

**YEAR 1/2 CURRICULUM MAP – PLAN A (2018-2019)**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>English</b>	<b>The Bog Baby</b>	<b>The Queen’s Hat</b>  <b>The Queen’s Present</b>	<b>The Queen’s Handbag</b>	<b>The Journey Home</b>	<b>The Flower</b>	<b>The Knight and the Dragon</b>
<b>Mathematics</b>	<b>Numbers and counting. Place Value. Addition and subtraction.</b>	<b>Numbers and counting. Place Value. Addition and subtraction. Doubling &amp; Halving.</b>	<b>Addition and subtraction. Multiplication and Division. Position and Movement. Time.</b>	<b>Measures. Money. Multiplication and Division. Problem solving.</b>	<b>Problem solving. SATs.</b>	<b>Problem solving. Time. Money.</b>
<b>Science</b>	<b>Animals including humans</b> <ul style="list-style-type: none"> <li>• identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>• identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>• notice that animals, including humans, have offspring which grow into adults</li> <li>• find out about and describe the basic needs of animals, including</li> </ul>	<b>Seasons.</b> <ul style="list-style-type: none"> <li>• identify seasonal and daily weather patterns in the United Kingdom</li> <li>• observe changes across the four seasons</li> <li>• observe and describe weather associated with the seasons and how day length varies</li> </ul>	<b>Materials.</b> Y1 <ul style="list-style-type: none"> <li>• distinguish between an object and the material from which it is made</li> <li>• identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>• describe the simple physical properties of a variety of everyday materials</li> <li>• compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul>	<b>Living things and their habitats</b> Explore and compare the differences between things that are living, dead and things that have never been alive  Identify that 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  Identify and name a variety of plants and	<b>Plants</b> <ul style="list-style-type: none"> <li>• observe and describe how seeds and bulbs grow into mature plants</li> <li>• find out and describe how plants need water, light and a suitable temperature to grow and stay healthy (gardening)</li> </ul>	<b>Seasons</b> <ul style="list-style-type: none"> <li>• identify seasonal and daily weather patterns in the United Kingdom</li> <li>• observe changes across the four seasons</li> <li>• observe and describe weather associated with the seasons and how day length varies</li> </ul>

	<p>humans, for survival (water, food and air)</p> <ul style="list-style-type: none"> <li>• describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>		<p>Y2</p> <ul style="list-style-type: none"> <li>• identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>• find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>	<p>animals in their habitats, including microhabitats</p> <p>Describe how animals get their food from plants and other animals, using the idea of a simple food chain and identify and name different sources of food</p>		
<b>RE</b>	What do Christians believe God is like?	Why does Christmas matter to Christians?	Who am I? What does it mean to belong?	Who do Christians say made the world?	What makes some places sacred to believers?	

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<b>History</b>			<b>Houses/Toys.</b> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life			<b>Sandal Castle</b> Significant historical events, people and places in the locality
<b>Geography</b>		<b>Maps – Map of school/walk to school.</b> <b>UK.</b> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 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 Geography – key stages 1 and 2 3 use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key		<b>Contrasting UK and Africa.</b> name and locate the world's seven continents and five oceans • identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 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		<b>Key physical features of Wakefield</b> •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

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<b>ICT</b>	<b>E-Safety</b> <b>Common uses of ICT.</b> <ul style="list-style-type: none"> <li>recognise common uses of information technology beyond school</li> <li>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>	<b>Algorithms.</b> <ul style="list-style-type: none"> <li>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>create and debug simple programs</li> <li>use logical reasoning to predict the behaviour of simple programs</li> </ul>	<b>Purple Mash.</b> <ul style="list-style-type: none"> <li>use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul>	<b>Internet.</b> <b>E-Safety.</b> <ul style="list-style-type: none"> <li>recognise common uses of information technology beyond school</li> <li>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>	<b>Purple Mash.</b> <ul style="list-style-type: none"> <li>use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul>	<b>Algorithms.</b> <ul style="list-style-type: none"> <li>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>create and debug simple programs</li> <li>use logical reasoning to predict the behaviour of simple programs</li> </ul>

DT		<p><b>Make a Christmas card</b></p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> </ul>	<p><b>Felt Bunting</b></p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>explore and evaluate a range of existing products</li> <li>evaluate their ideas and products against design criteria</li> </ul>			<p><b>Design a Healthy Sandwich.</b></p> <ul style="list-style-type: none"> <li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> </ul>
Art	Colours – tints and shades			Art from other cultures Patterns.		Picture Postcards

	<ul style="list-style-type: none"> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> </ul>			<ul style="list-style-type: none"> <li>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>		<ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> </ul>
<b>Music</b>	Sounds Interesting	Sound stories  Christmas production	Feel the Pulse	Rhythm	Starting graphic notation	Hands Feet Heart
<b>PE</b>	<b>Ball skills</b>  <b>Travelling</b>	<b>Netball skills:</b> <b>Attacking and defending</b> <b>Passing the ball</b>	<b>Hockey skills</b>  <b>Dance</b>	<b>Gymnastics</b>  <b>Rugby skills</b>	<b>Athletics</b>  <b>Sports skills</b>	<b>Striking and fielding</b>  <b>Tennis</b>
<b>Christian Values</b> <b>PSHCE</b>  <b>Citizenship</b> <b>British Values</b>	Love  Making Friends  Respect for one another	Friendship  Say no to bullying  Looking after our environment – recycling, reusing.	Trust  Getting on and Falling out  Liberty and respect –who lives in Wakefield?	Courage  Relationships  Rights and responsibilities	Respect  Good to be me  Respect and tolerance	Forgiveness  Changes  Democracy – voting for next year’s school council