



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



		Autumn	Spring	Summer
Reading	Word reading	Phonics programme - Sounds Write		
	Comprehension	Texts include: poetry, key stories, traditional stories, fairy tales and non-fiction (NC p21)		
Writing	Handwriting	Kinetic Letters		
	Transcription	Phonics / Spelling programme (NC Appendix 1)		
	Composition	Writing: Short narratives (NC p24), narratives about personal experiences and those of others (real and fictional); about real events; poetry and for different purposes (NC p31)		
	VGP	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.		
Science	Seasonal Changes Use of Everyday Materials	Working Scientifically Plants	Living Things and Their Habitats Working Scientifically	
	<b>Working Scientifically</b> - on going across the year throughout all topics			
Computing	<p><b>Online Safety and Digital Literacy</b></p> <ul style="list-style-type: none"> <li>Discuss devices are connected to the internet.</li> </ul> <p><b>Information Technology</b></p> <ul style="list-style-type: none"> <li>Log on to a computer.</li> <li>Navigate around the screen with a mouse or touchpad.</li> <li>Type text using space bar for separate words to create something meaningful.</li> </ul> <p><b>Online Safety and Digital Literacy</b></p> <ul style="list-style-type: none"> <li>Discuss who children can turn to if they have worries about technology.</li> </ul> <p><b>Computer Science</b></p> <ul style="list-style-type: none"> <li>Know which button on a device represents which action e.g. go on a Bee Bot</li> <li>Know how to program a robot to follow simple sequence of instructions</li> <li>Make a simple sequence of instructions (an algorithm)</li> <li>Be able to make simple predications about an algorithm and a program. (For example, The Bee Bot will go...)</li> </ul>	<p><b>Online Safety and Digital Literacy</b></p> <ul style="list-style-type: none"> <li>Find information online with support (as a class)</li> </ul> <p><b>Information Technology</b></p> <ul style="list-style-type: none"> <li>Independently find and use an app on a tablet for instance to take and view a video or photograph.</li> <li>Add and create simple images.</li> <li>Save, retrieve and print work.</li> </ul> <p><b>Online Safety and Digital Literacy</b></p> <ul style="list-style-type: none"> <li>Discuss devices that enable direct communication between people - images and text (phone, tablet, computer).</li> <li>Recognise common uses of information technology beyond school and common platforms (Facebook, Snapchat, Instagram, Email, Twitter, SMS).</li> </ul> <p><b>Computer Science</b></p> <ul style="list-style-type: none"> <li>Be able to change (debug) a program to improve the route</li> <li>Know how to program a robot to achieve set goal (sequence of instruction in a maze, collect points, follow instructions)</li> </ul>	<p><b>Online Safety and Digital Literacy</b></p> <ul style="list-style-type: none"> <li>Know that they should tell a trusted adult if they are upset or worried about anything on a device.</li> </ul> <p><b>Information Technology</b></p> <ul style="list-style-type: none"> <li>Be able to combine simple text and graphics, for instance create a poster for a purpose</li> <li>Know how to type and format text including basic punctuation and capital letters.</li> </ul> <p><b>Online Safety and Digital Literacy</b></p> <ul style="list-style-type: none"> <li>With support, be able to use a safe search engine (e.g. swiggle) on a Chromebook to search for a desired outcome.</li> </ul> <p><b>Computer Science</b></p> <ul style="list-style-type: none"> <li>Begin to use block programming e.g. Scratch Junior (Alex, Daisy Dino) to complete a simple program.</li> <li>Be able to debug more complex problems e.g. a route on a Bee Bot / Blue Bot / Alex / Logo etc... maze.</li> </ul>	
	History	<p><b>Toys!</b></p> <p><b>Person:</b> Ole Kirk Christianses (Lego)</p> <p><b>Person:</b> World War I and World War II (Children's toys)</p>	<p><b>The Great Fire of London</b></p> <p><b>Person:</b> Samuel Pepys</p> <p><b>Person:</b> Thomas Bludworth</p> <p><b>Event:</b> The Great Fire of London</p>	<p><b>Firsts</b></p> <p><b>Person:</b> The Wright Brothers</p> <p><b>Event:</b> The First Aeroplan Flight (1903)</p> <p><b>Person:</b> George Stephenson</p> <p><b>Event:</b> The First Railway (1830)</p>

