

Year B- Curriculum Breadth Map
Year 1 and 2

Term	Schema	Read	Write	Art & design	D&T	History	Geography	Music	Computing	Science	PE	RE	RSE/PSHE	MFL
Autumn	Amazing Places and Spaces	<p>Traditional stories</p> <p>Stories with imaginary settings (myths)</p> <p>Non fiction - non chronological reports</p> <p>Instructions</p>	<p>Traditional stories/ myths- imaginary settings</p> <p>Narrative - write stories in the style of fairy tales</p> <p>Non fiction - non chronological reports</p> <p>Write captions</p> <p>writing lists</p> <p>writing labels</p>	<p>Landscape drawing and textiles.</p> <p><i>Develop ideas-</i></p> <p><i>Master techniques</i></p> <p><i>Take Inspiration from the Greats - David Hockney Georgia O'Keeffe (landscape only) Cezanne</i></p> <p>6 weeks</p>	<p>Textiles- creating a textile christmas decoration cutting, stitching fabrics</p> <p>Look at a range of manufactured decorations using textiles.</p> <p><i>Develop ideas</i></p> <p><i>Master Techniques</i></p> <p><i>Take inspiration from design throughout history</i></p>	<p>Look at significant events, people and places in our own locality.</p> <p>Key events in the past that are significant nationally and globally.</p> <p><i>Investigate and interpret the past</i></p>	<p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world.</p> <p>Investigate the world's continents and oceans.</p> <p>Use world maps, atlases and globes.</p> <p>Use simple compass directions to describe the location of features and routes on a map.</p> <p>Use basic geographical vocabulary to refer to and describe key physical and human features of locations.</p> <p>Compare and contrast a small area of the UK with that of a Non European country</p> <p><i>Investigate places</i></p> <p><i>Investigate patterns</i></p>	<p>Beat</p> <p>Pattern/Toys</p> <p><i>Perform Compose</i></p> <p><i>Transcribe Describe</i></p>	<p>Technology around us (Teach Computing)</p> <p><i>Connect: develop an understanding of how to safely connect with others.</i></p> <p>Digital Photography (Teach Computing)</p> <p><i>Code: developing understanding of instructions, logic and sequencing (looks, draw)</i></p> <p><i>Connect: develop understanding of how to safely connect with others.</i></p> <p><i>Communicate: using apps to communicate ones ideas.</i></p> <p>E-safety (Project Evolve)</p> <p>Self-image and identity.</p> <p>Online relationships</p> <p>Health, well-being and lifestyle</p> <p>Online reputation</p>	<p>Chemistry: Materials</p> <p>Look at the practical uses of everyday materials.</p> <p><i>Investigate materials</i></p> <p>Biology: Habitats</p> <p>Look at the suitability of environments and at food chains.</p> <p><i>Investigate living things.</i></p> <p><i>Working scientifically</i></p>	<p>Term 1</p> <p>Games x 6</p> <p>Get Set 4 PE: Y2 Ball Skills.</p> <p>Teamuilding x 6</p> <p>Get Set 4 PE: Y1 Teambuilding</p> <p>Develop practical skills in order to participate, compete and lead a healthy lifestyle.</p>	<p>Thankfulness (T1)</p> <p>(including Christianity)</p> <p>[Must include at least one religion/worldview other than Christianity and Islam. E.g. harvest in Christianity, Sukkot in Judaism, Holi in Hinduism...]</p> <p>Incarnation (T2)</p> <p>UC 1.3 (core)</p> <p>Why does Christmas matter to Christians?</p>	<p>Y1: Physical Health and Wellbeing</p> <p><i>Focus: Fun times</i></p> <p>Keeping Safe and Managing Risks</p> <p><i>Focus: Feeling Safe</i></p> <p>Y2: Physical Health and Wellbeing</p> <p><i>Focus: What keeps me healthy?</i></p> <p>Keeping Safe and Managing Risks</p> <p><i>Focus: Indoors and outdoors</i></p>	<p>Greetings and Numbers</p> <p>Colours, and animals</p> <p>Days of the weeks, months, seasons.</p> <p>Fruit, food, drink and giving preferences.</p> <p>Families, stories and conversations.</p> <p>Cultural diversity</p>
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Spring	London Life	Narrative diaries. Poems that use nonsense and humorous language Newspaper reports	Narrative - write diaries. Poetry - nonsense and humorous poem Recounts	Print <i>Develop ideas</i> <i>Master Techniques-printing</i> <i>Printing portraits</i> <i>Take inspiration from the greats</i> Andy Wahol	Mechanics-levers wheels <i>Master practical skills</i> <i>Design make, evaluate and improve- make something for the home that others will find useful.</i> <i>Take inspiration from design throughout history</i>	Key events in the past that are significant nationally and globally. The lives of significant individuals to our nation's achievements. <i>Investigate and interpret the past</i> <i>Communicate historically</i>	Use basic geographical vocabulary to refer to and describe key physical and human features of locations. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; use a simple map; use and construct basic symbols in a key. Use simple compass directions to describe the location of features and routes on a map. Identify seasonal and daily weather patterns of the UK Name and locate the world's continents and oceans. <i>Communicate geographically</i> <i>Investigate patterns</i>	Exploring sounds Weather/Weather <i>Perform Compose</i> <i>Transcribe Describe</i>	Digital writing (Teach Computing) <i>Connect: develop an understanding of how to safely connect with others.</i> <i>Communicate: Using apps to communicate ones ideas.</i> Moving a robot (Teach Computing) <i>Code: developing understanding of instructions, logic and sequencing (motion, looks, draw, sound).