

Curriculum Framework Overview



Year 1&2

2023/24

| | AUTUMN TERM 1 | | AUTUMN TERM 2 | | SPRING TERM 1 | | SPRING TERM 2 | | SUMMER TERM 1 | | SUMMER TERM 2 | | | | | | | |
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| | 8 weeks | | 6 weeks | | 5 weeks | | 5 weeks | | 6 weeks | | 7 weeks | | | | | | | |
| | Who am I? | | | | What is my heritage and culture? | | | | Local geography/history study? | | | | | | | | | |
| RE Come and See | Families Why do we have a family and who is my family? | | Belonging What does it mean to belong? | | Waiting Is waiting always difficult? | | Special People What makes a person special? | | Meals What makes some meals special? | | Change How and why do things change? | | Holidays & Holydays Do we need holidays and holydays? | | Being Sorry Why should we be sorry? | | Neighbours Who is my neighbour? | |
| Quality Texts | Journey - Aaron Becker The Journey - Francesca Sanna Famous Explorers - George Joshua Explorers - Nellie Huang The Book of Bok - Neil Armstrong The Way back Home - Oliver Jeffers Beegu - Alexis Deacon | | | | King Charles - Eleanor Grey Little People Big Dreams - King Charles Katie in London - James Mayhew If I were King - Chelsea O'Byrne Queen Elizabeth - Eleanor Grey The Promise - Nicola Davies A Wisp - A Story of Hope - Zana Fraillon | | | | Rockingham Castle - 1000 Years Of History William the Conqueror - Richmal Crompton Stories of Castles - Lesley Sims The Castle the King Built by Rebecca Colby and Tom Froese The Paperbag Princess - Robert Munsch Prince Cinders by Babette Cole The Great Fairy Tale Disaster - Dave Conway Tadpoles Promise - Jeanine Willis | | | | | | | | | |
| English | Shape Poems Talk 4 Writing Journey/Adventure Description Toolkit | | Non-Fiction Information Text Non- Chron Report/Fact File Fiction - Portal Story Setting Toolkit | | Acrostic Poem Fiction - Warning Story Dialogue Toolkit Free Writing Week | | Non-Fiction - Recount/Diary Fiction - Suspense Openings/Endings Toolkit | | Rhyming Poems Non-Fiction - Instructions Free Writing Week | | Fiction - Change Plot Character Toolkit Persuasive Writing | | | | | | | |
| Maths GREEN - Year 1 RED = Year 2 | Number: Place Value within 10 Addition/Subtraction within 10 Place Value Addition/Subtraction | | Addition/Subtraction within 10 Addition/Subtraction Geometry Shape Shape | | Geometry Shape Money Place Value within 20 Addition/Subtraction Multiplication/Division | | Place Value within 50 Length and Height Mass and Value Multiplication and Division Length and Height Capacity and Temperature | | Multiplication and Division Fractions Position and Direction Fractions Time | | Place Value within 100 Money Time Statistics, position and direction | | | | | | | |
| Science | Seasonal Changes/Living Things and their Habitats Light (One lesson) | | | | Seasonal Changes/Animals including Humans Electricity (One lesson) | | | | Seasonal Changes/Living Things and their Habitats | | | | | | | | | |
| Computing | Coding Cats & Dogs Pupils will learn about structuring basic algorithms and controlling floor robots using commands | | Creative Computing Pupils will develop skills in typing, mouse control, and file saving through game play. | | Awesome Animations Pupils will build upon their creative computing skills by creating animations with | | Terrific Technology Pupils will learn about the technology around them, from sensors, to QR codes. | | Coding Cats and Dogs 2 Pupils will consolidate their understanding of floor robots through being set a series of | | Stranger Dangers Animation E-Safety Interactive Game During this half term, all pupils will develop understanding of age- | | | | | | | |

