





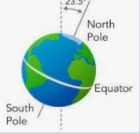








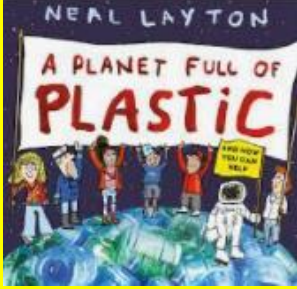
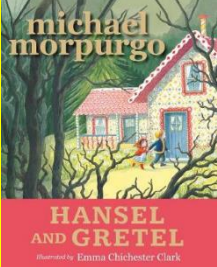
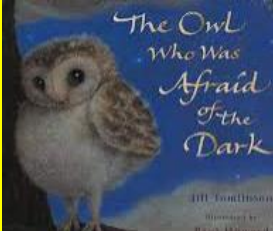
Class 2 New Curriculum Map ~ Cycle B

	Autumn Term	Spring Term	Summer Term			
Science Topics	<p style="text-align: center;">It Makes Sense Investigating our 5 Senses</p>	<p style="text-align: center;">Animals Pets</p>	<p style="text-align: center;">Plants and Trees Germination and Growth</p>	<p style="text-align: center;">Scientists and Inventors</p>	<p style="text-align: center;">Habitats (Sensational Safari.)</p>	
Science	<p style="text-align: center;"><u>Year 1</u></p> <p>-identify, name and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <div style="background-color: yellow; padding: 5px; display: inline-block;"> Identifying, classifying & grouping </div> <ul style="list-style-type: none"> • Sound walk (What can you hear?) • Smell test: What's in the pot? • Taste test: identify the 5 main tastes of a food. • What can you see? • Which part of the body has the most sensitive touch? <div style="text-align: center;">  <p>Comparative & fair testing</p> </div>	<p style="text-align: center;"><u>Word study: biodegradable</u></p> <p style="text-align: center;"><u>Year 1</u></p> <p>- distinguish between an object and the material from which it is made. -identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. -describe simple physical properties of a variety of everyday materials - compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p style="text-align: center;"><u>Year 2</u></p> <p>-identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. -find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <div style="text-align: center;">  <p>Comparative & fair testing</p> </div> <p>Which material makes the best tent?</p>	<p style="text-align: center;"><u>Year 1</u></p> <p>- identify and name a variety of common animals that are carnivores, herbivores and omnivores. -Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <div style="text-align: center;">  </div> <p style="text-align: center;">What do these pets eat?</p> <div style="text-align: center;"> <div style="background-color: yellow; padding: 5px; display: inline-block;"> Identifying, classifying & grouping </div> </div> <p style="text-align: center;">Sorting into animal groups.</p>	<p style="text-align: center;"><u>Word study: germination</u></p> <p style="text-align: center;"><u>Year 1</u></p> <p>-identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. -identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <div style="text-align: center;"> <div style="background-color: yellow; padding: 5px; display: inline-block;"> Identifying, classifying & grouping </div> </div> <p style="text-align: center;">What grows in our school garden?</p> <p style="text-align: center;"><u>Year 2</u></p> <p>-observe and describe how seeds and bulbs grow into mature plants. -find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <div style="text-align: center;">  </div> <p style="text-align: center;">Which sunflower will grow the tallest?</p>	<p style="text-align: center;">Class Topic: Scientists and Inventors.</p> <p>-To find out about significant figures in science and why they are important. -To understand the word Botany, to find out what a botanist does and to learn out about the life and work of Jane Colden. - To use their observations and ideas to suggest answers to questions in the context of considering whether doctors are scientists. To find out about the work of Louis Pasteur and the significance of Elizabeth Garrett Anderson. - To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain in the context of exploring Rachel Carson's study of the ocean. -To use their ideas to answer questions in the context of answering questions on renewable energy and the invention of wind turbines</p>	<p style="text-align: center;"><u>(Revise and apply) Year 1</u></p> <p>- identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals. identify and name a variety of common animals that are carnivores, herbivores and omnivores. -Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <p style="text-align: center;"><u>Year 2</u></p> <p>-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. -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.</p> <div style="text-align: center;"> <div style="background-color: yellow; padding: 5px; display: inline-block;"> Identifying, classifying & grouping </div> </div> <p style="text-align: center;">Who lives where? Whose skeleton is buried in the sand?</p> <div style="text-align: center;">  </div> <p style="text-align: center;">Who eats who? Researching food chains of the savannah</p>

