

# Year 1/2 Long Term Curriculum Map

|   | Autumn 1  | Autumn 2   | Spring 1  | Spring 2  | Summer 1   | Summer 2   |
|---|---|--|---|---|--|--|
| Topic Name  |   |  |   |   |  |  |
| Key Texts   | Model text : Not Now Bernard  | Model text: The pirates next door  | Model text: Where the wild things are   | Model text: Rubys Worry   | Model text: The bog baby   | Model text: TBC  |
| Literacy  | <b>Narrative:</b> Characterisation<br><b>Narrative pattern:</b> Warning Tale<br><b>Non-fiction: Instructions</b><br><b>Non Fiction:</b> How to hide a lion<br><b>Poetry:</b> I am | <b>Narrative:</b> Settings<br><b>Narrative pattern:</b> Meeting Tale<br><b>Non-fiction:</b> Report<br><b>Non-fiction:</b> Traction Man<br><b>Poetry:</b> I found a | <b>Narrative:</b> Dialogue<br><b>Narrative pattern:</b> Journey tale<br><b>Non-fiction:</b> Explanation<br><b>Non-fiction:</b> Stanleys stick | <b>Narrative:</b> Openings and Endings<br><b>Narrative pattern:</b> Rags to riches<br><b>Non-fiction:</b> Report<br><b>Non-fiction:</b> Tuesday | <b>Narrative:</b> Setting and characterisation<br><b>Narrative pattern:</b> Finding tale<br><b>Non-fiction:</b> Discussion<br><b>Non-fiction:</b> Pumpkin<br><b>Poetry:</b> Journey Poem | <b>Narrative:</b> Action<br><b>Narrative pattern:</b> Finding tale<br><b>Non-fiction: Recount</b><br><b>Non-fiction:</b> TBC<br><b>Poetry:</b> If only Poems |
| Cross Curricular writing- Provision enhancements through writing  |   |  |   |   |  |  |
| Maths   | <b>Number:</b> Place Value<br><b>Number:</b> Addition and Subtraction   | <b>Number:</b> Addition and Subtraction<br><b>Measure:</b> Money   | <b>Number:</b> Multiplication and Division<br><b>Number:</b> Fractions  | <b>Measurement- Money</b><br>Geometry- Shape<br><b>Number- Statistics Y2</b>  | <b>Measurement: Length and height</b><br><b>Measurement:</b> Time  | <b>Measurement: Weight and Volume</b><br><b>Geometry:</b> position and direction   |
| Science   | Everyday materials – uses of  | Humans – Food & exercise   | Animals   | Plants – Bulbs & temperature on growth  | Living things and their habitats   | Plants – changes over time   |
| Working Scientifically (Procedural Knowledge) is taught throughout each unit  |   |  |   |   |  |  |
| History   | Great fire of London  |  | Explorers: Christopher Columbus   | Explorers: Christopher Columbus vs Neil Armstrong   |  |  |
| Working Historically (Procedural Knowledge) is taught throughout each unit  |   |  |   |   |  |  |
| Geography   |   | The World (Oceans and continents)  |   |   | Non European Study - Kenya   | Local UK area study - Aldwinckle   |
| Locational Knowledge; Place Knowledge; Human and Physical Geography; Geographical Skills and Fieldwork are taught throughout most units |   |  |   |   |  |  |
| RE  | <b>Christianity:</b> 1.4 Gospel: What is the Good News that Jesus brings?   | <b>Christianity</b> 1.3 Incarnation: Why does Christmas matter to Christians? (dig deeper)   | <b>Other:</b> Who is Jewish and how do they live? (part 1)  | <b>Christianity:</b> 1.5 Salvation: Why does Easter matter to Christians? (dig deeper)  | <b>Other faiths:</b> 1.7 Who is Jewish and how do they live? (part 2)  | 1.9 What makes some places sacred to believers?  |
| Art   |   | Goldsworthy  |   | Yayoi Kusuma (installations)<br>Andrew  |  | Andy Wahol (painting)  |
| DT  | <b>Textiles: Templates and joining techniques</b>   |  | <b>Wheels and Axles</b><br>Moving vehicle for an explorer   |   | <b>Food: Preparing vegetables</b><br>School grown salad  |  |
| Music   | What are the different musical elements and how are they used?  | Music time used for practising KS1 nativity production.  | In the Groove (Charanga)  | Rhythm in the Way we Walk and Banana Rap (Charanga)   | Round and Round (Charanga)   | Your imagination (Charanga)  |
| PE  | Personal/ Attack Defend Shoot Unit 1  | Social/ Run Jump Throw   | Cognitive/ Gymnastics Unit 1  | Creative/ Dance Unit 2  | Physical/ Send and Receive Unit 2  | Health and Fitness/ Hit, Catch, Run Unit 1   |

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|------------------|--|---|--|---|--|--|
| <b>Computing</b> | How can we stay safe and respectful online? (E-Safety 1) | How can I add text and images to a Powerpoint presentation? (Presentation Skills 1) | How can we use the internet to create and comment on blogs? (Internet 1) | How can computers be used to create art in different styles? ART CROSS CURRICULAR<br><br>Can I write and act out programming commands for movement? (Coding 2a) | How can algorithms be used in Turtle Logo and Scratch? (Coding 2b) | Can I apply the skills I have learned in Year 2? |
| <b>PSHE</b>      | Being in my World  | Celebrating Difference  | Dreams and Goals   | Healthy Me  | Relationships  | Changing Me                                      |