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| | <p>Game Making Pupils will learn how to control sprites and make them interact by making games using visual code</p> | <p>Animation Pupils will develop their understanding of different types of animation using 3 different animation software to create hand drawn, stop motion and image manipulation</p> | <p>graphics. They will learn how to save from an online source. Online Treasure Hunt Pupils will learn how to search the internet effectively to gather data for a given purpose. They will develop understanding of the reliability of online information.</p> | <p>Presenting our School Pupils will gather data from their peers and staff and developing multimedia skills by presenting information about their school for specific audiences</p> | <p>challenges to encourage deeper thinking. Coding a Story Pupils will consolidate their understanding and skills in visual programming through creating an interactive story game using sprites.</p> | <p>appropriate digital citizenship with a focus on online safety. They will evidence their skills and understanding by creating a product which shows the skills they have learnt throughout the year, whether that be through multimedia, or programming.</p> |
| <p>Geography</p> | <p>The world and my school: Locate 4 countries, continents and oceans.</p> <p>1a. Ask and answer geographical questions (such as: what is this place like? What or who will I see in this place? What do people do in this place?).</p> <p>3a. Use basic geographical vocabulary to refer to: key physical features, including beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. Key human features, including city, town, village, factory, farm, house, office and shop.</p> | <p>Landuse around the U.K: royal land. Describe the key physical and human features.</p> <p>1d. Use simple Fieldwork and observational skills to study geography of the school and the key human and physical features of its surrounding environment</p> <p>1e. Use aerial images and plan perspectives to recognise landmarks and basic physical features</p> <p>2a. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</p> <p>3a. Use basic geographical vocabulary to refer to: * key physical features, including beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather *key human features, including city, town, village, factory, farm, house, office and shop.</p> | <p>Our local park/ area: Fieldwork and observational skills.</p> <p>1a. Ask an answer geographical questions (such as: What it this place like? What or who will I see in this place? What do people do in this place?).</p> <p>1b. Identify the key features of a location in order to say whether it is a city, town village, coastal or rural area.</p> <p>1d. Use simple Fieldwork and observational skills to study geography of the school and the key human and physical features of its surrounding environment</p> <p>2c. Identify land use around the school.</p> <p>3b. Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location features and routes on a map.</p> <p>3c. Devise a simple map; use and construct basic symbols on a key. Use simple grid references (A1, B1)</p> | | | |
| <p>History</p> | <p>Famous Explorers - Christopher Columbus and Neil Armstrong The life of significant individuals in the past who have contributed to national and international achievements.</p> <p>1a. Observe or handle evidence to ask questions and find answers to questions about the past.</p> <p>1a. Use words and phrases such as: A long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.</p> <p>2d. Describe significant people from the past.</p> <p>1b. Ask questions such as: what was it like for people? What happened? How long ago?</p> | <p>The Windsors - Our Royal family Changes within living memory revealing changes in national life.</p> <p>1b. Ask questions such as: What was it like for people? What happened? How long ago?</p> <p>2b. Describe significant people from the past.</p> <p>2c. Recognise that there are reasons why people in the past acted as they did.</p> <p>3a. Place events and artefacts on order on a timeline.</p> <p>4a. Use words and phrases such as: *a long time ago * recently *when my parents/carers were children * years, decades and centuries to describe the passing of time.</p> | <p>Rockingham Castle - William the Conqueror Significant historical events, people and places in our own locality.</p> <p>1c. Identify some of the different ways the past has been represented.</p> <p>1d. Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>3d. Recount changes that have occurred in their own lives.</p> <p>3c. Use dates where appropriate</p> <p>1b. Ask questions such as: What was it like for people? What happened? How long ago?</p> | | | |

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| | <p>2c. Recognise that there are reasons why people in the past acted as they did.</p> <p>1d. Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>2a. Describe historical events</p> | <p>4b. Show an understanding of concepts such as: * nation and a nation's history * civilisation *monarchy *parliament *democracy *war and peace</p> | <p>1a. Observe or handle evidence to ask questions and find answers to questions about the past.</p> |
| <p>Art</p> | <p>3d1. Draw lines of different sizes and thickness</p> <p>3d2. Colour (own work)</p> <p>1a. Respond to ideas and starting points.</p> <p>1b. Explore ideas and collect visual information.</p> <p>3f2. Join materials using glue and/or stitch</p> <p>3a1. Use thick and thin brushes</p> | <p>2a. Describe the work of notable artists, artisans and designers.</p> <p>1c. Explore different methods and materials as ideas develop</p> <p>1a. Respond to ideas and starting points</p> <p>3d1. Draw lines of different sizes and thicknesses</p> | <p>3c1. Use a combination of shapes</p> <p>3c2 Include linked and texture.</p> <p>3c3 Use rolled up paper, straws, paper, card and clay as materials</p> <p>3c4. Use techniques such as rolling, cutting, moulding and carving.</p> <p>1b. Explore ideas and collect visual information</p> |
| <p>Design & Technology</p> | <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Select from and use a range of tools and equipment to perform practical tasks for example, cutting, shaping, joining and finishing.</p> <p>Explore and evaluate a range of existing products.</p> <p>Evaluate their ideas and products against design criteria.</p> | <p>design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>explore and evaluate a range of existing products</p> <p>evaluate their ideas and products against design criteria</p> <p>use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>understand where food comes from.</p> | <p>design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> |

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| <p>Music GREEN = YEAR 1 RED = YEAR 2</p> | <p>The Magic of Reggae: Exploring Sounds Christmas Pop Songs Vol. 1: Exploring Duration 1 Music from Around the World: Exploring Music From Other Cultures The Nutcracker Ballet: Exploring Duration 2</p> | | <p>The Sounds of the Eighties: Exploring Pulse and Rhythm 1 Twenty-First Century Popular Music Vol. 1: Exploring Pitch 1 Britpop and the Sounds of the Nineties: Exploring Pulse and Rhythm 2 Twenty-First Century Popular Music Vol. 2: Exploring Pitch 2</p> | | <p>Famous Classical Music Vol. 1: Exploring Instruments and Symbols Famous Classical Music Vol. 2: Exploring Texture, Tempo and Dynamics 1 Britten's 'The Young Person's Guide to the Orchestra': Exploring the Instruments of the Orchestra Holst's 'The Planets': Exploring Texture, Tempo and Dynamics 2</p> | |
| <p>Physical Education</p> | <p>Personal Co-ordination (Footwork) and static balance (One leg)</p> | <p>Social Dynamic balance to agility (Jumping and landing) Static balance (seated)</p> | <p>Cognitive Dynamic Balance (On a line) Static Balance (Stance)</p> | <p>Creative Co-ordination (Ball skills) Counter Balance (With a partner)</p> | <p>Physical Co-ordination (Sending and Receiving) Agility (Reaction/Response) Summer Athletics (Sports Day)</p> | <p>Health and Fitness Agility (Ball Chasing) Static Balance (Floor Work) Summer Athletics (Sports Day)</p> |
| <p>PSHE</p> | | | | | | |
| <p>Extra-Curricular</p> | <p>Think Tank - explorers workshop</p> | | <p>Kingswood Catering</p> | | <p>Rockingham Castle</p> | |