

Class 2 (Year 1&2) Curriculum Map

Year A	Autumn term: Build it!				Spring term: In times gone by . . .				Summer term: All Over the World!			
English	Text: The Naughty Bus by Jan Oke Fiction	Text: Transport by Ruth Thompson Non- fiction	Text: Daisy Doodles by Michelle Robinson Fiction	Text: Snow in the Garden by Shirley Hughes Non Fiction	Text: Knights by Anabelle Lynch Non fiction	Text: The knight that wouldn't fight Fiction	Text: Reptiles by Angela Royston Non-fiction	Text: How to hide a lion in school by Helen Stephens Fiction	Text: Grow your own lettuce by Helen Lanz Non-fiction	Text: The disgusting sandwich by Gareth Edwards Fiction	Text: A first book of the sea by Nicola Davies Poetry	Text: This is how we do it.by Matt Lamothe Non-fiction
Maths White Rose	Reception : Place Value – numbers to 5 Addition and subtraction – sorting Place Value – comparing groups Addition and subtraction – Change within 5 Measurement – time Year One: Place Value within 10 Addition and subtraction within 10 Geometry – Shape Place Value within 20 Year Two: Place Value Addition and subtraction Measurement – money Multiplication and division See Calculation Policy for Vocab and detail.				Reception: Addition and subtraction – numbers to 5 Place Value – numbers to 10 Addition and subtraction – Addition to 10 Geometry – Shape and space Year One: Addition and Subtraction within 20 Place Value within 50 Measurement – Length and height Measurement – weight and volume Year Two: Multiplication and division Statistics Geometry – Properties of shape Number – fractions Measurement – length and height See Calculation Policy for Vocab and detail				Reception: Geometry – exploring patterns Addition and subtraction – count on and back Place Value – Numbers to 20 Multiplication and division – Numerical patterns Measurement – measure Year One: Multiplication and division Fractions Geometry – Position and direction Place Value within 100 Measurement – money Measurement – time Year Two: Geometry – position and direction Problem solving and efficient methods Measurement – time Measurement – mass, capacity and temperature Investigations See Calculation Policy for Vocab and detail			
Science	Materials (Year 1) Uses of everyday materials (Year 2) Working scientifically: - Comparing uses of everyday materials in and around school. - Suitable materials for building – evaluate. - Observing closely how materials change - Identifying and classifying properties of materials - Recording observations. - Testing planes/ vehicles made of different materials in DT Vocab: Working scientifically/ Transferrable words: suitable/unsuitable question, answer, classify, discuss, observe, identify, purpose, feature, group, sort, collect, test, experiment, discover, data, common, diagram, chart, map, compare, contrast, describe_squashing, bending, twisting, stretching Topic specific: Wood, plastic, glass, metal, water, rock, hard, stretchy, soft, stiff, shiny, dull, rough, smooth, bendy, not bendy, waterproof, not waterproof, absorbent, not absorbent, brick paper, elastic ,foil, paper, cardboard				Humans Questioning - What do humans need to keep healthy. Why do we need to exercise? Good hygiene and why. Sorting and classifying Observe and record – identify ,name and draw the basic parts of the human body and say which is associated with each sense. Collect data – photographs of themselves as they have grown. Obtain and present evidence Timelines of human growth from baby to adult. – construct simple food chains. Working scientifically: - Observe and measure how humans grow. - Gathering and reading data to help answer questions e.g. What humans need to stay		Animals Questioning –Animals growth and change over time – time line What do animals need to survive? Basic needs for survival. Sorting and classifying animals Observe and record – groups of animals Collect data- how animals change over time. Obtain and present evidence – Pictures of animals at different stages. construct simple food chains. Evaluate Working scientifically: - Observing and measuring how animals grow. - Ask questions about what animals need for survival and suggesting ways to find answers		Living things and their habitats Questioning – What do all living things do? Questions about local environment. Sorting and classifying (animals and minibeasts) seen on walks Observe and record –numbers of different living things on walks. (Tally) Living and dead and things that have never been alive. Collect data – tally charts of animals in habitats and micro habitats Obtain and present evidence – using hand lenses , simple tables using info collected. Evaluate – compare data from tables – most common minibeast/living creatures found Working scientifically: - Identifying & classifying (Magenta principles) - Using observations and ideas to suggest answers to questions. E.g. Is a deciduous tree dead in winter? - Gathering a recording data Vocab:		Plants Questioning – How do plants grow? Is a deciduous tree dead in winter? Sorting and classifying – plant types/ trees. Parts of a plant and a tree. Observe and record – drawing of different leaves/ trees Plants and their habitats Photograph to record. growth of plants accurately over time. Collect data -- measurement of plants as they grow. Obtain and present evidence- simple bar chart to collate growth over time. Use hand lenses to identify plants/ trees. Evaluate- test to see the conditions that plants need to grow – light/ dark wet/dry/,temperature Working scientifically:	

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		<p>healthy. Suggesting ways to find answers to their questions.</p> <p>Vocab: <u>Working scientifically/</u> <u>Transferrable words:</u> suitable/unsuitable question, answer, classify, discuss, observe, identify, purpose, feature, group, sort, collect, test, experiment, discover, data, common, diagram, chart, map, compare, contrast, describe</p> <p><u>Topic specific:</u> Senses, tongue, taste, nose, smell, eyes, vision. Skin, touch, ears, hearing, adult, infant, offspring, exercise, types of food, hygiene, nutrition</p>	<p>to their questions.</p> <p>Vocab: <u>Working scientifically/</u> <u>Transferrable words:</u> suitable/unsuitable question, answer, classify, discuss, observe, identify, purpose, feature, group, sort, collect, test, experiment, discover, data, common, diagram, chart, map, compare, contrast, describe</p> <p><u>Topic specific</u> offspring, adult, basic needs, survival, food, water, air, reproduction, growth, life cycles of animals e.g. butterfly, baby, toddler, child, adult, teenager * They are not expected to understand how reproduction occurs. *</p>	<p><u>Working scientifically/</u> <u>Transferrable words:</u> suitable/unsuitable, question, answer, classify, discuss, observe, identify, purpose, feature, group, sort, collect, test, experiment, discover, data, common, diagram, chart, map, compare, contrast, describe</p> <p><u>Topic specific:</u> habitat, living, dead, food chain, hot, warm, cold, dry ,damp,wet, bright, shade, dark, conditions, rainforest</p>	<p>- Observe and record how plants change over time. - Similar plants at different stages of growth - Setting up a comparative test to show they need light and water.</p> <p>Vocab: <u>Working scientifically/</u> <u>Transferrable words:</u> suitable/unsuitable question, answer, classify, discuss, observe, identify, purpose, feature, group, sort, collect, test, experiment, discover, data, common, diagram, chart, map, compare, contrast, describe</p> <p><u>Topic specific:</u> Wild, deciduous, evergreen, trunk, branches, leaf, root, bud, petal, stem, fruit, vegetable, bulb, seed, temperature, water, light, healthy, germination, reproduction, nutrients, soil, pollination</p> <p>Concept cartoon suggestion: Upside down seeds from Upside down seeds.</p>
