

Long Term Curriculum Map

Class 1 – Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Units	Where I live		Fire Fire!		Let's Go!	
Visits, Visitor and Hooks						
English	The Highway Rat Traditional Tales (with a Twist) Information Texts		Letter Writing (Meerkat Mail) Instructions		Story as a Theme – Amazing Birds!	
	Grammar Grammar (Year 1): Full stops and capital letters Finger spaces Using 'and' Speak, say, write the sentence Sequences of sentences from known narratives (eg, once upon a time) Nouns and Adjectives Spelling and Handwriting throughout Grammar (Year 2): Secure the use of full stops, capital letters, exclamation marks and question marks Say, write and punctuate simple and compound sentences using 'and', 'but' 'so' and 'or' Select, generate and effectively use verbs Explore verbs in the present tense and past tense (progressive form) Create compound words using nouns Select, generate and effectively use adjectives Identify, generate and effectively use noun phrases		Grammar Grammar (Year 1): Consolidation of Autumn term Conjunctions: 'and', 'but', 'so', 'or' Question marks Verbs Capital letter for personal pronoun 'I' Capital letters for names of people and days of the week Spelling and Handwriting throughout Grammar (Year 2): Use tense appropriately in writing (eg past tense for narrative/recount texts, such as newspapers and present tense for non-chronological texts) Select, generate and effectively use nouns Add the suffixes 'ness' and 'er' to create nouns eg, 'happiness', 'sadness', 'teacher', 'baker' Use subordination for reason using 'because' and 'if' Use the subordinating conjunction 'that' in a sentence		Grammar Grammar (Year 1): Make singular nouns plural using 's', 'es' Suffixes added to verbs where no spelling change is needed to the root word – eg 'helping', 'helped', 'helper' Exclamation marks Add the prefix 'un' to verbs and adjectives to change the meaning Spelling and Handwriting throughout Grammar (Year 2): Use subordination for time using 'when', 'before' and 'after' Identify and use sentences in different forms (statement, question, command, exclamation) Use commas to separate items in a list Use apostrophes for singular possession Use apostrophes for contracted forms Select, generate and effectively use adverbs Use suffix 'ly' to turn adjectives into adverbs Spelling and Handwriting throughout	

	Spelling and Handwriting throughout		Add suffixes 'ful', 'less', 'er', 'est' to create adjectives Spelling and Handwriting throughout			
RE *Multi-faith links	<p>Creation</p> <p>1.2 What are your favourite things that God created?</p> <p>What do people of Muslim and Hindu faith believe about how God made the world?</p>	<p>Christmas</p> <p>1.3 Why do we give and receive gifts</p>	<p>Stories of Jesus</p> <p>E5 Which stories did Jesus hear when he was a child</p> <p>E6 Why did Jesus tell stories?</p>	<p>Easter</p> <p>2.4 How do Symbols help us understand the Easter story?</p>	<p>The Church</p> <p>2.5 Why is the church a special place for Christians?</p> <p>Why are holy buildings important to people of faith?</p>	<p>Ascension and Pentecost</p> <p>2.6 What happened at the Ascension and Pentecost?</p>
Science			<p>Materials and their properties</p> <p>Outcome: Children can compare the suitability of materials for different uses, including describing properties and grouping and classifying</p> <p>Experiment: testing materials suitable for a roof</p>	<p>Animals incl survival and growth</p> <p>Children will be able to group and classify common animals from the local area and around the world and explain lifecycles from birth to old age.</p> <p>Experiment: types of animals found in local area</p>		
Geography	<p>Fieldwork</p> <p>Children can 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</p>		<p>Locational knowledge</p> <p>Outcome: Children can locate and name UK capital cities, countries and surrounding seas. Children can use maps, globes and atlases to identify and name the 7 continents, the Oceans and identify physical features and weather patterns</p>	<p>Place Knowledge</p> <p>Outcome: Children can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (revisit Winmarleigh), and of a small area in a contrasting non-European country</p>		
History	<p>Local Study – Homes and People of Winmarleigh</p> <p>Outcome: Children can produce a booklet containing information about how Winmarleigh and the surrounding area has changed over time incl significant places (e.g Church/School) and people (e.g Lord Winmarleigh)</p>		<p>Event beyond living memory which are significant nationally</p> <p>Great fire of London</p> <p>Outcome: Through the use of different sources of information, children can demonstrate historical events through role-play, drawing and writing and describe significant events</p>			

