

## Year 1/2 Curriculum Map 2022-2023

	Autumn 1	Autumn 2 <i>Pantomime</i>	Spring 1 <i>Local area visit</i>	Spring 2	Summer 1	Summer 2 <i>Sea-life adventure</i>
<b>Theme</b>	Castles, Kings and Queens	Frozen Planet	Our local area	Let's go on Safari	Exciting Explorers	By the seaside
<b>Book/ Film links</b>	Look inside a castle The castle the king built The Queens knickers History of Britain Kings and Queens	The rainbow bear The least polar bears Oi get off our train Over in the arctic Penguins can't fly (non-fiction) The snowflake mistake		Africa amazing Africa: Country by country Handa's surprise Catch that chicken Mama Miti Anansi and the golden pot Expedition diaries: The Golden Pot		The Snail and the Whale Surprising Sharks Rainbow Fish Don't eat your teacher Finding Nemo
<b>Science (PZAZ)</b>	Animals including humans		Seasonal changes	Plants	Everyday materials	Living things
<b>Computing (iLearn2)</b>  <b>E-safety</b> (revisited over the year)  <i>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</i> 1. Understand what personal information is and why we keep personal information private. 2. Why do websites want personal information. 3. Identify when and	Mouse and keyboard skills  1. Move the mouse or trackpad and left click to select an object. 2. Drag and drop with mouse or trackpad to move objects around the screen. 3. Find letters or numbers on a keyboard. 4. Begin touch typing with home row keys.  Text and Images  <i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</i>  1. Change the background colour of a page. 2. Add, resize and position images (pictures)	Introduce programming  <i>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.</i>  1. Place instructions into the correct order (sequence) to make something work. 2. Use direction arrows to move an on-screen object (character/sprite) to achieve an objective. 3. Predict a route and sequence direction commands (algorithm) to achieve an objective. Correct the errors if	Digital art  <i>Use technology purposefully to create digital content.</i>  1. Change the colour of individual pixels to accurately re-create basic artwork. 2. Make changes where required. 3. Change the colour of individual pixels to accurately re-create detailed artwork.	3d design  <i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</i>  1. Change the colour and pattern of elements. 2. Position and rotate objects on a design. 3. Position objects in relation to each other. 4. Resize, rotate, flip and arrange objects behind/in front of each other.	Comic creation  <i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</i>  1. Add, resize and organise colour or picture backgrounds. 2. Add, resize, organise characters/object to different panels. 3. Add narration using text and direct speech using speech bubbles.	Music creation  <i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</i>  1. Create a rhythm using a pattern of beats. 2. Create digital sounds using patterns and shapes. 3. Create a simple melody using patterns and adjust tempo.

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<p>where to go for help when concerned.</p>	<p>on a page.            3. Type and position text on a page, if possible using capital letters and punctuation.            4. Label pictures with text.            5. Use word-banks for writing sentences about pictures.</p>	<p>necessary (debug).            4. Predict a route and sequence distance commands to program an on-screen object to achieve an objective.            5. Predict and sequence movement and pen commands to program the drawing of different 2D shapes.            6. Sequence code blocks, including movements and execute (start program) blocks to write a program to achieve an objective.</p>				
<p><b>History</b></p> <ul style="list-style-type: none"> <li>• Observe or handle evidence to ask questions about the past</li> <li>• Ask questions such as: What was it like for people? What happened? How long ago?</li> <li>• Use artefacts, pictures, stories, online sources and databases to find out about the past.</li> <li>• Identify some of the different ways the past has been represented.</li> </ul>	<p><b>Main focus:</b>            Monarchy, Chronology and changes over time</p> <p><i>Events beyond living memory</i>  <i>Chronology</i>  <i>Lives of significant individuals-</i></p> <ul style="list-style-type: none"> <li>• Place events in order on a time line</li> <li>• Label time lines with words or phrases such as: past, present, older and newer.</li> <li>• Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</li> </ul>	<p>Explorers- Ernest Shackleton, Matthew Henson, Felicity Aston</p> <p><i>The lives of significant individuals in the past who contributed to national and international achievements-</i></p> <ul style="list-style-type: none"> <li>• Describe significant people from the past</li> </ul>	<p><b>Main focus:</b> History of St Peters Chapel</p> <p>Burnham- Creeksea, Carnival, Mangapps</p> <p>Airfields- Bradwell, Stow Maries</p> <p><i>Changes within living memory</i>  <i>Significant historical events, people and places in their own locality-</i></p> <ul style="list-style-type: none"> <li>• Recount changes that have occurred in their own lives</li> <li>• Describe changes that have happened in the locality of the school throughout history</li> <li>• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</li> </ul>		<p><b>Main focus:</b> Famous Explorers- Christopher Columbus            Captain James Cook            Amelia Airhart            Marco Polo</p> <p><i>The lives of significant individuals in the past who contributed to national and international achievements-</i></p> <ul style="list-style-type: none"> <li>• Describe historical events</li> <li>• Describe significant people from the past</li> <li>• Use dates where appropriate</li> </ul>	<p>Victorian seaside-leisure/ tourism</p> <p><i>Changes over time-</i></p> <ul style="list-style-type: none"> <li>• Give a broad overview of life in Britain</li> <li>• Understand the concept of changes over time, representing this, along with evidence, on a time line.</li> </ul>

