**St. Brendan’s Catholic Primary School**

**Cycle 2 Curriculum Framework Overview Year 1/2 2021-22**

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|  | AUTUMN TERM 1ST Half | | AUTUMN TERM 2ND Half | | | SPRING TERM 1ST Half | | | SPRING TERM 2ND Half | | SUMMER TERM 1ST Half | | | SUMMER TERM 2ND Half | |
|  | 7 weeks 2 days | | 6 weeks 2 days | | | 5 weeks 3 days | | | 7 weeks | | 5 weeks | | | 7 weeks | |
| RE  Come and See  Year 1 | **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? |
| School BIG question  Year Group Line of Enquiry | **Climate Change** | | | **What can I Find?** | | **How do we use water?** | | **People of Our Time** | | | **This Land is our Land (animal focus)** | | **Local Geography/Historical Study** | | |
| **Seasons** | | | **The First Explorers (Walter Raleigh, Ranulph Fiennes, David Livingstone)** | | **Rivers, Seas and Coasts**  **(water creatures)** | | **People who Changed the world – Tim Berners-Lee, Emily Davidson, Shakespeare** | | | **Urban V’s Rural** | | **Old Village and How it has changed.** | | |
| English | Narrative – Story  Narrative – Adventure  Poetry – List Poetry | | | Narrative – Adventure  Non-fiction – Non-chronological report | | Narrative – myth  Non-fiction – fact file  Poetry – rhyme | | Narrative – adventure  Npn-fiction – Biography, fact file | | | Narrative – story  Non-fiction – travel journal, recount, letter writing | | Non-fiction – recount  Poetry – Acrostic, rhyming poetry | | |
| Quality Text | Tree - Patricia Hegarty  The Weather Girls –  AKI Poems about Seasons - Brian Moses  Climate in Chaos - Neal Layton | | | Journey - Aaron Becker  My Friend Walter - Michael Morpurgo  Wombat goes walkabout; Beegu - Alexis Deacon | | Once Upon a Raindrop – James Carter, The Sand Horse, Song of the sea (video); Dougal's Deep Sea - Simon Bartram | | Little Heroes: Courageous People who changed the world - Heidi Poelman 100 people who made history - DK General. Women Who Changed the World | | | The Lost Words - Jackie Morris; Where my Welllies Take Me - Michael Morpurgo | | Corby - Ron Sismey | | |
| Science | 2c2. Look at growth, basic needs, exercise, food and hygiene – humans.  4e. Observe seasonal Changes | | | 4a. Look at sources of light and reflections. | | 2c1. Identify, classify and observe – animals. | | 4d. Describe basic movements – magnets and forces.  4e. Observe seasonal Changes | | | 2a1. Identify, classify and describe basic structure. Plants. | | 2a2. Observe and describe growth and conditions for growth. Plants  4e. Observe seasonal Changes | | |
| Computing | Data and Information (Y1) Grouping  Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use technology safely and respectfully. | | | Data and Information (Y2) Pictograms  Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Use technology safely and respectfully. | | Programming A (YEAR 1)-Robot  Understand what algorithms are; how they are implemented as programs on digital  devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. | | Programming A (Y1) Algorithms  Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions. | | | Programming B (Y1) Animation Understand what algorithms are; how they are implemented as programs on digital  devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. | | Programming B (Y2) Quizzes  Understand what algorithms are; how they are implemented as programs on digital  devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. | | | |
| Geography | 2b. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the North and South Poles.  1c. Use World Maps. Atlases globes to identify United Kingdom and it’s countries, as well as the countries, continents and oceans studied.  1g. Name and locate the world’s continents and oceans. | | |  | | 3b. Use compass directions (north, south, east and west) and locational language (near and far) to describe the location features and routes on a map. | |  | | | 3c.Devise a simple map, use and construct basic symbols on a key. Use simple grid references (A1, B1)  Compare Corby and Leicester. | |  | | |
| History |  | | | 2a. Describe historical events.  2b. Describe significant people from the past. 2c. Recognise that there are reasons why people in the past acted as they did. 3a. Place events and artefacts on a timeline. | |  | | 3d. Recount changes that have occurred in their own lives.  3a. Place events and artefacts on a timeline.  3b. Label timelines with words or phrases such as past, present, older, newer. | | |  | | 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. 3a. Place events and artefacts on a timeline. | | |
| Art | Drawing - 3d1. Draw lines of different sizes and thicknesses. 3d2. Colour (own work) neatly, following the lines. 3d3. Show Pattern and texture by adding dots and lines. 3d4. Show different tones using coloured pencils. | | |  | | Sculpture - 3c1. Use a combination of shapes. 3c2. Include linked and texture. 3c3. Use rolled up paper, straws, paper, card and clay as materials. 3c4. Use techniques such as rolling, cutting, moulding and carving. | |  | | | Textiles – 3f1. Use weaving to create a pattern.  3f3. Use plaiting. 3f4. Use dip dye techniques. | |  | | |
| Design & Technology |  | | | **Food -** Preparing fruit and vegetables(including cooking and nutrition) | |  | | **Mechanisms -** Wheels and axles | | |  | | **Food -** Preparing fruit and vegetables(including cooking and nutrition | | |
| Music | Sound Sources  Instruments & symbols | | | Singing Games  Developing the voice | | Exploring duration – Long and short | | Exploring rhythm/pulse  Intro to Djembe drums | | | Exploring Pitch & Scales | | Music and stories | | |
| Physical Education | Games – Co-ordination – Footwork  Static Balance – One leg, Dynamic Balance to Agility – Jumping and Landing, Static Balance - Seated | | | Dance – Shapes Solo, Partnering Shapes, Circles Solo, Partnering Circles, Artistry Abstraction, Artistry (making) | | Gymnastics – Shape, Travel, Flight, Rotation, | | Games – Dynamic Balance – On a Line, Static Balance-Stance, Co-ordination – Ball skills, Counter Balance – with a partner, Co-ordination – Sending and Receiving | | | Dance – Wriggle Dance Workshops? | | Games – Agility – Reaction and Response, Agility – Ball Chasing, Static Balance – Floor work | | |
| PSHE |  | | |  | |  | |  | | |  | |  | | |
| SMSC Links |  | | |  | |  | |  | | |  | |  | | |
| Experiences | School environment walk, Conkers Visit- Barefoot woodland walk, | | | Be a reporter - film reporting on first findings. | | Rutland Water/Anglian Water/sewerage works visitor | | Inventors Day - parents' expo | | | Planting, Train journey to Leicester and Picnic. East Carlton Park | | Planting, Corby Heritage Centre,  Picnic (linked to DT) | | |