

Sheering School Curriculum Map CYCLE A
Class: Durrington Year Group 1/2

	Autumn		Spring		Summer	
English Hamilton Trust	<p>Fiction Stories on a Theme: Feelings</p> <p>Poetry Poems by the Same Poet: Edward Lear</p>	<p>Fiction Traditional Tales: The Story Blanket</p> <p>Non-Fiction Letters and Postcards</p>	<p>Fiction Contemporary Picture Books</p> <p>Non-Fiction Information Texts: Incredible Animals</p>	<p>Non- Fiction Instructions: Instructions for a Cleaner World</p> <p>Poetry Poems on a Theme: Houses and Homes</p>	<p>Fiction Stories on a Theme: Picture Books from the USA</p> <p>Non-Fiction Instructions: Food Stories</p>	<p>Fiction Stories by the Same Author: Malorie Blackman</p> <p>Poetry Poems on a Theme: Animals</p>
Phonics Little Wandle	<p>Review: Phase 3 GPC's: ai, ee, igh, oa, oo, ar, or, ur, oo, ow, oi, ear, air, er, s-es, words with two or more digraphs Phase 4: CVCC CCVC CCVCC CCVC Phase 4 with long vowels Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each Review longer words Tricky words: Phases 2-4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today</p>	<p>Phase 5 graphemes: Week 1: /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn Tricky words: their people oh your Week 2: /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he Tricky words: Mr Mrs Ms ask* Week 3: /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute Tricky word: could would should our Week 4: /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw Tricky words: house mouse water want Week 5: Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue</p>	<p>Phase 5 graphemes: Week 1: /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder Tricky words: any many again Week 2: /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone Tricky words: who whole where two Week 3: /l/ le al apple metal /s/ c ice /v/ ve give Tricky words: school call different Week 4: /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey Tricky words: thought through friend work Week 5: Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa</p>	<p>Phase 5 graphemes: Week 1: /ur/ or word /oo/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk Tricky words: once laugh Week 2: /ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father* Tricky words: because eye Week 3: /or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there Week 4: /ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor Week 5: /c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze</p>	<p>Review Phase 5 GPC's for phonics screening check: Week 1: ay play a-e shake ea each e he Week 2: ie pie i-e time o go o-e home Week 3: ue blue rescue ew chew new u-e rude cute aw claw Week 4: ea head ir bird ou cloud oy toy Week 5: i tiger a paper ow snow u unicorn Week 6: ph phone wh wheel ie shield g giant</p> <p>SPAG</p>	<p>Review Phase 5 grapemes Week 1: /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer Tricky words: busy beautiful pretty hour Week 2: /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large Tricky words: move improve parents shoe Week 3: /sh/ ti ssi si ci potion mission mansion delicious Week 4: /or/ augh our oar ore daughter pour oar more review Week 5: review</p> <p>SPAG</p>
Maths White Rose	<p>Number Place value (within 20)</p> <p>Addition and subtraction (within 20)</p>	<p>Number Place value (within 100)</p> <p>Geometry Shape</p>	<p>Number Addition and subtraction (within 100)</p> <p>Number Multiplication and division</p>	<p>Measurement Length and Height</p> <p>Statistics</p> <p>Consolidation</p>	<p>Measurement Money</p> <p>Number Fractions</p> <p>Measurement Time</p>	<p>Measurement Mass, capacity and temperature</p> <p>Geometry Position and direction</p> <p>Consolidation</p>
Spoken Language	<p>Speaking for a range of purposes</p> <p>To organise their thoughts into sentences before expressing them. (Y1) To be able to describe their immediate world and environment. (Y1) To retell simple stories and recounts aloud. (Y1) To talk about themselves clearly and confidently. (Y2) To verbally recount experiences with some added interesting details. (Y2) To offer ideas based on what has been heard. (Y2)</p>	<p>Participating in discussion</p> <p>To recognise when it is their turn to speak in a discussion. (Y1) To recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas. (Y1) To give enough detail to hold the interest of other participant(s) in a discussion. (Y2) To engage in meaningful discussions that relate to different topic areas. (Y2) To remain focused on a discussion when not directly involved and be able to recall the main points when questioned. (Y2)</p>	<p>Vocabulary building & standard English</p> <p>To use appropriate vocabulary to describe their immediate world and feelings. (Y1) To think of alternatives for simple vocabulary choices. (Y1) To start to use subject- specific vocabulary to explain, describe and add detail. (Y2) To suggest words or phrases appropriate to the topic being discussed. (Y2) To start to vary language according to the situation between formal and informal. (Y2) To usually speak in grammatically correct sentences. (Y2)</p>	<p>Drama, performance and confidence</p> <p>To speak clearly in a way that is easy to understand. To speak in front of larger audiences, e.g. in a class assembly, during a show 'n' tell session. (Y1) To know when it is their turn to speak in a small group presentation or play performance. To take part in a simple role play of a known story. (Y1) To speak confidently within a group of peers so that their message is clear. To practise and rehearse reading sentences and stories aloud. (Y2) To take on a different role in a drama or role play and discuss the character's feelings. To recognise that sometimes</p>	<p>Asking and answering questions</p> <p>To begin to ask questions that are linked to the topic being discussed. (Y1)</p> <p>To answer questions on a wider range of topics (sometimes may only be one-word answers). (Y1) To show that they are following a conversation by asking relevant and timely questions. (Y2)</p> <p>To answer questions using clear sentences. To begin to give reasoning behind their answers when prompted to do so. (Y2)</p>	<p>Following instructions</p> <p>To understand instructions with more than one point in many situations. (Y1)</p> <p>To fully understand instructions with more than one point in many situations and independently seek clarification when a message is not clear. To attempt to follow instructions before seeking assistance(Y2)</p>

