

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

	Autumn		Spring		Summer	
Main Theme	<b>History</b> Did Zog start The Great Fire of London?		<b>Geography</b> Where would you rather live: England or Kenya?		<b>Geography</b> Why do we love to be beside the seaside?	
	<b>History</b> How have people like Rosa Parks made the world a safer place?		<b>History</b> How have people like Rosa Parks made the world a safer place?		<b>History</b> Where did our great-grandparents go on holiday?	
English	<b>Non-fiction: Persuasive advert</b> <i>Zog</i>  <b>Narrative: Meeting tale (Openings and Endings)</b> <i>The Tiger who came to tea</i>	<b>Poetry</b> Seasonal poetry  <b>Narrative: Defeat the monster (Characterisation/Character)</b> Traditional tales	<b>Non-fiction: Information Report</b>  <b>Narrative: Warning Tale (Suspense)</b> <i>Bog Baby</i>	<b>Narrative: Journey Tale (Dialogue)</b> <i>Amazing Grace</i> <i>Grace and Family</i>  <b>Poetry: Poems based on observation/Poems using the senses</b> Poetry from different cultures	<b>Non-fiction: Discussion</b> Should Beegu stay on Earth?  <b>Non-fiction: Instructions</b> How to make a finger puppet?.	<b>Non-fiction: Persuasive leaflet</b> Why should we visit the seaside?  <b>Narrative: Journey Tale (Setting)</b> Winnie at the seaside  <b>Poetry</b> Holidays
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 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 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:</b> Yr1- Place value & Multiplication (within 50)  <b>Multiplication</b> Yr2: 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	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	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)	Asking and answering questions  To begin to ask questions that are linked to the topic being discussed. (Y1)  To answer questions on a	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	Following instructions  To understand instructions with more than one point in many situations. (Y1)  To fully understand instructions with more than	Vocabulary building & standard English  To use appropriate vocabulary to describe their immediate world and feelings. (Y1) To think of alternatives for

	<p>are as valuable as their own opinions and ideas. (Y1)</p> <p>To give enough detail to hold the interest of other participant(s) in a discussion. (Y2)</p> <p>To engage in meaningful discussions that relate to different topic areas. (Y2)</p> <p>To remain focused on a discussion when not directly involved and be able to recall the main points when questioned. (Y2)</p>	<p>To know when it is their turn to speak in a small group presentation or play performance.</p> <p>To take part in a simple role play of a known story. (Y1)</p> <p>To speak confidently within a group of peers so that their message is clear. To practise and rehearse reading sentences and stories aloud. (Y2)</p> <p>To take on a different role in a drama or role play and discuss the character's feelings.</p> <p>To recognise that sometimes speakers talk differently and discuss reasons why this might happen. (Y2)</p>	<p>wider range of topics (sometimes may only be one-word answers). (Y1)</p> <p>To show that they are following a conversation by asking relevant and timely questions. (Y2)</p> <p>To answer questions using clear sentences.</p> <p>To begin to give reasoning behind their answers when prompted to do so. (Y2)</p>	<p>environment. (Y1)</p> <p>To retell simple stories and recounts aloud. (Y1)</p> <p>To talk about themselves clearly and confidently. (Y2)</p> <p>To verbally recount experiences with some added interesting details. (Y2)</p> <p>To offer ideas based on what has been heard. (Y2).</p>	<p>one point in many situations and independently seek clarification when a message is not clear. To attempt to follow instructions before seeking assistance(Y2)</p>	<p>simple vocabulary choices. (Y1)</p> <p>To start to use subject-specific vocabulary to explain, describe and add detail. (Y2)</p> <p>To suggest words or phrases appropriate to the topic being discussed. (Y2)</p> <p>To start to vary language according to the situation between formal and informal. (Y2)</p> <p>To usually speak in grammatically correct sentences. (Y2)</p>
<p>Listening skills - Ongoing</p> <p>To listen to others in a range of situations and usually respond appropriately.</p> <p>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.</p>						
Science	<p><b>Why are humans not like tigers?</b></p> <ul style="list-style-type: none"> <li>Classify a variety of animals according to fish, amphibians, reptiles and mammals.</li> <li>Classify animals by what they eat. (carnivore, herbivore, omnivore)</li> <li>Know how to sort living and non-living things.</li> </ul>	<p><b>How will 5-a-day keep me healthy?</b></p> <ul style="list-style-type: none"> <li>Know the basic stages of a life cycle for animals (including humans)</li> <li>Know why exercise, a balanced diet and good hygiene are important for humans.</li> </ul>	<p><b>What would Traction Man use to build our school?</b></p> <ul style="list-style-type: none"> <li>Know how materials can be changed by squashing, bending, twisting or stretching.</li> <li>Know why a material might or might not be used for a specific job.</li> </ul>	<p><b>How quickly do plants grow?</b></p> <ul style="list-style-type: none"> <li>Know and explain how seeds and bulbs grow into plants.</li> <li>Know what plants need in order to grow and stay healthy (water, light and suitable temperature)</li> </ul>		
History	<p><b>Did Zog start The Great Fire of London?</b></p> <ul style="list-style-type: none"> <li>Know about an event or events that happened long ago even before their grandparents were born in this case the great fire of London</li> <li>Know what we use today instead of a number of older given artefacts e.g. fire engines</li> </ul>		<p><b>How have people like Rosa Parks made the world a safer place?</b></p>	<p><b>Where did our great-grandparents go on holiday?</b> Changes within living memory</p>		
Geography		<p>Science Link: Carry out research to find out which fruits grow where and set these out on a map.</p>	<p><b>Where would you rather live: England or Kenya?</b></p> <ul style="list-style-type: none"> <li>Know the names of and locate the seven continents of the world.</li> <li>Know the names of and locate the five oceans of the world.</li> <li>Know the main differences between a place in England and that of a small place in a non-European country.</li> </ul>	<p><b>Why do we love to be beside the seaside?</b></p> <ul style="list-style-type: none"> <li>How to identify the following physical features: mountain, lake, island, valley, river, cliff, forest, beach</li> <li>Explain some of the advantages and disadvantages of living in a city or village.</li> </ul>		
Design & Technology		<p>Science Link: How can you design and make a fruit salad?</p>	<p>Science link: How can you design and make your own Traction Man using a variety of different materials? How can you design a perfect playground using a range of materials and explain why you have chosen the materials?</p> <p>History link: Design a placard to consider one of the issues they have looked at. E.G children's rights.</p>	<p>Geography Link: What attracts visitors to seaside resorts? (Design and make a fairground ride)</p>		
Art	<p>History Link: How can we capture the amazing Great Fire of London in art? (paint/print or collage)</p> <p>Science Link: How can you sketch a pet using pencils and pastels?</p>	<p>Science Link: Which fruits provide good opportunities for art work? Link to the work of Acrimboldo and to create their own unique piece of art starting with a fruit or vegetable.</p>	<p>Geography Link: How can you recreate Kenyan art? Artists Martin Bulinya and Tilly Willis.</p>	<p>Science Link: How can we capture the beauty of some of our plants or leaves through paint?</p> <p>Geography Link: Can you create your own digital postcards.</p>	<p>Collage: What does the seaside look like?</p>	
Computing	<p>Unit 1.1- Online Safety (4 lessons)</p> <p>Unit 1.3 Pictograms (3 lessons)</p> <p>Unit 2.4 Spreadsheets (5 lessons)</p>		<p>Unit 1.5- Maze Explorers (3 lessons)</p> <p>Unit 2.2- Online Safety (3 lessons)</p>	<p>Unit 2.3- Spreadsheets (4 lessons)</p> <p>Unit 2.7 (3 lessons)</p>		

