

Long Term Curriculum Map for Year 1 / 2

2019-2020

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | |
|-----------------------------|---|--|---|--|---|---|---|
| Learning Experience | Once Upon a Time | The Fantastic Farmer | A Stitch in Time | Saving the World | Smart Art! | Money Madness | Mazza India |
| Outcome | Children to create either a story in Year 2 or a character description in Year 1. These will be shared with parents on the KS1 grass area. Children to retell the story of 'Little Red Riding Hood' by moving around the garden on a story tellers trail. | Children to create a farm shop and sell the produce they have made. All money raised will go towards buying a goat/chickens for a family living in poverty. | Children to design and make t-shirts inspired by a particular era and showcase their creations in a 'Eden Park' fashion show. | Children to participate in the show 'Eddie the Penguin Saves the World.' | Parents invited into school to view the gallery and participate in artist workshops ran by the children. | Children to become shop keepers/shopper and apply their money skills to purchasing items and giving change. | Children to recreate their own Indian wedding including Bhangra dancing, music and artwork. |
| Values | Respect, Creativity and Individual Liberty | Teamwork and Rule of law | Independence, Creativity and Individual liberty. | Respect, Teamwork and Mutual Respect and Tolerance | Independence, Creativity and Democracy | Independence and Democracy | Creativity, Teamwork and Mutual Respect and Tolerance |
| Driver Subject | <p>Reading</p> <p>Immersing in a range of fairy tales and identifying their features.</p> <p>Developing a range of reading skills such as; fluency, summarising, prediction etc.</p> | <p>Geography</p> <p>Looking at the local area sustainability and where food comes from.</p> <p>Understanding how to use a map and to develop geographical vocabulary.</p> | <p>History</p> <p>Exploring past fashion/military clothes and inventions; Elizabethan, Victorian, 60's, and predict future fashions. To look at historical events in time.</p> | <p>Music</p> <p>To perform in front of an audience using expression and sing to project their voices.</p> | <p>Art</p> <p>Develop and use a range of painting techniques.</p> <p>Children to review and improve their own work and know the primary and secondary colours.</p> | <p>Maths</p> <p>To recognise £ and p and use a range of coins to make different amounts.</p> <p>Children to also learn how to give change.</p> | <p>Music</p> <p>To use a range of instruments to play rhythmic patterns.</p> <p>Children to play at different speeds and at rhythms.</p> |
| Literacy/ English | <p>Narrative Writing linked to 'Little Red Riding Hood'</p> <p>Character descriptions</p> | <p>Narrative writing linked to Farmer Duck. These stories will be shared with parents at the outcome.</p> <p>Instructions. Children to write recipes for their produce.</p> | <p>Non-Chronological Reports linked to fashion and inventions from a particular era.</p> <p>Persuasive piece about a new fashion linked to the fashion show.</p> | <p>Narrative writing linked to the story 'Saving the World.'</p> <p>Letter writing linked to Dr K Fisher</p> | <p>Letter writing linked to the book 'The day the crayons quit.'</p> <p>Persuasive writing</p> <p>Poetry</p> | <p>Instructions about how to make Indian bread.</p> <p>Postcards</p> | |
| Science & Wild for Learning | <p>Science</p> <p>Animals including humans.</p> <p>Children to look at the human body.</p> | <p>Science</p> <p>Seasonal Changes.</p> | <p>Science</p> <p>Everyday materials and their properties linked to clothing.</p> | <p>Science</p> <p>Changing Materials and scientific enquiries.</p> | <p>Science</p> <p>Alive, Dead or Never Lived, Senses and Healthy Lifestyles</p> | <p>Science</p> <p>Sound</p> | |

| | | | | | | | |
|---------------------------|---|---|--|--|---|--|--|
| Supporting subject | <u>DT</u> To understand the importance of good hygiene when cooking and to accurately measure/weigh ingredients. | <u>Music</u> To use tuned instruments and represent ideas with different instruments linked to the seasons. | <u>Art</u> To design and create a piece of clothing that can be worn at the outcome. Children to take inspiration from different eras of fashion. | <u>Geography</u> To compare Brixham with a contrasting country and use resources to find out about different places. | <u>Music</u> To express music through Art. Children to listen to recorded music and discuss how it makes them feels. Can they represent this in their artwork? | | <u>RE</u> To compare hoe beliefs are expressed in different ways and promote cultural understanding. |
| Supporting subject | <u>Spanish</u> To repeat words and phrases modelled by the teacher linked to introduction and storytelling vocabulary. To develop children's confidence to speak clearly in Spanish. | | <u>DT</u> To generate ideas though drawing and making models. To measure materials with care and to evaluate their own ideas and final pieces. | <u>Spanish</u> To learn about languages spoken in different countries and have an increased awareness of linguistic and cultural diversity. | <u>Spanish</u> To learn the different colours in Spanish and to be able to understand words displayed in the classroom. | | <u>PE</u> To explore, remember, repeat and link a range of actions. Link to Bhangra dancing. |
| Spanish | Introductions | | | | Colours | Themes and Cultures | |
| RE | Myself and believing | | Belonging and symbols | | Celebrations and leaders and teachers | | |
| PSHE | New beginnings | Getting on and falling out | Say no to bullying | Going for goals | Good to be me | Relationships | |
| e-safety | Safety and security | | Digital Citizenship | | Research and information literacy | | |
| SMSC | <u>Social</u> Use a range of social skills when working with others. Learn to appreciate different viewpoints and resolve conflict. | <u>Moral</u> Investigate moral issues and offer reasoned views. <u>Social</u> Participate in the wider community and work towards helping another country. Participate in a group and appreciate diverse viewpoints. | <u>Spiritual</u> Exploring the beliefs of others through time and their lifestyles. | <u>Moral</u> Recognise right and wrong and look at moral and ethical issues linked to climate change. | <u>Spiritual</u> Understanding others interpretations of art and finding/expressing yourself through art. | <u>Social</u> Understand and engage in democracy. | <u>Spiritual</u> Respecting faiths, feelings and values. <u>Cultural</u> Celebrate cultural diversity and appreciate cultural influences. |