







Year 1/2 - Curriculum Map B



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Toys Through Time 	Splendid Skies 	Paws, Claws and Tails 	Enchanted Woodland 	London's Burning 	Explorers and Adventurers 
Memorable Experience	Visit to Teignmouth Fire Station or a visit from a fireman Recreate the fire at Outdoor Learning	Lay down on the field and observe the sky Become weather reporters	Visit to a zoo or invite an animal-handling experience in to school	Visit and explore Haldon Forest	Visit Torquay Museum for a toy workshop	Go on an exploration to a local area
English	Dogger Paper Dolls Toys and Games (Ways Into History) <ul style="list-style-type: none"> A retelling of the story Instructions on how to make paper dolls 	Weather (First Science)* One Snowy Night (A Tale from Percy's Park) Snow in the Garden* <ul style="list-style-type: none"> Additional weather pages for a class information book Setting descriptions List poems 	Meerkat Mail^ Augustus and his Smile* What Do You Do with a Tail Like This?* <ul style="list-style-type: none"> Letters/diary from Sunny A story of a new creature losing something using the structure of Augustus and his Smile. A new What Do You Do With a Tail Like This page for a class book 	Owl Babies The Gruffalo The Woodland Book <ul style="list-style-type: none"> A story based on Owl Babies but with different creatures Fact sheets about woodland creatures or plants A description of a new character for Mouse to meet on his journey through the deep, dark wood. 	Toby and the Great Fire of London^ The Great Fire of London <ul style="list-style-type: none"> Character description of Toby A recount from Toby's point of view An information text about the Great Fire of London	The Great Explorer Amelia Earhart (Little People, Big Dreams)* <ul style="list-style-type: none"> A story based on a journey A biography on an explorer (e.g. Percy Fawcett)
Science	Everyday materials. Identify materials and realise that objects are made from different materials.	Everyday materials.revisited Describe and group materials based on their properties. Investigate which materials are better at keeping us warm.	Animals including humans. Identify and name common animals. Identify carnivores, herbivores and omnivores. Learn about the structure of birds, mammals and reptiles. Learn the names of body parts and senses associated with them.	Plants Identify and name common wild and garden plants, Learn about the structure of flowering plants and trees.	Seasonal changes Describe weather associated with the seasons and how day length varies.	Animals including humans revisited. Identify and name common aquatic animals and amphibians. Identify aquatic carnivores, herbivores and omnivores . Learn about the structure of amphibians and fish and compare them to other animals we have learned about.
	Seasonal changes Observe changes across the four seasons. This will happen in Outdoor Learning across the year					
History	How do our toys compare to the toys our parents and grandparents used? Explore toys our parents/grandparents used and look at similarities and differences with today's toys.		How have naturalists encouraged us to look after nature? Look at the life and work of significant naturalist David Attenborough and how he has inspired people to look after the environment and our natural world – before it's too late!		Why did the Great Fire of London cause so much damage? Look at the causes of the fire, how it spread considering the buildings and their materials. Look at who took charge at the time.	
Geography		How does weather affect our lives? Record daily weather. How does daily weather affect our lives? How does our weather change		How have humans changed our school woodland area? Use aerial maps (Google satellite view) to locate local woodlands. Draw simple map of school		Where would your voyage around the world take you? Use maps and atlases to name and locate the

