Curriculum map 2018-2019

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| Subject | Autumn term  Who am I? | Spring term  Whizz Bang Pop | Summer term  Journeys |
| Maths  See Separate “Rising  Stars” sequence for  details. | **Year One :**  1.1 and 1.4 Number Sense  1.2 and 1.5 Additive reasoning  1.3 Geometric Reasoning  **Year Two:**  2.1 and 2.4 Number Sense  2.2 and 2.5 Additive reasoning  2.3 Geometric reasoning | **Year One:** 1.6 Number Sense 1.7 Multiplicative Reasoning 1.8 Number sense 1.9 additive reasoning 1.10 Geometric reasoning  **Year Two**:2.6 Number Sense 2.7 Multiplicative reasoning 2.8 Number sense 2.9 additive reasoning 2.10 Geometric reasoning | **Year One:** 1.11 Number Sense 1.12 Additive Reasoning 1.13 Multiplicative Reasoning 1.14 Geometric Reasoning  **Year Two:** 2.11 Number Sense 2.12 Additive Reasoning 2.13 Multiplicative Reasoning 2.14 Geometric Reasoning |
| English  See separate Literacy sequences for text detail.  See separate No Nonsense Grammar programmes of work for year 1 and 2  See separate Programmes of No Nonsense Spelling for year 2 | **Year One Grammar Strand** 1 a 1- 5 1b 1 – 3 1c 1  **Year Two Grammar** Strand 1b 4 - 6 1c 2 - 7  **Year One Phonics** – letters and sounds .  Phase 3 recap. Intro phase 4.  **Year One Spellings** – reinforce R spellings and intro year one (individual  programmes)  **Year Two No Nonsense Spelling** – Autumn Term Programme ( see separate link) plus individual programmes  **Year One Handwriting** – clarify precursive formation of letters. Intro of top and bottom simple joins. Joining digraphs as learnt.  **Year two Handwriting** weekly fully cursive  **Texts** – See separate sequences | **Year One Grammar Strand** – 2.1 2.2 2.3 2.4 3.1 3.2 4.1 4.2 4.3 4.4 4.5  **Year Two Grammar Strand** 2.5 – 2.13 3.3 – 3.11  **Year One Phonics –** phase 5 and 6  **Year One Spellings –** Year one spelling and CEW words  **Year two No Nonsense Spelling** – Spring term programme  **Year One Handwriting** – weekly cursive joins  **Year two Handwriting** weekly fully cursive  **Texts** – See separate sequences | **Year One Grammar Strand –** Recap and embed skills  **Year Two Grammar Strand -**4.6- 4.12 Recap and embed skills  **Year One Phonics –** phase 5 and 6 recap and embed  **Year One Spellings –** Year one spellings and common exception words  **Year two No Nonsense Spelling** – Summer term programme  **Year One Handwriting** weekly fully cursive  **Year two Handwriting** weekly fully cursive  **Texts** – See separate sequences |
| The sciences | Seasonal changes – focus on Autumn and winter  Materials and their uses.  Compare and group  Distinguish between and object and what it is made from.  Identify and name.  Describe simple properties and uses. | Animals, including humans  Identify and name a variety of common animals including amphibians, fish, reptiles, birds and mammals  Identify and name a variety of common animals that are omnivores, carnivores and herbivores  Describe and compare the structure of common animals  Identify, name, draw and label the basic part of the human body and say which part is associated with each sense. | Plants  Identify and name a variety of common plants including deciduous and evergreen trees.  Identify and describe the structure of a common plant including trees  Seasonal change – focus on Spring  Observe how weather changes and day length, |
| The Arts  Art | Self portraits  Observational drawings and water colours of Sir Walter Raleigh  Christmas crafts  Observational seasonal drawing – work to commence for year 2 in sketch books – an autumn leaf – focus on colour mixing with primary colours.  Study of Autumn Leaves by Adriana Constanza | Observational drawings of animals – looking at pattern and texture.  Study of Kadinsky’s circles ( pattern)  Creating colour mixing cirles ( yr2)  Collage with patterns in nature – e.g comparing animals colours and skin pattern  Work on designing patterns in sketch books. | 3D collage making flowers.  Food paintings ( Linked to science) Study of Giuseppe Arcimboldo and his painting using food.  Observational drawings of fruits and final pieces based on Giuseppe Arcimboldo. |
