



## Year 1/2 Curriculum Map



	Term 1 Fire! Fire!	Term 2 Fire Fire!	Term 3 Travel and Transport	Term 4 Travel and Transport	Term 5 What a Wonderful World! (Local Study & Contrasting Location)	Term 6 What a Wonderful World! (Local Study & Contrasting Location)
English	<p><b>Non-Fiction:</b> Recount of the summer holiday</p> <p><b>Fiction:</b> <b>Narrative</b> Fire Cat by Philip Hurst and Pippa Goodhart.</p>	<p><b>Non-fiction:</b> <b>Non-chronological report</b> of the Great Fire of London.</p> <p><b>Fiction:</b> <b>Poetry</b> Christmas Poetry</p>	<p><b>Fiction:</b> Quest stories 'Mr Gumpy's Motor Car'</p> <p><b>Non-fiction:</b> Writing a non-chronological report about cars</p>	<p><b>Fiction:</b> Stories by the same author e.g. Lauren Child/Anthony Brown.</p> <p><b>Non-fiction:</b> <b>Instructions</b> – how to make jam sandwiches.</p>	<p><b>Fiction:</b> <b>Stories from other cultures</b> - Handa's Surprise</p> <p><b>Fiction Poetry:</b> Caterpillar by Christina Rossetti and Caterpillar Garden by Helen H. Moore.</p>	<p><b>Fiction:</b> Journey (picture book, narrative writing)</p> <p><b>Non Fiction:</b> Animals and their habitats non-chronological report.</p> <p><b>Non-Fiction:</b> Letter to new teacher or pupils in EYFS.</p>
Maths	<p>Year 1</p> <p>Number and Place Value (Numbers to 10)</p> <p>Calculations: Addition and Subtraction</p> <p>Year 2:</p> <p>Number and Place Value (Numbers to 10)</p> <p>Calculations: Addition and Subtraction</p> <p>Calculations: Multiplication 2, 5 and 10</p>	<p>Year 1</p> <p>Geometry- Position and Direction</p> <p>Numbers and Place Value (Numbers to 20)</p> <p>Calculations: Addition and Subtraction within 20.</p> <p>Year 2</p> <p>Calculations: Multiplication and Division 2, 5 and 10</p> <p>Measurement: Length</p> <p>Measurement: Mass</p>	<p>Year 1</p> <p>Calculations: Addition and Subtraction within 20.</p> <p>Properties of Shape- Shape and Pattern</p> <p>Measurement: Length and Height</p> <p>Revision and Review</p> <p>Year 2</p> <p>Measurement: Mass and Temperature</p> <p>Statistics: Pictogram</p>	<p>Year 1</p> <p>Number and Place Value: Numbers to 40</p> <p>Calculations: Addition and Subtraction</p> <p>Calculations: Multiplication</p> <p>Year 2</p> <p>Measurement: Money</p> <p>Geometry: Properties of 2D shapes</p> <p>Geometry: Properties of 3D shapes</p>	<p>Year 1</p> <p>Calculations: Multiplication</p> <p>Calculations: Division</p> <p>Fractions: Fractions</p> <p>Number and Place Value: Numbers to 100.</p> <p>Year 2:</p> <p>Fractions: Fractions</p> <p>Measurement: Time and Volume</p>	<p>Year 1</p> <p>Measurement: Time</p> <p>Measurement: Money</p> <p>Measurement: Volume and Capacity</p> <p>Measurement Mass</p> <p>Geometry: Position and Direction</p> <p>Year 2: Review and Revisit topics</p>



