

Proposed Y1/2 Curriculum

Cycle A 2021/2022						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic and Book Club texts	Ahoy there! The Pirates Next Door By Johnny Duddle The Pirate mums By Jodie Lancel-Grant	The Toy Shop Paddington Bear By Michael Bond Lost in the Toy Museum By David Lucas	Light My Way The Owl who was afraid of the dark By Jill Tomlinson	Fantastic Beasts The Boy Who Grew Dragons By Andy Shepard	Full steam ahead! Diary of a Killer Cat By Anne Fine	Rainforests The Climbers By Ali Standish One Day on our Blue Planet By Ella Bailey
English	Fiction writing: Songs at Sea Nonchronological report on pirates Y1: Securing Step 1 Y2: Securing Step 2	Fiction writing: Pinocchio Persuasive writing: The Days the Crayons quit Y1: Exploring Step 2 Y2: Securing Step 2	Fiction writing: My Christmas Star Report writing: Nocturnal animals Y1: Exploring Step 2 Y2: Exploring Step 3	Fiction writing: George and the Dragon Instructional writing: How to capture a dragon Y1: Securing Step 2 Y2: Securing Step 3	Fiction writing: The Building Boy Poetry: When I am by myself Y1: Securing Step 2 Y2: Securing Step 3	Nonfiction writing: Plants Poetry: The Rainforest Sound Collector Y1: Achieving Step 2 Y2: Achieving Step 3
Maths	Place value, measure Y1: Securing Step 1 Y2: Securing Step 2	Numbers, addition Y1: Exploring Step 2 Y2: Securing Step 2	Numbers, subtraction Y1: Exploring Step 2 Y2: Exploring Step 3	Multiplication and division, length and height Y1: Securing Step 2 Y2: Securing Step 3	Shape, fractions, position and direction Y1: Securing Step 2 Y2: Securing Step 3	Time, revision of key concepts, weight and volume Y1: Achieving Step 2 Y2: Achieving Step 3
Geography and History	Geography G6 & 8 - Seaside and Devizes comparison Compare and contrast seaside with farm (from Year 1 Term 1). Compare and contrast two British localities Name and locate the different countries of the British Isles Capital Cities and Countries of the UK Be able to confidently label the countries, seas and major cities of British Isles Develop greater confidence in maps, atlases and globes. Talk about people and places beyond their own environment. Begin to develop subject specific vocabulary, including beach, cliff, coast, village, harbour, shop, town, port.	History of toys H2, 3 & 4 - The life of Paul Lichtenstein / Paul Klee Be aware of the past, using common phrases and vocabulary: old, new, past, present, before after. Be able to describe simple differences between my life and those of people in the past. Be able to answer questions about old and new objects. Be able to give plausible simple suggestions for what an object was used for in the past. Be able to draw simple inferences from a source e.g. painting, photo. Be able to tell a story from the past in simple language. Chronology: be able to sequence three or four events/dates/ objects.	History H4 – Florence Nightingale Revisit and secure the skills/knowledge from Year 1. Begin to give more developed reasons for the significance of particular individuals/events. Research the life of an individual using more than one source. Be able to suggest areas of research in the above. Be able to suggest questions we could ask about an individual/event. Develop simple skills of historical enquiry through directed research tasks. Be able to demonstrate how some people in the past have made our lives better today.	Geography G4, 7, 8, 9 & 10 – Local geography and map work Secure the skills/knowledge from T1. Begin to explore seasons and how they change in local environment Be able to describe weather patterns in the UK and identify patterns. Consider potential impact of global warming. Continue to develop subject specific vocabulary, including Human and Physical Geography. Learn the 4 compass points. Use compass terminology to locate their own environment (e.g. West of London, North of Salisbury)	History H4 – Brunel Secure the skills/knowledge from Terms 2 and 3 through a depth study of Brunel. Be able to make links between the past and present when assessing the impact of an individual. Be able to provide a fuller chronology with more than 5 events/facts in biographical work, including simple reasoning for the impact of an individual. Be able to give one or more reasons to explain a chronology. Make links between an individual in the past and life today.	Geography G6 – Contrasting localities: Forest vs jungle Compare England with a contrasting country in the world – revisiting the skills/knowledge from Term 4. Be able to identify some hot/cold countries in the world and relate to their position to the equator Name and locate the continents and oceans on a world map Secure skills in using atlases, maps, globes. Apply them with some confidence in locating places.
Science	Seasons Y1: Can observe changes across the 4 seasons.	Materials and their properties Y2: Waterproof materials	Living things and their habitats Y2: 1. Can tell you the differences between something that is	Animal Classification Y1: Can tell you the names of some common mammals and birds	Human body Recap prior learning – Can identify, name, draw and label the basic parts of the	Plants Y1: What is a plant? Can I identify plants and trees in my environment?