Other Topics	<p><u>History Significant figures:</u> <u>Florence Nightingale (& Mary Seacole)</u></p> 	<p><u>Christmas The Seasons</u> Observe changes across the four seasons. -Observe and describe weather associated with the seasons and how day length varies as the seasons change.</p> 	<p><u>London's Burning</u> London in 1666 The Great Fire of London</p> 	<p><u>Geography of Harewood</u> use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment explain the facilities in a village</p>	<p><u>Hooray for Harewood!</u> Local history and geography</p> 	<p><u>Sensational Safari</u> Contrasting locality Kenya</p> 
	D & T	<p><u>Funky Fruit Salads</u> <u>Year 1</u> -cut food safely <u>Year 2</u> describe the ingredients you are using -use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from</p>	<p><u>Design and make a Christmas card with a moving part.</u> <u>Year 1</u> -use own ideas to make something <u>Year 2</u> -join material and components in different ways -explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p>	<p><u>Tudor Houses</u> <u>London Bridge</u> build structures, exploring how they can be made stronger, stiffer and more stable</p>	<p><u>Wheels and Axels</u> making a fire engine</p>	<p><u>Project on a page textiles... puppets</u> <u>Design and make an owl</u> <u>(Home work Project.)</u></p>

History	<p><u>Florence Nightingale</u> <u>Year 2</u></p> <p>-Recount the life of someone famous from Britain who lived in the past -research the life of a famous person from the past using different sources of evidence</p> <p><u>Year 1</u></p> <p>-_explain how some people have helped us to have better lives -use words and phrases such as old, new and a long time ago</p>		<p><u>The Great Fire of London</u> <u>1666</u></p> <p>events beyond living memory that are significant nationally or globally</p> <p>Use words and phrases such as before, past, present, then and now</p>		<p><u>Hooray for Harewood!</u></p> <p>Local history and geography</p> <ul style="list-style-type: none"> • were built. • To look at old and modern maps of Harewood and recognise the similarities and the changes. • To use old photographs and postcards of the village to find out how Harewood has changed in the past 80 years. • To know that Harewood House was preceded by Gawthorpe Hall and Harewood Castle and the chronology of this. • To know how Harewood is connected to the monarchy through the Harewood family and to look back on the times that Harewood House has been visited by the royal family throughout the past. • To know that they can find out about the past through a variety of sources including thinking of questions to ask a local resident about Harewood in the past. 	
Geography	<p>Seasons: - identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> 		<p><u>Geography of Harewood</u></p> <p>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment explain the facilities in a village</p>		<p><u>Sensational Safari: Kenya</u></p> <p>-describe a place outside Europe using geographical words -describe key features of a place using words like beach, coast, forest, mountain, and ocean. - name and locate the world's seven continents and five oceans</p>	