</i> <i>Connect: develop understanding of how to safely connect with others.</i> <i>Communicate: using apps to communicate ones ideas.</i> E-saftey (Project Evolve) Copywrite and ownership Privacy and security	Biology: Animals and Humans Identify, classify and observe. <i>Understand animals and humans.</i> Physics: Light (non-statutory) Look at sources and reflections. <i>Investigate light and seeing.</i> Physics: Sound (non-statutory) Look at sources. <i>Investigate sound and hearing.</i> <i>Working scientifically</i>	Term 3 Games x 6 Get Set 4 PE: Y1/2 Sending/Receivng Gymnastics x 6 Get Set 4 PE: Y2 Gymnastics Develop practical skills in order to participate, compete and lead a healthy lifestyle. Term 4 Games x 6 Get Set 4 PE: Y1/2 Net and Wall Dance x 6 Get Set 4 PE: Y2 Dance Develop practical skills in order to participate, compete and lead a healthy lifestyle.	Islam Being Human (T3) - [E.g. What does the Qur'an say about how Muslims should treat others and live their lives? How can Muslim faith and beliefs be seen in the actions of inspirational Muslims?] Salvation (T4) UC 1.5 (core) Why does Easter matter to Christians?	Y1: Identity, Society and Equality <i>Focus: Me and others</i> Careers, Financial capability and Wellbeing <i>Focus: My money</i> Y2: Relationship and Sex Education <i>Focus: Boys and girls, families</i>	Greetings and Numbers Colours, and animals Days of the weeks, months, seasons. Fruit, food, drink and giving preferences. Families, stories and conversations. Cultural diversity
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Summer	From Field to Fork	<p>Narrative to mimic significant authors.</p> <p>Narrative - stories set in places pupils have been.</p> <p>Leaflets</p> <p>Quality non fiction texts</p>	<p>Narrative to mimic significant authors.</p> <p>Narrative - stories set in places pupils have been.</p> <p>Leaflets (Present information)</p> <p>Writing lists, labels and captions</p>	<p>Sculpture design a sculpture which depicts Waddington.</p> <p><i>Develop ideas</i></p> <p><i>Master techniques -</i></p> <p><i>Take inspiration from the greats- (modern sculpture ridges and furrows trail Simmon Grennan)</i></p>	<p>Food</p> <p><i>Master practical skills - Food (vegetable based)</i></p> <p><i>Design make evaluate and improve</i></p> <p><i>Take inspiration from the greats</i></p>	<p>Key events in the past that are significant nationally and globally.</p> <p>Significant historical events, people and places in their own locality.</p> <p>A local history study</p> <p><i>Investigate and interpret the past</i></p> <p><i>Communicate historically</i></p>	<p>Use fieldwork and observational skills.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; use a simple map; use and construct basic symbols in a key.</p> <p>Use simple compass directions to describe the location of features and routes on a map.</p> <p>Use basic geographical vocabulary to refer to and describe the key physical and human features of locations. (local area)</p> <p><i>Communicate geographically</i></p> <p><i>Investigate patterns</i></p> <p><i>Investigate places</i></p>	<p>Performance</p> <p>Travel/Travel</p> <p><i>Perform Compose Transcribe Describe</i></p>	<p>Pictograms (Teach Computing)</p> <p><i>Collect: devise and construct databases.</i></p> <p><i>Connect: develop an understanding of how to safely connect with others.</i></p> <p><i>Communicate: Using apps to communicate ones ideas.</i></p> <p>Progammig Animations (Teach Computing)</p> <p><i>Code: developing understanding of instructions, logic and sequencing (motion, looks, draw, sound, events, control, sensing).</i></p> <p><i>Connect: develop an understanding of how to safely connect with others.</i></p> <p><i>Communicate: Using apps to communicate ones ideas.</i></p> <p>E-saftey (Project Evolve)</p> <p>Managing online information</p> <p>Online bullying</p>	<p>Biology: Animals and Humans</p> <p>Look at growth, basic needs, exercise, food and hygiene (in animals).</p> <p><i>Understand animals and humans.</i></p> <p>Biology: Plants</p> <p>Identify, classify and describe their basic structure.</p> <p><i>Understand plants.</i></p> <p><i>Working scientifically</i></p>	<p>Term 5</p> <p>Games x 6</p> <p>Get Set 4 PE: Y1/2 Stricking/Fielding</p> <p>Athletics x 6</p> <p>Get Set 4 PE: Y1 Athletics</p> <p>Develop practical skills in order to participate, compete and lead a healthy lifestyle.</p> <hr/> <p>Term 6</p> <p>Swimming x 6</p> <p>Athletics x 6</p> <p>Get Set 4 PE: Y2 Athletics</p> <p>Develop practical skills in order to participate, compete and lead a healthy lifestyle.</p>	<p>Islam Life Journey (T5)</p> <p>E.g. What do Muslims do to celebrate birth?</p> <p>What does it mean and why does it matter to belong?]</p> <p>LAS Additional In-Depth Study of another Religion – Judaism (T6)</p> <p>Using key artefacts, e.g. Torah scroll, tallit [prayer shawl], mezuzah, etc. to explore key beliefs in Judaism</p>	<p>Y1: Mental Health and Emotional Wellbeing <i>Focus: Feelings</i></p> <p>Drug, Alcohol and Tobacco Education <i>Focus: Healthy lifestyles</i></p> <p>Y2: Mental Health and Wellbeing <i>Focus: Friendship</i></p> <p>Drug, Alcohol and Tobacco Education <i>Focus: Medicines and me</i></p>	<p>Greetings and Numbers</p> <p>Colours, and animals</p> <p>Days of the weeks, months, seasons.</p> <p>Fruit, food, drink and giving preferences.</p> <p>Families, stories and conversations.</p> <p>Culltural diversity</p>
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