

Curriculum Maps 2021-2022

Year 1	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
Topic	Pirates and Mermaids	Festivals and Celebrations	Blast Off to Space!	Once Upon a Time...' Castles and fairy tales	Amazing Animals	Forests and Wild Places Forest School at forest
RE	Judaism Families Belonging	Belonging Waiting	Special People Meals	Meals Change	Happy days and holydays Being sorry	Neighbours Islam Journey in Love
PSHE and RSE	Being me in my World: developing a whole-school learning charter <ul style="list-style-type: none"> • Special and safe • My place in my class • Rights and responsibilities • Rewards and feeling proud • Consequences • Owning our learning charter 	Celebrating Difference: <ul style="list-style-type: none"> • The same as... • Different from... • What is bullying? • What do I do about bullying? • Making new friends • Celebrating difference; celebrating me 	Dreams and Goals <ul style="list-style-type: none"> • My treasure chest of success • Steps to goals • Achieving together • Stretchy learning • Overcoming obstacles • Celebrating my success 	Healthy Me <ul style="list-style-type: none"> • Being healthy • Healthy choices • Clean and healthy • Medicine safety • Road safety • Happy, healthy me 	Relationships <ul style="list-style-type: none"> • Families • Making friends • Greetings • People who help us • Being my own best friend • Celebrating my special relationships 	Journey in Love: We meet God's love in the family <ul style="list-style-type: none"> • Social and emotional – recognise signs that I am loved in my family • Physical – recognise how I am cared for and kept safe in my family • Spiritual – celebrate ways that God loves and cares for us
L & S	Phase 3 & 5	Phase 3, 4 & 5	Phase 4 & 5	Phase 4 & 5 Begin Phase 6	Phase 5 Phase 6	Phase 5 Phase 6 Preparation for Year 2 spelling made easy programme
ENG	Text: Fiction - fantasy stories: The Night Pirates by Peter Harris and Deborah Allright Poetry – Pattern and Rhyme	Non- fiction – factual sentences for a nature diary Well known stories – the Christmas story Texts: A Christmas Story by Brian Wildsmith Refuge by Anne Booth and Sam Usher	Talk for writing Texts: Beegu by Alexis Deacon Word detectives	Fiction – fairy stories and traditional tales Talk for Writing Texts: Rapunzel by Sarah Gibb Rapunzel by Sarah Woolvin	Non- fiction – non-chronological reports Text: Amazing Elephants e-book Non-fiction – instructions Texts: Don't Let the Pigeon Stay up Late! and Don't Let the Pigeon Drive the Bus! by Mo Willems	Cumulative- repetitive stories Talk for writing Text: The Gruffalo by Julia Donaldson and Axel Scheffler Fiction – Storytellers: focusing on a traditional tale from ancient India

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				Poetry – sensational senses	Boris and Sid are Bad by Ruth Merttens and Anne Holm Petterson	
Spelling, punctuation and Grammar	<p>Common exception words; -ff; -ll; -ss; -ck; -zz; -nk; -ai; -oi; -igh; -ee; -oo (long); -oa</p> <p>Put words together to make sentences; finger spaces; capital letters; full stops</p>	<p>Common exception words; -oo (short); -ar; -or; -ur; -aw; -ew; -ear; -ow; -air; -er</p> <p>Put words together to make sentences; finger spaces; capital letters; full stops</p> <p>Use joining words like 'and'</p> <p>Use capital letters for names, places, the days of the week and the word 'I'</p>	<p>Common exception words; -ing, -ed, -er to verbs where no change is needed to the root word; -ie; -ph; -ay; -oy</p> <p>Put words together to make sentences; finger spaces; capital letters; full stops</p> <p>Use joining words like 'and'; use question marks and exclamation marks</p> <p>Use capital letters for names, places, the days of the week and the word 'I'</p>	<p>Common exception words; division of words into syllables; -ou; -ir; -ue; -oe</p> <p>Put words together to make sentences; finger spaces; capital letters; full stops</p> <p>Use joining words like 'and'; use question marks and exclamation marks</p> <p>Use capital letters for names, places, the days of the week and the word 'I'</p>	<p>Common exception words; tch, v sounds at end of words; Adding the endings -ing, -er and -er to verbs where no change is needed to the root word; -ore; -au; -ear (bear); -are (bare); -ea</p> <p>Adding s or es to words to make plurals</p> <p>Put words together to make sentences; finger spaces; capital letters; full stops</p> <p>Use joining words like 'and'; use question marks and exclamation marks</p> <p>Use capital letters for names, places, the days of the week and the word 'I'</p>	<p>Common exception words; Preparation for Year 2 spelling made easy programme; adding s/es to words (plural of nouns, 3rd person singular of verbs); adding ing, ed, er to verbs where no change to the root word is required; adding er and est to adjectives where no change to the root word is required; words ending in y; K for /k/ sound – spelt as k rather than c before e, i, and y; prefix 'un'; compound words; -ph; -wh</p> <p>Put words together to make sentences; finger spaces; capital letters; full stops</p> <p>Adding s or es to words to make plurals</p> <p>Use joining words like 'and'; use question marks and exclamation marks</p> <p>Use capital letters for names, places, the days of the week and the word 'I'</p>
Eng Spoken language	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas speak audibly and fluently with an increasing command of Standard English participate in discussions, presentations, performances, role play/improvisations and debates gain, maintain and monitor the interest of the listener(s) consider and evaluate different viewpoints, attending to and building on the contributions of others select and use appropriate registers for effective communication 					
Reading	<p>Through Shared class reading and guided group reading – listen to, discuss and express views about a wide range of poetry, stories and non-fiction. Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales, discuss the sequence of events in books, be introduced to non-fiction books that are structured in different ways. Focus on weekly phonics sounds and highlight these in our shared reading. Start to recognise simple recurring language in stories and poems. Discuss and clarify the meaning of words, link new meanings to</p>					

