

Sheering School Curriculum Map CYCLE A 2021
Class: Durrington Year Group 1/2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Main Theme	Geography Why can't a Meerkat live in the North Pole?	History Why is the iPad more fun than Grandma and Grandad's old toys?	Geography Where would you prefer to live: England or Kenya?	History How have Rosa Parks and Nelson Mandela helped to make the world a better place?	History Why did the Titanic sink?	Science How can we grow our own salad?
English	Narrative Story pattern: Journey tale (Description) <i>Meerkat Mail</i> Non-Fiction: Recount Can you write a letter to rabbits in another field? <i>The Rabbit problem</i> <i>By Emily Gravett</i>	Narrative: Rags to riches (Openings and endings) Traditional tales Poetry: Poems on a theme/Pattern and rhyme Pupils to recite and learn by heart. Toys/Christmas	Narrative: Finding a magical object (Setting) The Magic Porridge Pot Non-fiction: Information Can you write a report about life in Kenya?	Narrative: Journey Tale (Dialogue) <i>Amazing Grace</i> <i>Grace and Family</i> Poetry: Poems based on observation/Poems using the senses Poetry from different cultures	Non-fiction: Recount in the form of a diary Non-fiction: Explanation Can you explain how/why the Titanic sank? Narrative: Journey Tale (Scariness) Little Red Riding Hood	Narrative: Cumulative Finding Tale (Dialogue) <i>Oliver's Vegetables</i> Non-fiction: Instructions for a recipe Can you write instructions on how to make a salad?
Phonics	Phases 3-6 (set groups)				Phonics screening SPAG	SPAG
Maths	Number: Place Value Yr1- Numbers to 20 Yr2- Numbers to 100 Number addition and subtraction Yr1- Numbers within 20 (including money) Yr2- Numbers within 100 (including money)	Number: Addition and subtraction Yr1- Numbers within 20 (including money) Yr2- Numbers within 100 (including money) Number: Yr1- Place value to 50 Multiplication Yr2: Multiplication	Number Yr1- Division and consolidation Yr2- Division Yr1- Place value to 100 Yr2- Statistics Measurement: Yr1 & 2- length and height	Geometry: Yr1- Shape and consolidation Yr2- Properties of shape Number: Yr1- Fractions and consolidation Yr2- Fractions	Geometry: Yr1 & 2- Position and direction Measurement: Yr1 & 2- Time Problem solving and efficient methods	Measurement: Yr1- Weight and volume Yr2- Mass, Capacity and Temperature Consolidation and investigations
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 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 involved and be able to recall the main points when questioned. (Y2)	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) To usually speak in grammatically correct sentences. (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 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)	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 reasoning behind their answers when prompted to do so. (Y2)	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)
	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	Animals including humans Why are humans not like tigers? Year 1- label a variety of common animals, amphibians, reptiles, birds and mammals. Know carnivores, herbivores, omnivores How to care for pets Name the parts of the human body	Seasonal changes How do the seasons impact on what we do? Features of the day and night including temperature Weather, associated with seasons	Living things and their habitats Why would a dinosaur not make a good pet? Year 1 – Know carnivores, herbivores and omnivores How to care for pets Year 2 – What animals and humans need to survive	Everyday materials What do aliens think of life on Earth? Identify and name a range of materials Classify and group according to a range of physical properties	Plants and animals Which birds would Little Red Riding Hood find in our park? Year 1- Structure of plants, including roots, stem, flower	Plants How can we grow our own salad? Year 2- what plants and seeds need to grow Growing from seeds and bulbs
History		Why is the iPad more fun than Grandma and Grandad's old toys?		How have Rosa Parks and Nelson Mandela helped to make the world a better place?	Why did the Titanic sink?	
Geography	Why can't a Meerkat live in the North Pole? Human: People who live in hot and cold countries Physical: Features of hot and cold places Weather		Where would you prefer to live: England or Kenya? Human/Physical: a small area in the UK and a contrasting non-European country			Research into which fruits grow where and set these onto a map. (linked to science topic)
Design & Technology		Mouldable materials: Can we design our own bedroom door name signs?	Mechanisms: Why might our dinosaurs bite you?		Materials: How will we float our boats?	
Art	What is a 'still life' anyway? Drawing. Colour mixing – to create hot and cold paintings		What's that creepy crawly creature? 3D African artists – recreate own paintings based on artists such as Martin Bulinya		What will our wallpaper look like? Printing.	
Computing	Unit 1.1- Online Safety Unit 1.2- Grouping and Sorting		Unit 1.4- Lego Builders Unit 1.5- Maze Explorers		Unit 1.7- Coding Unit 1.8- Spreadsheets	

	Unit 1.3- Pictograms		Unit 1.6- Animated Stories		Unit 1.9- Tech Outside School	
R.E links Essex RE syllabus	<u>A Time for Giving Thanks</u> Harvest/Sukkot	<u>Gifts and Giving</u> Christmas	<u>What is God like?</u>		<u>A time for remembering every part of God's creation</u> Variety within creation and taking responsibility for animals	
Christian distinctiveness	Rules and community – class rules (See: What if learning – Rules and community) Harvest – honour and respect for the elderly (See: What if learning – Cooking and honouring")	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 with our bodies affects our minds, our emotions and our spirits. Seeing themselves in a holistic way. (See: What If learning – Bodies and People)	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)
Music CHECK SKILLS	<u>Hey you!</u>	<u>Rhythm in the way we walk and banana rap</u>	<u>In the groove</u> African music – rhythm, instruments and voices Music associated with black people	<u>Round and round</u>	<u>Your imagination</u>	<u>Reflect, rewind and replay</u>
P.E	Lesson 1: Gymnastics Lesson 2: Games (Throwing and Catching)	Lesson 1: Dance Lesson 2: Games (Hockey)	Lesson 1: Gymnastics Lesson 2: Games (Basketball)	Lesson 1: Dance Lesson 2: Games (Football)	Lesson 1: Dance Lesson 2: Games (Speed, agility, quickness SAQ)	Lesson 1: Games (Parachute) 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			Key theology		
	Exercise (link to PE)			Understanding of key Christian teachings about how they are of great value and worth		
	Anti-bullying			Make a link between these teachings and how people can regard, celebrate and protect their bodies, mind and souls		
	Mental health, wellbeing and emotional literacy			Explain most Christians believe that God loves people, that God has always loved them as an individual and always will		
	Making good boundaries			Why other people are special		
				What the Christian belief in creation means for how people should value and protect themselves and treat other people		
				Can give examples of people doing things that hurt others		
Suggested Visits	Travelling zoo including meerkats.	Bethnal Green Museum of Childhood				