



Year 1/2 Curriculum Map Cycle B						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Theme	<p>Who are we?</p> <p>Cross-curricular topic that starts by looking at ourselves, our parents and our grandparents. The children explore the animals they may keep at home as pets and the animals that live around the school grounds.</p> <p>In the second half of the term the children look at their own family trees, where they live in the UK and the geography that makes up Britain.</p> <p>On 11th November the children learn about remembrance day as an event that happened beyond living memory.</p>		<p>Oceans and Seas</p> <p>Cross-curricular topic that explores knowledge of oceans and seas around the world. The children will begin to understand the different environments these represent and how they affect life on land as well as at sea. They will learn about the seas that surround the UK.</p> <p>Develop knowledge of the oceans and continents of the world. Investigate how waves are caused and how they move. In art the children will explore the stormy seascapes of J. M. W. Turner, use a variety of techniques to create textured watercolour paintings and turn them into sea-storm collages.</p>		<p>Great Fire of London</p> <p>Cross- Curricular topic that explores Tudor London and the Greta Fire of 1666. The children will compare fire safety now and then and study the buildings of Tudor London. In art the children will study St Paul's Cathedral and make sketches, prints, clay sculptures and 3D models inspired by this great building. In English the children will study the diary of Samuel Pepys. In cooking the children will bake their own bread.</p>	
 <p>Science</p> <p><i>See Hamilton Trust scheme of work for support</i></p>	<p>Working Scientifically: On-going Unit</p> <p>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> o asking simple questions and recognising that they can be answered in different ways o observing closely, using simple equipment o performing simple tests o identifying and classifying o using their observations and ideas to suggest answers to questions o gathering and recording data to help in answering questions. 					

<p>Seasonal changes: On-going unit See Hamilton Unit - Weather Art Pupils should be taught to:</p> <ul style="list-style-type: none"> ○ observe changes across the 4 seasons ○ observe and describe weather associated with the seasons and how day length varies 			
	<p>Animals, including humans - People and Their Pets</p>	<p>Plants - Art and Nature Everyday Materials - Exploring Changes</p>	<p>Everyday Materials - Brilliant Builders: Comparing Materials Living Things and their Habitats - Habitats and Homes</p>
	<p>Hamilton Unit - People and Their Pets</p> <p>Pupils should be taught to: describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>Hamilton Unit - Plants Art and Nature</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ observe and describe how seeds and bulbs grow into mature plants □ find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <p>Hamilton Unit - Exploring Changes</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ii. identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock iii. describe the simple physical properties of a variety of everyday materials iv. compare and group together a variety of everyday materials on the basis of their simple physical properties 	<p>Brilliant Builders - Building materials</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses □ find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <p>Hamilton Unit - Habitats and Homes</p> <p>Living things and their habitats</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ explore and compare the differences between things that are living, dead, and things that have never been alive □ identify and name a variety of plants and animals in their habitats, including microhabitats
<p>Humanities</p>  <p><i>See Hamilton Trust scheme of work for support</i></p>	<p>Who are we?</p>	<p>Oceans and Seas</p>	<p>Great Fire of London</p>
	<p>Hamilton Unit - Changes in Living Memory</p> <p>History</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> □ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life <p>Remembrance Day</p> <p>Hamilton Unit - We are Britain</p> <p>Geography</p>	<p>Hamilton Unit - Oceans and Seas of the World (Lesson 1 revisited from <i>Cycle A Seaside</i>s)</p> <p>History</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> □ events beyond living memory that are significant nationally or globally □ the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example Christopher Columbus] 	<p>Hamilton Unit - The Great Fire of London</p> <p>History</p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> □ events beyond living memory that are significant nationally or globally □ the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example Samuel Pepys] □ significant historical events, people and places in



Using programmable toys (beebots) to develop and record simple instructions as an algorithm.

Creating a card digitally using basic keyboard skills through typing and formatting text and combining images and words.

Finding images using the web and organizing them into groups on the basis of binary questions.

Filming the steps of a recipe, breaking down the sequence into clear steps as an algorithm.

Illustrating an eBook using painting tools to create and change images on a computer.

Producing a talking book using sound recordings and saving and storing sounds on a computer.

Children will develop the following key skills across the year:

- Understand use of algorithms
- Write & test simple programs
- Use logical reasoning to make predictions
- Organise, store, retrieve & manipulate data
- Communicate online safely and respectfully
- Recognise uses of IT outside of school

Art



See Suffolk scheme of work for support

Painting Self Portraits

Literacy Link

- *To explore the use of thick and thin paint
- *To explore the use of thick and thin paintbrushes and the effects they can make
- * To respond to a story as a starting point for a painted art piece.
- * To experiment with different brushstrokes

Possible visit to National Portrait Gallery

Painting Seascapes

- * Be inspired by the seascapes of JMW Turner;
- * Use a variety of techniques to create different watercolour paintings ready to create a sea-storm collage.
- *Use the watercolour paintings to create sea-storm collages.

Great Fire of London Landscapes

Drawing

- * To experiment with a range of different materials on different sources to focus on 'tone'
- * To respond to music with a piece of art, using the genre of music as a starting point for their art piece.
- * To look closely and draw an object or group of objects
- * To investigate with, and describe texture
- * To observe and record from different viewpoints.