Art and Design	<p>Colour Mixing</p> <p><u>Year 1</u></p> <ul style="list-style-type: none"> -name the primary and secondary colours <p><u>Year 2</u></p> <ul style="list-style-type: none"> -create brown with paint -create tints with paint by adding white -create tones by adding black -mix paint to create all the secondary colours 	<p>Christmas crafts</p> <p>Explore materials by creating collages and printing.</p>	<ul style="list-style-type: none"> -Great fire of London Display -Tudor houses on fire -Drawings of London landmarks <p><u>Use pencils to create lines of different thickness</u></p> <p><u>-use charcoal, pencils and pastels to create pictures</u></p> <p>Christopher Wren</p> <p>John Adams</p>	<p>William Morris, Van Gogh, Georgia O'Keefe, Monet, Mondrian</p> <ul style="list-style-type: none"> -create repeating patterns in print -describe what you can see and give an opinion about art work -ask questions about a piece of art work -suggest how artists use colour, pattern and shape -<u>create a piece of art work in response to the work of another artist</u> 	<p>-Sculpture</p>  <p>Nature sculptures and natural art</p> <p>Watercolours and sketches of the local area</p>	<p>African Art and clay pots</p> 
Music	<p>Investigating the difference between pulse and rhythm</p> <p>KS1 performance preparation: Singing and performance-based skills.</p>	<p>KS1 performance preparation: Singing and performance-based skills.</p> <p>School nativity performance preparation.</p>	<p>Saint-Saens – Carnival of the Animals</p> <p>Instruments of the orchestra</p> <p>Composer Biography</p> <p>Explore how instruments can be used to describe animals</p> <p>Pitch/dynamics/tempo in basic form</p>	<p>Composition – based on what we love about our country</p> <p>Finlandia – Sibelius used as stimulus tool</p>	<p>Prokofiev – Peter and the Wolf</p> <p>Telling a story with musical themes</p> <p>Composer Biography</p> <p>Instruments of the orchestra</p> <p>Recognition aurally of musical themes and instruments played</p> <p>Investigate how the theme musically matches its animal</p> <p>Musical terminology – dynamics/tempo/pitch</p>	<p>Body Percussion – Musical Machines</p> <p>Ollie Tunmer</p> <p>Ravel – Bolero</p> <p>Anna Meredith – Hands Free</p> <p>Composition - Creating our own musical machine</p>
R.E.	<p>How do we celebrate special occasions? (Hub 1.2) Multi-faith focus</p>	<p><u>God</u>- What do Christians believe God is like? (UC)</p>	<p><u>Gospel</u>- What is the good news that Jesus brings? (UC)</p>	<p><u>Salvation</u>- Why does Easter matter to Christians? (UC)</p>	<p>What does it mean to belong to a synagogue? (Hub 1.3)</p>	<p>How can we look after our planet? (Hub 2.4)</p>
PSHE	<p>Mental health and emotional wellbeing Feelings / Friendship</p> <p>Pol-Ed: Bullying (Y2 t2)</p>	<p>Mental health and emotional wellbeing Feelings / Friendship</p> <p>Pol-Ed: Bullying (Y2 t2)</p>	<p>Sex and relationship education</p> <p>Boys and girls, families § Living and growing (1) * Pol-Ed: Privacy/secrets online (Y2 T1</p>	<p>Sex and relationship education</p> <p>Boys and girls, families § Living and growing (1) * Pol-Ed: Privacy/secrets online (Y2 T1</p>	<p>Keeping safe and managing risk Feeling safe / Indoors and outdoors § Pol-Ed: Our PCSO (y1) Being safe (y1) Road Safety (Y1 Term 3)</p>	<p>Keeping safe and managing risk Feeling safe / Indoors and outdoors § Pol-Ed: Our PCSO (y1) Being safe (y1) Road Safety (Y1 Term 3).</p>
	<p>Florence Nightingale fact hunt</p> <p>Lotherton Hall</p> <p>Pumpkin Party</p>	<p>Fun at school</p> <p>Teddy Day</p> <p>Naughty Elves</p> <p>Christmas Fairy Trail</p> <p>Christmas Party</p>	<p>Pet Day</p> <p>Great Fire of London craft celebration and model fire!</p>	<p>Spring Celebrations theme day</p> <p>Zoom with an author.</p>	<p>A visit from Plop</p> <p>Local Area walk and visit from local historian</p> <p>Owls Harewood House</p>	<p>Zoolab visit</p> <p>Safari Theme Day</p> <p>Postcards from our days out</p> <p>Yorkshire Adventure</p>