| The Arts  Music | Learning songs by heart.  Musical features –  fast and slow, loud and soft  Composition work using untuned instruments  Christmas songs and production | Learning songs by heart.  Rhythm  Composition work using untuned and tuned instruments  Listening to tracks identifying rhythm  Timbre | Learning songs by heart.  Musical features – beat and duration  Looking at simple forms of notation  Composition work using tuned and untuned instruments  Listening to tracks featuring changing dynamics and tempo. |
| Humanities  Geography and History | Identify seasonal and daily weather patterns in the UK.  Changes within living memory to reveal aspects of change in national life – looking at ourselves and comparisons to life now and life when grandparents were young.  The lives of significant people in the past who have contributed to national and international achievements- focus on Sir Walter Raleigh  Intro to events beyond living memory in own locality:  Remembrance day and bun day.  Locality and features of the UK  Name, locate and identify characteristics of the 4 countries and capital cities of the UK | Significant events beyond living memory:  The First Moon Landing.  The Great Fire.  Significant people:  Neil Armstrong  Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country  Non-European Country Study (not Brazil) The Gambia.  Name and locate the world’s 7 continents and 5 oceans | Locality and features of the UK  Use basic geographical vocab to refer to :  key physical features  key human features  Use world maps, atlases and globes to identify the UK  Use simple compass directions ( North South East West) and locational and directional language ( near, far, left, right) to describe the locations and  features on a map.  Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features and routes on a map  Use simple fieldwork and observational skills to study the geography of school and the key human and physical features of the surrounding area.  Significant events beyond living memory:  The sinking of the Titanic ( linked to journeys and DT)  Comparison of a small area of the Uk to last term study on The Gambia. |
| P.E | Dance and movement unit  Ball skills and team games with PE expert  Games and activities to help with the core muscles in our bodies. | Ball skills – throwing, catching, rolling and kicking.  Team games.  CPD Mr B | Skills to help towards our sports day activities – skipping, running, throwing, catching and jumping.  Swimming lessons x6 |
| R.E | Understanding Christianity – KS 1 Unit one : God  Unit two : Creation | Understanding Christianity – KS 1  Unit three: Incarnation Unit  Unit four: Gospel Unit | Understanding Christianity – KS 1  Unit five: Salvation Unit  Going Deeper |
| PSED | Health and well being  Healthy living  Loss and changes  Keeping safe  Class Charter | Relationships  secrets and surprises  Feelings (bullying) | Living in the wider world  Rules and responsibilities  Money ( role play) |
| DT | Ongoing work on cooking and  healthy eating  Construction of houses ( linked to science)  Waterproof shelters / rain catchers | Ongoing work on cooking and  healthy eating  Construction of animals with moving parts and or making a space rocket with an opening door(linked to science – how different animals move and history – first moon landing,) | Edible Garden – ( linked to science – plants) Making a small individual garden of herbs and edible plants.  Making a ship that will not sink ( combining materials, moving parts and journeys) |
| ICT | Learning to class ICT  Logging on and off  Typing skills.  Completing a simple  programme, recording and  Retrieving work.  Introducing code  Use of espresso. |  |  |
| Visits | Allotment  Pizza Express – to cook a healthy pizza  Apple pressing day at Bicton | School visit from Whizz bang Pop science.  Local farm visits to look at animals.  Living Coasts Visit  Hawkridge Birds of Prey Visit | Farm Visit – plants  Local walks and study of plants. |

**Reading Scheme/s –**

**Drakes:**

Sunshine Books, Reading 360, Ribgy Star, Oxford University Press – Project Phonics,

Oxford Reading Tree, PM Story Books

**Otterton:**

Oxford Reading Tree Scheme

**Phonics Programmes:**

Year One – Letters and Sounds phase 4 and 5/6

Reception – Letters and Sounds phase 2 and 3 to include EYFS spellings of CEW.

Year Two – No nonsense spelling programme

**Grammar Programme:**

No nonsense Grammar year one strands.

No Nonsense Grammar year two strands

Individual spelling programmes are followed.