

Year 1 and 2 – Curriculum Map

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	The Magic Toymaker	Time Detectives 'Dragons and Castles'	Treasure Island	How are you? (What things make us healthy/)	My local area Christchurch Mansion <i>Geographical skills and fieldwork including local history study</i>	Green Fingers
Science (covered in topic)	Everyday materials			Animals including humans		Plants and seasonal changes
Talk For Writing	Fiction – Traditional Tale : Three Little Pigs Fiction – An adventure Story: Stanley's Stick Fiction – A losing Tale: Dogger	Non-Fiction- Instructions : How to Look after a Pet Dragon Fiction –A Friendship Tale: The Rainbow Fish Non-Fiction - Letters: Letter to Santa – Use Jolly Postman as a model	Fiction – Story From Another Culture: Handa's Surprise Poetry: Short Animal Poem (title to be confirmed) Fiction-An imagination story: The Tiger Who Came to Tea	Fiction- Finding Tale: Lost & found Fiction-Exploring Possibilities: Mrs Armitage on Wheels Non-Fiction - Instructions or Recount: personal experience (Trip if one completed)	Fiction – Traditional Tale: Little Red Riding Hood Fiction – A Rescue Story – The lighthouse Keeper's lunch Poetry: Senses poetry (The Sound collector)	Fiction- Traditional Tale: Jack & the Beanstalk Non-Fiction – Non-Chronological Report: Information Text linked to topic Fiction – Determination Tale: The Enormous Turnip/Potato
English	Read Write Inc		Read Write Inc		Read Write Inc	

Handford Hall Primary School

Maths	Place value and Money Addition & Subtraction Shape & Data Money & Time		Place value Money & Fractions Addition & Subtraction Measures Multiplication		Addition & Subtraction Money & Time More Addition & Subtraction Multiplication, Division, Fractions Measures, Shape Data	
PSHE Jigsaw	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Computing	We are treasure hunters	We are TV chefs	We are painters	We are collectors	We are storytellers	We are celebrating
Music (Music Express)	Music Express scheme	Music Express scheme	Music Express scheme	Music Express scheme	Music Express scheme	Music Express scheme
PE Val Sabin	GAMES Ball skills and games Year 1 Unit 1 GYMNASTICS Flight Year 1 Unit D	DANCE Streamers/conkers Year 1 Unit 1 GAMES Throwing and catching Year 1 Unit 2	GYMNASTICS Points and pointers Year 1 Unit E GAMES bat/ball/skipping Year 1 Unit 3	DANCE Jack and the Beanstalk Year 1 Unit 2 GAMES Partner work Year 1 Unit 4	ATHLETICS Applying skills Year 1 Unit 1 GYMNASTICS Rocking and rolling Year 1 Unit F	ATHLETICS Applying skills Year 1 Unit 2 GYMNASTICS Wide- Narrow Year 1 Unit G
Art/ D & T	CUSP ART and DT Drawing Mechanisms	CUSP ART and DT Painting Structures	CUSP ART and DT Printmaking Food and nutrition	CUSP ART and DT# Textiles Understanding of materials	CUSP ART and DT 3D Textiles	CUSP ART and DT Collage Food and nutrition
RE	Christianity Baptism/church	Judaism Mirzvot/tzedakah	Christianity Parables/gospel	Christianity prayer/worship	Christianity Emmanuel/Holy Spirit	Judaism Creation/blessings

Handford Hall Primary School

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	People of the past	Let's celebrate	Science materials	Our World	I'm alive	Hooray, let's go on holiday!
Science (covered in topic)			Use of everyday materials	Animals including humans (human features)	Living things and their habitats (part of IPC)	Plants
Talk For Writing	<p>Fiction – Story From Another Culture: Lila & The Secret of Rain</p> <p>Fiction – An Animal Finding Tale –Monkey Puzzle</p> <p>Non-fiction – Fact files: Queen Elizabeth</p>	<p>Fiction – An Adventure story: Whatever Next</p> <p>Fiction – A story with a Dilemma: Billy the Brave Knight</p> <p>Non- fiction – Instructions: Linked to celebration topic</p>	<p>Fiction - Zog – Julia Donaldson</p> <p>Additional Model Text(s) Abominable Snowman</p> <p>Genre Information Text</p>	<p>Fiction - Where The Wild Things Are Gruffalo Non-fiction Text</p> <p>Additional Model Text(s) How to Look After a Pet Dragon Genre Instruction text</p>	<p>Fiction - Jack and the Beanstalk</p> <p>Titch</p> <p>The Tiny seed</p> <p>Oliver's Vegetables</p>	<p>Fiction - The Lighthouse Keeper's Lunch</p> <p>At the Beach – Roland Harvey</p> <p>Additional Model Text(s) Rockabilly Island Genre Persuasion (Leaflet)</p> <p>The Dark by Lemony Snicket (F) The Environment</p>
English	Traditional Tales and fables Postcards & Letters Poems by the same Poet Stories on a theme Information texts Classic Poems		Stories on a theme Information texts Poems on a theme Recounts		Fantasy Information texts Poems on a theme Stories by the same author Recounts Poetic language	

