

Year 1 and 2 Road Map 2024 to 2026

This gives an outline of the curriculum. It is subject to change based on the emerging needs of the children. (For maths see the separate maths road map)

	Cycle A			Cycle B		
	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
	Where will your journey take you?	How can we have a healthy body and happy mind?	How has space travel evolved?	What influence does the great fire of London have on our lives today?	How does the weather affect our lives?	Do all living things have the same need?
English	<p>Writing: Traditional tales, basic writing skills, poems.</p> <p>Y1 Phonics: Daily lessons compromising of reviewing previously taught GPCs and learning a new GPC for the week.</p> <p>Reading: Promote reading fluency through choral read, echo read, partner read and independent read</p> <p>Spelling and Grammar: curriculum spelling rules and patterns will be taught daily alongside grammar skills.</p>	<p>Writing: Non fiction, writing skills, story telling.</p> <p>Y1 Phonics: Daily lessons compromising of reviewing previously taught GPCs and learning a new GPC for the week</p> <p>Reading: Weekly reading will focus on comprehension skills. Opportunities to read for pleasure.</p> <p>Spelling and Grammar: Curriculum spelling rules and patterns will be taught daily alongside grammar skills.</p>	<p>Writing: Story telling, non fiction, labels and captions.</p> <p>Y1 Phonics: Review to consolidate long vowel sounds and any remaining Year 1 content.</p> <p>Reading: Weekly reading will focus on comprehension skills. Opportunities to read for pleasure.</p> <p>Spelling and Grammar: curriculum spelling rules and patterns will be taught daily alongside grammar skills.</p>	<p>Writing: Traditional tales, basic writing skills, poems.</p> <p>Y1 Phonics: Daily lessons compromising of reviewing previously taught GPCs and learning a new GPC for the week</p> <p>Reading: Weekly reading will focus on comprehension skills. Opportunities to read for pleasure.</p> <p>Spelling and Grammar: curriculum spelling rules and patterns will be taught daily alongside grammar skills.</p>	<p>Writing: Non fiction, writing skills, story telling</p> <p>Y1 Phonics: Daily lessons compromising of reviewing previously taught GPCs and learning a new GPC for the week</p> <p>Reading: Weekly reading will focus on comprehension skills. Opportunities to read for pleasure.</p> <p>Spelling and Grammar: curriculum spelling rules and patterns will be taught daily alongside grammar skills.</p>	<p>Writing: Instructions, story telling.</p> <p>Y1 Phonics: Review to consolidate long vowel sounds and any remaining Year 1 content.</p> <p>Reading: Weekly reading will focus on comprehension skills. Opportunities to read for pleasure.</p> <p>Spelling and Grammar: curriculum spelling rules and patterns will be taught daily alongside grammar skills.</p>

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Science	<p>Theme: Plants, Structure and classification Subject: Biology</p> <p>Theme: Seasonal changes Subject: Physics</p>	<p>Theme: Animals including humans Subject: Biology</p>	<p>Theme: Plants Subject: Biology</p> <p>3x explicit developing science enquiry skills</p>	<p>Theme: Everyday materials Subject: Chemistry</p>	<p>Theme: Animals including humans All about animals Subject: Biology</p> <p>Animals including humans- lifecycles Subject: Biology</p>	<p>Theme: Living things and their habitats Subject: Biology</p>
History	<p>Did Christopher Columbus have a positive impact on history? <i>Events beyond living memory that are significant nationally or globally.</i> Christopher Columbus</p>	<p>Why is Mary Seacole remembered today? <i>The lives of significant individuals in the past who have contributed to national and international achievements.</i> Mary Seacole</p>	<p>How has travel evolved? Why was the 1969 moon landing such a significant event in history? <i>Changes within living memory.</i> Neil Armstrong</p>	<p>Why was the Great Fire of London such an important historical event? <i>Events beyond living memory that are significant nationally or globally.</i> Samuel Pepys</p>	<p>Who is Scott of the Antarctic? <i>The lives of significant individuals in the past who have contributed to national and international achievements.</i> Scott of the Antarctic</p>	<p>Why is Mary Anning remembered today? <i>The lives of significant individuals in the past who have contributed to national and international achievements.</i> Mary Anning</p>

