





**Year 1/2 Curriculum Map cycle A**




	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic Themes</b>	<p><b>Famous for more than Five Minutes - Medical</b></p> <p>Begin with a portrait of Mary Seacole and decipher clues about this historical figure, then travel back in time to become the characters in books. Examine the role of nurses today and find out what qualities are needed to become a nurse. Discover how to avoid being ill through healthy eating and exercise and have the opportunity to create a healthy food plate! Learn real nursing skills and test those skills on patient teddy!</p> <p><b>Weather Experts - Daily Weather News and Meteorologists</b></p> <p>Through a series of lively activities, such as creating and filming their own weather forecasts or making their own weather station, build knowledge of seasonal and daily weather patterns in the UK. Begin to understand the hot and cold areas of the world as well as developing locational knowledge and early geographical skills. Make a weather chart and film your own weather forecasts! Learn about the countries and capital cities of the UK, points of the compass and weather</p>		<p><b>Seasides</b></p> <p>Learn about the countries and capitals of the UK. Learn fundamental information, key geographical vocabulary and important skills such as using maps, atlases and globes.!</p> <p>Find out about seaside towns in each of the four countries of the UK and study the history of the seaside holiday. Learn about the coming of the railways and the start of the seaside holiday. Study the life in rock pools and coastal environments. Finish with group puppet show presentations about one of the seaside towns you have studied.</p>		<p><b>Carnival of the Animals</b></p> <p>Be inspired by Saint-Saëns' Carnival of the Animals! Learn about the fascinating creatures that feature in the movements of the music. Learn about the formation of an orchestra, the range of instruments involved, and Saint-Saëns himself. Learn about mammals, birds, fish, reptiles, amphibians and fossils around the world. Round the topic off with an animal Olympics and a carnival!</p> <p>Go bird watching and learn about British birds. Paint observations about birds, respond to classical music and build simple nests out of natural materials. Monet will inspire children's artwork. Introduce new musical terms. Create a swan ballet and design cuckoo collages and masks in preparation for a grand dance finale!</p> <p>Learn about Mary Anning, make fossils and dance like dinosaurs! Carry out a fossil hunting expedition and create a museum to showcase discoveries and creative outcomes from this block.</p>	


	symbols along the way.		
<p><b>Science</b></p>  <p>See Hamilton Trust scheme of work for support</p>	<p><b>Working Scientifically: Ongoing Unit</b></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"> <li>○ asking simple questions and recognising that they can be answered in different ways</li> <li>○ observing closely, using simple equipment</li> <li>○ performing simple tests</li> <li>○ identifying and classifying</li> <li>○ using their observations and ideas to suggest answers to questions</li> <li>○ gathering and recording data to help in answering questions.</li> </ul>		
	<p><b>Animals, including humans and Materials</b></p>	<p><b>Everyday Materials Green Plants</b></p>	<p><b>Animals Including Humans Living Things and their Habitats - Food Chains</b></p>
	<p>Animals inc. humans. - <a href="#">Amazing Me</a></p> <p>Pupils should be taught to:</p> <p><i>*identify, name, draw and label of the body the basic parts of the human body and say which part is associated with each sense.</i></p> <ul style="list-style-type: none"> <li>□ notice that animals, including humans, have offspring which grow into adults</li> <li>□ find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>□ describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul> <p><a href="#">Seasonal Changes: Wild Weather</a></p>	<p><b>Every Day Materials: Brilliant Builders Set A - <a href="#">Changing materials</a></b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- distinguish between an object and the material from which it is made.</li> <li>- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>- describe the simple physical properties of a variety of everyday materials</li> <li>- compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul> <p>Plants - <a href="#">Growing Things</a></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>- identify and name a variety of common wild</li> </ul>	<p>Animals Including Humans - <a href="#">Wild and Wonderful Creatures</a></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>□ find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li><i>*identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates</i></li> <li><i>* identify and name a variety of common animals that are carnivores, herbivores and omnivores</i></li> <li><i>*describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, and including pets)</i></li> </ul>