			Unit 1.6- Animated Stories (5 lessons)		Making Music Unit 2.8- Presenting Ideas (4 lessons)	
R.E	<p><b>How do Christians, Muslims and Jews say 'thank you' to God for the natural world?-LCC</b></p> <p><b>Special places</b> using the Essex agreed syllabus Explore Personal experience: our homes, our school, our village, places we have visited Christianity: features of churches, Harvest festival</p>	<p><b>Why do Christians celebrate Christmas? LCC</b> Jesus is God and was born in Bethlehem The Bible points out that his birth showed that he was extraordinary (worshipped as a king, in Matthew) and that he came to bring good news (to the poor in Luke) Christians celebrate Jesus' birth and Advent for Christians is a time for getting ready for Jesus' coming</p> <p><b>Why is light important in religions?- LCC</b> Hinduism The story of Rama and Sita Lights of Divali</p>	<p><b>Easter</b> Jesus showed he was willing to forgive all people, even for putting him on a cross Christians believe Jesus builds a bridge between God and humans Christians believe Jesus rose from the dead, giving people hope of a new life</p>	<p><b>How do we cooperate?-LCC</b> Special Words and Stories using the Essex agreed syllabus Explore</p> <p><b>Special places Islam</b> using Explore The First Mosque Features of mosques</p>	<p>Special Words and Stories using the Essex agreed syllabus Explore: Judaism: <b>What does it mean to be Muslim?-LCC</b> Special Ways of Living using the Essex agreed syllabus Explore: Islam:</p>	<p>Special Ways of Living using the Essex agreed syllabus Explore: Buddhism <b>What have I learned about different religions?-LCC</b></p>
Christian distinctiveness	<p>Rules and community – class rules (See: What if learning – Rules and community)</p> <p>Harvest – honour and respect for the elderly (See: What if learning – Cooking and honouring”)</p>	<p>Red Nose Day - November</p> <p>Giving and receiving gifts (See: What If learning - “God’s World”)</p>	Sports Relief – March	<p>Foods grown around the world – famine – charity – Fair trade</p> <p>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)</p>	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	<b>Hands, feet, heart</b>	<b>Ho, ho, ho</b>	<b>I wanna play in a band</b>	<b>Zootime</b>	<b>Friendship song</b>	<b>Reflect, rewind and replay</b>
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	<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>					
	<p><b>Spiritual practices</b></p> <p><b>Exercise (link to PE)</b></p> <p><b>Anti-bullying</b></p> <p><b>Mental health, wellbeing and emotional literacy</b></p> <p><b>Making good boundaries</b></p>			<p><b>Key theology</b> Understanding of key Christian teachings about how they are of great value and worth Make a link between these teachings and how people can regard, celebrate and protect their bodies, mind and souls Explain most Christians believe that God loves people, that God has always loved them as an individual and always will 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</p>		
Suggested Visits	The Great Fire of London monument.		Local area – playground visit. Focus on design features of equipment.		Seaside visit.	