

# Subject Curriculum Map

## Year 1/2 2023 - 2024



	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Literacy</b>	<p><i>Autumn 1 - Traditional tale - Goldilocks and the Three Bears</i></p> <p>Retell a simple story with predictable phrases.  <i>Instructional Text: Linked either to text or to topic work.</i>                      National Poetry Day - Whole School (Poem - The Lost Words)</p> <p><i>Autumn 2 - Lost in the Toy Museum</i></p> <p>Story Writing: Plan and write a short story about the toys' adventures during the evening at the museum.                      Recount: Write a recount based on a trip or class experience.                      Acrostic Poems</p>	<p><i>Spring 1 - The Rainbow Bear</i></p> <p>Adventure Story: Plan and write adventure story about what happens when Polar Bear becomes a Rainbow Bear.                      Discussion: Should animals be kept in zoos? Explore through discussion. Produce a short piece of writing with ideas.                      Riddles</p> <p><i>Spring 2 - The Dragonsitter</i></p> <p>A Diary Entry: Write a diary entry focussing on setting description.                      Non-Chronological Report: Linked either to text or topic work.                      Shape poems</p>	<p><i>Summer 1 &amp; 2 - Fantastic Mr Fox</i></p> <p>A Tale of Defeat: Plan and Write a story about Mr Fox's escape from the farmers.                      Newspaper Report: Write a report about the farmers digging for Mr Fox.                      Whole School - Performance Poetry (Poetry Shed - The Environment)</p>
<b>Numeracy</b>	<p><u>Year 1 -</u>                      Place Value within 10 (4wks) Addition and Subtraction within 10 (2wks)                      Addition and Subtraction within 10 (2wks)                      Shape(1wk)                      Place value within 20 (2wks)</p> <p><u>Year 2 -</u>                      Place Value - to 100 (3 wks) Addition and Subtraction to 100 (3 wks)                      Addition and Subtraction to 100 (3 wks)                      Multiplication (3 wks)</p>	<p><u>Year 1 -</u>                      Addition and Subtraction within 20 (4wks)                      Place value within 50 (2wks)                      Multiples of 2, 5 and 10 (1 wk)                      Length and height (2wks)                      Weight and volume (2wks)</p> <p><u>Year 2 -</u>                      Division (2wks) Statistics (2 wks)                      Length and Height (1 wk)                      Shape, Position and direction (3 wks)                      Fractions (4 wks)</p>	<p><u>Year 1 -</u>                      Multiplication and division (3wks)                      Fractions (2wks)                      Position and direction (1wk)                      Place value within 100 (2wks)                      Money (1wk)                      Time (2wks)</p> <p><u>Year 2 -</u>                      Time (2 wks)                      Problem solving and efficient methods (3 wks)                      Mass, Capacity and temperature (3 wks)                      Consolidation and investigations (4wks)</p>
<b>Science</b>	<p><i>Animals, including humans</i></p> <p><u>Year 1 -</u> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores  <u>Year 2 -</u> Notice that animals, including humans, have offspring which grow into adults                      Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).                      Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p><i>Everyday materials</i></p> <p><u>Year 1 and 2 -</u> Distinguish between an object and the material from which it is made                      Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock                      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.</p>	<p><i>Plants</i></p> <p><u>Year 1 -</u> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.                      Identify and describe the basic structure of a variety of common flowering plants, including trees.  <u>Year 2 -</u> Observe and describe how seeds and bulbs grow into mature plants.                      Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>
<b>ICT</b>	<p><i>Computational Thinking (A1)                      Programming (A2)</i></p> <p><u>Year 1 -</u> Self-Image and Identity  <u>Year 2 -</u> D.A.R.E.S - Algorithms                      Online reputation</p>	<p><i>Word/processing/Typing (S1)                      Animation (S2)</i></p> <p><u>Year 1 -</u> D.A.R.E.S - Animated Charter                      Managing Online Information  <u>Year 2 -</u> Linked to curriculum                      Safer Internet day work</p>	<p><i>Augmented Reality and Virtual reality (SU1)                      Data Handling (SU2)</i></p> <p><u>Year 1 and Year 2 -</u>                      D.A.R.E.S - Venn Diagram (Y2)                      D.A.R.E.S - Storytelling with AR</p>

<p><b>Art and Design</b></p>	<p><i>Painting</i></p> <p>Exploring colour mixing through paint play; Using a range of tools to paint on different surfaces; Creating paintings inspired by <u>Picasso</u>. Mixing a range of secondary colours.</p>	<p><i>Patterns</i></p> <p>African Art</p> <p>Artist focus - Alma Thomas</p>	<p><i>Sculptures</i></p> <p>Clay, texture linked with natural media E.g. Tree Gargoyles (Forest School).</p>
<p><b>PE</b></p>	<p><i>Autumn 1 -</i> Games activity (EG Roller ball) Multi-skills (Focus on balancing) <i>Autumn 2 -</i> Dance (EG Moving along) Gymnastics (Making shapes)</p>	<p><i>Spring 1 -</i> Multi- skills (Fundamental skills and movement) <i>Spring 2 -</i> Gymnastics (Making shapes)</p>	<p><i>Summer 1 -</i> Ball skills (Sending and receiving) <i>Summer 2 -</i> Games activity (EG Mini Olympics)</p>
<p><b>RE</b></p>	<p><i>(Domestic Church) Beginnings- God is present in every beginning. (4wks)</i> <i>(Baptism/confirmation) Signs and symbols - Signs and symbols in Baptism (4wks)</i> <i>(Advent) Preparations -preparing to celebrate Christmas (4wks)</i></p>	<p><i>(Local Church) Books - The books used in Church (4wks)</i> <i>(Eucharist) Thanksgiving - Mass, a special time to thank God (4wks)</i> <i>(Lent) Opportunities - an opportunity to start anew (4wks)</i></p>	<p><i>(Pentecost) Spread the word- a time to spread the Good News</i> <i>(Reconciliation/Anointing of the sick) Rules - Reasons for rules in the Christian family</i> <i>(Universal Church) Treasures - God's treasure; the world</i></p>
<p><b>History</b></p>	<p><i>Changes within - I'm Making History</i> NC Ref: Changes within living memory Focus: chronology, knowledge of very recent past, asking and answering questions. (EG) My timeline, family history, Christmas past and present or looking at past and present monarchs and their contributions.</p>	<p><i>Changes beyond - Transport in the past</i> NC Ref: Changes beyond living memory Focus: use of sources, similarities and differences, chronology (EG) Story of how transport has evolved over time. Learn about the first inventions such as first car or train etc.</p>	<p><i>Significant individuals/ places - Explorers</i> NC Ref: The lives of significant individuals in the past who have contributed to national and international achievements Focus: historical interpretation, historical significance, chronology over a period of time. (EG) Neil Armstrong.</p>
<p><b>Geography</b></p>	<p><i>Our school and local area</i></p> <p><i>Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and construct basic symbols in a key.</i></p> <p><i>Use simple fieldwork and observational skills to study the Geography of their school and its grounds and the key human and physical features of its surrounding environment.)</i></p>	<p><i>Comparative study- Kenya</i></p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non- European country.</p>	<p><i>World Weather</i></p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>