

## Bodsham CEP School Year 1/2 Curriculum Map 2020-21

Autumn 2020		
	Term 1	Term 2
<b>RE</b>	<b>Creation</b> Developing <b>diversity and self-belief</b> as children explore the story of the Creation.	<b>Incarnation</b> Use <b>communication skills</b> and develop <b>self-expression</b> in sharing their understanding of why Jesus was special.
<b>PE</b>	<b>Netball</b> Developing <b>communication skills</b> through working as a team.	<b>Football</b> Improve <b>resilience</b> as they develop skills, and enhance <b>self-belief</b> in their abilities.
<b>Computing</b>	<b>Computer skills</b> Developing <b>resilience and independence</b> through exploring how to navigate the interface.	<b>Computer Art</b> <b>Fostering creativity</b> and <b>self-expression</b> through using a range of tools to create simple pictures and images.
	<b>Unplugged Coding</b> Creating a dance, and giving instructions, <b>fostering communication skills</b> and <b>resilience</b>	<b>Computer Art</b> <b>Fostering creativity</b> and <b>self-expression</b> through creating pictures in artistic styles such as pointillism and cubism.
<b>Science</b>	<b>Animals Including Humans</b> Developing <b>enquiry</b> through exploring a range of different human and animal life cycles	<b>All Living Things</b> Developing <b>independence and creativity</b> through thinking about what things are alive or dead.
<b>Music</b>	<b>Hey you</b> <b>Encouraging resilience</b> through exploring pulse and rhythm	<b>Christmas nativity play</b> Rehearsing, working together and performing developing <b>communication skills, self-expression</b> and <b>resilience</b> .
<b>Art and Design</b>	<b>Transport</b> Researching and identifying inside and outside shapes in different wheeled vehicles- <b>enquiry/independence</b> . Using collage and layers to create a background and foreground street scene communicating a range of experiences of towns, cities, villages- <b>self-expression, independence, diversity</b>	<b>Transport</b> Researching and drawing vehicles of flight. Drawing an imaginary vehicle using features identified. Use inside and outside shapes and use range of textures in a card collage. <b>self-expression, independence, creativity</b>
<b>Design Technology</b>	<b>Transport</b> Research a range of wheeled vehicles and investigate how wheels move around. Plan, make, test out and make changes to create a wheeled vehicle model- <b>fostering communication, resilience, independence and creativity</b>	<b>Transport</b> Research and identify how blades rotate looking at biplanes from the past and helicopters from today. Plan, make and test out before making any changes -. <b>fostering communication, resilience and creativity, independence</b>
<b>RHE</b>	<b>Being me in my world</b> Encouraging <b>diversity</b> through understanding the rights and responsibilities of a member of a class	<b>Celebrating Difference</b> Developing children's <b>self-belief</b> through recognising similarities and differences.
<b>Topic Based Learning</b>	<b>Transport - History</b> Building our <b>communication, self-expression</b> and <b>enquiry</b> skills as we find out and share knowledge of the inventions and inventors of different modes of transport.	<b>Transport - History</b> Building our <b>communication, self-expression</b> and <b>enquiry</b> skills as we find out and share knowledge of the inventions and inventors of different modes of transport.

