

# Year 1/Year 2 Curriculum Map

		Autumn	Spring	Summer
<b>Reading</b>	Word reading	Phonic programme Letters and Sounds. Spring Term/ Summer Term- <i>Sounds Write</i> .		
	Comprehension	Texts include: poetry, key stories, traditional stories, fairy stories and nonfiction (NC p 21)		
<b>Writing</b>	Transcription	Phonics / Spelling programme ( NC Appendix 1)		
	Composition	Short narratives (NC p 24)		
	VGP	NC Appendix 2		
<b>Speaking and Listening</b>		12 Statutory statements (NC p 17)		
<b>Maths</b>		Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions, Measures, Geometry: properties of shape, Geometry: position, direction and motion		
<b>Science</b>		Seasonal changes - across the four seasons/weather		
		<p><b>Why are humans not like tigers?</b>  <b>NC Ref: Animals (including humans)</b>                      Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates</p> <ul style="list-style-type: none"> <li>• identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>• describe and compare the structure of a variety of common animals and describe how they are suited to their environment</li> <li>• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul>	<p style="text-align: center;"><b>Materials</b></p> 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, 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 style="text-align: center;"><b>Living Things</b></p> <ul style="list-style-type: none"> <li>• Explore and compare the differences between things that are living, dead and things that have never been alive.</li> <li>• Identify the most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other.</li> <li>• Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain and identify and name difference sources of food.</li> </ul> <p style="text-align: center;"><b>Electricity</b></p> <ul style="list-style-type: none"> <li>- What is electricity?</li> <li>- Safety! Safety!</li> <li>- What is life like without electricity?</li> <li>- A simple circuit investigation.</li> </ul>
		<b>Working scientifically</b> - on going across the year		
<b>Computing</b>		Digital Literacy - Turning the computer on and off correctly, logging into the computer and saving documents.  Computer Science- Following algorithms and recording them.  IT Sound - use technology purposely Create- art/store/ retrieve	Digital Literacy - Smartie the Penguin - keeping safe online (E-Safety)  Computer Science – Scratch Junior  IT – maze explorers - use digital devices to program simple journeys, understand simple algorithms. Make sets of simple instructions. Correct obvious errors (debug).	Digital Literacy - How to be smart - (E-Safety)  Computer Science – Creating character sounds- music.  IT – data handling- pictograms

<b>History</b>	<p><b>I'm making History!</b>  <b>NC ref: changes within living memory</b>  <b>Focus:</b> Chronology (sequence), knowledge of very recent past, use of common words. Asking and answering simple questions.  <b>Suggestion:</b> My timeline, family history, investigating Christmas now and in the past.</p>	<p><b>Fantastic Firsts</b></p> <p><b>NC Ref:</b> changes within living memory, places in locality  <b>Focus:</b> Use of primary sources, comparing to find similarity and difference, chronology, beginning to explain change and continuity.  <b>Suggestion:</b> First ever car, phone, aeroplane, film, now and then.</p>	<p><b>Comparing Queens</b></p> <p>What is a monarch, how the title of King or Queen is inherited?  Place the reigns of Queen Elizabeth I, Queen Victoria and Queen Elizabeth II in chronological order on a timeline.  Recall key knowledge about the lives of each queen, identifying similarities and differences.  Describe aspects of each queen's reign, which have national/international significance.  Describe aspects of life in Elizabethan and Victorian England, recognising some similarities and differences between them.</p>
<b>Geography</b>	<p><b>What is my place like?</b>  My Geography  Home and School  Focus: Fieldwork and observational skills. Basic maps.</p>	<p><b>Planet Earth</b></p> <p><b>Locational knowledge:</b></p> <ul style="list-style-type: none"> <li>● Understand that the world is split into seven continents and five oceans.</li> <li>● Be able to name and locate the seven continents and five oceans.</li> <li>● Understand that the UK is made up of four countries.</li> <li>● Be able to name the four countries and their capital cities.</li> </ul> <p><b>Place Knowledge:</b></p> <ul style="list-style-type: none"> <li>● Recognise why different continents have different temperatures</li> <li>● Recognise the different physical and human features found in the four countries of the UK</li> </ul> <p><b>● Human Geography:</b></p> <ul style="list-style-type: none"> <li>● Understand what is meant by <b>human</b> geography.</li> <li>● Explore and sort images of physical/human geography in the UK and in South America</li> <li>● Identify the human geography in their own location</li> </ul> <p><b>Geographical Skills</b></p> <ul style="list-style-type: none"> <li>● maps, atlases, OS maps, keys and symbols.</li> </ul>	
<b>Geographical skills and fieldwork - on going across the year</b>			
<b>D.T.</b>	<p><b>Cooking and Nutrition</b></p> <p>Design and make a simple Christmas cake or biscuits.</p>	<p><b>Control</b></p> <p>Design and produce a moving toy/animal</p>	<p><b>Structure</b></p> <p>Design and make a crown and a box to transport it. (link to nets)  <b>Cooking and Nutrition.</b>  Design and make a healthy wrap for the Queen's Jubilee celebrations.</p>
<b>Art and Design</b>	<p><b>Paul Klee and Matisse</b></p> <p>Self-portraits, colour, lines, shapes in modern and abstract art,</p>	<p><b>Andy Goldsworthy</b></p> <p>sculpture, natural materials, looking at form and shape using nature</p>	<p><b>Gunta Stolzl</b></p> <p>Materials, texture, textiles and weaving.</p>
<b>Music</b>	<p>'Hey You!' - Hip Hop style of music.</p> <p>'Rhythm in the Way we Walk and the Banana Rap' - Reggae style of music.</p>	<p>'In the Groove' - six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk.</p> <p>'Round and Round' – Bossa Nova Latin style of music.</p>	<p>'Your Imagination'</p> <p>'Reflect, Rewind and Replay' – Overview.</p>
<p>Charanga: all topics to focus on- Listening and appraising. Pulse, rhythm and pitch. Singing rapping, playing percussion instruments and composition. Spring Term - Music to be covered by Durham Music Services.</p>			

<b>P.E.</b>	Dance 'Cat Dance'  Gymnastics (making shapes/key step) and Multi-Skills (balance, kick and punt) 'Families of Actions'	Dance (move along), Multi-Skills (static balancing) & Swimming.  Games (throwing, striking and fielding), Multi-Skills (Vertical jump, leap) and dance.	Dance, Multi-Skills (throwing)  Gymnastics, Multi-Skills (running)
<b>R.E.</b>	Beginnings Signs and Symbols Preparations	Books Thanksgiving Opportunities	Spread the word Rules Treasures Other Faiths
<b>Statutory subject in all year groups Curriculum must be based on Durham Agreed Syllabus 2012 for all maintained schools</b>			
<b>PSHE</b>	Making friends, feeling lonely and getting help. Playing and working together, working cooperatively.	Belonging to a group. Roles and responsibilities. Being the same and different.  The internet in everyday life. What money is, needs and wants. How to look after money.	Why sleep is important; medicines and keeping healthy. Keeping teeth healthy. Managing feelings and asking for help.  Growing older, naming body parts, moving class or year. Safety in different environments, risk and safety at home and emergencies.

<b>RSE</b>	Module 1 Religious understanding Me, my body and health Emotional Wellbeing Life cycles	Module 2 Religious understanding Personal relationships Keeping safe	Module 3 Religious Understanding Living in the wider world
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