Proposed Y1/2 Curriculum

Cycle B 2022/2023						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic and Book Club texts	Local Detectives The Enchanted Wood By Enid Blyton Canals NF book	Victorians The Secret Diary of Jane Pinny, a Victorian House Maid By Philip Ardagh A Street Through Time - DK	The fantastic Mr Dahl The Giraffe, the Pelly and Me Revolting rhymes By Roald Dahl	The World Around Me Cinnamon By Neil Gaiman How to help a hedgehog and protect a polar bear By Jess French	The Great Fire of London Mr Fawkes, the King and the Gunpowder Plot By Tom & Tony Bradman The Great Fire of London By Emma Adams	Explorers Pugs of the Frozen North By Phillip Reeve Out and about poems By Shirley Hughes
English	Fiction writing: Little Red Riding Hood Recount writing: Our Trip to the Woods Y1: Securing Step 1 Y2: Securing Step 2	Fiction writing: The Train Ride Biography writing: Grace Darling Y1: Exploring Step 2 Y2: Securing Step 2	Fiction writing: A Crow's Tale Poetry: Revolting Rhymes Y1: Exploring Step 2 Y2: Exploring Step 3	Poetry: If I were in charge of the World Report writing: Big Cats Y1: Securing Step 2 Y2: Securing Step 3	Diary writing: The Great Fire of London Fiction: The Queen's Hat Y1: Securing Step 2 Y2: Securing Step 3	Fiction writing: Stardust Persuasive writing: Ice Planet Adventure Park Y1: Achieving Step 2 Y2: Achieving Step 3
Maths	Place value, measure Y1: Securing Step 1 Y2: Securing Step 2	Numbers, addition Y1: Exploring Step 2 Y2: Securing Step 2	Numbers, subtraction Y1: Exploring Step 2 Y2: Exploring Step 3	Multiplication and division, length and height Y1: Securing Step 2 Y2: Securing Step 3	Shape, fractions, position and direction Y1: Securing Step 2 Y2: Securing Step 3	Time, revision of key concepts, weight and volume Y1: Achieving Step 2 Y2: Achieving Step 3
Geography and History	Geography G6 & G10 – Local area, towns and neighbourhoods Be able to recognise similarities and differences in relation to places, and own environment Be able to talk about where they live Be able to express views on features of their environment To use resources and own observations to ask and respond to simple questions Develop maps of the local environment Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Talk about their homes/families and make comparisons Begin to use maps, atlases and globes Simple map making/labelling	History – H2 & 3 – Victorians Revise previous learning (for Y2s) on Florence Nightingale, Brunel and investigate Victorian toys. Study of Victorian Christmas, schools during Victorian times and the Industrial Revolution. Be aware of the past, using common phrases and vocabulary: old, new, past, present, before after. Be able to describe simple differences between my life and those of people in the past. Be able to draw simple inferences from a source e.g. painting, photo.	History – H1 – History of Roald Dahl, houses and buildings Correctly use subject specific terminology; past, present, before, after. Begin to give more developed reasons for the significance of particular individuals/events. Be able to answer questions about old and new objects. Be able to give plausible simple suggestions for what an object was used for in the past.	Geography G1, G2 & G6 – capital cities and countries in the UK and continents and oceans around the World Be able to confidently label the countries, seas and major cities of British Isles Learn the 4 compass points Use compass terminology to locate their own environment (e.g. West of London, North of Salisbury) Be able to identify some hot/cold countries in the world and relate to their position to the equator Name and locate the continents and oceans on a world map Secure skills in using atlases, maps, globes. Apply them with some confidence in locating places	History – H2 – The Great Fire of London Samuel Pepys and Tudors Be able to tell a story from the past (outside living memory) in more detail, including the impact of individuals. Begin to give reasons for the significance of particular individuals/events. Be able to suggest questions we could ask about an individual/event. Develop simple skills of historical enquiry through directed research tasks. Be able to demonstrate how some people in the past have made our lives better today.	Geography – G4, G6, G7, G8, G9, G10 Begin to explore seasons and how they change in local environment Be able to describe weather patterns in the UK and identify patterns. Consider potential impact of global warming Be able to identify some Hot/cold countries in the world and relate to their position to the equator Name and locate the continents and oceans on a world map Secure skill in using atlases, maps, globes. Apply them with some confidence in locating places Continue to develop subject specific vocabulary, including Human and Physical Geography, begin to make comparisons to a contrasting non-European country
Science	Materials and their properties	Changes in materials Can find out how the shapes of solid objects made from	Forces Observe, describe and	Animals Y2:	Light and Sound Name a number of light sources, including the Sun	Plants Y2:

