

**Sheering School Curriculum Map CYCLE B**  
**Class: Durrington - Year Group 1/2**

	Autumn			Spring			Summer			
English	<b><u>Fiction (Narrative)</u></b> Adventures are the Pits	<b><u>Non-Fiction (Fact File)</u></b> Space Travellers	<b><u>Poetry (Performance)</u></b> Poems out Loud	<b><u>Non-Fiction (Recount)</u></b> Children Around the World	<b><u>Poetry (List)</u></b> McGough's Happy Poems	<b><u>Fiction (Classic Fiction)</u></b> Beatrix Potter	<b><u>Poetry (Rhyming)</u></b> We're Going to Find a Monster	<b><u>Non-Fiction (Interviews)</u></b> An Interview with a Tiger	<b><u>Fiction (Familiar Setting)</u></b> Family Stories (Lost Toy)	
Year 1 Phonics	Phase 3/4 review + 4 Phase 5 GPCs Review Tricky Words		Phase 5 Graphemes	Phase 5 Graphemes	Phase 5 Graphemes		Review Phase 5 GPCs	Phase 5 Graphemes		
Year 2 Spelling	Phase 5 Review		Little Wandle - Bridge to Spelling	Little Wandle – Spelling Units						
Maths	<b>Number</b> Place value (within 20)  Addition and subtraction (within 20)		<b>Number</b> Place value (within 100)  <b>Geometry</b> Shape	<b>Number</b> Addition and subtraction (within 100)  <b>Number</b> Multiplication and division	<b>Measurement</b> Length and Height  <b>Statistics</b>  <b>Consolidation</b>		<b>Measurement</b> Money  <b>Number</b> Fractions  <b>Measurement</b> Time	<b>Measurement</b> Mass, capacity and temperature  <b>Geometry</b> Position and direction  <b>Consolidation</b>		
Spoken Language (Skills ongoing throughout the year)	<b>Participating in discussion</b>  <b>Year 1</b> To recognise when it is their turn to speak in a discussion. To recognise that different people will have different responses and that that these are as valuable as their own opinions and ideas.		<b>Drama, performance and confidence</b>  <b>Year 1</b> 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. 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.	<b>Asking and answering questions</b>  <b>Year 1</b> To begin to ask questions that are linked to the topic being discussed. To answer questions on a wider range of topics (sometimes may only be one-word answers).	<b>Speaking for a range of purposes</b>  <b>Year 1</b> To organise their thoughts into sentences before expressing them. To be able to describe their immediate world and environment. To retell simple stories and recounts aloud.		<b>Following instructions</b>  <b>Year 1</b> To understand instructions with more than one point in many situations.		<b>Vocabulary building &amp; standard English</b>  <b>Year 1</b> To use appropriate vocabulary to describe their immediate world and feelings. To think of alternatives for simple vocabulary choices	

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	<p><b>Year 2</b> To give enough detail to hold the interest of other participant(s) in a discussion. To engage in meaningful discussions that relate to different topic areas. To remain focused on a discussion when not directly involved and be able to recall the main points when questioned.</p>	<p><b>Year 2</b> To speak confidently within a group of peers so that their message is clear. To practise and rehearse reading sentences and stories aloud. To take on a different role in a drama or role play and discuss the character's feelings. To recognise that sometimes speakers talk differently and discuss reasons why this might happen.</p>	<p><b>Year 2</b> To show that they are following a conversation by asking relevant and timely questions. To answer questions using clear sentences. To begin to give reasoning behind their answers when prompted to do so.</p>	<p><b>Year 2</b> To talk about themselves clearly and confidently. To verbally recount experiences with some added interesting details. To offer ideas based on what has been heard.</p>	<p><b>Year 2</b> 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.</p>	<p><b>Year 2</b> To start to use subject- specific vocabulary to explain, describe and add detail. To suggest words or phrases appropriate to the topic being discussed. To start to vary language according to the situation between formal and informal. To usually speak in grammatically correct sentences.</p>	<p><b>Listening skills -</b> 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.</p>		
Science	<b>Animals Including Humans</b> Animals all Around				<b>Living things and their habitats (y2)</b>		<b>Plants (y2)</b>		
History	Explorers						Local Area - Toys		
Geography				UK and the Polar Regions			Local Area - Sheering		
Design & Technology	<b><u>Cooking and nutrition</u></b> <ul style="list-style-type: none"><li>Healthy sandwiches/wraps for self</li></ul>						<b><u>Wheeled Toy – Either:</u></b> <ul style="list-style-type: none"><li>push</li><li>pull</li></ul>		
Art	<b><u>Explorers</u></b> <ul style="list-style-type: none"><li>Printing (nature)</li><li>Collage (igloos)</li></ul>			<b><u>Polar Regions</u></b> <ul style="list-style-type: none"><li>3D Modelling (animals)</li><li>Textiles (warm clothing)</li></ul>			<b><u>Toys</u></b> <ul style="list-style-type: none"><li>Paintings</li><li>Drawing</li></ul> <b>Banksy Street Art</b>		
Computing	<b>Unit 1.1</b> Online Safety & Explore Purple Mash	<b>Unit 1.5</b> Maze Explorers	<b>Unit 2.4</b> Questioning	<b>Unit 2.2</b> Online Safety	<b>Unit 1.6</b> Animated Story Books	<b>Unit 2.7</b> Making Music	<b>Unit 2.3</b> Spreadsheets	<b>Unit 1.3</b> Pictograms	<b>Unit 2.8</b> Presenting Ideas

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R.E	Why is light an important symbol for Christians, Jews and Hindus?	What does the nativity story teach Christians about Jesus?	How do Christians belong to their faith family?	How do Jewish people celebrate Passover?	Why do people have different views about the idea of God?	Why is light an important symbol for Christians, Jews and Hindus?
	Christian, Jewish, Hindu	Christian	Christian	Jewish	Multi / Humanist	Christian, Jewish, Hindu
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”)	Children In Need - November  Giving and receiving gifts (See: What If learning - “God’s World”)	Red Nose Day / Sport Relief – March	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	Pulse, Rhythm and Pitch	Dance, Sing and Play!	Inventing a Musical Story	Learning to Listen	Exploring Improvisation	Let’s Perform Together!
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)
PSHE and RSE	<b>VIPS. Relationships</b>	<b>Safety First Health and Wellbeing</b>	<b>One World Living in the wider world</b>	<b>Digital Wellbeing Relationships</b>	<b>Money Matters Living in the Wider World</b>	<b>Growing up Relationships</b>