

Winthorpe Primary Curriculum Map – CYCLE A

Class 2: Year 1 and 2

YR 1/2	AUTUMN TERM		SPRING TERM		SUMMER TERM	
SUBJECT	London		Superheroes		Enchanted Forest	
English	<p>WRITING TO ENTERTAIN</p> <ul style="list-style-type: none"> Descriptions of London in different books and films (Harry Potter/ BFG/ Paddington Bear/ Mary Poppins) Invitations to a Teddy Bear's picnic with Paddington bear. Descriptions of our teddy bears and different characters in London Adventure story of our adventure to Lincoln (recount of school trip). Paddington Bear books – <i>familiar settings - retellings</i> 	<p>WRITING TO INFORM</p> <ul style="list-style-type: none"> Samuel Pepys' diary – <i>diary entries and different points of view</i> Modern day News report on the Great Fire of London – green screen filming Information booklet about the Great Fire of London: accompaniment to different artefacts in a museum. iPads to film reading aloud the information as an audio tour of the museum. Labels, lists and captions: maps and London landmarks with descriptions. Create a whole class map of London with landmarks. Audio description of landmarks. *Geography link 	<p>WRITING TO ENTERTAIN</p> <ul style="list-style-type: none"> Character description of different superheroes Setting description of superhero adventures Superhero comic strips – retelling and making our own *art link Adventure stories based on comic strips <i>The World Came to My Place Today</i> – sequencing key events and creating story maps. Re-tell the story in first person, set at school. How can we be superheroes and save the World? (Looking at recycling etc.) 	<p>WRITING TO INFORM</p> <ul style="list-style-type: none"> Letters – to local emergency services, doctors, hospitals, fire departments, police stations etc. Asking questions and saying thank you Letters to our family heroes – how do our families take care of us? Biography – Florence Nightingale: who she was and what she did Instructions for how to be a Superhero (children can choose what sort of superhero they want to write their instructions for e.g. real life or fiction) 	<p>WRITING TO ENTERTAIN</p> <p><i>The Gruffalo</i></p> <ul style="list-style-type: none"> Design own monsters (character description) Narrative poetry – rhyming words and couplets Story map – sequence key events and caption with key vocabulary Adventure stories based on the same structure as <i>The Gruffalo</i> <p><i>Tidy</i></p> <ul style="list-style-type: none"> Sequence the story Retell in first person Edit and publish <p><i>Enchanted Wood (WCR)</i> Create chapter books based on <i>Enchanted Wood</i>:</p> <ul style="list-style-type: none"> Create own characters – character description Design new lands for each chapter – where do they go and what problem do they encounter? 	<p>WRITING TO ENTERTAIN</p> <ul style="list-style-type: none"> Discover a door in the enchanted woodland – plan, draft and edit own stories based around what they will find behind the door. Fairy treasure map – create their own and write a letter to the fairies about the treasure and where it can be found. Diary entries from the fairies as they go on their quest to find the treasure – <i>what do they find? What problems do they have to overcome? How does it end?</i>
SPaG	Year 1 Curriculum *Key terminology use throughout so children are secure in understanding of word classes etc.					
	<p>Punctuation</p> <p>Separation of words with spaces Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p>	<p>Word Work</p> <p>Regular plural noun suffixes – s or –es (e.g. <i>dog, dogs; wish, wishes</i>), including the effects of these suffixes on the meaning of the noun.</p> <p>Punctuation: Capital letters for names and for the personal pronoun</p>	<p>Sentence Structure</p> <p>How words can combine to make sentences</p> <p>How <i>and</i> can join words and join sentences</p>	<p>Text Structure</p> <p>Sequencing sentences to form short narratives</p>	<p>Word Work</p> <p>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>).</p> <p>How the prefix <i>un-</i> changes the meaning of verbs and adjectives</p>	<p>Sentence Structure</p> <p>Recap and Revision</p>