Handford Hall Primary School

Maths	Place value and money Addition and subtraction Multiplication and division Measures Addition and Subtraction Shape and data	Place value and fractions Addition and subtraction Multiplication and division Addition and subtraction Time Multiplication and division	Number, Fractions, Money Addition and subtraction Revision Puzzles and problems Calculation			
PSHE Jigsaw	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Computing	We are astronauts	We are game testers	We are photographers	We are researchers	We are detectives	We are zoologists
Music (Music Express)	Music Express scheme	Music Express scheme	Music Express scheme	Music Express scheme	Music Express scheme	Music Express scheme
PE Val Sabin	GAMES Throwing and catching Year 2 Unit 1 GYMNASTICS high/low Year 2 Unit H	DANCE The Cat Year 2 Unit 1 GAMES Making up games with a partner Year 2 Unit 2	GYMNASTICS Pathways Year 2 Unit 1 GAMES Dribbling, kicking, hitting Year 2 Unit 3	DANCE Shadows Year 2 Unit 2 GAMES Group Games Year 2 Unit 4	ATHLETICS Applying skills Year 2 Unit 1 GYMNASTICS Turning and Twisting Year 2 Unit J	ATHLETICS Applying skills Year 2 Unit 2 GYMNASTICS Linking movements Year 2 Unit K
Art / D & T	CUSP ART and DT Drawing Textiles	CUSP ART and DT Painting Food and nutrition	CUSP ART and DT Printmaking Mechanisms	CUSP ART and DT Textiles and collage Understanding of materials	CUSP ART and DT 3D Food and nutrition	CUSP ART and DT Creative responses (drawing and collage) Structures
RE	Judaism Teshuvah/G-D	Christianity Saviour/Jesus	Islam Mercy/compassion	Christianity Resurrection/joy	Christianity Disciple/faith	Judaism Torah/Rabbi

History

Historical Understanding

- Be able to use key words and phrases relating to the passing of time
- Be able to order events and objects into a sequence
- Be able to identify differences between their own lives and those of people who have lived in the past
- Be able to find out about aspects of the past from a range of sources of information

Historical enquiry

- Be able to ask questions about the past
- To know some of the ways that we can find out about the past
- Be able to answer questions about the past using given sources
- Be able to describe an artefact e.g. materials; size; signs of wear and tear

Periods in history

- Be able to discuss some significant historical events, people and places in his/her own locality
- Be able to discuss significant events and people in Britain within and beyond their living memory
- Be able to discuss significant events and people from the wider world, within and beyond their living memory

Geography

Map Making

- Be able to draw around objects to make a plan

- Be able to draw maps of real life and made up places
- Be able to create keys for symbols on his/her map

Enquiry and Investigation

- Be able to ask questions about places studied at KS1
- Be able to collect information about his/her local environment. e.g. Using tally charts
- Be able to use information books to compare the similarities and differences between places studied at KS1
- Be able to use aerial photographs to identify key landmarks, and basic human and physical features of the area studied

Locational Knowledge

- Be able to name and locate the world's seven continents and five oceans using globes, maps and atlases
- Be able to name and locate the four countries and capital cities of the UK

Human and Physical Geography

- Be able to identify seasonal and daily weather patterns in the UK
- Be able to identify hot and cold areas of the world in relation to the Equator and North and South Poles
- Be able to use basic geographical vocabulary to identify and describe key physical features e.g. beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
- Be able to use basic geographical vocabulary identify and describe key human features e.g. city, town, village, factory, farm, house, office, port, harbour and shop

Following directions and maps

- Be able to follow directions: up, down, left, right, forwards and backwards
- Be able to follow directions on a map: North, South, East, West
- Be able to use a simple plan to follow a route. e.g. A route around the school or local area or his/her route from home to school

- Be able to draw a route showing features.

PSHE

Health

- To describe how to keep fit and healthy and understand basic dental hygiene.
- To share personal successes with his/her class.
- To use vocabulary to describe when they feel good and bad and discuss simple ways to manage these feelings.
- To understand how to keep themselves clean.
- To describe simple ways to stay safe in different environments. e.g. On the street, at school, on the internet etc.
- To describe simple ways to stay safe in different environments. e.g. On the street, at school, on the internet etc.
- To understand the difference between a secret and a surprise.
- To understand who they can seek help from if they are worried e.g. Teachers, family, friends.

