



Class 2 (Year 1&2) Curriculum Map

Year A	Autumn term:				Spring term:				Summer term:			
	Build it!				In times gone by . . .				All Over the World!			
English	Text: The dragon machine	Text: Planes	Text: The High Street	Text: Traction Man	Text: The Princess and the Pea.	Text: Knights	Text: Diary entries	Text:	Text: Penguins	Text: Reptiles	Text:	Text: What I like.
Maths White Rose Rising Stars	Place value Addition and subtraction Shape Money Number sense (3 weeks) Additive reasoning (3 weeks) Geometric reasoning (3 weeks) Number sense (2 weeks) Additive reasoning (2 weeks) R - White Rose Number and place Value Addition and Subtraction Measurement				Multiplication and division Fractions Length and height Mass, capacity and temperature Number sense (3 weeks) Multiplicative reasoning (3 weeks) Number sense (3 weeks) Additive reasoning (2 weeks) Geometric reasoning (3 weeks) R - White Rose Number and place Value Addition and Subtraction Geometry				Statistics Position and direction Problem solving and efficient methods Time Number sense (3 weeks) Additive reasoning (3 weeks) Multiplicative reasoning 3 weeks) Geometric reasoning (2 weeks) R - White Rose Geometry Addition and Subtraction Number and place Value Multiplication and division Measurement			
Science	Uses of everyday materials Vocab: suitable/unsuitable, wood, metal, plastic, glass, brick, rock, paper, cardboard, Solid, squashing, bending, twisting, stretching, properties, purpose Specific: force, lift, wing span, thrust, engine, speed, propeller, glide Suggestions for people to study: Charles Macintosh, John McAdam. Link to The Wright Brothers Working scientifically: - Comparing uses of everyday materials in and around school. - Observing closely - Identifying and classifying - Recording observations. - Testing planes				Animals Vocab: 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. * Working scientifically: - Observing and measuring how animals grow. - Ask questions about what animals need for survival and suggesting ways to find answers to their questions.		Humans Vocab: exercise, types of food, hygiene, nutrition Working scientifically: - Observe and measure how humans grow. - Gathering and reading data to help answer questions e.g. What humans need to stay healthy. Suggesting ways to find answers to their questions.		Living things and their habitats Vocab: Living, dead, non living, habitat, depend, microhabitat, food chain, sources, shelter, seashore, woodland, ocean, rainforest, conditions 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		Plants Vocab: Seed, bulb, mature, plants, water, light, suitable, temperature, healthy, environment, germination, growth, survival, reproduction Working scientifically: - 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. Concept cartoon suggestion: Upside down seeds from Upside down seeds.	
D&T	Mechanisms Design a plane with a moving part Vocab: Design - purpose, function, appeal, products, design criteria, generate, develop, model, communicate, template, make, evaluate				Food and nutrition Making sandwiches and cakes for a royal garden party. Vocab: Design - purpose, function, appeal, products, design criteria, generate, develop, model, communicate, template, make, evaluate Nutrition, healthy eating, varied diet, sweet/savoury, ingredients, cut, slice, dice, mash, sieve, pour, whisk, peel, grate, blend.				Structures/Construction Build houses Vocab: Design - purpose, function, appeal, products, design criteria, generate, develop, model, communicate, template, make, evaluate Stronger, stiffer, more stable			
Art	Drawing - Da Vinci gliders Extend the variety of drawing tools, looking at line, shape and space. Experiment with tools and surfaces,				Sculpture -				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.			



