

Sheering School Curriculum Map CYCLE A
Class: Durrington Year Group 1/2

	Autumn		Spring		Summer	
Main Theme	History What has changed since your grandparents were young? Are iPads more fun than my grandparents' old toys?		Geography Why can't a Meerkat live in the South Pole?		Geography Where does and did the wheels on the bus go?	
English Hamilton Trust	Fiction Stories on a Theme: Feelings Poetry Poems by the Same Poet: Edward Lear	Fiction Traditional Tales: The Story Blanket Non-Fiction Letters and Postcards	Fiction Contemporary Picture Books Non-Fiction Information Texts: Incredible Animals	Non- Fiction Instructions: Instructions for a Cleaner World Poetry Poems on a Theme: Houses and Homes	Fiction Stories on a Theme: Picture Books from the USA Non-Fiction Instructions: Food Stories	Fiction Stories by the Same Author: Malorie Blackman Poetry Poems on a Theme: Animals
Phonics Little Wandle	Review: Phase 3 GPC's: ai, ee, igh, oa, oo, ar, or, ur, oo, ow, oi, ear, air, er, s-es, words with two or more digraphs Phase 4: CVCC CCVC CCVCC CCVCC Phase 4 with long vowels Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each Review longer words Tricky words: Phases 2-4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today	Phase 5 graphemes: Week 1: /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn Tricky words: their people oh your Week 2: /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he Tricky words: Mr Mrs Ms ask* Week 3: /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute Tricky word: could would should our Week 4: /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw Tricky words: house mouse water want Week 5: Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue	Phase 5 graphemes: Week 1: /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder Tricky words: any many again Week 2: /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone Tricky words: who whole where two Week 3: /l/ le al apple metal /s/ c ice /v/ ve give Tricky words: school call different Week 4: /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey Tricky words: thought through friend work Week 5: Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa	Phase 5 graphemes: Week 1: /ur/ or word /oo/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk Tricky words: once laugh Week 2: /ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father* Tricky words: because eye Week 3: /or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there Week 4: /ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor Week 5: /c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze	Review Phase 5 GPC's for phonics screening check: Week 1: ay play a-e shake ea each e he Week 2: ie pie i-e time o go o-e home Week 3: ue blue rescue ew chew new u-e rude cute aw claw Week 4: ea head ir bird ou cloud oy toy Week 5: i tiger a paper ow snow u unicorn Week 6: ph phone wh wheel ie shield g giant SPAG	Review Phase 5 grapemes Week 1: /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer Tricky words: busy beautiful pretty hour Week 2: /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large Tricky words: move improve parents shoe Week 3: /sh/ ti ssi si ci potion mission mansion delicious Week 4: /or/ augh our oar ore daughter pour oar more review Week 5: review SPAG
Maths WhiteRose	Number Yr1- Place value (within 10) Yr2- Place value	Number Yr1- Addition and subtraction (within 10) Yr2- Addition and subtraction Geometry Yr1&2-Shape Consolidation Yr1	Number Yr1- Place value (within 20) Measurement Yr2- Money Number Yr1- Addition and subtraction (within 20) Yr2- Multiplication and division Yr1- Place value (within 50)	Measurement Yr1 & 2- length and height Yr1- Mass and volume Yr2- Mass, capacity and temperature	Number Yr1- Multiplication and division Yr2- Statistics Yr1&2- Fractions Geometry Position and direction	Number Yr1- Place value (within 100) Problem Solving Yr 2 Measurement Yr1- Money Yr1 & 2- Time Consolidation Yr1
Spoken Language	Speaking for a range of purposes To organise their thoughts into sentences before expressing them. (Y1) To be able to describe their immediate world and environment. (Y1) To retell simple stories and recounts aloud. (Y1) To talk about themselves clearly and confidently. (Y2) To verbally recount experiences with some added interesting details. (Y2) To offer ideas based on what has been heard. (Y2)	Participating in discussion To recognise when it is their turn to speak in a discussion. (Y1) To recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas. (Y1) To give enough detail to hold the interest of other participant(s) in a discussion. (Y2) To engage in meaningful discussions that relate to different topic areas. (Y2) To remain focused on a discussion when not directly	Vocabulary building & standard English To use appropriate vocabulary to describe their immediate world and feelings. (Y1) To think of alternatives for simple vocabulary choices. (Y1) To start to use subject- specific vocabulary to explain, describe and add detail. (Y2) To suggest words or phrases appropriate to the topic being discussed. (Y2) To start to vary language according to the situation between formal and informal. (Y2)	Drama, performance and confidence To speak clearly in a way that is easy to understand. To speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session. (Y1) To know when it is their turn to speak in a small group presentation or play performance. To take part in a simple role play of a known story. (Y1) To speak confidently within a group of peers so that their message is clear. To practise and rehearse reading	Asking and answering questions To begin to ask questions that are linked to the topic being discussed. (Y1) To answer questions on a wider range of topics (sometimes may only be one-word answers). (Y1) To show that they are following a conversation by asking relevant and timely questions. (Y2) To answer questions using clear sentences. To begin to give	Following instructions To understand instructions with more than one point in many situations. (Y1) To fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear. To attempt to follow instructions before seeking assistance(Y2)

