

## All Saints' and St Richard's Church of England Primary School

### Curriculum Map Year 1/2 Kestrels Cycle B

Cycle B	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Topic</b>	<b>The Jolly Postman</b>	<b>Fire and Ice</b>	<b>The Time Machine</b>	<b>Ponds</b>	<b>The Seaside Holidays</b>	<b>Where the Wild Things Are</b>
<b>Wow Starters</b>	Whole School Welcome Back Event such as Circus School	Igloo Role Play Area inside Travel Agency Role Play Area outside  Hidden Treasure in Melting Ice	Tardis Role Play Area  Time Traveller leaves clues in a box	Pond Dipping	Punch and Judy Show  Whole School Healthy Eating Day and Exercise Workshop	Letter from King of the Wild Things  Island Role Play
<b>Trips and Experiences</b>	Hatch Eggs Post office trip	Pantomime	Trip to Bluebell Railway	Trip to the Sheep Centre  or Farm Visit	Trip to the Seaside	
<b>Outdoor Learning</b>	Chickens/animals Seasonal and daily weather patterns in the UK <b>Raised Beds – Wildlife Garden</b>					
	Old Heathfield  Road Safety  Scavenger Hunt  Hatch Chickens	Habitats  Bug Hotels Hedgehog Homes  Kipling – Jungle Book	Jack Cade  Planting and preparing Raised Beds	Wildlife Garden  Pond Dipping  Life cycles  Hatch Butterflies	Raised Beds  Team Work and Problem Solving Games (Outdoor Learning Cards)	Fairy Garden  Nocturnal Animals

	<b>Woodland Wonder Days</b>					
<b>Outdoor Learning</b>	<b>Stickman Day</b> <b>Stickman By Julia Donaldson</b> Read story and take the children on stick adventures (The Stick Book) Retell own Stickman Story in Woods	<b>Welly Walk</b> Buzzards to take Treetops on a Welly Walk. Make a Journey Stick and Buzzards cook Smores	<b>The Little Old Lady Who Was Not Afraid of Anything by Linda Williams</b> Listen to the sounds of the woods Make woodland instruments Make Stick scarecrows	<b>Pond Dipping Day</b> Pond Dipping and Mini-Beast Hunt Making mini-beast homes	<b>Teddy Bear's Picnic</b> We all going to the woods today ... Build shelters and make a picnic. Create games to play in the woods	<b>Where the Wild Things Are</b> Make mud woodland monsters Role Play linked to the story
<b>Literacy</b>	<b>The Jolly Postman</b> (Book Power Y1/2) <b>Meerkat Mail</b> (Book Power Y1/2)	<b>The Emperor's Egg</b> (Book Power Y1/2) <b>One Day, On Our Blue Planet... In The Savannah</b> (Book Power Y1/2)	Author Study <b>Quentin Blake</b> <b>The Magic Finger</b> (Book Power Y1/2)	<b>Lila and the Secret of Rain</b> (Book Power Y2)	<b>The Snail and the Whale</b> (Book Power Y1) <b>The Owl and the Pussycat</b> (Book Power Y1)	<b>Where the Wild Things Are</b> (Book Power Y1) <b>No Dinner</b> (Book Power Y1)
<b>Genres</b>	Information Text Traditional Tales	Information text Poetry	Story Poetry	Information Writing	Non-Chronological Report Story	Poetry Story
<b>History</b>	<b>Changes within Living Memory</b> Schools – past and present	<b>Great Events/ Significant People</b> Guy Fawkes, Gunpowder plot, Samuel Pepys, Fire of London.	<b>Changes within Living Memory</b> Technology		<b>Significant People</b> Important people in medicine - Mary Seacole or Grace Darling – lifesaving	
<b>Geography</b>		<b>Hot and Cold</b> The location of hot and cold			<b>Where in the UK?</b>	