D&T	<p>Mechanisms Design a vehicle with a moving part out of different materials Skills based session to create a moving part.</p> <p>Evaluate moving part and record results Vocab: <u>D.T design evaluate and make transferrable words:</u></p> <p>design, technology, materials, plan, equipment, information, test, construct, tools, label, improve, change (modify), cut, stick, create, operate, measure, join, form, stable, unstable</p> <p>Design – purpose, function, appeal, products, design criteria, generate, develop, model, communicate, template, make, evaluate.</p>	<p>Food and nutrition Making sandwiches and cakes for a royal garden party. Vocab: <u>D.T design evaluate and make transferrable words:</u></p> <p>design, technology, materials, plan, equipment, information, test, construct, tools, label, improve, change (modify), cut, stick, create, operate, measure, join, form, stable, unstable</p> <p>Design – purpose, function, appeal, products, design criteria, generate, develop, model, communicate, template, make, evaluate</p> <p>Nutrition, healthy eating, varied diet, sweet/savoury, ingredients, cut, slice, dice, mash, sieve, pour, whisk, peal, grate, blend.</p>	<p>Structures/Construction Make a foraging bag Textiles:</p> <p>Explore sewing as a way of drawing coloured lines and applique shapes create a picture using a range of fabrics.</p> <p>Create an A5 size foraging bag.</p> <p>Vocab: <u>D.T design evaluate and make transferrable words:</u></p> <p>design, technology, materials, plan, equipment, information, test, construct, tools, label, improve, change (modify), cut, stick, create, operate, measure, join, form, stable, unstable</p> <p>Design – purpose, function, appeal, products, design criteria, generate, develop, model, communicate, template, make, evaluate. Stronger, stiffer, more stable</p>		
Art	<p>Drawing – line and tone: vehicles and movement Extend the variety of drawing tools, looking at line, shape and space. Experiment with tools and surfaces, Vocab: Line tone texture Sharp, smooth, rough, shaded, blend, hatch, sketch, line, smudge, texture, thick, thin</p>	<p>Sculpture – Clay - dragons Live size dragon – mod roc. Yr 1 Construction Building models with boxes and containers, choosing their shape and form to suit purpose. Cover constructions with pasted strips of newspaper and or paint to apply colour and small features with collage. Yr2 Modelling Clay exploring surface texture on plasticine using fond objects and tools. Roll out clay to make slabs/tiles and decorate with patter and texture by pressing objects in or adding raised up (relief) using slip to stick to roughed up surface. Vocab: build, mould, form, texture, design surface,</p>	<p>Printing/Painting – Flags Create a pattern, develop impressed images, relief printing, print with a growing range of objects identify the different forms print takes. Name all of the colours, mixing of colours, find collections of colour, apply colour with a range of tools, Begin to describe colours by objects, make as many tones of one colour as possible (using white), darken colours without using black, use colour on a large scale. Vocab: relief, resist, pattern, shape, found objects, mono-print, tones, primary colours, secondary colours, print</p>		
Computing	<p>Year 1 and 2:</p> <p>1. ESafety 2. Digital Literacy</p>	<p>Year 1:</p> <p>1. E.safety, coding (scratch Jnr) 2. Coding, digital literacy (using a computer)</p> <p>Year 2:</p> <p>1. e.safety, coding with Beebots 2. Digital literacy (bug hunters)</p>	<p>Year 1:</p> <p>1. ESafety, digital literacy – potty painters 2. Coding Scratch Jnr</p> <p>Year 2:</p> <p>1. e.saftey, coding scratch Jnr 2. Coding scratch Jnr, digital literacy using a computer</p>		

Class 2 (Year 1&2) Curriculum Map

	<p><u>Vocab:</u></p> <p><u>Transferrable words:</u></p> <p>safe, on, off, use, save, print,</p> <p><u>Specific Vocab:</u></p> <p>password, username, log on, log off, programme, type, powerpoint</p>	<p><u>Vocab:</u></p> <p><u>Transferrable words:</u></p> <p>safe, on, off, use, save, print,</p> <p><u>Specific Vocab:</u></p> <p>password, username, log on, log off, programme, type, powerpoint</p>	
History	<p>Events beyond living memory that are significant national or globally.