Computing (PSHE Link)	Unit 1.1 Online Safety and Exploring Purple Mash Unit 1.5 – Maze Explorers	Unit 2.4 – Questioning Unit 2.2 – Online Safety	Unit 1.6 – Animated Story Books	Unit 2.7 – Making Music Unit 1.3 – Pictograms	Unit 2.3 – Spreadsheets	Unit 2.83 – Presenting Ideas
Music	Animal Songs Children will listen with concentration and understanding to a range of high-quality live and recorded music	Nativity Children will develop being able to use their voices expressively and creatively by singing songs and speaking chants and rhymes	Playing with Sounds Children will begin to play tuned and untuned instruments musically	Birds Children will begin to experiment with, create, select and combine sounds using the inter-related dimensions of music	Pirates (by the Seaside)	Minibeasts
PE						
PSHE Following the Coram Life Education Scheme	Valuing Differences (R) Children will be able to be sensitive towards others and celebrate what makes each person unique. Recognise that we can have things in common with others. Use speaking and listening skills to learn about the lives of their peers. Know the importance of showing care and kindness towards others and demonstrate skills in building friendships and cooperation.	Rights and Respect (Y1) Children will be able to recognise how a person's behaviour (including their own) can affect other people and demonstrate some responsibility in looking after things. They will explain the importance of looking after things that belong to themselves or to others. They will be able to explain where people get money from and list some of the things that money may be spent on in a family home. They will be able to	Me and My Relationships (Y2) Children will be able to suggest actions that will contribute positively to the life of the classroom. They will be able to use a range of words to describe feelings and recognise that people have different ways of expressing their feelings, identifying helpful ways of responding to other's feelings. They will recognise, name and understand how to deal with feelings (e.g. anger, loneliness) and explain where someone could get help if they were being upset by someone else's behaviour. They will recognise that friendship is a special	Keeping Safe (R) Children will be able to talk about how to keep their bodies healthy and safe and name ways to stay safe around medicines. They will know how to stay safe in their home, classroom and outside and know age-appropriate ways to stay safe online. They will be able to name adults in their lives and those in their community who keep them safe.	Growing and Changing (Y1) Children will be able to understand that the body gets energy from food, water and air (oxygen). They will recognise that exercise and sleep are important parts of a healthy lifestyle. They will identify things they could do as a baby, a toddler and can do now and identify the people who help/helped them at those different stages. They will understand some of the tasks required to look after a baby and explain how to meet the basic needs of a baby, for	Being My Best (Y2) Children will be able to help themselves and others develop a positive attitude that support their wellbeing. They will be able to explain things that they like and dislike, and understand that they have choices about these things and explain that some choices can be either healthy or unhealthy and can make a difference to their own health. They will explain how germs can be spread and describe simple hygiene routines such as hand

		carry out some basic First Aid	kind of relationship and identify some of the ways that good friends care for each other. They will explain the difference between bullying and isolated unkind behaviour and recognise that there are different types of bullying and unkind behaviour. They should understand that bullying and unkind behaviour are both unacceptable ways of behaving. They will understand and describe strategies for dealing with bullying.		example, eye contact, cuddling, washing, changing, feeding. They will identify who they can talk to if they feel uncomfortable about any secret they are told to keep. They will identify parts of the body that are private and describe ways in which private parts can be kept private. They will identify people they can talk to about their private parts	washing and understand that vaccinations can help to prevent certain illnesses. They will explain the importance of good dental hygiene and describe simple dental hygiene routines. They will know that the body gets energy from food, water and oxygen and that exercise and sleep are important to health. They will know how to make a clear and efficient call to emergency services if necessary and the concepts of basic first-aid, for example dealing with common injuries, including head injuries
Art and Design	<p>Painting - Know about great artists, produce creative work, exploring their ideas and recording their experiences</p> <p>Outcome: Children can recognise the style of a well-known local artist and produce a painting of a local landmark using some of their techniques</p> <p>Carol Owens Local Artist</p>	<p>Painting - Know about great artists, produce creative work, exploring their ideas and recording their experiences</p> <p>Outcome: Children can recognise the styles of famous artists and produce a painting using colour mixing and shapes to represent the Great Fire of London, using some of their techniques</p> <p>Kandinsky Joe Mcgowan</p>	<p>Textiles - produce creative work, exploring their ideas and recording their experiences using a range of materials</p> <p>Outcome: Children can produce a batik art piece of a plant or animal studied, using colour, pattern and shape</p> <p>Christian Art Around the World</p>			

Design and Technology	<p style="text-align: center;">Technical Knowledge</p> <p>Apply technical knowledge to explore mechanisms to make a farming vehicle</p>	<p style="text-align: center;">Design, Make and Evaluate</p> <p>Using knowledge of materials, children can use drawings and labels to record and adapt design ideas for a model house from the time of the great fire of London. They can explain their choices of materials and tools needed and talk about what is going well and not so well throughout the process</p>		<p style="text-align: center;">Cooking and Nutrition</p> <p>Children can design a fruit salad which contains information about where the ingredients come from. They can then hygienically prepare their dish using chopping, peeling, cutting and grating skills</p> <p>HEALTH & WELL-BEING: to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences</p>		
MFL	Greetings	Transport	In the Jungle	Under the Sea	In my Town	Teddy Bear Picnic