<b>Geography</b>	<ul style="list-style-type: none"> <li>• Durham/Stockton/Billingham (UK) - Europe</li> <li>• New York (USA) - North America</li> <li>• Lake District (UK) - Europe</li> <li>• Mumbai (India) - Asia</li> </ul>	<ul style="list-style-type: none"> <li>• Liverpool (Europe) - Europe</li> <li>• Dubai (UAE) - Asia</li> <li>• Auckland (New Zealand) - Australasia</li> <li>• Lagos (Nigeria) - Africa</li> </ul>	<ul style="list-style-type: none"> <li>• Rio De Janeiro (Brazil) - South America</li> <li>• Cornwall (UK) - Europe</li> <li>• Cape Town (South Africa) - Africa</li> <li>• Dublin (Ireland) - Europe</li> </ul>
	<b>Local Fieldwork</b>	<b>Local Fieldwork</b>	<b>Local Fieldwork</b>
	<b>Geographical skills and fieldwork - on going across the year</b>		
<b>D.T.</b>	<b>Materials</b> <ul style="list-style-type: none"> <li>• Vehicles</li> </ul>	<b>Structures</b> <ul style="list-style-type: none"> <li>• Towers</li> </ul>	<b>Ingredients</b> <ul style="list-style-type: none"> <li>• Food - picnic</li> </ul>
<b>Art and Design</b>	<b>Andy Goldsworthy</b> Focus - Collage and Sculpt	<b>Edvard Munch / Ambrose McEvoy</b> Focus - Sketch and paint (different types)	<b>Wassily Kandinsky</b> Focus - Sketch and pint (different types)
	<b>Create sketchbooks to record observations.</b>		
<b>Music</b>	Pulse Singing Rhythms Melody	Pulse Singing Performing Active listening	Melody and Notation Composing Musical Performance
<b>P.E.</b>	<b>Games</b> <ul style="list-style-type: none"> <li>• Ten point hoops (Target)</li> <li>• Rolla Ball (Target)</li> <li>• Skittles (Invasion)</li> </ul> <b>Gymnastics</b> <ul style="list-style-type: none"> <li>• Balancing Act (Assessing Level 1/2)</li> </ul>	<b>Games</b> <ul style="list-style-type: none"> <li>• Three Touch Ball (Invasion)</li> <li>• Bean Bag Throw (Target)</li> <li>• Kick Rounders (Striking and Fielding)</li> </ul> <b>Net/Wall Games</b> <ul style="list-style-type: none"> <li>• Mini-Tennis</li> </ul> <b>Dance</b> <ul style="list-style-type: none"> <li>• What's So Funny (Assessing Level 1/2)</li> </ul>	<b>Games</b> <ul style="list-style-type: none"> <li>• Boundary Line (Striking and Fielding)</li> </ul> <b>Dance</b> <ul style="list-style-type: none"> <li>• Themes and Dreams (Assessing Level 1/2)</li> </ul> <b>OAA</b> <ul style="list-style-type: none"> <li>• Where Are We Going?</li> <li>• Gone Fishing</li> </ul> <b>Athletics</b> <ul style="list-style-type: none"> <li>• Furthest Five</li> <li>• Colour Match</li> <li>• Off, Up and Away</li> </ul>
	<b>Children to participate in intra-school and interschool competitions and events throughout the year.</b>		
<b>R.E.</b>	Who am I? What does it mean to belong?	1.7 Who is Jewish and how do they live?	What do Christians believe God is like?
	Gospel - Church as a welcoming community  Why does Christmas matter to Christians?	Why do Christians celebrate the death of Jesus?	What makes some places sacred to believers?
<b>PRHSE</b>	<b>Relationships</b> <ul style="list-style-type: none"> <li>• What makes a good friend?</li> <li>• What is bullying?</li> </ul> <b>British Value</b> <ul style="list-style-type: none"> <li>• Tolerance</li> <li>• Mutual respect</li> </ul> <b>UNCRC</b> <ul style="list-style-type: none"> <li>• Article 12</li> </ul>	<b>Health and wellbeing</b> <ul style="list-style-type: none"> <li>• What can help us grow and stay healthy?</li> <li>• How do we recognize our feelings?</li> </ul> <b>British Value</b> <ul style="list-style-type: none"> <li>• Individual liberty</li> <li>• Mutual respect</li> </ul> <b>UNCRC</b> <ul style="list-style-type: none"> <li>• Article 24</li> <li>• Article 14</li> </ul>	<b>Health and wellbeing</b> <ul style="list-style-type: none"> <li>• What helps us stay safe?</li> </ul> <b>Living in the wider world</b> <ul style="list-style-type: none"> <li>• What jobs do people do?</li> </ul> <b>British Value</b> <ul style="list-style-type: none"> <li>• Rule of Law</li> <li>• Individual liberty</li> </ul> <b>UNCRC</b> <ul style="list-style-type: none"> <li>• Article 27</li> <li>• Article 29</li> </ul>