</p> <p>The first aeroplane flight Vocab: <u>Transferrable words:</u> past, present, future, change, memory, remember, order, before, after, long ago, recent, today, yesterday, tomorrow, old, modern, same, different, Compare, opinion,</p> <p><u>Specific vocab:</u> Timeline, statue, history, Invention, contribution, improvement, compare, government, historical , aviators/aviation, biography</p> <p>Historical aims - Understand how people's lives have shaped this nation and how Britain has influenced the wider world. - Understand the achievements and follies of mankind</p>	<p>Changes in living memory (linked to aspects of national life where appropriate)</p> <p>Lives of significant historical figures, including comparison of those from different periods (Queen Victoria & Queen Elizabeth)</p> <p>Kings and Queens</p> <p>Vocab: <u>Transferrable words:</u> past, present, future, change, memory, remember, order, before, after, long ago, recent, today, yesterday, tomorrow, old, modern, same, different, Compare, opinion,</p> <p><u>Specific vocab:</u> Monarch, Richard III, Elizabeth I, Queen Victoria, Chronology, King, queen, prince, princess, duke, duchess, historical facts ,castle, Spanish Armada, family tree, banquet, medieval</p> <p>Historical aims - Understand how people's lives have shaped this nation and how Britain has influenced the wider world.</p>	<p>Lives of significant historical figures, including comparison of those from different periods</p> <p>Explorers (Christopher Columbus)</p> <p>Vocab: <u>Transferrable words:</u> past, present, future, change, memory, remember, order, before, after, long ago, recent, today, yesterday, tomorrow, old, modern, same, different, Compare, opinion,</p> <p><u>Specific vocab:</u> Journey, discover, explore, horizon, travel, direction, compass, North, South, East. West. Distance, route, far and near.</p> <p>Historical aims: - Understand how evidence is used rigorously to make historical claims.</p>
Geography	<p>Use basic geographical vocabulary to refer to local & familiar features (Budleigh/ East Budleigh/ Otterton)</p> <p>Vocab: factory, farm, house, office, port, shop, travel agent, coast. City, town, village, beach, cliff, coast, forest, hill, mountain sea, ocean, river, soil, valley, season weather, wind, rain, sun. Temperature, direction, symbol, location and area. Spring Summer, Autumn Winter, Year, Month, week, Day</p> <p>Geographical skills and fieldwork: - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Weather Patterns 1 Seasons</p>	<p>Understand geographical and similarities and differences by studying the human and physical geography of a small area of the UK and of a contrasting non-European country (Rainforest Rivers to compare with the river Otter)</p> <p>Vocab: river, meander, location, similar and different, compare, season weather, wind, rain, sun. Temperature, direction, symbol, location and area. Spring Summer, Autumn Winter, Year, Month, week, Day</p> <p>Geographical skills and fieldwork: - Use observation skills and simple fieldwork to study the geography of their schools and grounds and the key human and physical features of its surrounding environment. Weather Patterns 2 Keeping a record</p>	<p>Name and locate the world's 7 continents and 5 oceans</p> <p>Vocab: Africa, Antarctica, Asia, Australia/Oceania, Europe, North America, and South America, Atlantic, Pacific, Indian, Arctic and Southern Oceans.</p> <p>Season weather, wind, rain, sun. Temperature, direction, symbol, location and area. Spring Summer, Autumn Winter, Year, Month, week, Day</p> <p>Geographical skills and fieldwork: - Use world maps, atlases and globes to identify countries continents and oceans</p> <p>Weather Patterns 3 Seasons and Collecting Data</p>
Music	<p>Duration: respond to, recognise and distinguish between steady beat and rhythm patterns and how they fit together Sounding syllables. Using graphic scores. Singing - blend voices, sing in tune. Dynamics: explore, respond to, recognise and identify loud, moderate, quiet and silence Can explore sounds and how they can be changed through play? Can handle instruments with control, learning some of the names of them?</p> <p>Vocab: Loud, Quiet, Crescendo, Diminuendo, Long, Short</p>	<p>Tempo: explore, respond to and recognise fast and slow. Duration: respond to, recognise and distinguish between steady beat and rhythm patterns and how they fit together Composition using graphic score. Experiment create and select sounds. Can I accompany rhymes of songs with a pulse, or simple rhythmic or melodic accompaniment? I can explore different sound sources and find different ways to play instruments to create long/short sounds or high/low sounds? I can identify and name common classroom instruments when choosing which to play. I can repeat short, rhythmic