

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

	Autumn		Spring		Summer	
Main Theme	<b>History</b> What has changed since your grandparents were young? Are iPads more fun than my grandparents' old toys?		<b>Geography</b> Why can't a Meerkat live in the South Pole?		<b>Geography</b> Where does and did the wheels on the bus go?	
English	<b>Narrative: Finding a magical object (Setting)</b> The Magic Porridge Pot  <b>Non-fiction: Information</b> Can you write a class fact file?	<b>Narrative: Rags to riches (Openings and endings)</b> Traditional tales  <b>Poetry: Poems on a theme/Pattern and rhyme Pupils to recite and learn by heart.</b> Toys/Christmas	<b>Narrative Story pattern: Journey tale (Description)</b> <i>Meerkat Mail</i>  <b>Non-Fiction: Recount</b> Can you write a letter to rabbits in another field? <i>The Rabbit problem</i> <i>By Emily Gravett</i>	<b>Narrative: Fables (Description people, places and objects)</b>  <b>Poetry</b> Acrostic	<b>Non-fiction: Recount in the form of a diary</b>  <b>Non-fiction: Explanation????</b>  <b>Narrative: Journey Tale (Scariness)</b> Little Red Riding Hood Little Evie in the Wild Wood	<b>Narrative: Cumulative Finding Tale (Dialogue)</b>  <b>Non-fiction: Instructions for a recipe</b> Can you write instructions on how to make a salad?
Phonics	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 CCCVC 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 l 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 ee	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 zz /oa/ ow oe ou o-e o oa	Phase 5 graphemes: Week 1: /ur/ or word /oo/ u owl 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 graphemes 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	<b>Number: Place Value</b> Yr1- Numbers to 20 Yr2- Numbers to 200  <b>Number addition and subtraction</b> Yr1- Numbers within 20 (including money) Yr2- Numbers within 100 (including money)	<b>Number: Addition and subtraction</b> Yr1- Numbers within 20 (including money) Yr2- Numbers within 100 (including money)  <b>Number: Yr1- Place value &amp; Multiplication (within 50)</b>  <b>Multiplication Yr2:</b> Multiplication	<b>Number</b> Yr1- Division and consolidation Yr2- Division  Yr1- Place value within 100 Yr2- Place value within 100  <b>Measurement:</b> Yr1 & 2- length and height	<b>Geometry:</b> Yr1- Shape and consolidation Yr2- Properties of shape  <b>Number:</b> Yr1- Fractions and consolidation Yr2- Fractions	<b>Geometry:</b> Yr1 & 2- Position and direction  <b>Measurement:</b> Yr1 & 2- Time  <b>Problem solving and efficient methods</b>	<b>Measurement:</b> Yr1- Weight and volume Yr2- Mass, Capacity and Temperature  <b>Consolidation and investigations</b>
Spoken Language	<b>Speaking for a range of purposes</b>  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	<b>Participating in discussion</b>  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	<b>Vocabulary building &amp; standard English</b>  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)	<b>Drama, performance and confidence</b>  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)	<b>Asking and answering questions</b>  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)	<b>Following instructions</b>  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)

	interesting details. (Y2) To offer ideas based on what has been heard. (Y2)	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)	To start to vary language according to the situation between formal and informal. (Y2) To usually speak in grammatically correct sentences. (Y2)	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)	To answer questions using clear sentences. To begin to give reasoning behind their answers when prompted to do so. (Y2)	
<b>Listening skills</b> - 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	<b>Why are there so many leaves on the floor?</b> <ul style="list-style-type: none"> <li>Know the names and characteristics of each season</li> <li>Know about the weather associated with each season.</li> </ul>	<b>Why would a dinosaur not make a good pet?</b> <ul style="list-style-type: none"> <li>Classify things as living, dead or never lived</li> <li>Know that specific habitats provide for the basic needs of things living there.</li> <li>Match living things to their habitats</li> <li>Explain a simple food chain</li> </ul>	<b>Which plants and birds would Evie find in our park?</b> <ul style="list-style-type: none"> <li>Know and name a variety of common wild and garden plants.</li> <li>Know and name the petals, stem, leaves and root of a plant.</li> <li>Know and name the roots, trunk, branches and leaves of a tree.</li> </ul>			
History	<b>What has changed since your grandparents were young?</b> <ul style="list-style-type: none"> <li>Know about the games and toys their grandparents played with.</li> <li>Know what toys their grandparents would have played with.</li> <li>Know about what life was like at the time their grandparents were young.</li> </ul>		Geography Link: How have cars, buses, trains and bicycles changed since your grandparents were little – history within their locality.			
Geography		<b>Why can't a Meerkat live in the South Pole?</b> <ul style="list-style-type: none"> <li>Know where the equator is and point to it on a globe.</li> <li>Know where the North and South poles are and point to them on a globe.</li> <li>Recognise some of the more familiar weather symbols.</li> </ul>	<b>Where do and did the wheels on the bus go?</b> <ul style="list-style-type: none"> <li>Know their address including their postcode.</li> <li>Know how to read a simple street map.</li> <li>Know the names of at least 6 cities in the United Kingdom.</li> </ul>			
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 links Essex RE syllabus	<b>What is important to you?-LCC</b> Special People' and 'Special Symbols and Objects' using the Essex agreed syllabus Explore	<b>What do Christians and Jews believe about Creation?-LCC</b> 'Special things in nature' using the Essex agreed syllabus Explore	<b>What is important to you?-LCC</b> Sikhism using the Essex agreed syllabus Explore. 'Special People' Sikhism:	<b>How do I know when I'm being good?-LCC</b>	'Special Symbols and Objects'. Judaism using the Essex agreed syllabus Explore. Judaism	<b>Do our actions speak louder than words?-LCC</b> Special Ways of Living using the Essex agreed syllabus Explore:
Christian distinctiveness	Rules and community – class rules	Red Nose Day - November	Sports Relief	Foods grown around the world – famine – charity –	Interconnectedness of the creation of the world (See:	Environment – littering - responsibility in our

	(See: What if learning – Rules and community)  Harvest – honour and respect for the elderly (See: What if learning – Cooking and honouring”)	Giving and receiving gifts (See: What If learning - “God’s World”)		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)	What If learning – Seeing Connections)	environment (See: What If learning – Words and Actions)
Music	<b>Hey you!</b>	<b>Rhythm in the way we walk and banana rap</b>	<b>In the groove</b>  African music – rhythm, instruments and voices  Music associated with black people	<b>Round and round</b>	<b>Your imagination</b>	<b>Reflect, rewind and replay</b>
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: Gymnastics Lesson 2: Games (Speed, agility, quickness SAQ)	Lesson 1: Games (Parachute) Lesson 2: Games (Cricket)
RSHE Goodness and Mercy	<b>Sleep, rest and hygiene</b>	<b>Screen time and screen-safety</b>	<b>Family</b>	<b>Friends</b>	<b>First Aid</b>	<b>Healthy eating</b>
	<b>Ongoing</b>			<b>Spiritual practices</b>  <b>Exercise (link to PE)</b>  <b>Anti-bullying</b>  <b>Mental health, wellbeing and emotional literacy</b>  <b>Making good boundaries</b>		
Suggested Visits	Bethnal Green Museum of Childhood		Travelling zoo including meerkats/Paradise Wildlife Park		Walk to the local park.	