		through the year? Compare to other hot/cold places – locate equator and poles.		grounds. Look at human/ physical geography of school environment: buildings, playground, field, wildlife area. What simple things can we do to look after our school environment?		world's oceans and continents. Plan your voyage and the places you would visit. Use compass directions on your journey. Choose a non-European country to visit (eg Kenya) - explore and compare human/ physical geography to UK.
Art		Explore the different brush strokes in the skies of the landscape paintings of Vincent Van Gogh Medium: Painting	Explore the work of Yayoi Kusama and use as inspiration for animal patterns. Create repeating patterns using a range of materials for printing Medium: Printing			Use artists Georgia O'Keeffe (shells) and Giorgio Morandi (boats) to make observational drawings. Explore objects from different angles and explore tone. Medium: Drawing
DT	Mechanisms: Wheels and Axles Make a push/pull toy for a child to play with.			Food: Prepare fruit and vegetables Create a healthy fruit salad to serve at a woodland creatures' tea party	Structires: Freestanding structures Make a bridge to get people safely over the River Thames to escape the Great Fire of London	
Computing	Digital Writing 1.5 Using a computer to create and format text, before comparing to writing non-digitally.	Making Music 2.5 Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.	Moving a robot 1.3 Writing short algorithms and programs for floor robots, and predicting program outcomes.	Robot algorithms 2.3 Creating and debugging programs, and using logical reasoning to make predictions.	Programming animations 1.6 Designing and programming the movement of a character on screen to tell stories.	Programming quizzes 2.6 Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.
Music	Rhythm in the Way We Walk and Banana Rap Reggae and Hip Hop style music	Farmer Nappy Et Al - 1 Fam - 2020 Soca (blend of African and Indian rhythms) Christmas Performance	Zootime! A Reggae song	Your Imagination A song about using your imagination	Friendship Song A song about being friends	Reflect, Rewind and Replay Consolidation unit
RE	How should we care for others in the world and why does it matter? Diwali	Why does Christmas matter to Christians? Christmas	Who do Christians say made the world?	Why does Easter matter to Christians? Easter	Who is Jewish and how do they live? Passover	What makes some places sacred to believers?
PSHE	Me and My Relationships Includes feelings/emotions/conflict resolution/friendships	Valuing Difference Includes British Values focus	Keeping Myself Safe Includes aspects of safe internet use, drugs and Relationships Education	Being My Best Includes keeping healthy/Growth Mindset/goal setting/achievement	Rights and Responsibilities Includes money/living in the wider world/environment	Growing and Changing Includes RSE-related issues
Physical Education	Year 1 FUNDAMENTAL SKILLS GAMES Travelling safely in space using a variety of travels, throwing and catching individually and with a partner using a range of different equipment. GYMNASTICS Explore different movements using floor, mats and apparatus. Year 2 FUNDAMENTAL SKILLS INVASION GAMES		Year 1 FUNDAMENTAL SKILLS GAMES Develop more accuracy in throwing and catching, develop individual skills of hitting and striking a ball, begin to play against a partner. DANCE Respond to different styles of music travelling safely and linking movements. Year 2 FUNDAMENTAL SKILLS INVASION GAMES		Year 1 FUNDAMENTAL SKILLS GAMES Use individual skills in small sided games. Develop their movement and coordination skills through field activities and target games types of music travelling Year 2 - FUNDAMENTAL SKILLS NET/WALL GAMES STRIKE AND FIELD GAMES	

	<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>GYMNASTICS</p> <p>Improve control in different body shapes and travels. Link movements together and create basic sequences.</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>DANCE</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 activities.</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>Making 'hotels' for insects, small toys.</p> <p>Digging, weeding, planting, harvesting.</p> <p>Investigate and describe what is happening in the woods, the garden and on the field.</p>	<p>Fire circle safety.</p> <p>Toast marshmallow with adult support.</p> <p>Identify, name and describe different animals</p> <p>Make 'food webs' with string.</p> <p>Play food chain games.</p> <p>Find real food chains in the woods.</p>	<p>Fire circle safety.</p> <p>Toast marshmallow with adult support.</p> <p>Compare and describe different materials.</p> <p>Investigate and describe materials around us in OL and their uses.</p>	<p>Hammer into balsa,</p> <p>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>Hammer into balsa,</p> <p>saw 'real' wood using fine-toothed hacksaw</p> <p>Digging, weeding, planting, harvesting.</p> <p>Plant identification and structure: growing bean stalks.</p>