	Year 2 *Key terminology use throughout so children are secure in understanding of word classes etc.					
	Capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list	Formation of nouns using suffixes such as <i>–ness, –er</i> and by compounding [for example, <i>whiteboard, superman</i>] Formation of adjectives using suffixes such as <i>–ful, –less</i>	Subordination (using <i>when, if, that, or because</i>) and coordination (using <i>or, and, or but</i>) Expanded noun phrases for description and specification (e.g. <i>the blue butterfly, plain flour, the man in the moon</i>)	The consistent use of present tense versus past tense throughout texts Use of the continuous form of verbs in the present and past tense to mark actions in the progress (e.g. <i>she is drumming, he was shouting.</i>)	Use of the suffixes <i>–er, –est</i> in adjectives and the use of <i>–ly</i> in Standard English to turn adjectives into adverbs Apostrophes to mark contracted forms	Sentences with different forms: statement, question, exclamation, command
Reading	Class read – Mary Poppins		Class read - Vlad and the Florence Nightingale Adventure		The Enchanted Wood	
Reading Year 1	Little Wandle Reading Sessions					
	Session 1. Fluency Session 2. Prosody Session 3. Comprehension	Session 1. Fluency Session 2. Prosody Session 3. Comprehension	Session 1. Fluency Session 2. Prosody Session 3. Comprehension	Session 1. Fluency Session 2. Prosody Session 3. Comprehension	Session 1. Fluency Session 2. Prosody Session 3. Comprehension	Session 1. Fluency Session 2. Prosody Session 3. Comprehension
	<p style="text-align: center;">Word Reading</p> <p>1. Apply phonic knowledge and skills as the route to decode words.</p> <p>2. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>3. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>4. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>5. Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>6. Read other words of more than one syllable that contain taught GPCs.</p> <p>7. Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s).</p> <p>8. Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>9. Re-read these books to build up their fluency and confidence in word reading.</p>					
Reading Year 2	<p style="text-align: center;">Comprehension</p> <p style="text-align: center;">Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Being encouraged to link what they read or hear read to their own experiences</p> <p>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>Recognising and joining in with predictable phrases</p> <p>Learning to appreciate rhymes and poems, and to recite some by heart</p> <p>Discuss word meaning, linking new meaning to those already known</p> <p style="text-align: center;">Understand both the books they can already read accurately and fluently and those they listen to by:</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>Discuss the significance of the title and events</p> <p>Make inferences on the basis of what is being said and done</p> <p>Predict what might happen on the basis of what has been read so far</p> <p style="text-align: center;">Participate in discussion about what is read to them, taking turns and listening to what others say</p> <p style="text-align: center;">Explain clearly their understanding of what is read to them</p>					
	<p style="text-align: center;">Word Reading</p> <p>1. Continue to apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent</p> <p>2. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>3. Read accurately words of two or more syllables that contain the same graphemes as above</p> <p>4. Read words containing common suffixes</p> <p>5. Read further common exception words, noting unusual correspondences between spelling and sound where these occur in the word</p> <p>6. Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p>					

	7. Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation 8. Re-read these books to build up their fluency and confidence in word reading					
	<p align="center">Comprehension</p> <p align="center">Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <p align="center">Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales Be introduced to non-fiction books that are structured in different ways Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p align="center">Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <p align="center">Drawing on what they already know or on background information and vocabulary provided by the teacher Checking that the text makes sense to them as they read and correcting inaccurate reading Answering and asking questions Participate in discussion about books, poems and other works that are read to them and those that they can read themselves, taking turns and listening to what others say Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>					
	WCR Y2 - BFG		WCR Y2 – Fantastic Mr Fox		WCR Y2 – The Owl who was Afraid of the Dark	
	<p>Vocabulary: Recognising simple recurring literary language Discuss and clarify meaning of words, linking new meanings to known vocabulary Discuss favourite words and phrases</p> <p>Inference: Make inferences on the basis of what is being said and done</p> <p>Prediction Predict what might happen on the basis of what has been read so far</p> <p>Explanation: Explain understanding of texts</p> <p>Retrieval Identify key aspects of fiction and non-fiction, such as characters, events, titles and information</p> <p>Sequence: Discuss the sequence of events in books and how items of information are related</p>		<p>Vocabulary: Recognising simple recurring literary language Discuss and clarify meaning of words, linking new meanings to known vocabulary Discuss favourite words and phrases</p> <p>Inference: Make inferences on the basis of what is being said and done</p> <p>Prediction Predict what might happen on the basis of what has been read so far</p> <p>Explanation: Explain understanding of texts</p> <p>Retrieval Identify key aspects of fiction and non-fiction, such as characters, events, titles and information</p> <p>Sequence: Discuss the sequence of events in books and how items of information are related</p>		<p>Vocabulary: Recognising simple recurring literary language Discuss and clarify meaning of words, linking new meanings to known vocabulary Discuss favourite words and phrases</p> <p>Inference: Make inferences on the basis of what is being said and done</p> <p>Prediction Predict what might happen on the basis of what has been read so far</p> <p>Explanation: Explain understanding of texts</p> <p>Retrieval Identify key aspects of fiction and non-fiction, such as characters, events, titles and information</p> <p>Sequence: Discuss the sequence of events in books and how items of information are related</p>	
	MATHS Year 1	Number: Place value (within 10) Number: Addition and Subtraction (within 10)	Number: Addition and Subtraction (within 10) Geometry: Shape Consolidation	Number: Place Value (within 20) Number: Addition and Subtraction (within 20)	Number: Place value (within 50) Measurement: Length and Height Measurement: Mass and volume	Number: Multiplication and division Number: Fractions Geometry: Position and Direction
MATHS Year 2	Number: Place value Number: Addition and subtraction	Number: Addition and subtraction Geometry: Shape Measurement: Money	Number: Multiplication and division	Measurement: Length and height Measurement: Mass, capacity and temperature	Number: Fractions Measurement: Time	Statistics Geometry: Position and direction
SCIENCE	SEASONAL CHANGES ONGOING - Yr 1 - observe changes - describe weather and how day length varies Working Scientifically (KS1) 1. Asking simple questions and recognising that they can be answered in different ways 2. Observing closely, using simple equipment 3. Performing simple tests			Enquiry Methods <ol style="list-style-type: none"> Observe changes over time Noticing patterns and pattern seeking Grouping and classifying Fair and comparative testing 		

