nonfiction (NC p 21)		
Writing	Transcription	Phonics / Spelling programme (NC Appendix 1)		
	Composition	Short narratives (NC p 24)		
	VGP	NC Appendix 2		
Speaking and Listening		12 Statutory statements (NC p 17)		
Maths		Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions, Measures, Geometry: properties of shape, Geometry: position, direction and motion		
Science		Seasonal changes - across the four seasons/weather		
		Plants - identification	Everyday Materials	Plants – growth and health
		Animals including humans - parts of the body	Animals including humans	Living Things and Habitats – habitats and food chains
		Working scientifically - on going across the year		
Computing		Computer Science - understand simple algorithms. Create simple programs Digital Literacy - keeping safe online IT Sound - use technology purposely Create/store/ retrieve	Computer Science - use digital devices to program simple journeys .Make sets of simple instructions. Correct obvious errors (debug). Digital Literacy - keeping personal information private IT - use technology purposely Create/store/retrieve	Computer Science – use logical reasoning to predict the behavior of simple programs Digital Literacy Use technology safely ICT -use technology purposely to manipulate digital content
History		Changes within living memory - I'm making history!	Significant places locally - History on my doorstep – where shall we go?	Changes within living memory and events beyond living memory – Happy holidays now and then!
Geography		Geographical skills and fieldwork - my school/my home	Human and physical geography - me and my locality	Place knowledge - holidays in the UK and non-European country (e.g. Kenya). Focus on similarities and differences
		Geographical skills and fieldwork - on going across the year		
D.T.		Control - produce a moving picture e.g. page for a class book about ourselves	Cooking and nutrition	Structure - design and make a miniature garden/seaside
Art and Design		Drawings - observational e.g. self portrait	Painting Sculpture - re-cycled theme e.g. Angel of the North	Drawing and painting -plants Collage – based on a sea-scape
Music		Listening and Singing - using my body to keep the beat - circle/action dances, songs and rhymes with animal puppets	Playing Instruments - sorting percussion instruments by material and sound quality/timbre, songs for playing together in the band – adapted: London Bridge – Killhope Wheel...	Listening and Experimenting with Sound - world music/songs and dances. Junk Percussion Band? Africa- drumming S. America – Samba Asia – tuned pentatonic chimes etc.
		Music Education Hub: Key Stage 1 Programme Opportunities e.g. 'Little Fingers' - integration on curriculum delivery (Durham Music Service)		
P.E.		Games & Gymnastics Games & Dance	Dance & Gymnastics Games & Gymnastics	Games & Dance Athletics
R.E.		Y1 What can we learn about Christianity from visiting a church? Why are gifts given at Christmas? Y2 Why is the Bible special to Christians? What can we learn from the story of St Cuthbert How and why is light important at Christmas?	Y1 Why is Jesus special to Christians? What is the Easter story? Y2 What does it mean to belong in Christianity? How do Christians celebrate Easter?	Y1 What can we find out about Buddha? Y2 How do Buddhists show their beliefs?
		Statutory subject in all year groups Curriculum must be based on Durham Agreed Syllabus 2012 for all maintained schools		

Additional information relating to Computing

<p>Computing</p>	<p>Computer Science Understand Simple algorithms. Create simple programs e.g. (Beebot) – forward / backwards – use pictures of ourselves/ animals/plants</p> <p>Digital Literacy SWGFL http://www.digital-literacy.org.uk/Curriculum-Overview.aspx#yr1 Keeping safe online. Finding ourselves sites safely</p> <p>IT Sound – Use technology purposely Using IPADS/Easispeaks to record/ playback (talk about me/retell stories) Use cameras (Me) – looking at family photos/old photos Graphics – me/ my family. Beginnings of WP – All about me Create/store/ retrieve</p>	<p>Computer Science – Use digital devices e.g. Beebot to program simple journeys - use map / photos of local area. Make sets of simple instructions – fd/bk left/right. Correct obvious errors (debug)</p> <p>Digital Literacy Keeping personal information private. Look at local environment for common uses of ICT outside school</p> <p>IT Use technology purposely - Simple branching database - materials Cameras – take photos of local area Add to simple photo story/IPhoto - record thoughts IPAD/Easispeak – playback /use in writing Create/store/retrieve</p>	<p>Y2 Computer Science – Use logical reasoning to predict the behavior of simple programs – use food chain pictures/geographical features/holiday pictures – predict sets of instructions – did it reach the correct place? If not debug. Use of Probot for more complex instructions and programs</p> <p>Y1 Computer Science - iPad apps writing precise and unambiguous instructions. – Daisy the dinosaur/Kodables/Beebot app</p> <p>Digital Literacy Use technology safely - Hectors World safety button – who to tell? Privacy</p> <p>Digital Literacy Y1 Use technology safely - Real and fictional characters – what is real? Lee & Kim resources – animal masks. Communicating with real people. Who do we tell if concerned? Teacher led email – for a purpose e.g. arrange a visit</p> <p>Y2 ICT - Use technology purposely to manipulate digital content WP – nonfiction texts / posters / information leaflets - habitats - publisher/PowerPoint/ photo story - physical geography/ living memories</p> <p>Y1 ICT Use technology purposely – nonfiction texts - George / animals. Use photos from visit e.g. Shildon in WP / book Book creator IPAD – WP software on PC - Create/store/ retrieve Talk about animals/famous person to camera/video</p>
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