		areas of the world in relation to the Equator and North and South Poles			Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding areas e.g. pirate topic	
<b>Science</b>	<b>Working Scientifically</b> Ask questions, observe closely using simple equipment, perform simple tests, identify and classify, suggest answers to questions and gather and record data to answer questions					
	<b>Animals and Humans Y2</b> Animals and their offspring, basic need for survival, diet and exercise	<b>Materials Y2</b> Everyday materials: suitability for materials for different purposes, changing materials	<b>Materials</b>	<b>Plants and Animals Y2</b> Seeds, plants and conditions for growth	<b>Humans Y2</b> Animals and humans: Animals and their offspring, basic need for survival, diet and exercise	
<b>DT</b>	<b>Structures:</b> The working characteristics of materials		<b>Mechanisms:</b> (wheels and axles, levers, sliders, winding mechanisms, joints that allow movement)	<b>Mouldable Materials:</b> creating products from modroc, paper mache	<b>Food:</b> Prepare simple dishes using the principles of healthy eating Where does food come from?	<b>Textiles:</b> Using a range of materials that can be put together to make products
<b>Art</b>	<b>Painting</b>	<b>Collage</b> Explore colour, shape and texture, range of materials, folding, tearing, crumpling, overlapping	<b>Printing</b>	<b>Drawing</b> Lines and marks, tone, shape and texture	<b>Artist Study</b> Craft makers, artists or designers. Similarities and differences, links to own work.	<b>Printing</b> Printing with objects, mono prints, stencils, press printing
<b>P.E.</b>	<b>Games Dance</b>	<b>Dance Gymnastics</b>	<b>Dance Gymnastics</b>	<b>Games Gymnastics</b>	<b>Games Gymnastics</b>	<b>Games Dance</b>

<b>Music</b>	<b>Singing Y2: Singing</b> expressively with control of pitch	<b>Pulse and Rhythm Y2:</b> Maintaining pulse, rhythms, including rests, simple ostinato	<b>Composing:</b> Play tuned and untuned instruments musically	<b>Pitch Y2:</b> Simple pitch patterns	<b>Composing Y2:</b> Controlling sounds, 2/3 note melodies. Using and interpreting symbols.	<b>Using ICT Y2:</b> Record and playback own music, create melodies using music software.
<b>PHSEe</b> (Year 2 Programme)	<b>New Beginnings Pupil Voice</b>	<b>Getting On and Falling Out Say No to Bullying</b> Anti-Bullying Week	<b>Good To Be Me Community and Diversity</b> Diversity Week	<b>Going for Goals Being Healthy and Staying Safe</b>	<b>Relationships Sex and Relationships Education</b>	<b>Changes Environment</b>
<b>Computing</b>	Y2 Information technology, presenting ideas. Using text, images, sound, video, animation, music – throughout year					
	<b>Y2 Computer Science Instructions 1:</b> Simple instructions to set and follow simple routes or series of events. Include controlling screen objects	<b>Y2 Digital Literacy: E-Safety</b>	<b>Y2 Computer Science Instructions 2</b> Writing programs to solve problems  <b>E-Safety</b>	<b>Y2 Information Technology:</b> Handling data Collect and present data using graphs and branching database	<b>Y2 Digital Literacy:</b> Technology in our lives: use of technology in the wider world. Using the internet safely	<b>Y2 Information Technology:</b> Modelling Navigate and review range of computer simulations
<b>R.E.</b>	<b>Christianity</b>  Y1 - Who is God?  Y1 - What is the Bible about?  Harvest Y 2 - What are we thankful for?	<b>Christianity Christmas</b>  Y1 - Why do people give presents at Christmas?  Y2 - Why did angels announce the birth of Jesus?	<b>Christianity</b>  Y1 - Who is Jesus?  Y2: - Why did Jesus tell parables?	<b>Christianity Easter</b>  Y1 - Is Easter happy or sad?  Y2:- What is Easter really about?	<b>Judaism</b>  Y1 - Why do Jewish families celebrate Shabbat?  Y2 - What is the Torah?	<b>Islam</b>  Y2 - What is important for Muslim children?  <b>Christianity</b>  Y1 - Why do Christians pray?  Y2 - How do

						Christians worship God?
<b>British Values</b>	<b>The Big Question:</b>  Are rules important?	<b>The Big Question:</b>  'Is it always right to protect the environment?'	<b>The Big Question:</b>  'Is it good to be different?'	<b>The Big Question:</b>  'Should you ever break the rules?'	<b>The Big Question:</b>  'Can people with different beliefs or ideas be friends?'	
	<b>Self-Respect</b> To develop their self-knowledge, self-esteem and self-confidence.  <b>Right and Wrong</b> A Focus on class and school rules will support children to distinguish right from wrong.	<b>Class Big Question:</b> 'Would you have joined in the Gunpowder Plot?'  <b>Democracy</b> Carry out a democratic class vote.  <b>Remembrance Sunday</b>	<b>Tolerance and Respect</b>  Accept that people who have different faiths and beliefs should be accepted and tolerated.	<b>Beliefs and Values</b>  Consider famous people such as Nelson Mandela, Rosa Parks and Malala Yousafzai.		<b>Order in Court</b>  An opportunity to explore the judicial system.  Visiting speakers.  Children have to investigate a crime and take to court.