Relationships

- To explain how others are feeling and how they show those feelings. e.g. Smiling, crying, being quiet etc.
- To understand how his/her actions may make others feel.
- To recognise from his/her own actions what is fair and unfair, kind and unkind and right and wrong.
- To describe people that are special to them and what makes them special e.g. Parents, carers, friends etc.
- To describe different ways others can be teased or bullied and understand that these are wrong.
- To understand how to resist teasing or bullying and who to go to for help if they witness it.

Living in the Wider World

- To understand that money comes from different places.
- To understand that money can be used for different purposes. e.g. Spending and saving.
- To understand simple ways to keep money safe and the different ways they can spend it.

- To understand that there are different forms of media. e.g. Newspaper, radio, TV.
- To make a positive contribution to the classroom environment.
- To follow the classroom and school rules.
- To share, take turns and return borrowed items.

Music

Composing

- Be able to use his/her body to make sounds: Loud/quiet, Fast/slow, Long/short, High/low.
- Be able to use his/her voice to do: humming, whispers, whistles.
- Be able to make patterns with sounds e.g. loud - quiet - loud – quiet long - short - long - short.
- Be able to make sounds that reflect a topic
- Be able to use short given patterns in his/her compositions.
- Be able to use given symbols to record long and short sounds.
- Be able to say what they like and do not like about other's performances.
- Be able to use: high voice, middle voice, low voice.

Performing

- Be able to sing in tune.
- Be able to sing in unison with a group.

Listening and Context

- Be able to make and change sound on an instrument both tuned and untuned creating both long and short sounds.
- Be able to perform to an audience and improve his/her performance by practising.
- Be able to identify a beat and join in.
- Be able to identify the mood of a piece of music.
- Be able to explain to another which of two sounds is higher or lower.

Science – Working Scientifically

Planning Investigations

- Be able to ask simple questions when prompted (1)
- Be able to suggest ways of answering a question (1)
- Be able to ask simple questions (2)
- Be able to recognise that questions can be answered in different ways (2)

Conducting Experiments

- Be able to make relevant observations(1)
- Be able to conduct simple tests, with support (1)
- Be able to observe closely, using simple equipment (2)
- Perform simple tests (2)

Recording Evidence

- Be able to prompt, suggest how findings could be recorded (1)
- Be able to record and communicate their findings in a range of ways and begin to use simple scientific language (2)

Reporting Findings

- Be able to recognise findings (1)
- Be able to identify and classify (2)

Conclusions and Predictions

- Be able to gather and record data (1)
- Be able to use observations to suggest answers to questions (1)
- Be able to gather and record data to help answer questions (2)
- Be able to use their observations and ideas to suggest answers to questions (2)

Science – Biology

Life exists in a variety of forms and goes through cycles- Plants

- Be able to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees (1)
- Be able to identify and describe the basic structure of a variety of common flowering plants, including trees (1)
- Be able to explore and compare the differences between things that are living, dead, and things that have never been alive (1)
- Be able to observe and describe how seeds and bulbs grow into mature plants (2)

Life exists in a variety of forms and goes through cycles- Animals

- Be able to identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (1)
- Be able to identify and name a variety of common animals that are carnivores, herbivores and omnivores (1)
- Be able to notice that animals, including humans, have offspring which grow into adults (2)
- Be able to find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

The human body has a number of systems, each with its own function

- Be able to describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) (1)
- Be able to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (1)
- Be able to describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene (2)

Habitats provide living things with what they need

- Be able to identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other (2)
- Be able to identify and name a variety of plants and animals in their habitats, including micro-habitats (2)
- Be able to describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food

Science – Chemistry

Materials have physical properties which can be investigated and compared

- Be able to distinguish between an object and the material from which it is made (1)
- Be able to identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock (1)
- Be able to describe the simple physical properties of a variety of everyday materials (1)
- Be able to compare and group together a variety of everyday materials on the basis of their simple physical properties (1)
- Be able to find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching(2)

The physical properties of materials determine their uses

- Be able to identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses (2)

Science – Physics

Day, night, month, seasonal change & year are caused by the position and movement of the Earth

- Be able to observe changes across the four seasons (1)
- Be able to observe and describe weather associated with the seasons and how day length varies (1)

Computing

Computer Science

- Be able to understand what algorithms are and how they are implemented as programs on digital devices
- Be able to understand that programmes execute by following precise and unambiguous instructions

- Be able to create simple programs
- Be able to debug simple programs
- Be able to use logical reasoning to predict the behaviour of simple programs

Information Technology

- Be able to use technology purposefully to create, organise and store digital content
- Be able to use technology purposefully to retrieve and manipulate digital content

Digital Literacy

- Be able to use technology safely and respectfully
- Be able to keep personal information private when using technology
- To know they should ask for help if they feel unsure about any online content or contact and who to ask
- Be able to describe common uses of information technology beyond school

P.E

Dance

- Be able to perform the basic dance actions e.g. travel and change direction, turn, jump, gesture, balance/stillness, change of size and shape.
- Be able to copy short motifs (a short phrase, movement or gesture that is repeated.)
- Be able to link two or more actions together.

