Curriculum Map 2024-2025 Team Cherry Year 1 & 2 Class teacher: Mrs Martin

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|  | | **Autumn** | | **Spring** | | **Summer** | | |
| **English: Reading, Writing, Spelling and V, G, P**  **Writing** | **Word reading** | Pupils should be taught to (Year 1):   * apply phonic knowledge and skills as the route to decode words * respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes * read accurately by blending sounds in unfamiliar words containing GPCs that have been taught * read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word * read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings * read other words of more than one syllable that contain taught GPCs * read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) * read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words * re-read these books to build up their fluency and confidence in word reading (p. 10, NC English PoS)   Pupils should be taught to (Year 2):   * continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent * read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes * read accurately words of two or more syllables that contain the same graphemes as above * read words containing common suffixes * read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word * read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered * read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation * re-read these books to build up their fluency and confidence in word reading (p. 17, NC English PoS) | | | | | | |
| **Language**  **Comprehension** | Pupils should be taught to (Year 1):   * develop pleasure in reading, motivation to read, vocabulary and understanding by: * listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently * being encouraged to link what they read or hear read to their own experiences * becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics * recognising and joining in with predictable phrases * learning to appreciate rhymes and poems, and to recite some by heart * discussing word meanings, linking new meanings to those already known * understand both the books they can already read accurately and fluently and those they listen to by: * drawing on what they already know or on background information and vocabulary provided by the teacher * checking that the text makes sense to them as they read and correcting inaccurate reading * discussing the significance of the title and events * making inferences on the basis of what is being said and done * predicting what might happen on the basis of what has been read so far * participate in discussion about what is read to them, taking turns and listening to what others say * explain clearly their understanding of what is read to them.   Pupils should be taught to (Year 2):   * develop pleasure in reading, motivation to read, vocabulary and understanding by: * listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently * discussing the sequence of events in books and how items of information are related * becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales * being introduced to non-fiction books that are structured in different ways * recognising simple recurring literary language in stories and poetry * discussing and clarifying the meanings of words, linking new meanings to known vocabulary * discussing their favourite words and phrases * continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear * understand both the books that they can already read accurately and fluently and those that they listen to by: * drawing on what they already know or on background information and vocabulary provided by the teacher * checking that the text makes sense to them as they read and correcting inaccurate reading * making inferences on the basis of what is being said and done * answering and asking questions * predicting what might happen on the basis of what has been read so far * participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say * explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. | | | | | | |
| **Text Types** | Text types include: wide range of fiction (including fairy stories, myths and legends, Traditional Stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions), poetry, plays, non-fiction texts and reference books / text books.  CLPE, Accelerated reader/ Guided reading/ Comprehension activities/ 1:1 reading – ongoing throughout the year. | | | | | | |
| **Picture Books** | **Non-fiction** | **Poetry** | **Non-fiction** | **Classic Texts** | | **Building Stamina** |
| **CLPE** | **The Fox and the Star by Coralie Bickford-Smith** | **One Day on Our Blue Planet by Ella Bailey** | **A First Book of Dinosaurs by Simon Mole** | **Hummingbird by Nicola Davies** | **Olga da Polga by Michael Bond** | | **The Princess & the White Bear King by Tanya Robyn Batt** |