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	<p>known vocabulary, discuss favourite words and phrases. Start to draw on what they already know and make connections to stories and books, check that the text makes sense to them as they read and correct inaccurate reading. Rehearse stories and sentences to reinforce fluency when reading. Start to make inferences based what is being said and done, answer and ask question, predict what might happen on the basis of what has been read so far. All children to participate in discussions about books, poems and other works that are read to them and read themselves independently.</p> <p>Through Individual reading – 3 times weekly reading - practice and imbed applying phonics knowledge and skills related directly to the learning that week. Ensure that children are reading accurately by blending and are able to read many common exception words. Books will need to be re-read in order to build up fluency and confidence in word reading.</p>					
MA	Counting and representing numbers – counting, ordering, comparing numbers to 20 and beyond; reading and writing numbers to 20 and beyond; addition and subtraction; 2D shapes – identify, name, and sort according to their properties; place value and representing numbers	Place value and representing numbers – addition and subtraction using concrete objects; reading, writing, comparing and ordering numbers to 20 and beyond; using number facts; count on and back 1/2/3; establish position and direction; length – compare and measure length using uniform units; money – recognise coins and find totals	Place value – use a variety of images to embed understanding of 2-digit numbers and place value; number facts – recall and use to solve word problems; addition and subtraction - add/subtract using unit patters; 3D shapes – name and identify and begin to know some of their properties; time – rehearse days of the week and months of the year; early multiplication – counting in 2s, 5s and 10s; fractions – understand ½ and ¼ as equal parts of a whole	Number and counting- count in 2s, 5s, 10s, identify patterns, counting relating to estimation and ½ and ¼ as equal parts of a whole; number facts – doubles and halves, use in addition/subtraction to 20; time – units of time and telling the time to the half hour; place value in 2-digit numbers and in relation to money £s, 10ps and 1ps, 1 and 10 more 1 and 10 less	Place value – consolidate understanding of 2-digit numbers and represent in different ways, partition numbers into 10s and units; addition and subtraction – revise number facts and use to solve additions and subtractions involving 2-digit numbers; weight and capacity – comparing and using uniform non-standard units, record information in block graphs; fractions – recognise halves and quarters of shapes; money – recognise coins and solve money problems; doubling and halving numbers	Place value – rehearse and consolidate place value in 2-digit numbers; multiplication and division – identify patterns in multiples of 2, 5 and 10; relate counting in 2s to doubling and halving; time – tell time to ¼ hour; measure lengths and record on pictograms and block graphs; repeating patterns using 2D shapes; use number facts to solve addition and subtraction; finding change
SCI	Human Body	Wonderful Weather and the four seasons (Linked to GEOG)	Everyday Materials Linked to History and Toys	Taking Care of our Planet Linked to PSHE	Types of Animals	Plants
Computing	Technology around us	Digital Painting	Digital Writing	Grouping Data	Moving a Robot	Introduction to animation.
ART	Drawing – Paul Klee , Castle and Sun; Harvest pictures Sculpture and 3D – Rapunzel's Tower Painting – holiday paintings Printmaking - Paul Klee , Castle and Sun Collage – Paul Klee , Castle and Sun	Drawing – Advent Wreaths; Bonfire Night pictures Printmaking - Bonfire Night pictures Sculpture and 3D – Diva Lamps; fireworks Painting – decorating diva lamps	Drawing – Joan Miro , Constellations: drawing with chalk and oil pastels Printmaking – Planets Sculpture and 3D – Joan Miro , Constellations Painting – Planets Textiles – Joan Miro sew/print/paint constellations onto fabric	Drawing – discovering charcoal Sculpture and 3D – Treasure Island inspired clay sculpture Painting – painting clay sculptures	Drawing – Axel Scheffler inspired animals for moving pictures (DT) Printmaking – Edward Bawden focus; pirates and mermaids Painting – Pentecost	Forest Dioramas, using skills in painting, sculpture and 3D, collage, printmaking and textiles Printmaking – rubbings in the natural environment Sculpture and 3D – clay forest sprites; animal sculptures

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		Collage – Christmas cards, Hanukah Menorah Lamps	Collage – view from a spaceship window			
DT	Structures - Freestanding structures: Rapunzel's Tower Food and nutrition: Fruit and veg kebabs; mince pies/gingerbread biscuits	Food and nutrition: Mince pies /gingerbread biscuits	Food and nutrition: pasta salad	Textiles – woven wall hanging Food and nutrition: wrap based pizzas	Food and nutrition: Quiche	Mechanisms - Sliders and levers: Moving pictures Food and nutrition: Picnic sandwiches
MUS	Singing games	Preparation for KS1 Christmas Concert	Untuned percussion	Musical elements	Preparation for Infant Summer Concert	Musical elements
PE	Foundation and multi skills. Gymnastics	Bat and ball multi skills. Catch. Dance.	Foundation and multi skills. Gymnastics.	Foundation and multi skills, overhand throw. Dance	Throwing and catching, multi skills. Gymnastics	Bat and ball multiskills. Dance
HIS		Guy Fawkes – Legacy of the Gunpowder Plot	The History of Toys - Comparison of Toys in Victorian/Edwardian times, mid-twentieth C and today	Castle life – Medieval Castles		
GEOG	My World and ME	Wonderful Weather/ Seasons Linked to Plan Bee			Animals Around the World Linked to Plan Bee	Where Do I Live? – Saffron Walden Museum and Castle