



Curriculum Map – Two Year Rolling Programme

Key Stage 1 - Rolling Programme Year 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy (Genre) <i>Book Focus</i>	(Narrative/Traditional Tales) <i>Once Upon a Time</i> <i>Journey/Emma Jane's</i> <i>Aeroplane</i>	Armistice Day The Gunpowder plot The first moon landings (Poetry/Instructions) <i>Room on the Broom</i> <i>How to catch a dragon</i>	(Instructions/Sequencing Events) <i>Tiger who came to tea</i> <i>Oliver's vegetables</i>	(Narrative/Non-Fiction) <i>Westlandia</i> <i>Tadpoles Promise</i>	(Narrative/Poetry) <i>Lost and found</i> <i>Penguin Small</i>	(Narrative/Letters) (Related to topical events of the year)
Maths	Year 1: Counting to 10, number bonds to 10, addition and subtraction to 10 Year 2: Place value to 100, Addition and Subtraction	Yr 1: Place value to 20. Addition & Subtraction to 20, shapes and patterns. Yr 2: Multiplication and division	Yr 1: Length/Height, Numbers to 40, word problems Yr 2: Length /Height, Mass, Temperature, word problems	Yr1: Multiplication, Division, Fractions Yr2: Statistics, Word Problems, fractions	Yr 1: Numbers to 100, time, money Yr 2: Money, 2D and 3D shapes	Yr 1: Numbers to 100, time, money Yr 2: Time, Volume
Science	BOS: Materials Identify, name, describe, classify, compare properties and changes. <ul style="list-style-type: none"> Look at the practical uses of everyday materials Ask questions about materials and find out the answers. Look at how materials have been used in the past and how they are used now.	BOS: Earth and Space. Observe seasonal changes. What are the seasons? Why do we have seasons? BOS: Forces • Describe basic movements. Link to the story Room on the Broom and the forces used. Perform simple tests to find out why the broom broke. Why they fell to the floor. Use observations to answer questions.	BOS: Animals and humans. Look at growth, basic needs, exercise, food and hygiene. Ask questions and identify what we need to eat as part of a healthy diet. Where our food comes from. Which food grows in the ground? Classify foods based on the nutrients we get from them.	BOS: Animals including Humans Living Things and their Habitats, life cycles. Long term investigation of tadpoles and how they grow. Ask questions and use observations to answer them. What their habitat is like. Release into the wild.	BOS: Plants <ul style="list-style-type: none"> Identify, classify and describe their basic structure. Observe and describe growth and conditions for growth. Perform simple tests of what plants need to grow and record observations. Children to take home sunflower seeds to bring back in the last week to compare whose has grown the most and make suggestions of why. 	BOS: Animals and Humans <ul style="list-style-type: none"> Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets). Identify name, draw and label the basic parts of the human body and say which part of

						the body is associated with each sense. Link to SRE.
Humanities	Great and Ghastly Events Experience: Fire Brigade visitors		Staying Healthy From Field to Fork Experience: Shopping	Australian Adventure Experience: Contact with Australian School	Land, Sea & Air Experience: building Antarctic paper mache models	Famous People
Focus Subject & Key Skills	<p>History</p> <p>Investigate and interpret the past Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past. Identify some of the different ways the past has been represented.</p> <p>Build an Overview of the World Describe historical events. Describe significant people from the past.</p> <p>Understand Chronology Place events and artefacts in order on a time line.</p> <p>Communicate History Show an understanding of the concept of nation and nation's history</p>		<p>DT /History</p> <p>Build an overview of the world Describe historical events. Describe significant people from the past. (Florence Nightingale/Mary Secole) Recognise that there are reasons why people in the past acted as they did.</p> <p>Master practical skills Cut, peel or grate ingredients safely and hygienically. Measure or weigh using measuring cups or electronic scales. Assemble or cook ingredients.</p>	<p>Geography</p> <p>Investigate Places Use world maps, atlases and globes to identify countries, continents and oceans studied.</p> <p>Investigate Patterns Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country</p>	<p>Geography</p> <p>Investigate Places Ask and answer geographical questions Name and locate the world's continents and oceans</p> <p>Investigate Patterns 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>	<p>History</p> <p>Build an Overview of the World Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did.</p> <p>Understand Chronology Place events and artefacts in order on a time line.</p> <p>Communicate History Show an understanding of the concept of nation and nation's history.</p>
Key Questions	What impact did the Great Fire of London have on Modern Day?	Why do we remember the past?	Why does it matter where our food comes from? Which historical individuals have helped us stay healthy?	What is it like to live on the other side of the world?	Why don't penguins need to fly?	Who is the greatest history maker?

