



Long Term Curriculum Map Cycle B 2020-21

	Autumn		Spring		Summer	
Main Theme	How have holidays changed?	Why does Father Christmas wear warm clothes?	Why did elephants live in Leamington Spa?	Who has the biggest footprint?	When I'm asleep, who's awake?	What is the longest journey you could go on?

Key Texts	<p>Tiddler Flotsam Lighthouse Keeper's Lunch Storm Whale The Mousehole Cat Steven Seagull Action Hero Dougal Deep Sea Diver Commotion in the Ocean Turtle Island Five on a Treasure Island At the Beach Rainbow Fish How does a lighthouse work? (non-fict pict book)</p>	<p>Cuddly Duddly The Emperors Egg Lost and Found The penguin who wanted to know. The snow Queen /Frozen (film) Tom Crean's Rabbit</p>	<p>Elephant's in Leamington Spa. Clown Erica's Elephant The Elephant Emergency</p>	<p>Grandad's Secret Giant Tyrannosaurus Drip Dinosaur Trouble Dinosaur Atlas Giganotosaurus How big was a dinosaur? (maths link)</p>	<p>Diary of a Wombat Ouch in my Pouch Tiddalick</p>	<p>Bob the man on the moon. Here come the aliens. Laika the Astronaut Toys in Space The Moon Map How to Catch a Star The way back home (non-fict books)</p>
Whole class	Y2					



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texts (Guided Reading)	The Iron Man Violet and the Pearl of the Orient					
National Curriculum Objectives Meaningful links to foundation subjects	<p style="text-align: center;"><u>History</u></p> <p>Significant events beyond living memory (the popularity of Victorian seaside holidays) including the influence on living memory (holidays today).</p> <p style="text-align: center;"><u>Geography</u></p> <p>Human and physical features of a small area of the United Kingdom AND a non-European country (eg. Mexico)</p>	<p style="text-align: center;"><u>Geography</u></p> <p>Location of cold areas in the world, in relation to North and South Poles. Identifying human and physical features of a locality. Identify seasonal and daily weather patterns. Use world maps/atlasses/globes; simple compass directions.</p> <p style="text-align: center;"><u>Science</u></p>	<p style="text-align: center;"><u>History</u></p> <p>Significant historical events, people and places in their own locality. (Sam Lockhart) The lives of significant individuals in the past (Queen Victoria/ Barnum and Bailey)</p> <p style="text-align: center;"><u>Geography</u></p> <p>Identifying human and physical features of a locality. To describe locations of</p>	<p style="text-align: center;"><u>History</u></p> <p>Significant historical events, people and places in their own locality. (Blue Lias discovery; Harbury cutting discovery)</p> <p style="text-align: center;"><u>Geography</u></p> <p>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; use simple fieldwork and</p>	<p style="text-align: center;"><u>Geography</u></p> <p>Understand similarities and differences of UK and an area on a contrasting non-European country. (Australia)</p> <p>Study of a 'hot' place.</p> <p>Use world maps, atlases and globes to identify the UK and other countries, continents and oceans.</p>	<p style="text-align: center;"><u>History</u></p> <p>Lives of significant individuals from the past.</p> <p>Compare aspects of life in different periods (Christopher Columbus/Neil Armstrong/Tim Peake/Women in space)</p> <p style="text-align: center;"><u>Geography</u></p> <p>Use world maps, atlases and globes to identify the UK and other countries,</p>