	<p>*observe changes across the four seasons</p> <p>* observe and describe weather associated with the seasons and how day length varies</p>	<p>and garden plants, including deciduous and evergreen trees</p> <p>- identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>*observe and describe how seeds and bulbs grow into mature plants</p> <p>*find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p>	<p><u><a href="#">Living Things and Their Habitat -Food Chains</a></u></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>□ explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>□ identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>□ identify and name a variety of plants and animals in their habitats, including microhabitats</li> <li>□ describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> </ul>
<p><b>Seasonal Change: Ongoing Unit</b></p> <p><b>Science - Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• observe changes across the four seasons</li> <li>• observe and describe weather associated with the seasons and how day length varies.</li> </ul>			
<p><b>Humanities</b></p>  <p><i>See Hamilton Trust scheme of work for support</i></p>	<p><b>Famous for more than five minutes and Weather experts</b></p> <p><b>History - <u><a href="#">Famous for more than five minutes</a></u></b></p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>□ 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 Mary Seacole and/or Florence Nightingale and Edith Cavell]</li> <li>□ significant historical events, people and places in their own locality</li> </ul>	<p><b>Seaside</b></p> <p><b>History <u><a href="#">We are Britain - Seasides</a></u></b></p> <p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</li> <li>• events beyond living memory that are significant <b>nationally</b> or globally</li> <li>• significant historical events, people and places in their own locality.</li> </ul> <p><b>Geography <u><a href="#">Oceans and Seas Block A -</a></u></b></p>	<p><b>Carnival of the Animals - Mammals and Fossils</b></p> <p><b>Geography - <u><a href="#">Carnival of the Animals: Mammals</a></u></b></p> <p>Pupils should be taught to:</p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>• understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> </ul>

	<p><b>Geography - <a href="#">Weather Experts</a></b></p> <p>Pupils should be taught to:</p> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>• identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>• use basic geographical vocabulary to refer to:</li> <li>• key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</li> <li>• use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> </ul>	<p><b><a href="#">Lesson 1 and Block B Atlantic</a></b></p> <p><b>Place knowledge</b></p> <p>□ understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p><b>Human and physical geography</b></p> <p>□ use basic geographical vocabulary to refer to: <b>key physical features</b>, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p><b>key human features</b>, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Geographical skills and fieldwork</p> <p>□ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p>□ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>	<p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>• identify seasonal and daily weather patterns in the United Kingdom</li> <li>• use basic geographical vocabulary to refer to:</li> <li>• key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li>• use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul> <p><b><a href="#">Carnival of the Animals: Fossils</a></b></p> <ul style="list-style-type: none"> <li>• <b><a href="#">Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements.</a></b></li> </ul>
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<p><b>R.E</b></p>  <p>See LBDS Scheme of work</p>	<p><b>What responsibility has God given us about taking care of Creation?</b></p> <p>Creation, being good stewards.</p>	<p><b>Why are saints important to Christians? (2)</b></p> <p>Importance of Saints.</p> <p><b>"Which Character Are You? Why Are You Important?" (4 weeks)</b></p> <p>Nativity story, characters and their importance.</p>	<p><b>What is Buddhism?</b></p> <p>Introduction to Buddhist virtues.</p>	<p><b>What are God's rules for living? (2 weeks)</b></p> <p>The 10 commandments</p> <p><b>How do Easter Symbols help us understand the meaning of Easter for Christians?</b></p> <p>Christian Easter symbols focusing on the cross and water as symbols of forgiveness and new life.</p>	<p><b>What is it like to live life as a Jew?</b></p> <p>Symbols, Shabbat, community, Place of Worship, faith comparison.</p>	<p><b>Why do Christians make and keep promises before God?</b></p> <p>Showing belonging to the Christian faith, baptism, marriage.</p>
<p><b>Computing</b></p> 	<p><b>We are treasure hunters:</b></p>	<p><b>We are celebrating:</b></p>	<p><b>We are collectors:</b></p>	<p><b>We are TV chefs:</b></p>	<p><b>We are painters:</b></p>	<p><b>We are story tellers:</b></p>
<p>Using programmable toys (beebots) to develop and record simple instructions as an algorithm.</p> <p>Creating a card digitally using basic keyboard skills through typing and formatting text and combining images and words.</p> <p>Finding images using the web and organizing them into groups on the basis of binary questions.</p> <p>Filming the steps of a recipe, breaking down the sequence into clear steps as an algorithm.</p> <p>Illustrating an eBook using painting tools to create and change images on a computer.</p> <p>Producing a talking book using sound recordings and saving and storing sounds on a computer.</p>						
<p><b>Children will develop the following key skills across the year:</b></p> <ul style="list-style-type: none"> <li>• Understand use of algorithms</li> <li>• Write &amp; test simple programs</li> <li>• Use logical reasoning to make predictions</li> <li>• Organise, store, retrieve &amp; manipulate data</li> <li>• Communicate online safely and respectfully</li> <li>• Recognise uses of IT outside of school</li> </ul>						
<p><b>Art</b></p>	<p><b>Painting</b></p>		<p><b>Collage</b></p>		<p><b>3D Clay Work</b></p>	

