

## Year 1/2 Curriculum Map 2021-2022

Autumn 2021		
	Term 1	Term 2
<b>RE</b>	<p><b>God</b> What do Christians believe that God is like? Exploring <b>resilience</b> through Jonah and the Whale.</p>	<p><b>Incarnation</b> Why does Christmas matter to Christians? <i>CORE LEARNING</i> Develop <b>self-expression</b> and <b>creativity</b> through creating nativity scenes. Sharing different nativity sets discussing why they are different to explore <b>diversity</b></p>
<b>PE</b>	<p><b>Rugby</b> Developing ways of travelling and hand-eye coordination and beginning to participate in simple games, showing <b>independence</b>, <b>self-belief</b>, <b>resilience</b> and <b>communication skills</b>.</p>	<p><b>Basketball</b> Improve <b>resilience</b> as they develop ball skills such as catching and throwing, developing hand-eye coordination, and recognise game rules, improving <b>communication</b>.</p>
<b>Computing</b>	<p><b>Computer skills</b> Children will learn the basic computer skills that they will need in order to be able to use a desktop or laptop computer, such as using a mouse, manipulating windows, opening and saving files, practising their clicking skills, and dragging objects, <b>Developing resilience and independence</b></p>	<p><b>Y1 Digital Painting</b> Children will learn basic painting skills in the paint application to paint with different colours and brushes, create shapes, fill areas, undo and redo and add text, helping to <b>foster creativity</b> and <b>self-expression and independence</b>.</p>
		<p><b>Y2 Computer Art</b> <b>Fostering creativity</b> and <b>self-expression</b>, this unit will support progression of skills in KS1, by allowing children to reproduce the painting styles of great artists including pointillism and cubism.</p>
<b>Science</b>	<p><b>Animals Including Humans</b> In this topic children will develop <b>enquiry</b>, <b>independence</b> and <b>communication skills</b>. They will identify, name, describe and compare a variety of common animals that are birds, fish, amphibians, reptiles and mammals, and sort them into carnivores, herbivores and omnivores. They will name, draw and label the basic parts of the human body and say which parts of the body are associated with each sense.</p>	<p><b>Seasonal Change – Autumn and Winter</b> Children will develop <b>enquiry skills</b> by discovering what weather is, and begin to find ways to measure it in the context of seasons, with a particular focus on Autumn and Winter. They will develop their <b>independence</b> by observing, measuring and recording the weather across the seasons, and foster their love of wildlife and nature by exploring the effect seasons have on the natural world. They will develop scientific skills by collecting, recording and interpreting their findings, and use <b>self-expression</b> and <b>communication skills</b> to share their ideas.</p>
<b>Music</b>	<p><b>Hands, feet, heart</b> <b>Encouraging self-expression</b> and discovering <b>diversity</b> through music genres, developing rhythm and exploring singing together</p>	<p><b>Christmas nativity play</b> Children will learn to work together to produce a nativity play , rehearsing songs, playing along with instruments, developing their timing, and rehearsing ready for a performance, ensuring they are developing their <b>communication skills</b>, <b>self-expression</b> and <b>resilience</b>.</p>
<b>Art and Design</b>	<p><b>Castles</b> <b>Explore</b> a range of castle/king Queen shapes, develop <b>enquiry</b> in to how shapes and textures can be made. Develop <b>resilience</b> through their drawing skills adding line texture and detail</p>	<p><b>Seasonal Change</b> <b>Explore</b> a range of techniques to produce seasonal images, encouraging their <b>self-expression</b>, and <b>creativity</b> and have <b>independent</b> thought.</p>
<b>Design Technology</b>	<p><b>Castles</b> Design, make and review castles to develop <b>creativity</b> and <b>independence</b>. Work together to help each other and share ideas fostering <b>collaborative communication</b>.</p>	<p><b>Seasonal Change</b> <b>Self-belief</b> in design and use of a range of materials to <b>develop confidence</b> in their use to make their images.</p>