Spring 2021		
	Term 3	Term 4
<b>RE</b>	<p><b>Gospel</b> Develop <b>independence</b> in thinking about how the stories of Jesus can help us reflect and develop our own values.</p>	<p><b>Salvation</b> Using <b>enquiry</b> skills to explore why Easter is important for Christians.</p>
<b>PE</b>	<p><b>Rugby</b> Foster <b>communication skills</b> through working with a partner.</p>	<p><b>Gymnastics</b> Developing <b>self-belief and resilience</b> through learning balance, movement and body control.</p>
<b>Computing</b>	<p><b>Word processing</b> <b>Developing resilience and independence</b> by using painting tools such as brushes and shapes.</p>	<p><b>Coding</b> Fostering <b>communication skills</b> by giving simple instructions to a floor robot.</p>
	<p><b>Presentation skills</b> <b>Developing resilience, independence and creativity</b> through exploring PPT.</p>	<p><b>Using the internet</b> <b>Developing enquiry, independence and resilience</b> by making safe searches that bring the results expected</p>
<b>Science</b>	<p><b>Uses of Everyday Materials</b> Using <b>communication skills</b> to explain why certain materials will be useful for specific purposes.</p>	<p><b>Plants</b> <b>Developing resilience</b> when investigating what plants need in order to grow.</p>
<b>Music</b>	<p><b>In the Groove</b> Learning to appraise and compose Latin American Styles Encouraging <b>self-expression</b> and <b>self-belief</b>.</p>	<p><b>Round and Round</b> <b>Fostering communication skills</b>, through singing rounds, learning to listen to each other and recognise timing.</p>
<b>Art and Design</b>	<p><b>Oceans and Seas</b> Exploring shades of blue through the depths of the sea/ocean. Overlapping shades in collage to create new shades. <b>Resilience, independence</b></p>	<p><b>Oh I do like to be beside the seaside</b> Seaside today- keeping safe distances - exploration of materials to create foreground and background mixed media image <b>Self-expression, communication skills, creativity</b></p>
<b>Design Technology</b>	<p><b>Oceans and Seas</b> Under the sea diorama – plan and make identifying sea layers and marine life - <b>resilience, creativity, communication skills, diversity</b></p>	<p><b>Oceans and Seas</b> Under the sea diorama – plan and make identifying sea layers and marine life - <b>resilience, creativity, communication skills, diversity</b></p>
<b>RHE</b>	<p><b>Dreams and Goals.</b> Fostering <b>self-belief, resilience</b> and <b>diversity</b> as we explore how to celebrate successes and aspirations with others.</p>	<p><b>Healthy Me</b> Developing <b>independence</b> by building our knowledge of healthy eating.</p>
<b>Topic Based Learning</b>	<p><b>Oceans and Seas - Geography</b> Fostering <b>enquiry</b> skills learning about the oceans and seas. Developing <b>creativity, self-expression</b> and <b>independence</b> as we link this to our advocacy project, and use our <b>communication skills</b> to tell others</p>	<p><b>Oh I do like to be beside the seaside - History</b> Develop <b>enquiry</b> by finding out and comparing how people lived in the past to now.</p>

Summer 2021		
	Term 5	Term 6
RE	<p><b>Islam</b></p> <p>Encouraging enquiry through finding out about being Muslim.</p>	<p><b>Islam</b></p> <p>Developing empathy and an understanding of diversity by discovering what is important for Islamic people.</p>
PE	<p><b>Cricket</b></p> <p>Fostering resilience through learning and developing bat skills.</p>	<p><b>Athletics</b></p> <p>Encourage self-belief by aiming to beat personal bests in track and field.</p>
Computing	<p><b>Scratch junior</b></p> <p>Fostering communication skills and resilience by debugging simple instructions.</p>	<p><b>Online safety</b></p> <p>Developing independence and self-belief in making good choices in online behaviours.</p>
	<p><b>Presentation Skills</b></p> <p>Fostering creativity and independence learning how to use PowerPoint</p>	<p><b>Online safety</b></p> <p>Developing independence and self-belief in making good choices in online behaviours.</p>
Science	<p><b>Inventors and Scientists</b></p> <p>Exploring the roles of scientists from a range of backgrounds and ethnicities, to develop children's own self-belief and understanding of diversity</p>	<p><b>Investigation unit: Dinosaurs</b></p> <p>Using evidence of dinosaurs to develop enquiry, creativity and communication skills.</p>
Music	<p><b>Your imagination</b></p> <p>Developing self-belief and communication through composing, listening to other's compositions, and appraising each other.</p>	<p><b>Reflections</b></p> <p>Listening to and appraising classical musical, developing communication skills and self-expression.</p>
Art and Design	<p><b>We are Britain</b></p> <p>Comparing and identify cityscapes in the UK compared to a rural scene such as Bodsham. Plan and create a collage using a variety of materials thinking about colour, shape and line</p> <p>Creativity, self-expression, diversity</p>	<p><b>We are Britain</b></p> <p>Using the stories of Katie Morag to identify places and symbols to create our own maps of the Isle of Struay, using coloured pencil and wash.</p> <p>Develop independence, self-belief and diversity</p>
Design Technology	<p><b>We are Britain</b></p> <p>Looking at the shape of the UK and its hilly areas, create a salt dough relief map investigating the use of a modelling medium to show areas that can be higher ground as well as discovering the countries and shapes of the UK and the sea that surrounds it.</p> <p>Foster enquiry, independence and communication skills</p>	<p><b>We are Britain</b></p> <p>Exploring and identifying the different patterns in tartan and plan and design our own woven tartan.</p> <p>Develop self-expression, creativity and diversity</p>
RHE	<p><b>Relationships</b></p> <p>Fostering self-belief and self-expression by thinking about the how we express ourselves within different relationships.</p>	<p><b>Changing Me</b></p> <p>Fostering independence and enquiry as we learn about our how our bodies change as get older and the differences between males and females.</p>
Topic Based Learning	<p><b>We are Britain - Geography</b></p> <p>Developing our understanding of the UK and its physical make up, using enquiry skills.</p>	<p><b>We are Britain - Geography</b></p> <p>Developing our understanding of the UK and our place in it, helping to recognise diversity.</p>