Design

Clay Animals

**Making your own Fantasy Island
(Possible Home Learning Project)**

**3D Design and make a Tudor house
(Possible Home Learning Project)**

Technology including Cooking



See Hamilton Scheme of work for support

- To investigate the possibilities of working with clay.
- To use story as a starting point and record from imagination in 3D form.
- To use different coloured clays to decorate 3D forms.
- To manipulate clay to produce balls and coils.
- To explore a range of marks which can be made by pressing found objects into clay.
- To use clay to make a mould for a plaster cast.
- To make a clay slab and use different tools to make impressions in the surface.

Children will develop the following key skills:
 * design purposeful, functional, appealing products for themselves and other users based on design criteria
 * select from and use a wide range of materials and components, including construction materials and textiles, according to their characteristics
 * explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products

Children will develop the following key skills:
 * select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
 * evaluate their ideas and products against design criteria
 * build structures, exploring how they can be made stronger, stiffer and more stable

Bread and Butter Pudding - Instructions

Baking Bread

Cooking and Nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. Cooking Week takes place once a term and where possible is linked to topic or science.

Cooking and Nutrition Content

Pupils should be taught to: use the basic principles of a healthy and varied diet to prepare dishes & understand where food comes from.



See Kick London Scheme of work for support

Master basic movement, e.g. running, jumping, throwing, catching and apply them into simple invasion games.

Gymnastics balance, agility and co-ordination.

Master basic movement, e.g. running, jumping, throwing, catching and apply them into simple invasion games (Benchball).

Perform dances using simple movement

Apply simple tactics in small games - including basic principles of attack and defense.

Gymnastics balance, agility and co-ordination.

Aiming and hitting using various pieces of equipment - including bats, balls, beanbags, quoits.

Perform dances using simple movement

Participate in small sided team games.

Gymnastics balance, agility and co-ordination.

Master basic movement, e.g. running, jumping, throwing, catching - **Athletics: Sports Day preparation.**

Perform dances using simple movement

Music

Pupils should be taught to: ♣ use their voices expressively and creatively by singing songs and speaking chants and rhymes ♣ play tuned and untuned instruments musically ♣ listen with concentration and understanding to a range of high-quality live and recorded music ♣ experiment



See Charanga website for support

with, create, select and combine sounds using the inter-related dimensions of music.

Unit: I Wanna Play In A Band
Style: Rock

Topic and cross curricular links:
Teamwork, working together. The Beatles. Historical context of musical styles.

Christmas Nativity and carol service

Unit: Round And Round
Style: Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion

Topic and cross curricular links: Latin American style of music - Countries from around the world. Film music. Historical context of musical styles.

Unit: Zootime
Style: Reggae

Topic and cross curricular links:
Animals, poetry and the historical context of musical styles.

Unit: Reflect, Rewind and Replay
Style: Western Classical Music and your choice from Year 1

Topic and cross curricular links: Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.

Unit: Hands, Feet, Heart
Style: South African styles

Topic and cross curricular links: South African music and Freedom Songs. Nelson Mandela as a famous and influential person in our lifetimes. Historical context of musical styles.

MFL - Spanish

Pupils should be taught to:

(Not Statutory at KS1)

□ listen attentively to spoken language and show understanding by joining in and responding

□ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

Celebrating birthdays
Recognising similarities between words in different languages
Enjoying a short story
Reacting to food items
Observing the preparation of a simple dish; tasting and reacting
Reacting to food items while taking part in a circle game
Christmas

New Year
Enjoying a short story
Watching (and performing) a simple finger rhyme
Numbers 1 to 3; noticing patterns Thank you.
One, two, three

Learning everyday language through a song
Celebrating other languages; recalling numbers 1-3 or 1-6 through
Recognising previously learned language, problem solving
Exploring the sound of some words in a foreign language
Action song
Exploring an aspect of culture



Opportunities to develop Spiritual, Moral, Social and Cultural Learning and promote fundamental British Values

See Camden PHSCE scheme of work

What a community is
Agreeing a class charter and creating a happy, caring and safe class community
Different feelings in different situations
Helping others feel welcome
Working as a group
Stopping teasing and bullying
How it feels to be left out
Helping to include everyone and care for each other
Similarities and differences between people-respecting differences
Knowing our likes and dislikes
What makes a good friend
Understanding other people's feelings and showing empathy
Solving friendship problems with empathy
What medicines are and different types
Safe ways to take medicines
Feeling ill and feeling better
Recognising different hazards in the home and outside and how to keep safe
Describe what can cause accidents

How we learn best
Setting and achieving goals
How to persevere when we are bored
Caring about people who are special to me
My special family and different types of families
How to cooperate with others
What is right and wrong in different situations
What I am good at
Standing up for myself
How my behaviour affects others
Difference between healthy and not so healthy people
My healthy day and how I keep healthy
What healthy eating is and how to choose healthy foods?
What makes a place healthy and who keeps it healthy

Changing behaviour for the better
Similarities and differences between males and females and challenging stereotypes
Naming parts of the body
Growing and changing from baby to older person
How we are growing and changing
Identifying what they have learned and achieved in Year 2
Feelings about leaving places or people
What is important to me
Helping someone who is lonely
Working together to achieve
Different kinds of communities they belong to- class, school, family
Making happy caring communities for everyone
Making a caring school
Different people and services that help us in the community