				speakers talk differently and discuss reasons why this might happen. (Y2)		
	Listening skills - Ongoing To listen to others in a range of situations and usually respond appropriately. To listen carefully and respond with increasing appropriateness to what has been said, e.g. make a helpful contribution when speaking in a small reading group.					
Science	Animals including humans	Seasonal Changes		Plants	Materials- Everyday materials	
History	Great Fire of London				Local area- school	
Geography			UK and Kenya		Local area- seaside	
Design & Technology	DT WILL ALSO BE TAUGHT, PRACTISED AND APPLIED THROUGH ADDITIONAL INTENTIONALLY-PLANNED OPPORTUNITIES ACROSS THE CURRICULUM		(Graphic design – focus on books) A whole class moving book for a Y1/2 child		DT WILL ALSO BE TAUGHT, PRACTISED AND APPLIED THROUGH ADDITIONAL INTENTIONALLY-PLANNED OPPORTUNITIES ACROSS THE CURRICULUM	
Art	History link: What style of clothes would your grandparents have worn when they were your age? Create sketches from photographs, attempting to capture the fashion of the time Science link: Use leaves for creating prints having first looked at the work of William Morris.		Geography link: What do we mean by hot and cold colours? Science link: Dinosaur habitat- Paint mixing		Science link: How can we capture the beauty of the birds, plants and trees we see? Children to sketch the birds and plants they've observed.	
Computing	Unit 1.1- Online Safety Unit 2.5 Effective searching Unit 1.8 Spreadsheets Unit 1.9 Tech outside the school		Unit 1.7 Coding Unit 1.4 Lego builders Unit 1.2 Grouping and sorting		Unit 2.6 Creating pictures Unit 2.1 Coding	
R.E Essex locally agreed syllabus	How did the universe come to be? Christian, Hindu	Why is light an important symbol for many religious believers? Christian, Jewish, Hindu	How does a celebration bring a community together? Christian, Jewish, Hindu	What does the cross mean to Christians? Christian	How do Christians belong to their faith family? Christian	Enquiry question exploring the overall concept of religion/worldviews using an experiential approach. WHOLE SCHOOL ENQUIRY
Christian distinctiveness	Rules and community – class rules (See: What if learning – Rules and community) Harvest – honour and respect for the elderly (See: What if learning – Cooking and honouring”)	Red Nose Day - November Giving and receiving gifts (See: What If learning - "God's World")	Sports Relief	Foods grown around the world – famine – charity – Fair trade PE/Exercise - What we do with our bodies affects our minds, our emotions and our spirits. Seeing themselves in a holistic way. (See: What If learning – Bodies and People)	Interconnectedness of the creation of the world (See: What If learning – Seeing Connections)	Environment – littering - responsibility in our environment (See: What If learning – Words and Actions)
Music Charanga	Hey you!	Rhythm in the way we walk and banana rap	In the groove African music – rhythm, instruments and voices Music associated with black people	Round and round	Your imagination	Reflect, rewind and replay
P.E	Lesson 1: Gymnastics	Lesson 1: Dance	Lesson 1: Gymnastics	Lesson 1: Dance	Lesson 1: Gymnastics	Lesson 1: Games (Parachute)
	Lesson 2: Games (Throwing and Catching)	Lesson 2: Games (Hockey)	Lesson 2: Games (Basketball)	Lesson 2: Games (Football)	Lesson 2: Games (Speed, agility, quickness SAQ)	Lesson 2: Games (Cricket)
RSHE Goodness and Mercy	Sleep, rest and hygiene	Screen time and screen-safety	Family	Friends	First Aid	Healthy eating
	Ongoing			Spiritual practices Exercise (link to PE) Anti-bullying		
				Key theology Understanding of key Christian teachings about how they are of great value and worth Make a link between these teachings and how people can regard, celebrate and protect their bodies, mind and souls Explain most Christians believe that God loves people, that God has always loved them as an individual and always will		

	Mental health, wellbeing and emotional literacy		Why other people are special What the Christian belief in creation means for how people should value and protect themselves and treat other people Can give examples of people doing things that hurt others
	Making good boundaries		
Suggested Visits	Bethnal Green Museum of Childhood	Travelling zoo including meerkats/Paradise Wildlife Park	Walk to the local park.