







Year 1/2 Curriculum Map Cycle B


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Theme	<p align="center">Who are we?</p> <p>Cross-curricular topic that starts with looking at toys and school from the past that our parents and grandparents would have played with and what their school like was like. The children explore the animals they may keep at home as pets and the animals that live around the school grounds and local environment.</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 align="center">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. 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 align="center">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 align="center">Science</p>  <p align="center"><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</p> <p>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</p> <p>Everyday Materials - Exploring Changes</p>		<p>Everyday Materials - Brilliant Builders: Comparing Materials</p> <p>Living Things and their Habitats - Habitats and Homes</p>			
<p>Hamilton Unit - People and Their Pets</p> <p>Pupils should be taught to:</p> <p>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>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>Seasonal Changes: Weather Art</p> <p>*observe changes across the four seasons</p> <p>*observe and describe weather associated with the seasons and how day length varies</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 -Everyday Materials Set b: 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>Everyday Materials: Brilliant Builders Set B - Waterproofness</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 Toys and Books</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>*significant historical events, people and places in</p>		<p>Hamilton Unit - Oceans and Seas of the World Block A Boats and Ships Block F</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 		<p>Hamilton Unit - The Story of the Great Fire of London and 1666 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 			

	<p>their own locality. Remembrance Day - Choose one lesson from here.</p> <p>Hamilton Unit - We are Britain: British Values</p> <p>Geography Pupils should be taught to:</p> <p>Place knowledge □ 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>Locational knowledge □ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>aspects of life in different periods [for example Christopher Columbus] □ significant historical events, people and places in their own locality.</p> <p>Geography Pupils should be taught to:</p> <p>Locational knowledge □ name and locate the world's seven continents and five oceans</p> <p>Place knowledge □ 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>Geographical skills and fieldwork □ 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>aspects of life in different periods [for example Samuel Pepys] □ significant historical events, people and places in their own locality.</p> <p>Geography Pupils should be taught to:</p> <p>Human and physical geography □ use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>			
<p>R.E</p>  <p>see LBDS Scheme of work</p>	<p>Why did Jesus teach the Lord's Prayer as a way to pray?</p>	<p>Who Is the Saint of Our School? (2 weeks) Where is the Light of Christmas? (4 weeks)</p>	<p>What does it mean to be a Muslim?</p>	<p>What is the story of Noah really all about? (2 weeks)</p> <p>Why is Easter the most important festival for Christians? (4 weeks)</p>	<p>Why are they having a Jewish party?</p>	<p>Why is it good to listen to and remember the stories Jesus told?</p>
<p>Importance of prayer to Christians, the Lord's Prayer</p>	<p>St Luke. Jesus as the light of the World, Wise Men being guided by the light.</p>	<p>Beliefs, Muhammed, the Qur'an.</p>	<p>Biblical account, Promise, Fall, hope, sin, punishment, salvation, restoration.</p> <p>Easter Narratives - What do they tell us about Jesus?</p>	<p>Key festivals; how they are celebrated; their meaning; similarities to other faith celebrations.</p>	<p>Parables of Jesus.</p>	

<p>Computing</p> 	<p>We are treasure hunters:</p> <p>Using programmable toys (beebots) to develop and record simple instructions as an algorithm.</p>	<p>We are celebrating:</p> <p>Creating a card digitally using basic keyboard skills through typing and formatting text and combining images and words.</p>	<p>We are collectors:</p> <p>Finding images and information using the web and organizing them into groups on the basis of binary questions.</p>	<p>We are TV chefs:</p> <p>Filming the steps of a recipe, breaking down the sequence into clear steps as an algorithm.</p>	<p>We are painters:</p> <p>Illustrating an eBook using painting tools to create and change images on a computer/iPad.</p>	<p>We are story tellers:</p> <p>Producing a talking book using sound recordings and saving and storing sounds on a computer/iPad.</p>
<p>Children will develop the following key skills across the year:</p> <ul style="list-style-type: none"> • 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 						
<p>Art</p>  <p><i>See Suffolk scheme of work for support</i></p>	<p>Painting Self Portraits</p> <p>Literacy Link</p> <ul style="list-style-type: none"> *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 <p>Possible visit to National Portrait Gallery</p>	<p>Painting Seascapes</p> <ul style="list-style-type: none"> * 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. 	<p>Great Fire of London Landscapes</p> <p>Drawing</p> <ul style="list-style-type: none"> * 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. 			

