

Curriculum Map 2021 / 2022

<u>Year Group</u>	<u>Autumn 1</u> <u>7 weeks +2</u> =10 wider curric afternoons + food fortnight + PSHE Sept unit	<u>Autumn 2</u> <u>6 weeks +4</u> =20 wider curric afternoons	<u>Spring 1</u> <u>6 weeks</u> =18 wider curric afternoons	<u>Spring 2</u> <u>5 weeks +4</u> =18 wider curric afternoons	<u>Summer 1</u> <u>5 weeks +3</u> =17 wider curric afternoons	<u>Summer 2</u> <u>6 weeks +3</u> =18 wider curric afternoons
<p><u>Geography</u> Weather and Seasons (This is also covered in Science as a drip feed unit) 6 sessions</p> <ul style="list-style-type: none"> Set up a weather station. <p>Weather and Seasons - spring, summer, autumn, winter, time, month, season, orderseason, weather, clothing, suitable, unsuitable, lightning, snow, rain, sun, wind, fog, temperature, symbol.</p> <p>STEM Sentences - There are four seasons - autumn, winter, spring, summer.</p>		<p>Taught first - Our Local Area (Twinkl) 6 sessions</p> <ul style="list-style-type: none"> Locality walk. <p>My county is Lancashire. My neighbourhood is Great Marsden. My school is Great Marsden St. John's. My town is Nelson.</p>		<p>United Kingdom 6 sessions (2 Weeks)</p> <p>United Kingdom - map, England, Scotland, Wales, Northern Ireland, world, country, capital, Union Jack, London, Edinburgh, Cardiff, Belfast, physical features, human features, city, island,</p> <p>STEM Sentences - The capital city of England is London. The capital city of Scotland is Edinburgh. The capital city of Wales is Cardiff. The capital city of Northern Ireland is Belfast.</p>		
<p><u>History</u></p>			<p>Toys Through Time (Autumn) 6 sessions (2 Weeks)</p> <ul style="list-style-type: none"> Visit Blackburn Toy Museum Set up a toy museum and invite parents 		<p>Significant Women - Amy Johnson, Grace Darling, Mary Seacole. (KeyStage History)Spend 2 afternoons on each. 6 Sessions (2 Weeks)</p> <ul style="list-style-type: none"> Host a simple debate - which 	

			to visit. (Lesson 6) TOYS different, living memory , modern, grandparent's time, because, old, new.		lady should be remembered the most? SIGNIFICANT WOMEN.	
<p>Science Living things and their habitats/seasonal change - 2 sessions a term (2 afternoons) Pupils should be taught to:</p> <ul style="list-style-type: none"> observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies. <p>Working Scientifically - 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"> asking simple questions and 	<p>Animals in Humans - 4 Sessions Pupils should be taught to:</p> <ul style="list-style-type: none"> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and 		<p>Materials and States of Matter and Rocks - 4 sessions (2 Weeks) Pupils should be taught to:</p> <ul style="list-style-type: none"> distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on 		<p>Plants - 4 sessions (2 Weeks) Pupils should be taught to:</p> <ul style="list-style-type: none"> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees. 	

<p>recognising that they can be answered in different ways</p> <ul style="list-style-type: none"> observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions <p>gathering and recording data to help in answering questions.</p>	<p>mammals, including pets)</p> <ul style="list-style-type: none"> 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>the basis of their simple physical properties.</p>			
<u>WOW moments and visits.</u>		Locality Walk	Blackburn Toy Museum		Forest School Afternoon?	
<u>English Fiction</u>	<p>Stories by the same author. Incorporate into this poetry on a theme. Oliver Jeffers - Lost and Found</p>	<p>Repetitive patterned stories. Incorporate into this poetry on a theme Zog - Julia Donaldson?</p>	<p>Classic Stories The Enormous Turnip</p>	<p>Traditional Tales Various</p>	<p>Stories with familiar settings Boris Goes Camping</p>	<p>Stories with fantasy settings. Incorporate into this poems to learn by heart NoBot by Sue Hendra</p>
<u>English Non Fiction</u>	Non Chronological Reports	Range of Non Fiction Texts	Instructions	Recounts	Non Fiction Texts - Booklets	Recounts
<u>English Poetry</u>			Traditional rhymes		Traditional rhymes	
<u>GPS</u>	- Simple	- Writing and	- Identify and	- Using simple	- Adding	- Pluralising