	4. Identifying and classifying 5. Using their observations and ideas to suggest answers to questions 6. Gathering and recording data to help in answering questions			5. Researching/ secondary sources		
	Y1: Plants Describe some of the features of seeds and plants and begin to make comparisons of different plants and seeds. Identify, name and describe the basic structure of a variety of common flowering plants. Identify and name a variety of common wild and garden plants. Identify and name a variety of deciduous and evergreen trees. Identify, name and describe based parts of a tree. Identify and name a variety of fruit and vegetable plants. Identify and describe the basic structure of a variety of common plants. Y1: Seasonal Changes (Autumn and Winter) Observe changes across the 4 seasons. Observe and describe how day length varies. Observe and describe weather associated with the seasons. Gather and record data to help in answering questions.		Y1: Animals including Humans Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets). Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Identify, name, draw and label the basic parts of the human body. Say which part of the body is associated with each sense. Y1: Scientists and Inventors Describe the simple physical properties of a variety of everyday materials. Describe and compare the structure of a variety of common animals. Identify and name a variety of common wild and garden plants. Observe and describe weather associated with the seasons. Describe and compare the structure of a variety of common animals, including pets.		Y2: Biodiversity and Minibeasts Identify and name a variety of minibeasts and their habitats. Explain the importance of bees and pollination. Research minibeasts and explain their importance. Show how a microhabitat is suitable for a minibeast. Describe the importance of worms for healthy soil. Explain the importance and needs of minibeasts and microhabitats. Y2: Plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Observe and describe how seeds and bulbs grow into mature plants.	
COMPUTING	DARES Programming Year 1 Simple Algorithms	DARES Presentation Year 1 Storyboard	DARES Sound Year 1 Podcasting	DARES Data Handling Year 1 Pictograms	DARES Animation Year 1 Animated Character	DARES Programming Year 1 Robot Maze Game
	DARES Programming year 2 Algorithms	DARES Presentation Year 2 Speech Bubble Pictures	DARES AR and VR Year 2 Storytelling with AR	DARES Data Handling Year 2 Venn Diagrams	DARES Photo and Digital Art Robot Avatars	DARES Programming Year 2 Robot Helper
GEOGRAPHY	Identify seasonal and daily weather patterns in the United Kingdom (<i>Science Link</i>)					
	Y1: Our Country Understand geographical similarities and differences through studying the human and physical geography in the context of the UK and comparing to a contrasting non-European country. Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. <i>- London Landmarks – use aerial photos to recognise landmarks and basic features</i>		Y1: Our Local Area Recognise human and physical features in the locality. Use simple fieldwork and observational skills to study the surrounding environment in the locality. Understand basic geographical features: houses (human features) Develop knowledge about the locality – jobs (human features) Use basic geographical vocabulary to refer to key human and physical features.		Y2: What a Wonderful World Name and locate the World's seven continents and five oceans. Use world maps, atlas and globes to identify the UK and its countries, as well as the countries, continents and oceans at KS1. Understand the location of hot and cold areas of the world in relation to the equator and North and South Pole. Use aerial photographs to recognise landmarks and	Y2: Magical Mapping Devise simple maps and use and construct basic symbols in a key Use simple compass directions and locational and directional language Use atlases and globes to identify the UK and its countries Name and locate the World's seven continents and five oceans Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical

	- <i>Paddington Bear's</i> adventure – Devise a simple map, use symbols in a key, use simple compass directions and locational and directional language		-Simple maps and running/cycling routes to keep fit and healthy.		basic human and physical features. Use basic geographical vocabulary to refer to key physical and human features.	features Use simple fieldwork and observational skills to study the geography of school and its grounds and the key human and physical features Use basic geographical vocabulary
HISTORY		The Great Fire of London Develop awareness of the past. Identify differences and similarities between ways of life in different periods. Know and understand key features of an event beyond living memory that are nationally significant. Understand some of the ways in which we find out about the past and identify different ways in which it is represented. Understand key features of events, choosing and using parts of stories and asking and answering questions.		Nurturing Nurses Develop awareness of the lives of significant individuals in the past who have contributed to national and international achievements. <i>Florence Nightingale</i> <i>Mary Seacole</i> <i>Edith Cavell</i> <i>Compare their lives.</i>		
ART	Landscapes and Cityscapes (Twinkl) Bright colours and bold brushstrokes when painting landscapes and cityscapes. <i>Claude Monet, Van Gogh, Jean Metzinger.</i>	Sparks and Flames (PlanBee) Create pieces of art themed around The Great Fire of London. Chalks, paints, collage and mixed media. <i>Rita Greer</i>	Colour Creations (PlanBee) Favourite colours and the colours that are all around them every day. Primary colours, secondary colours, colour mixing and light and shade. <i>Kandinsky, Mondrian</i>	Self-portrait (PlanBee) Explore famous artists and their self-portraits. Explore different pencils and paints and collage to create own self-portraits. <i>Matisse, Kahlo, Rembrandt, Van Gogh</i>	Animal Art (PlanBee) Explore animals from the seven continents and create art to reflect the animals found in each one. Identify animals, explore patterns, colours and features.	Earth Art (PlanBee) Create unique artwork using natural materials. Pet rocks, stick sculptures, leaf animals.
DT	<i>Teddy Bear's Picnic</i> (PlanBee) Different types of picnic food and where they have come from. Explore and taste different picnic food. How to make Teddy Bear Biscuits using a set of instructions. Design, make and evaluate Teddy Bear sandwiches (Paddington link).	<i>Homes</i> (PlanBee) Explore different houses and identify shapes and features. Investigate how to join and combine shapes to make a house. Investigate ways of creating interior features of a house. Design, make and evaluate finished product. (Great Fire of London – Tudor houses)	<i>Eat more Fruit and Vegetables</i> (PlanBee) Favourite fruits and vegetables in the class – pictograms. Examine, taste and describe fruits and vegetables. How to handle and prepare. Design a recipe, make and evaluate food product. <i>English link - instructions</i>	<i>Vehicles</i> (Batmobile) (PlanBee) Investigate vehicles, their uses and features. Investigate wheels, axles and chassis. Investigate ways of creating and decorating the body of a vehicle. Design, make and evaluate superhero vehicle.	<i>Moving Minibeasts</i> (PlanBee) Sliding mechanism Levers and pivots Wheel mechanism Design a picture with a moving mechanism. Make and evaluate a minibeast-themed moving picture.	<i>Puppets</i> (PlanBee) Investigate puppets and features. Work with fabric to create a finger puppet. Develop and practise sewing skills. Design a glove puppet. Make and evaluate glove puppet. Enchanted woodland linked puppets
RE	Belonging	Diwali and Christmas Celebrations Christmas (1)	From Creation to Shabbat	Jesus and His Miracles Easter (1)	Visiting a Church	Jewish Stories (Moses and Jonah)

PE	Running	Jumping	Throwing and Catching	Sending and Receiving using the body	Sending and Receiving using equipment	Sending and Receiving using equipment
	Dance	Gymnastics	Dance	Gymnastics	Athletics	
MUSIC	Percussion: Twinkle Twinkle In a while Crocodile Nursery Rhyme and simple song	Ukulele: A Sailor went to Sea Next to Me Ballad	Keyboard: In the Jungle World Music	Band Workshop: Ode to Joy Beethoven's 9 th Symphony WCM Romantic Music	Woodwind 1: Recorder Variety 5 note melodies Various areas of study	Woodwind 2: Occarina / Fife Variety 5 note melodies Various areas of study
MFL - GERMAN	<p>Listen attentively to spoken language and show understanding by joining in and responding</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>Appreciate stories, songs, poems and rhymes in the language</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>Present work to an audience</p>					
	Greeting words and Phrases Numbers to 10 and ages Months of the year and Birthdays	Colours Favourite colour Rainbow song Colours song Elmer story Christmas	Immediate family members Brothers and Sisters Names and Ages Fasching (carnival) and mask	Animals Descriptions Colour and size Gruffalo story Celebrating Easter in Germany	Numbers to 20 Weather Weather forecasts Days of the week Places in Germany	Sleeping beauty fairytale Characters Song Puppet show
PSHE/ SRE	Me and My relationships		Valuing Difference		Keeping Myself Safe Growing and Changing Y2 body parts <i>My body, your body & respecting privacy</i>	
CLASSROOM AREAS / VISITS	Great Fire of London – bakery (Paddington Bear and BFG characters) Train to Lincoln – trail/treasure hunt – film - Wildwood		Batcave Superhero training day at school		Enchanted woodland Butterfly Park/ Belton House/ Mini-beast workshop Y2 sleepover	