<p>Design Technology including Cooking</p>  <p>See Hamilton Scheme of work for support</p>	<p>Clay Animals</p>	<p>Making your own Fantasy Island (Possible Home Learning Project)</p>	<p>3D Design and make a Tudor house (Possible Home Learning Project)</p>			
	<ul style="list-style-type: none"> 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. Explore and evaluate a range of existing products (linked to Topic-toys) 	<p>Children will develop the following key skills:</p> <ul style="list-style-type: none"> * 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 	<p>Children will develop the following key skills:</p> <ul style="list-style-type: none"> * 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 			
	<p>Bread and Butter Pudding - Instructions</p>		<p>Baking Bread</p>			
<p>Cooking and Nutrition</p> <p>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.</p>						
<p>Cooking and Nutrition Content</p> <p>Pupils should be taught to: use the basic principles of a healthy and varied diet to prepare dishes & understand where food comes from.</p>						
	<p>Master basic movement, e.g. running, jumping, throwing, catching and apply them into simple invasion games.</p>	<p>Master basic movement, e.g. running, jumping, throwing, catching and apply them into simple invasion games (Benchball).</p>	<p>Apply simple tactics in small games - including basic principles of attack and defense.</p> <p>Gymnastics balance, agility and co-ordination.</p>	<p>Aiming and hitting using various pieces of equipment - including bats, balls, beanbags, quoits.</p> <p>Perform dances using</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 - Athletics; Sports Day preparation.</p>

<p>See Kick London Scheme of work for support</p>	<p>Gymnastics balance, agility and co-ordination.</p>	<p>Perform dances using simple movement</p>		<p>simple movement</p>		<p>Perform dances using simple movement</p>			
<p>Music</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>Unit: I Wanna Play In A Band Style: Rock</p> <p>Topic and cross curricular links: Teamwork, working together. The Beatles. Historical context of musical styles.</p>	<p>Christmas Nativity and carol service</p>	<p>Unit: Round And Round Style: Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion</p> <p>Topic and cross curricular links: Latin American style of music - Countries from around the world. Film music. Historical context of musical styles.</p>	<p>Unit: Zootime Style: Reggae</p> <p>Topic and cross curricular links: Animals, poetry and the historical context of musical styles.</p>	<p>Unit: Reflect, Rewind and Replay Style: Western Classical Music and your choice from Year 1</p> <p>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.</p>	<p>Unit: Hands, Feet, Heart Style: South African styles</p> <p>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.</p>			
<p>MFL - Spanish</p> <p>(Not Statutory at KS1)</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ 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 <table border="0" style="width: 100%;"> <tr> <td data-bbox="450 1276 963 1380"> <p>Classroom language Greetings Numbers to 31</p> </td> <td data-bbox="967 1276 1523 1380"> <p>Shapes Describing shapes Position and direction</p> </td> <td data-bbox="1527 1276 2058 1380"> <p>Naming family members Spanish alphabet Spelling names</p> </td> </tr> </table>						<p>Classroom language Greetings Numbers to 31</p>	<p>Shapes Describing shapes Position and direction</p>	<p>Naming family members Spanish alphabet Spelling names</p>
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	<p>Asking questions about the day and date Happy Birthday song and greetings Exclamations Mexican celebrations Spanish Christmas</p>	<p>Describing pictures Describing faces Naming body parts</p>	<p>Describing features His and her language Spanish stories Retelling stories Famous people</p>
 <p>British Values</p> <p>Opportunities to develop Spiritual, Moral, Social and Cultural Learning and promote fundamental British Values</p> <p><i>See Camden PHSCE scheme of work</i></p>	<p>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</p>	<p>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</p>	<p>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</p>