Disadvantaged Entitlement Experience	Experience: Fire Brigade visitors. Sketch different landmarks in Porthleven as we explore the village. Invite a local artist who sketches the village to work with the children.	Invite a speaker to talk about an aspect of the past the children would like to know more about.	Trip to Trevaskis farm to learn about Farm to Fork in real life.	Experience: Contact with Australian School Forest School visit linked to art and printing	Visit to The Seal Sanctuary.	Invite an artist in to work with the children on their sea art.
RE	Religious Stories Belonging to Religion	Meaning of Christmas	Compare Religions	Special Books and Stories	The Bible	Creation Story
PE	Games	Gymnastics	Dance	Striking and fielding	Net and Wall	Athletics
Music	Practice and learn- Christmas play To follow instructions on how and when to sing.	Performing – Christmas Play To take part in singing, accurately following a melody.	Making Musical Patterns To create short, musical patterns.	Musical Instruments Using them to Compose To sequence sounds to create an overall effect.	Sea Shanties To take part in singing, accurately following a melody.	Recognising different sounds and music To recognise changes in timbre, dynamic and pitch
Art & Design Design & Technology Cooking & Nutrition	Art – Collage Great Fire of London. Explore the colours used and the materials that would show the tones and texture of a fire. Art - Drawing (Features of Porthleven) create a giant sketch of Porthleven. Use different media in sketch books. Investigate textures by describing, naming, rubbing and copying. Investigate tone by drawing light/dark	Art – Sculptures of the moon. Investigate images of the moon. How can we create that image? <ul style="list-style-type: none"> • Shape, form, construct and model from observation and imagination. • Demonstrate experience in surface patterns/textures and use them when appropriate. 	Art – Famous Artists who have drawn the land. Observational drawings of machinery used on the land through the years up to a modern tractor. <ul style="list-style-type: none"> • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils. DT – Food Containers Cooking – Eatwell Plate	Art – Printing Create prints from fruit and other natural materials collected from the environment. Look at patterns from Australia and create our own. <ul style="list-style-type: none"> • Use repeating or overlapping shapes. • Mimic print from the environment (e.g. wallpapers). • Use objects to create prints (e.g. 	Art – Cold desert sculptures - <ul style="list-style-type: none"> • Use techniques such as rolling, cutting, moulding and carving. Experiment in a variety of malleable media such as papier Mache, Salt Dough or Modroc. Cooking – Food from the Sea	Art - Investigate current artists who paint the sea. Sea Art Colour Mixing Use thick and thin brushes. <ul style="list-style-type: none"> • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make tones. DT – Model Islands