Gymnastics

- Be able to perform simple rolls e.g. forward, pencil, teddy-bear.
- Be able to copy stretching movements for different parts of the body.

- Be able to balance using his/her hands, feet or seat.
- Be able to copy short movements to combine simple balances. e.g. balance - travel – balance
- Be able to travel in different ways e.g. Jumping, skipping, walking, leaping, hopping etc.

Games

- Be able to move into a given space within a game.
- Be able to begin to understand where to stand to make a game more difficult for an opponent.
- Be able to throw a ball underarm, over arm and use a bounce pass.
- Be able to move into a given space to catch a ball.
- Be able to pass a ball to a partner using his/her hands and feet.
- Be able to hit a ball with a tennis style bat or racquet.
- Be able to stop a ball with his/her feet before passing it.

Athletics

- Be able to sprint up to 60m.
- Be able to run 100m.
- Be able to use over arm and underarm throws to throw items in a straight line.
- Be able to jump: side to side; both feet together; one foot to the other

D & T

Design

- Be able to tell someone about his/her design ideas.
- Be able to make a mock-up of his/her design and discuss it.
- Be able to create a drawing of his/her idea and templates for his/her design.
- Be able to use IT to explore his/her design ideas. e.g. Use the internet to research design ideas or use a basic paint program to draw his/her design.

Make

- Through exploring and assembly, he/she can find ways to make his/her structures more stable so they are freestanding. e.g. The use of a base, overlapping joints.
- Be able to join fabrics using staples and a running stitch.
- Be able to decorate textiles using buttons, beads, sequins, braids & ribbons.
- Be able to cut along straight lines, curved lines and shapes marked out by a template.
- Be able to use tape and glue to create temporary joins, fixed joins, & moving joins.
- Be able to colour fabrics using paints to print and paint.
- Be able to use a simple circuit in a model. e.g. A closed circuit with a bulb.
- Be able to use simple mechanisms in his/her products e.g. Hinges, levers, wheels etc.
- Be able to independently cut wood/dowelling using a hacksaw and bench hook.
- Be able to roll, fold, tear and cut paper and card.

Evaluate

- Be able to say what they like and do not like about existing products.
- Be able to say how well his/her designs and product met the given design criteria.

Food

- Be able to name foods from each section of the Eat Well plate and understands they should eat at least 5 portions of fruit and veg each day.
- Be able to use the right tools to peel, grate and chop.
- Be able to read a simple scale to measure and weigh out ingredients.
- Be able to understand that food comes from plants and animals and has to be farmed, grown or caught.

Art & Design

Developing/ Applying Ideas

- To be able to show his/her ideas/imagination through drawing, painting and sculpture and produce simple designs.

Drawing

- With pencil, he/she can make different marks: dots, dashes, scribbles, sweeping lines, wavy lines, straight lines.
- With coloured pencil, he/she can keep within the lines of a drawing when adding colour.
- With wax crayon, he/she can push down to make bold and strong lines and apply less pressure to make soft lines.
- With pastel/charcoal, he/she make faint, soft lines and apply more pressure to make stronger lines.
- With pastel/charcoal, he/she can blend and smudge.
- Be able to use charcoal pieces to create: different lines, large sweeping movements.
- Be able to use different types of pen to make different types of line.
- Be able to use ball-point & felt tip pens to make fine marks.

Painting

- Be able to hold a brush correctly and use different types and sizes of brush.
- Be able to use a paint brush to: dab, smooth, wash, sponge, stipple, stroke.
- Be able to mix colours and describe how to make them.
- Be able to control paint and water to mix paint of different thicknesses.
- Be able to load a brush with the correct amount of paint and choose the correct brush size.
- Be able to use different brush types to make different marks: lines, blobs, dots, dashes.

Independent Artist

- Be able to begin to recall all the equipment needed for an art session.
- Be able to help prepare and clear away his/her paint area.

Sculpture

- Be able to make a model using natural and man-made materials to show a simple idea or using his/her imagination.
- Be able to explain how they are making his/her sculpture.

Art in Context/History

- Be able to describe differences and similarities between drawings, paintings and sculptures by well-known artists and designers.
- Be able to describe how his/her own work is similar and/or different to the work of well-known artists and designers.

Religious Education

Knowledge

- Be able to use religious words and phrases to identify some features of religion and its importance for some people.
- Be able to describe simple similarities in between religious beliefs and ideas.
- Be able to can retell religious stories and suggest possible meanings.
- Be able to recognise symbols and other verbal and visual forms of religious expression.
- Be able suggest meanings for religious actions and symbols and notice similarities between religions.