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Geography	<p>What is it like here? Locate the school on an aerial photograph. Create a map of the classroom. Locate key features of the playground. draw a simple map.</p>	<p>What is weather like in the UK? Locate the four countries of the UK. Identify seasonal changes in the UK. Identify the four compass directions. Investigate daily weather patterns.</p>	<p>What can you see at the coast? Identify geographical characteristics of the UK. Locate the seas and oceans surrounding the UK. Locate the seas and oceans surrounding the UK. Investigate how people use the local coast. Know the names of the five oceans and locate them on a map</p>	<p>Where am I? Identify the countries within the United Kingdom. Identify the countries within the United Kingdom. Identify the countries within the United Kingdom. Recognise features from an aerial perspective. Recognise features from an aerial perspective.</p>	<p>Would you prefer to live in a hot or cold place? Name and locate the seven continents. To name and locate the seven continents. Locate the Equator on a world map. Compare the UK and Kenya. Investigate local weather conditions. Identify key features of hot and cold places.</p>	<p>What is it like to live in Shanghai? Recognise physical and human features. Recognise physical and human features. Name and locate some continents on a world map. Identify physical and human features of a non-European country. Describe what it is like in Shanghai. Compare Shanghai to a small area of the UK.</p>
Art	<p>Sculpture and 3D Exploring the way clay can be shaped and joined, children learn a range of essential skills for working with this medium. They learn about the sculpture of Rachel Whiteread and create their own clay house tile in response.</p>	<p>Drawing Using storybook illustration as a stimulus, children develop their mark-making to explore a wider range of tools and experiment with creating texture to add detail to drawings.</p>	<p>Painting and mixed media Developing colour mixing skills, learning about the work of artist Romare Bearden and creating textured papers using paint, children compose collages inspired by their exploration of colour and texture in the world around them.</p>	<p>Mark making with different media Exploring mark making and line; working and experimenting with different materials through observational and collaborative pieces. Artist: Bridget Riley</p>	<p>Painting and Mixed Media Exploring colour mixing through paint play, using a range of tools to paint on different surfaces and creating paintings inspired by Clarice Cliff and Jasper Johns.</p>	<p>Craft and Design Learning fibre art skills such as plaiting, threading, knotting and weaving to create three-dimensional woven artworks inspired by artist Cecilia Vicuña.</p>

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D.T	<p>Mechanisms: Wheels and axles Learn about the key parts of a wheeled vehicle, to develop an understanding of how wheels, axles and axle holders work. Design and make a moving vehicle.</p>	<p>Cooking and nutrition: Smoothies Cutting and juicing fruits and vegetables to create a smoothie that meets a design brief, this unit gives the children opportunities to develop food preparation skills with an increased focus on taste testing and ingredient choices.</p>	<p>Structures: Constructing a windmill Exploring types of windmills, how they work and their key features before designing and constructing a windmill for a mouse.</p>	<p>Mechanisms: Making a moving storybook Explore slider mechanisms and the movement they output to design, make and evaluate a moving storybook from a range of templates.</p>	<p>Cooking and nutrition: Balanced diet Learning about the food groups to understand a balanced diet and develop a healthy wrap.</p>	<p>Textiles: Puppets Explore methods of joining fabric. Design and make a character-based hand puppet using a preferred joining technique, before decorating.</p>
Music	<p>My Musical Heartbeat How Can We Make Friends When We Sing Together?</p>	<p>Dance, Sing and Play! How Does Music Tell Stories about the Past?</p>	<p>Exploring Sounds How Does Music make the World a Better Place?</p>	<p>Pulse, Rhythm and Pitch How Does Music Help Us to Make Friends?</p>	<p>Playing in an Orchestra How does Music Teach Us about the Past?</p>	<p>Inventing a Musical Story How Does Music Make the World a Better Place?</p>