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Computing	<ol style="list-style-type: none"> Using the internet – password safety Technology in home and community Programming – Following and giving Instructions <p>Recognise common uses of information technology beyond school Use technology safely and respectfully,</p> <p>Internet safety – passwords</p>	<ol style="list-style-type: none"> Handling data – collecting and storing data Multi media – Computer art <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content – open a word document</p> <p>Internet Safety You be the judge/Rate and review</p>	<p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs.</p> <p>Internet Safety Cyber snakes/Being safe</p>
History	<p>Lives of significant historical figures, including comparison of those from different periods</p> <p>The Wright Brothers Vocab: Invention, contribution, improvement, compare, government, historical , aviators/aviation, biography, 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: Monarch, Richard III, Elizabeth I, Queen Victoria, Chronology, King, queen, prince, princess, duke, duchess, compare, historical facts ,opinion, castle, Spanish Armada, family tree, banquet, medieval, contribution</p> <p>Historical aims – Understand how people’s lives have shaped this nation and how Britain has influenced the wider world.</p>	<p>Events beyond living memory that are significant national or globally.</p> <p>The great fire of London</p> <p>Vocab: Fire, London, Pudding lane, The monument, Samuel Pepys, diary, primary sources, Tudor, houses, Thames, reliability, fire service, weather, 1666, event, map, spread, rebuilt,</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: City, town, village, Vocab: factory, farm, house, office, port, shop, travel agent, coast.</p> <p>Geographical skills and fieldwork: – Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features – Visit the high street in Budleigh</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 (Kenya)</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.</p>	<p>Name and locate the world's 7 continents and 5 oceans</p> <p>Africa, Antarctica, Asia, Australia/Oceania, Europe, North America, and South America, Atlantic, Pacific, Indian, Arctic and Southern Oceans.</p> <p>Geographical skills and fieldwork: – Use world maps, atlases and globes to identify countries continents and oceans</p>
Music	<p>Machines Vocab: Loud, Quiet, Crescendo, Diminuendo, Long, Short</p> <p>Duration: respond to, recognise and distinguish between steady beat and rhythm patterns and how they fit together Dynamics: explore, respond to, recognise and identify loud, moderate, quiet and silence</p>	<p>Toys Vocab: Rhythm, Steady Beat, Faster, Slower, Long, Short</p> <p>Duration: respond to, recognise and distinguish between steady beat and rhythm patterns and how they fit together Tempo: explore, respond to and recognise fast and slow</p>	<p>Instrument hire –</p> <p>Vocab: Descant, treble, pitch, step, leap, high, low</p> <p>Pitch: distinguish between steps, leaps and repeats in melodies.</p> <p>Timbre: identify a range of related instruments by name</p>
PE	<p>Gymnastics – Movement (gallop, leap, hop, skip etc) Dance – Caribbean (speed, control, sequence, collaboration)</p> <p>Throwing and catching (running and jumping in isolation, rolling, force) Invasion games (attacking, defending, scoring, teamwork)</p>	<p>Gymnastics – Yoga (forward bends, back bends, inversions, twists, balance) Dance – Toys (speed, weight, size of movement, synchronisation)</p> <p>Invasion games (travelling, side stepping, changing direction) Attacking and defending (passing, dodging)</p> <p>CLC – Multi Skills</p>	<p>Gymnastics – Landscapes and cityscapes (body tension, control, balance) Dance – The gunpowder plot (formation, structures, unison, cannon)</p> <p>Multi skills (sports day) (sprinting, relay, jumping, throwing) Running and jumping (distance, height, speed, length, jumping sequences)</p>
RE Devon and Torbay RE Syllabus Y2 Units	<p>Yr1 and 2</p> <p>1.4 Gospel: What is the good news Jesus brings?</p> <p>1.3 Incarnation: Why does Christmas matter to Christians?</p>	<p>1.6 Who is Muslim and how do they live? (Part 1)</p> <p>1.5 Salvation: Why does Easter matter to Christians?</p>	<p>1.8 What makes some places sacred to believers?</p> <p>1.6 Who is Muslim and how do they live? (Part 2)</p>



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	<p>R</p> <p>F 4 Being Special and where do we belong?</p> <p>F 2 Why is Christmas special to Christians?</p>		<p>R</p> <p>F1 Why is the word God so important to Christians?</p> <p>F3 Why is Easter special for Christians?</p>		<p>R</p> <p>F5 Which places are special and why?</p> <p>F6 Which stories are special are why?</p>	
Jigsaw (PSHE)	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
Vocab identified on weekly planning						