and melodic patterns? Singing, can sing with awareness of pulse and rhythm. Vocab: Rhythm, Steady Beat, Faster, Slower, Long, Short</p>	<p>(Instrument hire)</p> <p>Performance - using hired instruments Singing, I can sing expressively (using loud and quiet, getting louder/quieter? I can identify the pulse in a range of music at various tempi and join in. I can perform and create rhythms to a given pulse. Can I join in and stop as appropriate? Can I perform following a conductor taking note of musical direction (eg dynamics)</p> <p>Pitch: distinguish between steps, leaps and repeats in melodies, dynamics, crescendo, forte, pianissimo Timbre: identify a range of related instruments by name Vocab: Descant, treble, pitch, step, leap, high, low</p>

Class 2 (Year 1&2) Curriculum Map

PE	Throwing and catching (running and jumping in isolation, rolling, force) Invasion games (attacking, defending, scoring, teamwork) Can I stop/ catch a ball with control? Can I pass a ball to someone else? I understand about exercising, safety & short term effects of exercise. Vocab: throw, catch, defend, score, teamwork, control, healthy.		Invasion games (travelling, side stepping, changing direction) Attacking and defending (passing, dodging) Can I throw a variety of objects with one hand? Can I recognise a change in temperature and heart rate during exercise? CLC - Multi Skills Vocab: travelling, side-step, direction, attacking, defending, dodging, passing.		Dance - country dancing for May Fayre Multi skills (sports day) (sprinting, relay, jumping, throwing) Running and jumping (distance, height, speed, length, jumping sequences) Can I change speed and direction whilst running? I jump accurately from a standing position? throw a variety of objects with one hand? recognise a change in temperature and heart rate during exercise? Vocab: throw, temperature, direction, speed, length, coordination, dynamics, heart rate.	
RE Devon and Torbay RE Syllabus Y2 Units	Yr1 and 2 1.6 Who is Muslim and how do they live? (Part 1) Vocab: Allah, Muslim, Prophet, Shahadah, beliefs, Qur'an believe, celebration, belong, symbol, artefact, care, peace, community, reflect. 1.3 Incarnation: Why does Christmas matter to Christians? Vocab: Gospel, bible, nativity, celebrate, beliefs, God, Jesus believe, celebration, belong, symbol, artefact, care, peace, community, reflect. R - F 4 Being Special and where do we belong? Vocab - Special, belong, unique. F2 INCARNATION: Why do Christians perform Nativity play at Christmas? Vocab: nativity, Jesus, celebrate, King, world		Yr1 and 2 1.6 Who is Muslim and how do they live? (Part 2) Vocab: Allah, Qur'an, Prophet, prayer, beliefs, Shahadah believe, celebration, belong, symbol, artefact, care, peace, community, reflect. 1.5 Salvation: Why does Easter matter to Christians? Vocab: Incarnation, salvation, bible, beliefs, Jesus, God, church, father, spirit, creation, priest, parable, prayer, worship, believe, celebration, belong, symbol, artefact, care, peace, community, reflect. R - What time / stories are special and why? Vocab: God, bible believe, special F3 Why do Christians put a cross in an Easter garden? Vocab: cross, bible, Jesus, remember		Yr1 and 2 1.4 What is the good news Jesus brings? Vocab: bible, Gospel, Christians, forgiveness, peace, beliefs, Jesus, God, church, father, spirit, parable, prayer. believe, celebration, belong, symbol, artefact, care, peace, community, reflect. 1.8 What makes some places sacred to believers? Vocab: Sacred, worship, church, Mosque, Synagogue, prayer. leader believe, celebration, belong, symbol, artefact, care, peace, community, reflect. R - F1 GOD/ CREATION: Why is the word 'God' so important to Christians? Vocab: Creation, God, belief, Christians, beginning, world F6 Which stories are special are why? Vocab: God, bible, believe	
Jigsaw (PSHE) Vocab identified on weekly planning	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
Visits and Trips	Jan Oke - visit from the author Walks in the locality/ park Traffic surveys Allotment	Christmas panto	Exeter Museum Cooking - visit (Warburtons or similar)	Puppet Theatre - making puppets? Allotment	Allotment Walks/visits in the locality	Visits to places of worship?