<b>RHE</b>	<p style="text-align: center;"><b>Being me in my world</b></p> <p style="text-align: center;">Encouraging <b>diversity</b> through understanding the rights and responsibilities of a member of a class</p>	<p style="text-align: center;"><b>Celebrating Difference</b></p> <p style="text-align: center;">Developing children's <b>self-belief</b> through recognising similarities and differences.</p>
<b>Topic Based Learning</b>	<p style="text-align: center;"><b>Castles - History</b></p> <p>Through <b>enquiry</b>, children will discover where in Kent you can find castles, and why they were built on the coast. Children will gain <b>independence</b> and <b>self-belief</b> as they visit Dover Castle, and discover the different parts to a castle. They will think about <b>diversity</b> in the context of how William the Conqueror invaded Britain, present their findings on who should have won the Battle of Hastings, encouraging their <b>communication skills</b>.</p>	<p style="text-align: center;"><b>Local Study – Bodsham - Geography</b></p> <p>Children will discover what their local area is like, thinking about human and physical features. They will begin to draw simple maps and make a 'bird's eye view'. What is Bodsham like? Where can we place things in the real world on a map? <b>Developing enquiry, fostering communication and creativity.</b></p>

Spring 2022		
	Term 3	Term 4
RE	<p><b>Gospel</b></p> <p>What is the good news that Jesus brings? -<i>CORE LEARNING</i> Understanding <b>diversity</b> by recognising that the Gospels have messages for everyone, not just Christians.</p>	<p><b>Salvation</b></p> <p>Why does Easter matter to Christians? -<i>CORE LEARNING</i> Making a link between Jesus' experiences of betrayal and how he forgave, developing <b>resilience</b> and <b>empathy</b>.</p>
PE	<p><b>Gymnastics</b></p> <p>Children will create and hold different body shapes, manage jumps at different levels, and learning to balance with control, alongside using equipment safely, helping to <b>foster communication skills, resilience</b> and <b>independence</b>, as well as team working.</p>	<p><b>Hockey</b></p> <p>Children will develop <b>self-belief</b> and <b>resilience</b> through learning to send and receive the ball, dribble around cones, and have spatial awareness.</p>
Computing	<p><b>Word-processing</b></p> <p>Developing <b>resilience</b> and <b>independence</b> by using painting tools such as brushes and shapes.</p>	<p><b>Coding</b></p> <p>Fostering <b>communication skills</b> by giving simple instructions to a floor robot.</p>
	<p><b>Presentation skills</b></p> <p>Developing <b>resilience, independence and creativity</b> through exploring PPT.</p>	<p><b>Using the internet</b></p> <p>Developing <b>enquiry, independence and resilience</b> by making safe searches that bring the results expected</p>
Science	<p><b>Everyday Materials</b></p> <p>Exploring materials and their properties, <b>encouraging enquiry skills</b>.</p>	<p><b>Plant and Seasonal Change – Spring and Summer</b></p> <p>Developing <b>enquiry</b> investigating how plants are different in different seasons.</p>
Music	<p><b>I wanna play in a band</b></p> <p>Learning to appraise and compose rock songs Encouraging <b>self-expression</b> in <b>self-belief</b>.</p>	<p><b>Zootime</b></p> <p>Playing instruments, <b>fostering communication skills, creativity</b> and <b>self-expression</b> and <b>self-belief</b>.</p>
Art and Design	<p><b>Local Study- Canterbury Cathedral</b></p> <p>Identifying features within stained glass windows and using <b>creativity</b> and <b>self-expression</b> to sketch their own one representing a bible story pupils are familiar with.</p>	<p><b>Toys</b></p> <p>Look at and create designs for a toy spinner. Investigate and experiment with different colour combinations and shapes Developing <b>enquiry, creativity</b></p>
Design Technology	<p><b>Local Study-Canterbury</b></p> <p>Using a range of tourist maps from Canterbury – pupils work collaboratively to design and make a 'flap- style' map <b>Communication skills, enquiry, creativity</b></p>	<p><b>Toys</b></p> <p>Using three different movement mechanisms for toys from the past, pupils research, design and make. <b>Communication skills, self-belief, enquiry and resilience</b></p>
RHE	<p><b>Dreams and Goals.</b></p> <p>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></p> <p>Developing <b>independence</b> by building our knowledge of healthy eating.</p>
Topic Based Learning	<p><b>Local Study – Canterbury - Geography</b></p> <p>What is Canterbury like? How does it provide for the needs of its inhabitants? <b>Developing enquiry</b>. Who visits Canterbury and why? Exploring <b>diversity</b>.</p>	<p><b>Toys - History</b></p> <p>Exploring timelines and recognising how toys were different in the past, developing understanding of difference and <b>diversity</b>.</p>