	lines, patterns and shapes using a pencil. Art/DT – Design transport Cooking – Healthy Diet (Where is food from?)	DT – Christmas Crafts. Make a decoration to take home. Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). Cooking – Healthy Choices		fruit, vegetables or sponges). • Press, roll, rub and stamp to make prints. Cooking – Local to Global		Cooking – Famous Chefs
Computing	Internet Safety Using technology (ICT Suite/Folder Orientation) To understand online risks and the age rules for sites.	Firework Designs Christmas Cards PowerPoint for play Invitations for Play To use a range of applications and devices in order to communicate ideas, work and messages.	Simple Programming Understanding Algorithms To control motion by specifying the number of steps to travel, direction and turn.	Debugging Specify user inputs (such as clicks) to control events.	Retrieve Information To use a range of applications and devices in order to communicate ideas, work and messages.	Research Project – Famous Person To use a range of applications and devices in order to communicate ideas, work and messages.
PSHE	Internet Safety + Health and wellbeing (Y1) <ul style="list-style-type: none"> • Healthy lifestyles and minds (mental health lessons) <ul style="list-style-type: none"> • Growing and changing • Keeping safe (crossing roads etc) <ul style="list-style-type: none"> • Pant rule (NSPCC) 		Living in the Wider World (Y1) <ul style="list-style-type: none"> • Rights and responsibilities • Taking care for the environment <ul style="list-style-type: none"> • Money • Esafety • British values 		Relationships + SRE and Drugs (Y1) <ul style="list-style-type: none"> • Feelings and emotions • Healthy relationships • Valuing differences <ul style="list-style-type: none"> • Family • Naming body parts 	
SMSC Boxall Links	Gives Purpose Attention	Participates Constructively	Connects up Experiences	Shows insightful involvement	Engages Cognitively with peers	Manages Change
KS1 - Rolling Programme Year 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Literacy (Genre) Book Focus	(Narrative/Characters) <i>Katie in London</i> <i>Katie in Scotland</i> <i>Jack the Giant Killer</i>	(Narrative/Instructions) <i>Where the forest meets the sea?</i>	(Non-Fiction/Narrative) <i>A Street Through Time</i> <i>Dinosaurs and all that rubbish?</i>	(Narrative/Poetry) <i>A year in Percy's park</i> <i>After the Storm</i>	(Narrative/Traditional Tales) The Toy Museum	(Narrative/Letters) <i>What do you do with an idea?</i> <i>The most magnificent thing?</i>
Maths	Year 1: Counting to 10, number bonds to 10, addition and subtraction to 10 Year 2: Place value to 100, Addition and Subtraction	Yr 1: Place value to 20. Addition & Subtraction to 20, shapes and patterns. Yr 2: Multiplication and division	Yr 1: Length/Height, Numbers to 40, word problems Yr 2: Length /Height, Mass, Temperature, word problems	Yr1: Multiplication, Division, Fractions Yr2: Statistics, Word Problems, fractions	Yr 1: Numbers to 100, time, money Yr 2: Money, 2D and 3D shapes	Yr 1: Numbers to 100, time, money Yr 2: Time, Volume shapes
Science	BOS: Plants • Identify, classify and describe their basic structure. Habitats – Micro-Habitats Investigate living things in Rock pools during Marazion trip.	BOS: Plants • Main Features of plants and trees. BOS: Animals and humans • Identify, classify and observe. Food chains in the British Countryside Link to hedgehogs – food chains, survival in the wild. Forest School trip – carry out practical work including investigations and fieldwork .	BOS: Animals and humans. Omnivores, carnivores and herbivores. Look at growth, basic needs, exercise, food and hygiene. Learn about the food groups and why it is important to eat a balanced diet. Classify food. Design a healthy meal.	BOS: Earth and Space Observe Seasonal Changes (Geog/Science) BOS: Materials • Identify, name, describe, classify, compare properties and changes. • Look at the practical uses of everyday materials. Investigate how the materials are affected by the weather.	BOS: Animals and humans Animals have offspring that grow into adults (life cycles) Visit to Methleigh farm to visit the lambs during lambing time. Long term investigation - eggs hatching with chicks.	BOS: Materials Everyday Materials: Look at their uses and suitability. BOS: Forces – describe basic movements and how everyday things move
Humanities	Amazing Places and Spaces Experience: Trip to Marazion	Amazing Places and Spaces Experience: Trip around Porthleven	Changes in Time	Extreme Weather Experience: Visitor from Culdrose	Toys today and in the past Experience: Visit to Helston Toy museum	<i>Cracking Ideas</i> Experience: Enterprise Day
Focus Subject & Key Skills	Geography Investigate places Name, Locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. Investigate patterns		History Investigate and interpret the past Use artefacts, pictures, stories, online sources	Geography Investigate Patterns Identify seasonal and daily weather patterns in the United Kingdom	History Investigate and interpret the past Observe or handle evidence to ask questions and find answers to questions	History Build an overview of world history Describe historical events.