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<p><b>Geography</b></p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>• Key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> <li>• Key human features, including: city, town, village, factory, farm, house, office and shop.</li> </ul>	<p>Castles around the world (world map)</p> <ul style="list-style-type: none"> <li>• Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</li> </ul>	<p><b>Main Focus:</b> Polar regions</p> <ul style="list-style-type: none"> <li>• Ask and answer geographical questions (such as: What is this place? What or who will I see in this place? What do people do in this place?)</li> <li>• Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</li> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries, continents and oceans studied. (Location of Polar Regions)</li> <li>• Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> </ul>	<p>Study of the school and its grounds, and surrounding area</p> <ul style="list-style-type: none"> <li>• Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</li> <li>• Use aerial images and plan perspectives to recognise landmarks and basic physical features.</li> <li>• Identify land use around the school.</li> </ul>	<p><b>Main Focus:</b> Kenya, comparison with UK</p> <p>People, wildlife, landscapes</p> <ul style="list-style-type: none"> <li>• Ask and answer geographical questions (such as: What is this place? What or who will I see in this place? What do people do in this place?)</li> <li>• Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</li> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries, continents and oceans studied. (Location of Kenya and comparison to UK)</li> <li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Tillingham) and of a contrasting non-European country.</li> <li>• Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> </ul>	<p><b>Main Focus:</b> Continents and oceans</p> <p>Sea life</p> <ul style="list-style-type: none"> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries, continents and oceans studied.</li> <li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>• Name and locate the world's continents and oceans.</li> </ul>
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R.E. (Vine curriculum)	Creation	Islam	Incarnation	Islam and Christianity	Salvation	Islam and Christianity	Gospel	Hinduism
<b>Art</b> <ul style="list-style-type: none"> <li>Respond to ideas and starting points</li> <li>Explore ideas and collect visual information</li> <li>Explore different methods and materials as ideas develop</li> </ul>			<b>Sketching and shading – polar animals</b> <ul style="list-style-type: none"> <li>Draw lines of different sizes and thickness</li> <li>Colour (own work) neatly following the lines</li> <li>Show pattern and texture by adding dots and lines</li> <li>Show different tones by using coloured pencils</li> </ul>	<b>Townscapes</b> <b>Lowry</b> <ul style="list-style-type: none"> <li>Describe the work of notable artists, artisans and designers</li> <li>Use some of the ideas of artists studied to create pieces</li> <li>Use thick and thin brushes</li> </ul>	<b>Textiles - African art- paper weaving</b> <ul style="list-style-type: none"> <li>Use weaving to create a pattern</li> <li>Join materials using glue and/or a stitch</li> <li>Use plaiting</li> <li>Use dip dye techniques</li> </ul>			<b>Painting- sea shells, sea creatures</b> <b>Georgia O’Keeffe – ‘The Laughing Zebra’ and Michelle Parsons – ‘Long Indigo Lobster’</b> <ul style="list-style-type: none"> <li>Mix primary colours to make secondary</li> <li>Add white to colours to make tints</li> <li>Describe the work of notable artists, artisans and designers – Georgia O’Keeffe and Michelle Parsons</li> <li>Use some of the ideas of artists studied to create pieces</li> </ul>
<b>Design/ Technology</b>	<b>Make a jam tart- Queen of Hearts</b> <ul style="list-style-type: none"> <li>Cut ingredients safely and hygienically.</li> <li>Measure or weigh using measuring cups or electronic scales.</li> <li>Assemble or cook ingredients.</li> </ul>		<b>Model of a historical landmark- Church</b> <p><i>Art &amp; Design Sculpture objectives:</i>            Use a combination of shapes            Include lines and texture            Use rolled up paper, straws, paper, card and clay as materials            Use techniques such as rolling, cutting, moulding and carving.</p> <p><i>Design and technology objectives:</i></p> <ul style="list-style-type: none"> <li>Cut materials safely using tools provided</li> <li>Measure and mark out to the nearest cm.</li> </ul>	<b>Food from different cultures</b> <ul style="list-style-type: none"> <li>Understand where food comes from</li> <li>To understand issues around food, such as storage, processing and transport</li> </ul>			<b>Under the water story box (shoebox)</b> <ul style="list-style-type: none"> <li>Explore objects and designs to identify likes and dislikes of the design.</li> <li>Suggest improvements to existing design.</li> <li>Explore how products have been created.</li> <li>Design products that have a clear purpose and an intended user.</li> <li>Make products, refining the design as work progression</li> <li>Use software to design.</li> </ul>	

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			<ul style="list-style-type: none"> <li>• Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).</li> <li>• Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).</li> </ul>			
<b>P.E.</b>	Fitness Ball skills	Ball skills Dance	Gymnastics Ball skills	Ball games Net games	Athletics Striking and fielding	Striking and fielding Athletics
<b>Music (Charanga)</b>	Charanga, music appreciation in Assembly					
<b>PSHE</b>						RSE