| **Maths** | | *Adapted from White Rose Maths*: Number and Place Value, Addition and Subtraction, Multiplication & Division, Fractions (decimals and percentages), Measures, Geometry- Properties of Shape, Geometry- Position and Direction, Statistics, Algebra, Ratio and Proportion | | | | | | |
| **Science** | | **Uses of Everyday Materials** | **Seasonal Changes** | **Living Things and their Habitats** | **Plants** | **Animals Including Humans** | **Seasonal Changes** | |
| *Working Scientifically & Seasonal Changes taught throughout the year*  ***Statutory requirements***  *During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:*   * *asking simple questions and recognising that they can be answered in different ways* * *observing closely, using simple equipment* * *performing simple tests* * *identifying and classifying* * *using their observations and ideas to suggest answers to questions* * *gathering and recording data to help in answering questions.* | | | | | | |
| **Computing** | | **Computing Systems and Networks – Technology around us** | **Programming A – Moving a robot** | **Creating Media – Digital writing** | **Computing Systems and networks – IT around us** | **Programming A – Robot algorithms** | | **Creating media - Digital music** |
| **Digital Citizenship (Online Safety)** | | [**Pause for People**](https://www.commonsense.org/education/uk/digital-citizenship/lesson/pause-for-people)  [**How Technology Makes**](https://www.commonsense.org/education/uk/digital-citizenship/lesson/how-technology-makes-you-feel) **You Feel** | [**Media Balance Is Important**](https://www.commonsense.org/education/uk/digital-citizenship/lesson/media-balance-is-important)  [**Pause**](https://www.commonsense.org/education/uk/digital-citizenship/lesson/pause-for-people) **for people** | **Device Advice -** [**Why We Pause for People**](https://www.commonsense.org/education/digital-citizenship/lesson/why-we-pause-for-people)  [**Device Advice - Our Device Charter**](https://www.commonsense.org/education/digital-citizenship/lesson/our-device-charter) | [**Media Balance Is Important - Quick Bite**](https://www.commonsense.org/education/digital-citizenship/lesson/media-balance-is-important-quick-activity)  **Device Advice -** [**Managing Device Distractions**](https://www.commonsense.org/education/digital-citizenship/lesson/managing-device-distractions) | [**Safety in My Online Neighbourhood**](https://www.commonsense.org/education/uk/digital-citizenship/lesson/safety-in-my-online-neighbourhood)  [**Internet Traffic Light**](https://www.commonsense.org/education/uk/digital-citizenship/lesson/internet-traffic-light) | | [**Device Advice - Caring for Our Devices**](https://www.commonsense.org/education/digital-citizenship/lesson/caring-for-our-devices)  [**Pause**](https://www.commonsense.org/education/digital-citizenship/lesson/pause-and-think-online-quick-activity) **for People - Quick Bite** |
| **Geography** | | **Local area** | **Continents & Oceans** | **Hot & Cold Places** |  | **United Kingdom** |  | |
| **History** | | **What is History?** |  | **How am I making history?** | **How was school different in the past?** |  | **What is a monarch?** | |
| **Art** | |  | **Spirals**  Using drawing, collage and mark making to explore spirals. Introducing sketchbooks |  | **Expressive Painting** Explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and experimental mark making to create  abstract still life |  | **Making Birds**  Sculptural project beginning with making drawings from observation, exploring media, and transforming the drawings from 2D to 3D to make a bird. | |
| **Design Technology** | | **Mechanisms**  Sliders and Levers |  | **Structures**  Freestanding Structures |  | **Food**  **Preparing Fruit and Vegetables** |  | |
| **Music** | |  | **Hey You!** |  | **In the Groove** | **Hands, Feet, Heart** | **I Wanna Play in a Band** | |
| [**P.E.**](file://STANLEYCROOKP.internal/staffhome$/dmartin/Documents/Delivering%20QCA%20Physical%20Education.doc) | | **Fitness & Fundamental Movement Skills** | **Dance** | **Gymnastics** | **Handball** | **Volleyball** | **Athletics** | |
| **Orienteering** |
| [**R.E.**](file://STANLEYCROOKP.internal/staffhome$/dmartin/Documents/Delivering%20RE.doc) | | **Why is Jesus special to Christians?** | | **What does it mean to belong in Christianity?** | | **What can we find out about Buddha?** | | |
| **RSE/ PSHE** | | **TEAM** | **Think Positive** | **Money Matters** | **Diverse Britain** | **Safety First** | **It’s my Body** | |
| **British Values** | | We treat everybody equally.  We try to help other people.  We understand right from wrong.  We know that we are all special.  We understand the consequences of our actions.  We understand and respect the roles of people who many help us.  We listen to and respect other people’s opinions and values.  We respect the culture and beliefs of others. | | | | | | |