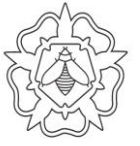
Science			Calculations: More word problems	Fractions: Fractions		
	Everyday materials (Year 1)	Everyday materials (Year 1)	Materials (Year 2)	Living things and their habitats (Year 2)	Plants (Year 2)	Animals including humans (Year 2)
	Working scientifically	Working scientifically	Testing materials to find out if they are waterproof.	Working scientifically	Working scientifically	Working scientifically
Computing	Unit 1.1 Online Safety & Exploring Purple Mash	Unit 2.4 Questioning Number of lessons – 5 Programs – 2 Question, 2 Investigate	Unit 1.6 Animated Story Books  Number of lessons – 5 Programs – 2 Create A Story	Unit 2.7 Making Music Number of lessons – 3 Programs – 2 Sequence	Unit 2.3 Spreadsheets Number of lessons – 4 Programs – 2 Calculate	Unit 1.3 Pictograms Number of lessons – 3 Programs – 2 Count
	Unit 1.5 Maze Explorers	Unit 2.2 Online Safety Number of lessons – 3 Programs – Various				Unit 2.8 Presenting Ideas Number of lessons – 4 Programs – Various
History	Great Fire of London	Historical enquiry Find answers to simple questions about the past from sources of information e.g. artefacts.	Travel and Transport	Chronological understanding Match objects to people of different ages. Sequence 3 or 4 artefacts from distinctly different periods of time. Sequence photographs transport from different years to see the changes.	Not Taught	Not Taught
	Knowledge: (hook) Investigate clues and predict what happened.  Understand how the Great Fire of London started.  Understand what happened during the Great Fire and how we know. Sequence the events of the Great Fire of London. Understand why the Great Fire burnt down so many houses.	Observe or handle sources to answer questions about the past on the basis of simple observations. Range and Depth of Historical Knowledge Recognise why people did things, why events happened and what happened as a result. Identify differences	Knowledge: Find out the different ways in which travel and transport has changed from past to present.  Find out about an early form of travel: the Viking longboat.  Understand how cars have changed since they were invented.  Understand how trains changed people's lives in the 19th century	Historical enquiry Find answers to simple questions about the past from sources of information e.g. artefacts.  Range and Depth of Historical Knowledge		




Geography	Skills:	<p>between ways of life at different times. Interpreting history Use stories to encourage children to distinguish between fact and fiction.</p> <p>Compare 2 versions of a past event.</p> <p>Discuss reliability of photos/accounts/stories. Historical Terms Develop, the use a wide vocabulary of historical terms, such as:</p>	<p>Find out about the Wright brothers and the invention of the aeroplane.</p> <p>Compare travel and transport of the past, present and future. Skills:</p>	<p>Identify differences between transport at different times.</p> <p>Interpreting history Compare adults talking about the past and how reliable are their memories? Compare pictures or photographs of transport from the past and present. Historical Terms Develop, the use a wide vocabulary of historical terms, such as:</p>		
	<p><b>Autumn 1</b> <b>The UK</b> <b>Geography Skills</b> Use maps, atlases and globes to locate the 4 countries of the UK and their capital cities. <b>Locational Knowledge</b> Name the 4 countries and their capital cities.</p> <p>Know that UK stands for the United Kingdom.</p> <p>Know that it is called this because it is made up of four smaller countries: England,</p>	<p><b>Geographical Resources:</b> Year 1 to use world maps Year 2 to use atlases and globes</p>	<p><b>Spring 2</b> <b><u>Magical Maps</u></b> <b>Geography Skills</b> Use maps and atlases</p> <p>Use a variety of locational maps (park maps, shopping center maps, road maps)</p> <p>Use simple compass directions (North, East South, West)</p> <p>Use aerial photographs to recognise landmarks</p>	<p><b>Field work:</b></p> <p>Use fieldwork and observational skills to study the geography of the school grounds and the key human and physical features of the surrounding environment.</p> <p>Devise a simple map and use and construct basic symbols and a key.</p> <p><b>Geographical Resources:</b></p> <ul style="list-style-type: none"> <li>• Atlases</li> <li>• Aerial maps</li> </ul>	<p><b>Summer 2</b> <b><u>National Parks</u></b> <b>Geography Skills</b> Locate Kenya and the UK using maps.</p> <p><b>Locational Knowledge</b> To locate a National Park in Kenya and the Peak District National Park in the UK. Recognise and compare human and physical features of the 2 National Parks ( wild life, mountains, rivers,</p>	<p><b>Geographical Resources:</b> Aerial maps Year 1 to use world maps Year 2 to use atlases and globes</p>