Summer 2022		
	Term 5	Term 6
RE	<p><b>Judaism</b></p> <p>What is a Mezuzah and why do Jewish people have one?  <b>Encouraging enquiry.</b></p>	<p><b>Judaism</b></p> <p>What is important for Jewish people at Chanukah? Developing empathy and an understanding of <b>diversity.</b></p>
PE	<p><b>Lacrosse</b></p> <p><b>Developing independence, self-belief and communication skills</b> through learning and developing passing and catching skills with increasing accuracy. Children will be able to comment on their own and others' performances and give suggestions on how to improve.</p>	<p><b>Athletics</b></p> <p>Encourage <b>self-belief and resilience</b> by aiming to beat personal bests in track and field. They will learn to run and jump at different speeds, changing direction with increasing agility. They will be able to talk about the importance of exercise and healthy lifestyle, recognising that everyone has different abilities, encouraging and understanding of <b>diversity</b></p>
Computing	<p><b>Scratch junior</b></p> <p><b>Fostering communication skills and resilience</b> by debugging simple instructions.</p>	<p><b>Online safety</b></p> <p><b>Developing independence and self-belief</b> in making good choices in online behaviours.</p>
	<p><b>Presentation Skills</b></p> <p><b>Fostering creativity and independence</b> learning how to use PowerPoint</p>	<p><b>Online safety</b></p> <p><b>Developing independence and self-belief</b> in making good choices in online behaviours.</p>
Science	<p><b>Inventors and Scientists</b></p> <p>Developing <b>independence and communication skills</b> through talking about scientists who have made discoveries in the fields of science studied in KS1</p>	<p><b>Investigation unit: Beaches</b></p> <p><b>Developing enquiry, independence, creativity and self-expression</b> through developing a range of key scientific skills within the topic of beaches. For example they will use observation, and sorting and classifying rock pool creatures, and making observations and asking questions when identifying food chains within rock pools.</p>
Music	<p><b>Friendship song</b></p> <p>Discussion about how we show friendship, helping to improve understanding of <b>diversity</b></p>	<p><b>Reflect Rewind and Replay</b></p> <p>Listen and appraise, creating compositions, <b>fostering creativity and self-expression.</b></p>
Art and Design	<p><b>Hot and Cold: Weather around the world</b></p> <p>Exploring and identifying hot and cold colours using paint and patterns <b>Enquiry, creativity, independence</b></p>	<p><b>Great Fire of London</b></p> <p>Research and identify big and small shapes in Tudor buildings. Use hot colours and cutting skills to create a silhouette  <b>Enquiry, creativity, self-belief</b></p>
Design Technology	<p><b>Hot and Cold: Weather around the world</b></p> <p>Using fabrics and threads to design and make a hot or cold textile piece <b>Creativity, independence, self-belief</b></p>	<p><b>Great Fire of London</b></p> <p>Design, share and make a Tudor house, using labelled plans, making a door that opens, and measuring and fitting paper to cover shapes accurately, developing an awareness of how things were different in the past encouraging <b>diversity, communication skills, creativity, and independence.</b></p>
RHE	<p><b>Relationships</b></p> <p>Fostering <b>self-belief and self-expression</b> by thinking about the how we express ourselves within different relationships.</p>	<p><b>Changing Me</b></p> <p>Fostering <b>independence and enquiry</b> as we learn about our how our bodies change as get older and the differences between males and females.</p>

<b>Topic Based Learning</b>	<b>Hot and Cold: Weather around the world - Geography</b> Exploring maps and creating weather charts, developing <b>independence and communication skills.</b>	<b>Great Fire of London - History</b> Exploring what London was like in the past, showing <b>developing self-expression and communication skills.</b>
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