 <p>See Suffolk scheme of work for support</p>	<p><b>Jasper John</b>          *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          * To explore the work of 'Jasper Johns'</p>		<p><b>Hot and Cold (Can be done over the two terms to show change in weather)</b></p> <ul style="list-style-type: none"> <li>To tear, overlap and stick materials</li> <li>To begin to sort 'hot' and 'cold' colours and sort them, particularly in response to the work of Patrick Herron (linked to seasonal changes)</li> <li>To select and sort contrasting materials (sorting winter and summer)</li> <li>To create shapes using collage materials (Richard Long- circles/Andy Goldsworthy-lines) (linked to animal topics)</li> <li>Home Learning Project- Make 3D model of a seaside or under the sea.</li> </ul>		<p><b>Make 'Wild and Wonderful Creatures' in clay</b></p> <p><b>Make footprints of dinosaurs in clay</b></p> <ul style="list-style-type: none"> <li>To investigate the possibilities of working with clay.</li> <li>To use story as a starting point and record from imagination in 3D form.</li> <li>To use different coloured clays to decorate 3D forms.</li> <li>To manipulate clay to produce balls and coils.</li> <li>To explore a range of marks which can be made by pressing found objects into clay.</li> <li>To use clay to make a mould for a plaster cast.</li> <li>To make a clay slab and use different tools to make impressions in the surface.</li> </ul>	
<p><b>Design Technology including Cooking</b></p>  <p>See Hamilton Scheme of work for support</p>	<p><b>Collage</b></p> <p><b>Hot and Cold (Can be done over the two terms to show change in weather)</b></p> <ul style="list-style-type: none"> <li>To tear, overlap and stick materials</li> <li>To begin to sort 'hot' and 'cold' colours and sort them, particularly in response to the work of Patrick Herron (linked to seasonal changes)</li> <li>To select and sort contrasting materials (sorting winter and summer)</li> </ul> <p>To create shapes using collage materials (Richard Long- circles/Andy Goldsworthy-lines) (linked to animal topics)</p>		<p><b>Cooking and Nutrition</b>          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.</p> <p><b>Cooking and Nutrition Content</b>          Pupils should be taught to: use the basic principles of a healthy and varied diet to prepare dishes &amp; understand where food comes from.</p>			
<p><b>P.E</b></p>  <p>See Kick London</p>	<p>Master basic movement, e.g. running, jumping, throwing, catching.</p> <p>Gymnastics balance, agility and co-ordination.</p>	<p>Introduction to using equipment for simple striking and fielding.</p> <p>Perform dances using simple movement</p>	<p>Master basic movement, e.g. running, jumping, throwing, catching.</p> <p>Gymnastics balance, agility and co-ordination.</p>	<p>Introduction into basic net games.</p> <p>Perform dances using simple movement</p>	<p>Participate in small sided team games.</p> <p>Gymnastics balance, agility and co-ordination</p>	<p>Master basic movement, e.g. running, jumping, throwing, catching - <b>Athletics; Sports Day preparation.</b></p> <p>Perform dances using simple movement</p>

