

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

	Autumn			Spring			Summer			
English	<u>Fiction (Narrative)</u> Adventures are the Pits	<u>Non-Fiction (Fact File)</u> Space Travellers	<u>Poetry (Performance)</u> Poems out Loud	<u>Non-Fiction (Recount)</u> Children Around the World	<u>Poetry (List)</u> McGough's Happy Poems	<u>Fiction (Classic Fiction)</u> Beatrix Potter	<u>Poetry (Rhyming)</u> We're Going to Find a Monster	<u>Non-Fiction (Interviews)</u> An Interview with a Tiger	<u>Fiction (Familiar Setting)</u> 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	Number Place value (within 20) Addition and subtraction (within 20)		Number Place value (within 100) Geometry Shape	Number Addition and subtraction (within 100) Number Multiplication and division	Measurement Length and Height Statistics Consolidation		Measurement Money Number Fractions Measurement Time	Measurement Mass, capacity and temperature Geometry Position and direction Consolidation		
Spoken Language (Skills ongoing throughout the year)	Participating in discussion Year 1 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.		Drama, performance and confidence Year 1 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.	Asking and answering questions Year 1 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).	Speaking for a range of purposes Year 1 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.		Following instructions Year 1 To understand instructions with more than one point in many situations.		Vocabulary building & standard English Year 1 To use appropriate vocabulary to describe their immediate world and feelings. To think of alternatives for simple vocabulary choices	

	<p>Year 2 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>Year 2 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>Year 2 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>Year 2 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>Year 2 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>Year 2 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>Listening skills - 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	Animals Including Humans Animals all Around				Living things and their habitats (y2)	Plants (y2)			
History	Explorers					Local Area - Toys			
Geography				UK and the Polar Regions		Local Area - Sheering			
Design & Technology	<u>Cooking and nutrition</u> <ul style="list-style-type: none">Healthy sandwiches/wraps for self					<u>Wheeled Toy – Either:</u> <ul style="list-style-type: none">pushpull			
Art	<u>Explorers</u> <ul style="list-style-type: none">Printing (nature)Collage (igloos)		<u>Polar Regions</u> <ul style="list-style-type: none">3D Modelling (animals)Textiles (warm clothing)			<u>Toys</u> <ul style="list-style-type: none">PaintingsDrawing Banksy Street Art			
Computing	Unit 1.1 Online Safety & Explore 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 2.3 Spreadsheets	Unit 1.3 Pictograms	Unit 2.8 Presenting Ideas

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”)	Red Nose Day - November Giving and receiving gifts (See: What If learning - “God’s World”)	Sports 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)
RSHE Goodness and Mercy	Sleep, rest and hygiene	Screen time and screen- safety	Family	Friends	First Aid	Healthy eating
	Spiritual practices			Key theology		
	Exercise (link to PE)			Understanding of key Christian teachings about how they are of great value and worth		
	Anti-bullying			Make a link between these teachings and how people can regard, celebrate and protect their bodies, mind and souls		
	Mental health, wellbeing and emotional literacy			Explain most Christians believe that God loves people, that God has always loved them as an individual and always will		
	Making good boundaries			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		