	<p>sentence construction with full stops</p> <ul style="list-style-type: none"> - Simple sentences with capital letters and full stops - Writing questions with question marks - Use of the joining word 'and' to join words and clauses - Focus on plurals (adding 's' to pluralise nouns) 	<p>punctuating simple and compound sentences using the joining words 'and', 'but', 'so' and 'or'</p> <ul style="list-style-type: none"> - Select, generate and effectively use verbs (Link to using past tense for narrative) - Select, generate and effectively use adverbs - Using the suffix 'ly' to turn adjectives into adverbs 	<p>use exclamation marks</p> <ul style="list-style-type: none"> - Adding suffixes to verbs where no spelling change is needed - Writing simple sentences that can be read by themselves and others - Punctuating simple sentences with capital letters and full stops - Capital letters for names of people 	<p>joining words to link ideas (and, but, or)</p> <ul style="list-style-type: none"> - Adding the prefix 'un' to verbs and adjectives - Using a capital letter for the personal pronoun 'I' - Using capital letters for the names of people and places 	<p>suffixes to verbs where no spelling change is needed</p> <ul style="list-style-type: none"> - Identifying and using exclamation marks and question marks - Using joining words to link words and clauses (and, but, because) - Rereading every sentence to check it makes sense - Punctuating with capital letters and full stops - Capital letters for names of people and places - Using their phonic knowledge when spelling any unfamiliar words 	<p>nouns with 's' and 'es'</p> <ul style="list-style-type: none"> - Using simple joining words to link ideas (and, but, or, so) - Adding to the prefix 'un' to verbs and adjectives to change their meaning - Using a capital letter for the personal pronoun 'I' - Identifying and using question marks and exclamation marks
<u>Extended Writing Opportunities.</u>	DT (Food Fortnight: Instructions - How to make a fruit salad/kebab	Geography: Recount of Locality Walk	History: Fact sheets for old toys DT: Instructions	Geography: Information booklet on UK	History: Information booklet about significant women	RE: Describing the differences between Jesus' World and Our World
<u>Art Vocab:</u> DRAWING		Drawing - 6 sessions (2 Weeks)		Painting and Colour - 6 sessions (2 Weeks) Colour - Kandinsky		Collage - 6 sessions (2 Weeks)

<p>Colour, line, pattern, tone, shape, form, tone, abstract art, composition, outlines, wavy, vertical, horizontal, crosshatch, primary and secondary colours.</p> <p>OTHER TOPICS Shoreline, horizon, up, down, straight, left, right, texture, tints, shades, light, dark, landscape.</p> <ul style="list-style-type: none"> about the work of a range of artists, craft makers and designers describing the differences and similarities between different practices and disciplines, and making links to their own work. 		<p>form, line, patterns, shape, texture, tone - Louis Wain</p> <ul style="list-style-type: none"> Explore mark making, experiment with drawing lines and use 2D shapes to draw. <p>FORMAL ELEMENTS OF ART UNIT</p> <ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination 		<ul style="list-style-type: none"> Develop skill and control when painting. Paint with expression Remember the primary colours and how to mix them to create secondary colours. Create shades of a colour and choose and justify colours for purpose <p>ART AND DESIGN SKILLS</p> <ul style="list-style-type: none"> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 		<p>APPLY DRAWING AND PAINTING SKILLS WITHIN THIS UNIT ALSO craft design, materials and techniques - Beatriz Milhazes LANDSCAPES USING DIFFERENT MEDIA Previous- Painting skills and drawing covered in this unit</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products
<p><u>DT</u></p>	<p><u>Food - to be taught as a food week</u></p> <ul style="list-style-type: none"> talk about what he/she eats at home and begin to discuss what 		<p>Mechanisms - 6 sessions</p> <ul style="list-style-type: none"> explore and use mechanisms [for example, levers, sliders, wheels and 			