	Identify land use around the school Communicate Geographically Key physical features and key human features. Devise a simple map; and use and construct basic symbols in a key.		and databases to find out about the past. Understand chronology Place events and artefacts in order on a time line.	and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.	about the past. (toys from the past) Understand Chronology Recount changes that have occurred in their own lives.	Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did.
Key Questions	What is the geography of where I live?		Why do we know so much about how changes in time has occurred?	What is the impact of weather around the world?	How do our favourite toys and games compare with those of children in the 1960's?	Who helped change the world?
Disadvantaged Entitlement Experience	Experience: Trip to Marazion	Experience: Trip around Porthleven Forest Schools trip		Experience: Visitor from Culdrose	Experience: Visit to Helston Toy museum, students from Helston School come in and help build the toys.	Experience: Enterprise Day
RE	National Days St.George's Day, St Andrew's Day, St. David's Day, St.Patrick's Day	Religious Stories	Religious Leaders Jesus, Mohammed, Moses	Religious Buildings	What does religion around the world look like?	Religious Art
PE	Games	Gymnastics	Dance	Striking and fielding	Net and Wall	Athletics
Music	Practice and learn- Christmas play To follow instructions on how and when to sing.	Performing – Christmas Play To take part in singing, accurately following a melody.	Listening and reviewing a piece of music To recognise changes in timbre, dynamic and pitch	Creating and performing a piece to represent the weather Choose sounds to create and effect.	To compose a basic tune To use symbols to represent a composition and us them to help with a performance.	Music Around the World Identify the beat of a tune.
Art	Art – Drawing. Landmarks Look at artists who have drawn landmarks around us – St Michael's Mount.	Art – Collage Use a combination of materials that are cut, torn and glued. • Sort and arrange materials.	Art/DT– Stone Age – Modern Day Sculptures – • Use a combination of shapes. • Include lines and texture.	Art- Painting Paint the weather. Take inspiration from artists who have painted the weather.	Art and DT– Design a teddy bear hand puppet using sewing skills • • Join materials using	Art – collage famous inventors. • Sort and arrange materials. • Mix materials to create texture.

	<ul style="list-style-type: none"> • Draw lines of different sizes and thickness. • Show different tones by using coloured pencils. <p>DT – Food around the UK</p>	<ul style="list-style-type: none"> • Mix materials to create texture. <p>Use a range of materials to collage flags from the UK.</p> <p>DT – Christmas crafts Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).</p> <p>DT – Local foods</p>	<ul style="list-style-type: none"> • Use rolled up paper, straws, paper, card and clay as materials. • Use techniques such as rolling, cutting, moulding and carving. <p>Make coil pots, clay tiles, build castles from recycled materials.</p> <p>DT – Famous Sculptures</p> <p>Cooking – Food through Time</p>	<p>Use thick and thin brushes.</p> <ul style="list-style-type: none"> • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make tones. • Create colour wheels <p>Cooking – Discovering New Foods</p>	<p>glue and/or a stitch.</p> <ul style="list-style-type: none"> • Join textiles using running stitch. <p>Create a toy using leavers, wheels and winding mechanisms. Design and evaluate the toy for its purpose. Invite children from secondary school to help the children to make their toys.</p> <p>DT - Cooking – Food from the 60's</p>	<p>DT – Investigate our homes, school etc and come up with ideas to make our own inventions.</p>
Computing	<p>Internet Safety Using technology (ICT Suite/Folder Orientation)</p> <p>To understand online risks and the age rules for sites.</p>	<p>Simple Programming Understanding Algorithms</p> <p>To control motion by specifying the number of steps to travel, direction and turn.</p>	<p>Basic computing skills and terminology</p> <p>To use a range of applications and devices in order to communicate ideas, work and messages. Control when drawings appear and set the pen colour, size and shape.</p>	<p>Use digital media to video a weather forecast.</p> <p>To use a range of applications and devices in order to communicate ideas, work and messages.</p>	<p>Research Project – What did toys use to look like?</p> <p>To use a range of applications and devices in order to communicate ideas, work and messages.</p>	<p>Set up a class social media page for the summer!</p> <p>To participate in class social media accounts.</p>
PSHE	<p>Internet Safety + Health and wellbeing (Y2)</p> <ul style="list-style-type: none"> • Healthy lifestyles and minds (mental health lessons) • Growing and changing • Keeping safe (crossing roads etc) <ul style="list-style-type: none"> • Pant rule (NSPCC) 		<p>Living in the Wider World (y2)</p> <ul style="list-style-type: none"> • Rights and responsibilities • Taking care for the environment <ul style="list-style-type: none"> • Money • Esafety • British values 		<p>Relationships + SRE and Drugs (Y2)</p> <ul style="list-style-type: none"> • Feelings and emotions • Healthy relationships • Valuing differences <ul style="list-style-type: none"> • Family • Naming body parts 	
SMSC Boxall Links	Gives Purpose Attention	Participates Constructively	Connects up Experiences	Shows insightful involvement	Engages Cognitively with peers	Manages Change