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	<p>Identify seasonal and daily weather patterns. Use aerial photographs.</p> <p style="text-align: center;"><u>Science</u> Identifying common plants/animals (coastal habitats including under the sea) Identifying materials. (Seaside litter) Describing physical properties and suitability of a range of materials (waterproofing, sun protection)</p>	<p style="text-align: center;">Identifying plants and animals, including study of basic food chains. (Arctic habitat) Describing physical properties and suitability of a range of materials (materials for warmth)</p> <p style="text-align: center;"><u>Art</u> Chalk/pastel (Northern Lights) Clay (Penguin models)</p> <p style="text-align: center;"><u>DI</u> Make and Evaluate</p>	<p>features and routes on a map; Devise simple maps</p> <p style="text-align: center;"><u>Science</u> Basic needs of animals, including humans, for survival (water, food air) The importance of exercise, eating the right amounts of different types of food, and hygiene.</p> <p style="text-align: center;"><u>Art</u> Artist study (eg. Henry Rousseau) Paint</p>	<p>observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p style="text-align: center;"><u>Science</u> Find out how shapes of solid objects made from certain materials can be changed by squashing, bending, twisting and stretching.</p> <p style="text-align: center;">Identify and name a variety of</p>	<p>Name and locate the world's seven continents and five oceans.</p> <p style="text-align: center;"><u>Science</u> Identify and name a variety of animals, including fish, amphibians, reptiles, birds and mammals. (Nocturnal animals.)</p> <p style="text-align: center;">Identify that most living things live in habitats to which they are suited and</p>	<p>continents and oceans.</p> <p style="text-align: center;"><u>Science</u> Basic needs of animals, including humans, for survival -water, food air. (space suits/astronaut food)</p> <p style="text-align: center;">The importance of exercise, eating the right amounts of different types of food, and hygiene. (Keeping astronauts</p>
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	<p style="color: red;">Food chains / webs</p> <p style="color: orange;">Art Collage (Rock pool Scene; Under the Sea) Textiles (Puppets: Punch and Judy-inspired)</p> <p style="color: green;">DI Design, Make Evaluate (Making Hat, Beachbag)</p> <p style="color: green;">Healthy Choices (Healthy picnic)</p> <p style="color: blue;">PE</p>	<p style="color: green;">(Items designed to keep warm)</p> <p style="color: blue;">PE Y1 Games – Mini ball games Dance – polar animals</p> <p style="color: blue;">Y2 Dance – polar animals Games - Small-sided ball games</p> <p style="color: red;">RE 1.4 What can we learn from sacred books? Continued</p>	<p style="color: orange;">(Circus tent design) Digital Art (Clowns)</p> <p style="color: green;">DI Mechanisms (Making moving pictures/models of circus act?)</p> <p style="color: green;">Building structures (Circus tents- Straw structures)</p> <p style="color: blue;">PE Y1 Games- simple invasive games Dance-topic based</p> <p style="color: blue;">Y2 Games – net/wall</p>	<p style="color: red;">common animals that are carnivores, herbivores and omnivores</p> <p style="color: red;">Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p style="color: red;">Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p>	<p style="color: red;">describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p style="color: red;">(Looking after our bodies- protecting against the sun; importance of sleep)</p> <p style="color: orange;">Art Pattern (Aboriginal art)</p> <p style="color: blue;">PE Y1</p>	<p style="color: red;">healthy- exercise in space)</p> <p style="color: orange;">Art Artist study (eg. Vincent Van Gough- Starry Night)</p> <p style="color: green;">DI Mechanisms (Space buggies)</p> <p style="color: blue;">PE Y1 Athletics Dance – topic-based</p> <p style="color: blue;">Y2 Swimming Striking/fielding</p> <p style="color: red;">RE</p>