Scheme of work for support						
<p><b>Music</b></p>  <p>See Charanga website for support</p>	<p>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 with, create, select and combine sounds using the inter-related dimensions of music.</p>					
<p><b>MFL – Spanish (Not statutory at KS1)</b></p>	<p><b>Hey You</b>  <b>Style:</b> Old school hip hop  <b>Focus:</b> Pulse, rhythm and pitch.</p> <p>As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other old school hip hop tunes</p>	<p><b>Christmas Nativity</b> and carol service</p>	<p><b>Rhythm in the way we walk/ Banana Rap</b>  <b>Style:</b> Reggae and Hip Hop</p> <p><b>Focus:</b> listening and appraisal</p> <p>Children will listen to and appraise other styles of music and continue to embed the interrelated dimensions of music through games and singing.</p>	<p><b>In The Groove</b></p> <p><b>Style:</b> Blues, Baroque, Latin, Bhangra, Folk and Funk.  <b>Focus:</b> Contrasting musical styles</p> <p>Each week children will listen and learn a different style of In The Groove. In the Listen and Appraise section of this unit children will also listen to a well-known song in that weeks' style.</p>	<p><b>Friendship Song</b></p> <p><b>Style:</b> Various, on the theme of friendship  <b>Focus:</b> Listening and appraisal, performance</p> <p>The children will listen to and appraise various songs about friendship, take part in a range of games and activities to extend skills and perform.</p>	<p><b>Reflect, Rewind, Replay</b></p>
	<p>Listening to familiar songs and joining in  Greetings  Listening to songs and rhymes  Introducing yourself  Colours  Christmas songs  Counting  Traditional tales</p>	<p>Listening to familiar songs and joining in  Numbers 1-10  Names of animals  Names of clothing  Days of the week  Easter story  Traditional tales</p>	<p>Listening to familiar songs and joining in  Fruits and vegetables  Different foods  The Very Hungry Caterpillar  Body parts  Traditional tales</p>			
	<p>Pupils should be taught to:</p> <p>□ listen attentively to spoken language and show understanding by joining in and responding</p> <p>□ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p>					

<p><b>Opportunities to develop Spiritual, Moral, Social and Cultural Learning and promote fundamental British Values</b></p>  <p><i>See Camden PHSCE scheme of work</i></p>	<p>What makes a happy and safe class          Agreeing a class charter and creating a class community          Different types of feelings          Valuing myself and others          Different types of families          Similarities and differences between us          What teasing and bullying are and how to stop          What a friend is and resolving disagreements          Likes and dislikes          What is right and wrong          Listening well          Managing anger and calming down          Solving problems peacefully          Getting on with friends          Being safe with household substances          Knowing what is safe and unsafe to swallow          Being safe with medicines          What to do if being persuaded to do wrong</p>	<p>Being ready to learn          Recognising achievements and setting goals          Solving problems to learn well          Caring for possessions          How money is used          Saving and not saving money          Making choices about spending          What makes us feel proud          Feeling worried and stopping worries          Animals and humans grow and change          Different animals and their babies          How they have grown and changed          Difference between male and female animals          Keeping clean          Preventing germs spreading</p>	<p>Feeling jealous and managing these feelings          People who keep us safe          Keeping safe from accidents          Keeping safe at home, at school, outside and on the way to school          Personal safety          Reflecting on our learning and how we have changed          Taking care of the class and school environment          Taking care of the local environment          Ways to improve the local environment</p>
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