	<p>healthy foods are</p> <ul style="list-style-type: none"> say where some food comes from and give examples of food that is grown Use simple tools to help prepare food safely - Cut, peel, grate, chop a range of ingredients. <p>Resources Projects on a page – Preparing fruits and vegetables Year 1 and 2 LCC – spring 1 Growth and green fingers To make- Fruit salad/fruit kebabs</p>		<p>axles], in their products.</p> <p>Resources Moving Pictures – DT association Projects on a page – year 1 and 2 – Sliders and levers Mechanisms A slider is a rigid bar which moves backwards and forwards in a straight line.</p> <p>A slot is a hole through which a lever is placed to enable a lever to move.</p> <p>A guide is a short piece of cardboard used to keep the slider in place and control movement.</p> <p>Design, Make, Evaluate - on CM</p>			
<p>RE 1 lesson a week</p>	<p>1.1 Harvest 1.2 God and Creation</p>	<p>1.2 God and Creation 1.3 Christmas (2 weeks)</p>	<p>1.4 Jesus was Special</p>	<p>1.5 Easter</p>	<p>1.7 Why is Baptism Special?</p>	<p>1.9 My World, Jesus' World</p>
<p>PE 1 lesson a week FMS -</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and 	<p>Athletics Honey Pot 1 term</p> <ul style="list-style-type: none"> Apply FMS into Athletic activities at a developing levels 	<p>Athletics Honey Pot 1 term</p> <ul style="list-style-type: none"> Apply FMS into Athletic activities at a developing levels 	<p>Gymnastics Gymnastic Activity Core Task - Year 1 - Making Shapes ½ term</p>	<p>Dance LCC Dance Scheme The Three Little Pigs ½ term</p> <ul style="list-style-type: none"> perform dances using simple 	<p>Games Overarm Throw Core Task Year 1 Underarm Throw Core Task Year 1 1 term</p>	<p>Games Overarm Throw Core Task Year 1 Underarm Throw Core Task Year 1 1 term</p>

<p>catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>H&S -</p> <ul style="list-style-type: none"> • know the importance of and effect of physical activity • Know how to use equipment safely 				<p>movement patterns.</p>	<ul style="list-style-type: none"> • Apply FMS into games activities at a developing levels • participate in team games 	<ul style="list-style-type: none"> • Apply FMS into games activities at a developing levels • participate in team games
<p>PSHE 1 lesson a week (except September focus)</p>	<p>September Focus Unit 1: Ourselves, Growing and Changing Unit 2: Keeping Safe, Shared Responsibilities, Media Literacy and Digital Resilience, Safe Relationships Unit 3: Managing hurtful behaviour and bullying, Respecting self and others</p>		<p>Health and Wellbeing: Healthy Lifestyles (Physical and Mental Wellbeing)</p>	<p>Living in the Wider World: Shared Responsibilities Economic Wellbeing: Aspirations, work and career</p>	<p>Relationships: Families and Close Positive Relationships</p>	<p>Relationships: Safe Relationships</p>
<p>Computing Junior Jam</p>	<p>iMedia - iJam - Lite L1</p>	<p>iMedia - iProgram - Lite L1</p>	<p>iMedia - iAnimate - Lite L1</p>	<p>iMedia - iCreate - Lite L1</p>	<p>iMedia - iCommunicate - Lite L1</p>	<p>iMedia - iTech - Lite L1</p>

Music Junior Jam	African Drumming	Music Theory with Keyboards - Lite L1	Singing - Lite L1	Ukuleles - Lite L1	Song Writing with Glockenspiels - Lite L1	Class Jam - Lite L1
The Arts Junior Jam	Dram - Lite L1	Dance	Drama - Lite L2	Singing - Lite L2	Dance	Musical Theatre - Lite L1
Maths Unit	<ul style="list-style-type: none"> - Number and Place Value - Number and Place Value - Measurement - length and mass/weight - Addition and subtraction - Addition and subtraction and statistics - Geometry 	<ul style="list-style-type: none"> - Sequencing and sorting - Fractions - Fractions, capacity and volume - Money - Time - Assess and review 	<ul style="list-style-type: none"> - Number and Place Value - Measurement (mass/weight) - 2D and 3D shape - Counting and money - Multiplication - Division 	<ul style="list-style-type: none"> - Measurement (length and mass/weight) - Addition and subtraction (in the context of measures) - Fractions - Position and direction (with time) - Time - Assess and review 	<ul style="list-style-type: none"> - Number and place value - Addition and subtraction and statistics - Capacity and volume - Fractions - Position and direction and time - 2D and 3D shape 	<ul style="list-style-type: none"> - Time - Multiplication and division - Subtraction (difference) in the context of measurement and statistics - Measurement (length and mass/weight) - Sorting and sequencing - Assess and Review