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	<p style="text-align: center;">Y1 Ball skills- Throwing, catching, rolling and kicking. Playground games/skipping Gymnastics – jumping and rolling</p> <p style="text-align: center;">Y2 Games- ball skills and small-sided ball games. Gymnastics – turning and balancing</p> <p style="text-align: center;">RE 1.4 What can we learn from sacred books?</p> <p style="text-align: center;">PSHE</p>	<p style="text-align: center;">PSHE</p> <p style="text-align: center;">Computing Y1 Algorithms (INSTRUCT!)</p> <p style="text-align: center;">Y2 Word Processing (STORIES b) Digital Art – 2Paint</p> <p style="text-align: center;">Music</p> <p style="text-align: center;">Values for Life: Love Preparation (Advent)</p>	<p style="text-align: center;">games Gymnastics- large apparatus</p> <p style="text-align: center;">RE 1.5 What makes some places sacred?</p> <p style="text-align: center;">PSHE</p> <p style="text-align: center;">Computing Y1 Beebots (ROBOTS)</p> <p style="text-align: center;">Y2 2Go and Logo (LOGO) Online Safety (ZIP!)</p> <p style="text-align: center;">Music (Carnival of the Animals)</p>	<p style="text-align: center;">Art Printing (Footprints; dinosaur patterns)</p> <p style="text-align: center;">Sketching (Dinosaur skeletons)</p> <p style="text-align: center;">PE Y1 Gymnastics- Turning and balancing Games – attacking and defending (netball)</p> <p style="text-align: center;">Y2 Games - simple invasive games (hockey) Dance- topic</p>	<p style="text-align: center;">Gymnastics – large apparatus Athletics Y2 Athletics – running, throwing and jumping Striking/fielding games</p> <p style="text-align: center;">RE 1.8 How should we care for others and the world, and why does it matter?</p> <p style="text-align: center;">PSHE</p> <p style="text-align: center;">Computing Y1 Purple Mash 2Create a Superstory (STORIES a)</p> <p style="text-align: center;">Y2 Email and blogging (COMMUNICATE!)) Online Safety (ZIP!)</p> <p style="text-align: center;">Music</p>	<p style="text-align: center;">1.8 How should we care for others and the world, and why does it matter? (continued)</p> <p style="text-align: center;">PSHE</p> <p style="text-align: center;">Computing Y1 Purple Mash 2Create a Superstory (STORIES a)</p> <p style="text-align: center;">Y2 Email and blogging (COMMUNICATE!)) Online Safety (ZIP!)</p> <p style="text-align: center;">Music</p>
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	<p style="text-align: center;"><u>Computing</u> Y1 Technology around us (TECHNOLOGIES) Introduction to E-Safety (SAFE)</p> <p style="text-align: center;">Y2 Online Safety Contracts (ZIP!) 2Investigate (DATABASES)</p> <p style="text-align: center;"><u>Music</u> (Sea Shanties)</p> <p style="text-align: center;"><u>Values for Life:</u> Thankfulness Responsibility</p>		<p style="text-align: center;"><u>Values for Life:</u> Perseverance Loyalty</p>	<p style="text-align: center;">based</p> <p style="text-align: center;"><u>RE</u> 1.5 What makes some places sacred?</p> <p style="text-align: center;"><u>PSHE</u></p> <p style="text-align: center;"><u>Computing</u> Y1 2Count and 2Graph (GRAPHS) Y2 Puppet Pals (ANIMATE)</p> <p style="text-align: center;"><u>Music</u></p> <p style="text-align: center;"><u>Values for Life:</u> Trust (Easter) Courage (Lent)</p>	<p style="text-align: center;">Introduction to Learning Platform Internet research and safe-searching (SAFE)</p> <p style="text-align: center;">Y2 Junior Scratch (CREATE)</p> <p style="text-align: center;"><u>Music</u></p> <p style="text-align: center;"><u>Values for Life:</u> Collaboration Truthfulness</p>	<p style="text-align: center;"><u>Values for Life</u> Love Justice</p>
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Key skills	<p style="color: red;">Sc1/1.1 asking simple questions and recognising that they can be answered in different ways</p> <p style="color: red;">Sc1/1.2 observing closely, using simple equipment</p> <p style="color: red;">Sc1/1.3 performing simple tests</p> <p style="color: red;">Sc1/1.4 identifying and classifying</p> <p style="color: red;">Sc1/1.5 using their observations and ideas to suggest answers to questions</p> <p style="color: red;">Sc1/1.6 gathering and recording data to help in answering questions.</p> <p style="color: brown;">Ge1/1.4a use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p style="color: brown;">Ge1/1.4b use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</p> <p style="color: brown;">Ge1/1.4c 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</p> <p style="color: brown;">Ge1/1.4d 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.</p>				