

Long Term Curriculum Map for Year 1/2

2018-19

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
LE Title	Night Owls	Time Travelling Toys	Out of this World	Into the Wild	Full Steam Ahead	Baker's Dozen
Values	Respect	Independence	Creativity	Creativity	Respect	Responsibility
Outcome	Produce an information text about a particular nocturnal animal to be turned into a class information book.	Their non-chronological reports about toys will be displayed at an exhibition at Paignton library.	Children will be writing their own Space Adventure stories which will be shared with parents at a book sharing.	Children to write their own poetry linked to our local environment to be shared at a work celebration in our Woodland Area.	A display of the children's history fact pages at the Dartmouth Steam Railway.	Following a trip to Tesco for the Farm to Fork experience, the children will be set the challenge of writing their own recipes using locally sourced ingredients.
Driver subjects	Science Children will learn about animal groups and their different habitats.	History Children will explore the differences between toys that we use today and toys from the past.	Science Space and our Solar System and famous people who have had an impact on our understanding of Space.	Music and Dance Using instruments and dance to accompany their performance poetry.	History How Isambard Kingdom Brunel changed the way we live today.	Geography How the weather and the land areas in the UK are used for growing crops Review – Look at Nat Curr
Literacy/English	Information texts about nocturnal animals.	Non-chronological report about toys from today and in the past.	Space Adventure based narrative.	Poetry inspired by the outdoor areas of Devon	Fact writing about the history of the railway.	Instructional recipes using local produce.
Spelling	plurals – s/es Pre-fix - un	ing ed ment	er est ness	ful less ly	dge le	Recap spelling rules that need revisiting
Grammar	finger spaces between words joining words and joining clauses using and co-ordination (using or, and, or but) beginning to punctuate sentences using a capital letter and a full stop, question mark full stops, capital letters, question marks, sentences with different forms: statement, question,	finger spaces between words joining words and joining clauses using and co-ordination (using or, and, or but) subordination (using when, if, that, or because) beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark full stops, capital letters, exclamation marks,	co-ordination (using or, and, or but) subordination (using when, if, that, or because) Punctuation that needs revisiting using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' commas for lists	subordination (using when, if, that, or because) Punctuation that needs revisiting apostrophes for contracted forms and the possessive (singular) the present and past tenses correctly and consistently	subordination (using when, if, that, or because) Re-cap Punctuation that needs revisiting Re-cap Grammar rules that need revisiting	subordination (using when, if, that, or because) Re-cap Punctuation that needs revisiting Re-cap Grammar rules that need revisiting

		sentences with different forms: statement, exclamation, command expanded noun phrases to describe and specify [for example, the blue butterfly]	expanded noun phrases to describe and specify [for example, the blue butterfly]	including the progressive form		
Science	<p>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <ul style="list-style-type: none"> identify and name a variety of common animals that are carnivores, herbivores and omnivores 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 identify and name a variety of plants and animals in their habitats, including micro-habitats 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>observe changes across the four seasons</p> <p>observe and describe weather associated with the seasons and how day length varies.</p>	<p>Space and the Solar System</p> <p>explore and compare the differences between things that are living, dead, and things that have never been alive</p>	<p>Healthy eating</p> <p>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>notice that animals, including humans, have offspring which grow into adults</p> <ul style="list-style-type: none"> find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	<p>observe changes across the four seasons</p> <p>observe and describe weather associated with the seasons and how day length varies.</p> <p>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <ul style="list-style-type: none"> identify and describe the basic structure of a variety of common flowering plants, including trees. 	<p>observe changes across the four seasons</p> <p>observe and describe weather associated with the seasons and how day length varies.</p> <p>observe and describe how seeds and bulbs grow into mature plants</p> <ul style="list-style-type: none"> find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
PE	Tag Rugby/Swimming	Sports hall Athletics/Dodgeball	Basketball/Handball	Dance/Gymnastics	Athletics/Rounders	Kwik Cricket/Swimming
Spanish*	Colours, Body parts		Numbers, My Calendar		Family	
RE*	Why are some stories special? Theme: Believing/Story		How should we live our lives? Theme: Leaders and Teachers		Why are some symbols and places special? Theme: Symbols	
E-safety*	Using technology safely and respectfully		Keeping personal information private		Where to go for help and support	
SMSC	Cultural: Appreciate cultural influences.	Moral: Investigate moral ethical issues.	Spiritual: learning about others and the surrounding world.	Moral: Investigate moral and ethical issues.	Cultural: Appreciate the role of Britain's parliamentary system.	Social: Use a range of social skills to work together.

*RE, Spanish and Computing are taught as a weekly carousel afternoon.