P.E. and Dance	<p>Dance/kickstart</p> <ul style="list-style-type: none"> -use a range of basic dance -work alone with guidance from the teacher to create a dance routine -use different levels, directions and speeds and actions for dance. -talk about the dance & why they liked it 	<p>Multi-Skills/kickstart</p> <ul style="list-style-type: none"> -to throw, catch and bounce in different ways -to choose and apply skills to make up games -to develop simple strategies for extending their skills -to describe their game 	<p>Dance/ Gymnastics High & Low</p> <ul style="list-style-type: none"> -to travel and balance confidently showing different parts of the body high and low -show contrasts in speed and shape -to link three movements together smoothly in a sequence -transfer skills from floor to apparatus 	<p>Ball skills</p> <ul style="list-style-type: none"> -to throw and catch accurately -to use different body parts to move a ball -to co-operate with a partner -to devise their own games 	<p>Games</p> <ul style="list-style-type: none"> -develop aiming and target skills -pass equipment accurately in a game situation -work co-operatively 	<p>Athletics</p> <ul style="list-style-type: none"> -to use their bodies and a variety of equipment with greater control and co-ordination -choose skills suitable for the challenges -to watch and describe what others have done
Computing	<p>Espresso Coding- Year 1-</p> <p>to learn that programs execute by following clear instructions. Children are introduced to the fact that programs respond to inputs to do different things.</p> <p>Year 2-</p> <p>to learn that programs execute by following clear instructions. Children are introduced to the fact that programs respond to inputs to do different things.</p>	<p>Espresso Coding- Year 1-</p> <p>to learn that programs execute by following clear instructions. Children are introduced to the fact that programs respond to inputs to do different things.</p> <p>Year 2-</p> <p>to combine start up and input events to create more advanced apps and programs. They learn to give precise instructions.</p>	<p>Digital learning Maths and Phonics games BBC Bitesize Wordwall quizzes</p>	<p>Espresso Coding- Year 1-</p> <p>to combine start up and input events to create more advanced apps and programs. They learn to give precise instructions.</p> <p>Year 2-</p> <p>learn that programs respond to different sorts of inputs, and that the keyboard can be used to control objects on screen, not just by clicking them directly.</p>	<p>Word processing. Research using internet Copy and paste. Printing and saving.</p>	<p>Programmable toys: Beebots.</p>
English	<p>Recounts and instructions Supertato, Instructions (fruit kebabs), Colour Monster, Invisible String</p> 	<p>Planet Full of Plastic Explanation ocean cleaning machine Someone swallowed Stanley Traction Man</p> 	<p>Traditional Tales You Wouldn't want to be in great fire of London Animal Riddles Hansel and Gretel</p> 	<p>Half term recount Katie Morag The legend of Finn McCool</p> 	<p>The Owl who was afraid of the dark Owl babies Owl non-fiction (non-chron reports) The Owl and the Pussy cat</p> 	<p>Meerkat Mail postcards Giraffe, the pelly and me narratives</p> 

GRAMMAR	<p><u>Sentences</u>- understand a sentence should make sense and stand alone. Use joining words and or but Identify and compose questions Write short narratives using sentences.</p> <p><u>Nouns</u>- singular and plural Proper nouns Compound nouns Using nouns appropriately in writing</p>	<p><u>Adjectives</u>- recognising and understanding the function of adjectives Using the suffix er and est <u>Adverbs</u> Using adjectives purposefully in writing</p> <p><u>Verbs</u>- using past and present tense correctly Using verbs correctly in writing.</p> <p><u>Sentences</u>- linking words and phrases using joining words</p>	<p><u>Sentences</u>- different kinds of sentences- questions, commands, exclamations</p> <p>Improving writing using expanded noun phrases.</p>	<p>Punctuating sentences- sentence punctuation, capital letters, commas to separate lists, apostrophe for contracted form,</p>	<p>Progressive past and present tense forms of verbs</p> <p>Alphabetical ordering and glossaries</p>	<p>Suffixes</p> <p>Adverbs</p> <p>apostrophe to mark singular possession</p>
MATHS	<p><u>Place Value</u> <u>Addition and Subtraction</u></p>	<p><u>Addition, subtraction, money</u> <u>multiplication</u> <u>Shape: 2d</u> Summative Assessments</p>	<p><u>Multiplication and Division- Number and Fractions-</u> <u>Measures: length</u></p>	<p><u>Shape: 3d</u> <u>Fractions</u> <u>consolidation</u> Summative Assessments</p>	<p><u>Shape</u> <u>Measurement</u> <u>Measure: capacity, temperature</u> Year 2 SAT's Tests</p>	<p><u>Measurement: time</u> <u>Position and direction</u> <u>Problem solving</u> <u>Consolidation and investigations</u> Year 1&2 Summative Assessments</p>