		involved and be able to recall the main points when questioned. (Y2)	To usually speak in grammatically correct sentences. (Y2)	sentences and stories aloud. (Y2) To take on a different role in a drama or role play and discuss the character's feelings. To recognise that sometimes speakers talk differently and discuss reasons why this might happen. (Y2)	reasoning behind their answers when prompted to do so. (Y2)	
Listening skills - Ongoing To listen to others in a range of situations and usually respond appropriately. To listen carefully and respond with increasing appropriateness to what has been said, e.g. make a helpful contribution when speaking in a small reading group.						
Science	Why are there so many leaves on the floor? <ul style="list-style-type: none"> Know the names and characteristics of each season Know about the weather associated with each season. 		Why would a dinosaur not make a good pet? <ul style="list-style-type: none"> Classify things as living, dead or never lived Know that specific habitats provide for the basic needs of things living there. Match living things to their habitats Explain a simple food chain 		Which plants and birds would Evie find in our park? <ul style="list-style-type: none"> Know and name a variety of common wild and garden plants. Know and name the petals, stem, leaves and root of a plant. Know and name the roots, trunk, branches and leaves of a tree. 	
History	What has changed since your grandparents were young? <ul style="list-style-type: none"> Know about the games and toys their grandparents played with. Know what toys their grandparents would have played with. Know about what life was like at the time their grandparents were young. 				Geography Link: How have cars, buses, trains and bicycles changed since your grandparents were little – history within their locality.	
Geography			Why can't a Meerkat live in the South Pole? <ul style="list-style-type: none"> Know where the equator is and point to it on a globe. Know where the North and South poles are and point to them on a globe. Recognise some of the more familiar weather symbols. 		Where do and did the wheels on the bus go? <ul style="list-style-type: none"> Know their address including their postcode. Know how to read a simple street map. Know the names of at least 6 cities in the United Kingdom. 	
Design & Technology	History link: Plan and design a moving toy.		Science Link: How can you recreate a dinosaur environment or habitat?		Geography Link: Can you design and make a vehicle that can move? Science Link: Children will design and make their own bird tables/nest box and make mixtures with seeds, nuts etc.	
Art	History link: What style of clothes would your grandparents have worn when they were your age? Create sketches from photographs, attempting to capture the fashion of the time Science link: Use leaves for creating prints having first looked at the work of William Morris.		Geography link: What do we mean by hot and cold colours? Science link: Dinosaur habitat- Paint mixing		Science link: How can we capture the beauty of the birds, plants and trees we see? Children to sketch the birds and plants they've observed.	
Computing	Unit 1.1- Online Safety Unit 2.5 Effective searching Unit 1.8 Spreadsheets Unit 1.9 Tech outside the school		Unit 1.7 Coding Unit 1.4 Lego builders Unit 1.2 Grouping and sorting		Unit 2.6 Creating pictures Unit 2.1 Coding	
R.E Essex locally agreed syllabus	How did the universe come to be? Christian, Hindu	Why is light an important symbol for many religious believers? Christian, Jewish, Hindu	How does a celebration bring a community together? Christian, Jewish, Hindu	What does the cross mean to Christians? Christian	How do Christians belong to their faith family? Christian	Enquiry question exploring the overall concept of religion/worldviews using an experiential approach. WHOLE SCHOOL ENQUIRY
Christian distinctiveness	Rules and community – class rules (See: What if learning – Rules and community)	Red Nose Day - November Giving and receiving gifts (See: What If learning - "God's World")	Sports Relief	Foods grown around the world – famine – charity – Fair trade PE/Exercise - What we do	Interconnectedness of the creation of the world (See: What If learning – Seeing Connections)	Environment – littering - responsibility in our environment (See: What If learning – Words and Actions)

	Harvest – honour and respect for the elderly (See: What if learning – Cooking and honouring”)			with our bodies affects our minds, our emotions and our spirits. Seeing themselves in a holistic way. (See: What If learning – Bodies and People)		
Music Charanga	Hey you!	Rhythm in the way we walk and banana rap	In the groove African music – rhythm, instruments and voices Music associated with black people	Round and round	Your imagination	Reflect, rewind and replay
P.E	Lesson 1: Gymnastics	Lesson 1: Dance	Lesson 1: Gymnastics	Lesson 1: Dance	Lesson 1: Gymnastics	Lesson 1: Games (Parachute)
	Lesson 2: Games (Throwing and Catching)	Lesson 2: Games (Hockey)	Lesson 2: Games (Basketball)	Lesson 2: Games (Football)	Lesson 2: Games (Speed, agility, quickness SAQ)	Lesson 2: Games (Cricket)
RSHE Goodness and Mercy	Sleep, rest and hygiene	Screen time and screen-safety	Family	Friends	First Aid	Healthy eating
	Ongoing			Spiritual practices Exercise (link to PE) Anti-bullying Mental health, wellbeing and emotional literacy Making good boundaries		
Suggested Visits	Bethnal Green Museum of Childhood		Travelling zoo including meerkats/Paradise Wildlife Park		Walk to the local park.	