



St. Michael's C of E Primary School Year 1/2 - Cycle A Curriculum Map

| | | A | Constitue. | 6 | | |
|---|---|--|---|---|--|--|
| | NA 1 1: | Autumn | Spring | Summer | | |
| Reading | Word reading | Phonics programme - Sounds Write | s programme - Sounds Write | | | |
| Rea | Comprehension Texts include: poetry, key stories, traditional stories, fairy tales and non-fiction (NC p21) | | | | | |
| | Handwriting | Kinetic Letters | | | | |
| | Transcription | Phonics / Spelling programme (NC Appendix 1) | | | | |
| Composition Writing: Short narratives (NC p24), narratives about personal experiences and those real events; poetry and for different purposes (NC p31) | | | | ose of others (real and fictional); about | | |
| | V <i>G</i> P | NC Appendix 2 | | | | |
| Speaking and Listening | | 12 statutory statements (NC p17) | | | | |
| Maths | | Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions (decimals and percentages), Ratio and Proportion, Algebra, Measures, Geometry: properties of shape, Geometry: position, direction and motion, Statistics. | | | | |
| Scie | nce | Animals, including humans Working Scientifically | Everyday Materials Plants | Working Scientifically Animals, including humans | | |
| | | Working Scientifically - on going across | the year throughout all topics | | | |
| Com | puting | Online Safety and Digital Literacy | Online Safety and Digital Literacy | Online Safety and Digital Literacy | | |
| | | Discuss devices are connected to the internet. | Find information online with support (as a class) | Know that they should tell a trusted adult if they are upset or worried about anything on a | | |
| | | Information Technology | Information Technology | device. | | |
| | | Log on to a computer. | Independently find and use an | | | |
| | | Navigate around the screen | | Information Technology | | |
| | | with a mouse or touchpad. | take and view a video or | Be able to combine simple | | |
| | | Type text using space bar for | photograph. | text and graphics, for instance | | |
| | | separate words to create something | Add and create simple | create a poster for a purpose | | |
| | | meaningful. | images. | Know how to type and format | | |
| | | Online Safety and Digital Literacy | Save, retrieve and print work. | text including basic punctuation and capital letters. | | |
| | | | Online Safety and Digital Literacy | | | |
| | | if they have worries about | Discuss devices that enable | Online Safety and Digital Literacy | | |
| | | technology. | direct communication between | With support, be able to use a | | |
| | | recimology. | people - images and text (phone, | safe search engine (e.g. swiggle) on | | |
| | | Computer Science | tablet, computer). | a Chromebook to search for a | | |
| | | Know which button on a device | Recognise common uses of | desired outcome. | | |
| | | represents which action e.g. go on a | information technology beyond | | | |
| | | Bee Bot | school and common platforms | Computer Science | | |
| | | Know how to program a robot to | (Facebook, Snapchat, Instagram, | Begin to use block | | |
| | | follow simple sequence of | Email, Twitter, SMS). | programming e.g. Scratch Junior | | |
| | | instructions | | (Alex, Daisy Dino) to complete a | | |
| | | Make a simple sequence of | Computer Science | simple program. | | |
| | | instructions (an algorithm) | Be able to change (debug) a | Be able to debug more | | |
| | | Be able to make simple | program to improve the route | complex problems e.g. a route on a | | |
| | | predications about an algorithm and | Know how to program a robot | Bee Bot / Blue Bot / Alex / Logo | | |
| | | a program. (For example, The Bee | to achieve set goal (sequence of | etc maze. | | |
| | | Bot will go) | instruction in a maze, collect | | | |
| | |] · · · · · | points, follow instructions) | | | |
| Hist | orv | Nursing | Voyages! | Holidays | | |
| | | Person: Mary Seacole (1850) | Person: Neil Armstrong | Person: Queen Elizabeth II | | |
| | | Person: Edith Cavell (1914) | Event: The First Moon Landing | (1950) | | |
| | | Event: World War I (medicine) | (1969) | Person: Queen Victoria (1890) | | |
| | | | Person: Christopher Columbus | 223 | | |
| | | | Event: Discovery of America (1492) | Local study of a seaside town. | | |
| | | | | | | |

| Geography | Newcastle (UK) - Europe Barcelona (Spain) - Europe Sydney (Australia) - Australasia London (UK) - Europe Local Fieldwork | Beijing (China) - Asia Edinburgh (UK) - Europe Paris (France) - Europe Cardiff (UK) - Europe Lima (Peru) - South America | Cairo (Egypt) - Africa Havana (Cuba) - North America Niagara Falls (Canada) - North America Giants Causeway (Belfast) - Europe Local Fieldwork |
|----------------|--|---|---|
| N T | Geographical skills and fieldwork - on | going across the year Textiles | |
| D.T. | Mechanisms • Making cards | Puppets | Structures Bridges (Beam Design) |
| Art and Design | Antony Gormley | Vincent Van Gogh | Kurt Schwitters / Eric Carle |
| Air and Design | Focus - Sculpt | Focus - Paint (different types) | Focus - Collage |
| | Create sketchbooks to record observ | | |
| Music | Pulse Singing Rhythms Melody | Pulse Singing Performing Active listening | Melody and Notation Composing Musical Performance |
| P.E. | Games Ten point hoops (Target) Rolla Ball (Target) Skittles (Invasion) Gymnastics Balancing Act (Assessing Level 1/2) Children to participate in intra-school Creation - Who made the world? Christmas Gifts and Gift Bringers | Games Three Touch Ball (Invasion) Bean Bag Throw (Target) Kick Rounders (Striking and Fielding) Net/Wall Games Mini-Tennis Dance What's So Funny (Assessing Level 1/2) I and interschool competitions and ever How should we care for the world and for others, and why does it matter? Salvation - Why does Easter matter | Games Boundary Line (Striking and Fielding) Dance Themes and Dreams (Assessing Level 1/2) OAA Where Are We Going? Gone Fishing Athletics Furthest Five Colour Match Off, Up and Away The Bible (use the big frieze to retell the story of the Bible) and Special Books |
| | | to Christians? | Gospel - What is the good news that Jesus brings? |
| PRHSE | Relationships What is the same and different about us? Who is special to us? British Value Tolerance Mutual respect UNCRC Article 2 Article 15 | Health and wellbeing What helps us stay healthy? Who helps to keep us safe? British Value Individual liberty Mutual respect UNCRC Article 24 Article 6 | Living in the wider world • What can we do with money? • How can we look after each other and the world? British Value • Individual liberty • Tolerance UNCRC • Article 6 • Article 31 |