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R.E	<p>Theme: Creation Story KQ: Does God want Christians to look after the world? Religions: Christianity.</p> <p>Theme: Christmas KQ: What gifts might Christians in my town have given Jesus if he has been born here rather than Bethlehem? Religion: Christianity</p>	<p>Theme: Jesus as a friend KQ: Was it always easy for Jesus to show friendship? Religion: Christianity</p> <p>Theme: Easter- Palm Sunday KQ: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Religion: Christianity</p>	<p>Theme: Shabbat KQ: Is Shabbat important to Jewish children? Religion: Judaism</p> <p>Theme: Rosh Hashanah and Yom Kippur KQ: Are Rosh Hashanah and Yom Kippur important to Jewish children? Religion: Judaism</p>	<p>Theme: Why did Jesus teach? KQ: Is it possible to be kind to everyone all of the time? Religion: Christianity</p> <p>KQ: What do Humanists believe? Religion: Humanism</p> <p>Theme: Christmas- Jesus as a gift from God KQ: Why do Christians believe God gave Jesus to the world? Religions: Christianity</p>	<p>Theme: Prayer at home KQ: Does praying at regular intervals help a Muslim in his/ her everyday life? Religion: Islam</p> <p>Theme: Easter- Resurrection KQ: How important is it to Christians that Jesus came back to life after his crucifixion? Religions: Christianity</p>	<p>Theme: Community and Belonging KQ: Does going to a mosque give Muslims a sense of belonging? Religion: Islam</p> <p>Theme: Hajj KQ: Does completing Hajj make a person a better Muslim? Religion: Islam</p> <p>Retell, recognise and find meanings Explore and respond sensitively Begin to express ideas and opinions</p>
PSHE	<p>Myself & My Relationships Beginning and Belonging Citizenship Rights, Rules & Responsibilities No Outsiders: 10 little pirates / Amazing</p>	<p>Healthy & Safer Lifestyles Citizenship, Diversity and Communities Myself & My Relationships Anti-bullying No Outsiders: Elmer / going to the volcano</p>	<p>Healthy & Safer Lifestyles, Relationships and Sex Education Healthy & Safer Lifestyles Managing Safety and Risk Healthy & Safer Lifestyles Drug Education No Outsiders: Errol's Garden/What happened to you</p>	<p>Myself & My Relationships My Emotions Myself & My Relationships Family and Friends Citizenship. Working Together No Outsiders: The great big book of families / All are welcome</p>	<p>Economic Wellbeing Financial Capability Healthy & Safer Lifestyles E-safety No Outsiders: The perfect fit / How to be a Lion</p>	<p>Healthy & Safer Lifestyles Relationships and Sex Education Healthy & Safer Lifestyles Personal Safety Myself & My Relationships Managing Change No Outsiders: My world your world/ Can I Join Your Club</p>

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French	Registering in French.	Registering in French.	Registering in French.	Registering in French.	Registering in French.	Registering in French.
Computing	<p><i>Understand what algorithms are; how they are implemented as programs on digital devices: and those programs execute by following precise and unambiguous instructions</i></p> <p><i>Create and debug simple programs</i></p>	<p><i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</i></p> <p><i>Recognise common uses of information technology beyond school</i></p>	<p><i>Understand what algorithms are; how they are implemented as programs on digital devices; and those programs execute by following precise and unambiguous instructions</i></p> <p><i>Create and debug simple programs</i></p> <p><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></p>	<p><i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</i></p> <p><i>Recognise common uses of information technology beyond school</i></p>	<p><i>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</i></p> <p><i>Create and debug simple programs</i></p> <p><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></p>	<p><i>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</i></p> <p><i>Recognise common uses of information technology beyond school</i></p>

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P.E	Team Building	Dance	Games – Sending and Receiving / Striking and Fielding (Cricket)	Team Building	Dance	Games - Net and Wall (Tennis)
	Fundamentals/Boogie Bounce	Gymnastics	Athletics	Fundamentals/Boogie Bounce	Gymnastics	Athletics
	Ball Skills (in hand)		Swimming	Ball Skills (on floor)		Swimming