

YEAR 1 and 2 CURRICULUM MAP

Cycle A 2022

| | | Autumn The Great Fire of London (H) What is my country like? (G) | Spring Happy Holidays – Now and Then (H) Holidays – where shall we go? (G) | Summer Me and my locality (H) Fabulous Farming (H) What is my place like? (G) |
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| Reading | Word reading | Phonic programme- Read Write Inc | | |
| | Comprehension | Texts include: poetry (contemporary and classic), traditional stories, fairy stories, nonfiction texts (NC p 28) | | |
| Writing | Transcription | Phonics / Spelling programme (NC Appendix 1) | | |
| | Composition | Writing : Narratives about personal experiences and those of others (real and fictional); about real events; poetry and for different purposes (NC p 31) | | |
| | 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, Statistics | | | |
| Science | Seasonal changes - across the four seasons/weather | | | |
| | Everyday Materials | Plants | Animals, Including Humans | |
| | Working Scientifically – on going across the year | | | |
| Computing | IT <u>Key Computer Skills</u> Use key basic computer skills (appropriate to their year group) https://www.i2e.com/jit5# Typing Skills https://www.topmarks.co.uk/Christmas/ChristmasGames.aspx - mouse skills linked to Christmas. | Digital Literacy <i>Internet Safety Day</i> | Computer Science <i>Programming- Turtle Logo and Scratch</i> Make a simple sequence of instructions/algorithm and be able to debug the program (Y1) Begin to use block programming to complete a simple program and be able to debug more complex problems. (Y2) | |
| | Digital Literacy – <i>Expressing Online Worries</i> Know what to do if they are unsure of something they see whilst using the internet. <i>Going Places Safely</i> Know that devices enable direct communication between people through images and text | Computer Science – <i>Programming Toys – Bee Bots</i> Program a robot to follow a simple sequence or instructions, make simple predictions about an algorithm and be able to change (debug) the program to improve the route. (Y1) Program a robot to achieve a set goal and be able to debug more complex problems. (Y2) IT <i>Word Processing Skills</i> Create a word document. | IT <i>Painting-</i> Use basic painting skills in a painting application on a tablet or computer. IT -use technology purposely <i>Using and applying skills</i> Use the knowledge and skills taught throughout the year to create a final piece of work. | |
| History | Events from beyond living memory The Great Fire of London | Changes within living memory Happy Holidays – Now and Then | Significant people/events locally Me and my locality Fabulous Farming | |
| Geography | UK countries, capitals and seas and landmarks What is my country like? Focus: locations, map skills, basic atlas introduction/development | Place comparisons – geographical features Holidays – where shall we go? Focus: contrast area of UK and area of non-European country, e.g. Town or village on UK Coast and Kenyan village. | My Geography Home and School – Location and description What is my place like? Focus: Fieldwork and observational skills. Basic maps | |
| | Geographical skills and fieldwork – on going across the year | | | |

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| D.T. | Mechanism Design, make and evaluate a Fire Engine <i>(wheels and axels)</i> | Cooking and Nutrition Design, make and evaluate 'Seaside Snacks'. | Farmvention- Whole school DT Project |
| Art and Design | Form (3D work, clay, dough, boxes, wire, paper sculpture) <u>The Great Fire of London</u> Ideas: Make the houses and the streets of London using junk materials. Use the clay to make the Baker's shop. Make paper sculptures of the famous buildings in London at the time of the fire. | Colour (painting, ink, dye, textiles, pencils, crayon, pastels) <u>Happy Holidays – Now and Then</u> Ideas: Use a variety of materials to create a 'happy holiday' scene. Use pencils to create observational drawings and pastels to create a colourful picture of a day at the sea-side. | Drawing (pencil, charcoal, inks, chalk, pastels, ICT software) <u>Fabulous Farming</u> Ideas: Make farm animals using a variety of mixed media and materials. Take photos of the fields/crops and print them off to make a picture/jigsaw. Use the chalk outdoors to draw a farm scene. |
| Music | Charanga- Hands, Feet, Heart | Charanga- I wanna play in a band. | Charanga- Friendship Song |
| | Charanga- Rhythm in the way we walk and the Banana rap. <i>Christmas Production</i> | | Charanga- Round and Round |
| | Charanga- Reflect, rewind and replay | | |
| <i>Music Express- Signing sheets with Mrs Owen linked to topic work.</i> | | | |
| French | | | |
| P.E. | Games & Gymnastics Piggy In The Middle (CT) EDS KS1 Unit 1 Task 2 Games & Dance Multi Skills (SSSP) Cat Dance (CT) | Gymnastics & Swimming Making shapes (CT) Games & Swimming Football (SSSP) | Athletics & Dance Colour Match (CT) How Does It Feel? EDS KS1 Unit 2 Athletics & OAA Colour Match (CT) Where Are We Going? EDS KS1 Ut 1 Task 1 |
| R.E. | What can we learn about Christianity from visiting a church? What do Christians believe about God? Christmas Unit: Why are gifts given at Christmas? | Why is Jesus special to Christians? Easter Unit: What is the Easter Story? | What can we find out about Buddha? |
| Statutory subject in all year groups Curriculum must be based on Durham Agreed Syllabus 2012 for all maintained schools | | | |