Art	<p>Northern Ireland, Scotland and Wales.</p> <p>England, Scotland and Wales are located on the island of Great Britain. Northern Ireland and the Republic of Ireland are on the island of Ireland.</p> <p>Aerial maps.</p>		<p>and locate the human and physical features.</p> <p><b>Locational Knowledge</b></p> <p>Use an atlas and globe to identify the UK and its countries.</p> <p>Name and locate the world's seven continents and five oceans.</p>	<ul style="list-style-type: none"> <li>Compass</li> </ul>	<p>cliffs, forests, villages, vegetation)</p> <p><b>Field work:</b> Plan simple directions or routes on a map to say how you might get to Kenya and the Peak District from the UK / Nottingham.</p>	
	<p><b>Painting</b>- Children observe and describe the colours used in Wassily Kandinsky and Piet Mondrian's paintings</p> <p><b>Drawing and Painting</b>- Children observe and describe the colours used by Wassily Kandinsky and use this as a discussion point for primary and secondary colours.</p>	<p><b>3D form</b>- Children create a collaborative class art piece where they each carve a ceramic tile to resemble a Tudor house. These are then joined together to form a class street.</p>	Not Taught	<p><b>Nature art Digital art</b>- Children explore using digital photography to capture close ups of plants found in the wild area. Children compare and take inspiration from the works of Ansel Adams, Frans Lanting and Rathika Ramasamy</p> <p><b>Drawing</b> - Children take inspiration from the close-up work of Georgia O'Keefe to produce observational drawings and mirror drawings of plants found in the Wild Area.</p>	Not Taught	<p><b>Take One Picture</b> All children take part in the national Take One Picture programme where they complete a unit of art inspired by a piece of artwork decided by the National Gallery.</p>
	DT	<p><b>Fire, fire!</b> <b>Mechanisms</b> <i>Levers and sliders</i></p>	<p><b>Travel and Transport</b> <b>Mechanisms</b> <i>Wheels and axles</i></p>		<p><b>What a Wonderful World!</b></p>	



<div>RE</div> <div>PHSCE</div>		<p><b><u>Christmas Moving Card Competition.</u></b></p> <p><u>Design criteria:</u> make a moving Christmas card to take home and share with parents.</p>	<p><u>Design criteria:</u> a moving picture of Mr Gumpy's car, for a children's picture book.</p>		<p><b>Food and nutrition</b></p>  <p><u>Design criteria:</u> make a healthy fruit salad/ smoothie/ fruit kebabs, for Akeyo, using Handa's fruit.</p>	
	<p><b>Leaders:</b> What makes some people inspiring to others? (Moses and St. Peter)</p>	<p><b>Christmas</b></p>	<p><b>Believing:</b> What do Jewish people believe about God, creation, humanity, and the natural world? What are some ways Jewish people show their beliefs and how they belong?</p>	<p><b>Easter</b> I can explain why Palm Sunday is important to Christians. I can explain what happened on Maundy Thursday.</p>	<p><b>Belonging:</b> What does it mean to belong? What is it like to belong to the Christian religion in Nottinghamshire today?</p>	<p><b>Story.</b> Jewish and Christian stories: How and why are some stories important in religions? What can we learn from these stories and from the Torah and the Bible?</p>
	<p><b>School Values</b></p> <ul style="list-style-type: none"> <li>Daring</li> <li>Persevering</li> <li>Dreaming</li> <li>Together</li> </ul> <p>Reflecting</p>	<p><b>Safety First</b></p> <ul style="list-style-type: none"> <li>Keeping Safe</li> <li>Staying Safe at Home.</li> <li>Staying Safe Outside</li> <li>Staying Safe Around Strangers</li> <li>Safe Secrets and Surprises</li> </ul> <p>People who can Help</p>	<p><b>Diverse Britain</b></p> <ul style="list-style-type: none"> <li>My School</li> <li>My Community</li> <li>My Neighbourhood</li> <li>My Country</li> <li>British People</li> </ul> <p>What makes me Proud of Britain?</p>	<p><b>VIPs</b> (Very Important People)</p> <ul style="list-style-type: none"> <li>Who are my VIPs?</li> <li>Families</li> <li>Friends</li> <li>Falling Out</li> <li>Working Together</li> <li>Show you Care</li> </ul>	<p><b>RSE</b> (Christopher Winter)</p> <p>Split aged classes – see Christopher Winter Overview</p>	<p><b>EYFS &amp; KS1: Growing Up</b> <b>KS2: Money Matters</b></p> <ul style="list-style-type: none"> <li>Our Bodies</li> <li>Is it OK?</li> <li>Pink and Blue</li> <li>Your Family, My Family</li> <li>Getting Older</li> </ul> <p>Changes</p>



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PE  Music  Special Event						
	<b>Skills:</b> Gymnastics: Body parts	<b>Dance:</b> Heroes	<b>Ball skills:</b> Feet 1	<b>Balls skills:</b> Hand 1	<b>Team Building:</b> Athletics	<b>Locomotion:</b> Dodging
	Story Time Event Christmas Show Christmas Party	Phonics Workshop GFoL workshop Christmas Show Christmas Party	Story Time Event	Trip to Canalside Heritage Centre	Year 2 SAT's	Year 1 Phonics Screening Sports Day Year 2 Camp Year 2 Graduation Assembly