

Curriculum Mapping

AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
History and Geography Themes					
Where in the world...?	How can we be superheroes?	Fire! Fire!		Toy Story	
CLASS READ					
The Travels of Ermine: The Big London Treasure Hunt. By Jennifer Gray	Nim’s Island By Wendy Orr The Lion, The Witch and The Wardrobe By C.S. Lewis	The Exploding Life of Scarlett Fife By Maz Evans	Ariki and the Giant Shark by Nicola Davies	Planet Omar By Zanib Mian	The Truth Pixie By Matt Haig
ENGLISH					
<p>Purpose: To inform To explain</p> <p>Inspiration: A visit to the nature area to discover habitats of snails.</p> <p>Outcomes: Instructions on how to care for an animal.</p> <p>Purpose: To describe To entertain.</p> <p>Inspiration: The Storm Whale by Benji Davies.</p> <p>Outcome:</p>	<p>Purpose: To entertain</p> <p>Inspiration: Reading the story of the Storm Whale and learning about how the character of Noi saves the stranded whale.</p> <p>Outcome: Children write a newspaper report about how Noi saves the stranded whale.</p> <p>Purpose: To inform To explain</p> <p>Inspiration:</p>	<p>Purpose: To describe</p> <p>Inspiration: High quality reading text with new, challenging vocabulary and exciting illustrations.</p> <p>Outcome: Character description of a character from the story (Griselda Bone).</p> <p>Purpose: To describe</p> <p>Inspiration: High quality reading text with new, challenging vocabulary and exciting illustrations.</p>	<p>Purpose: To entertain</p> <p>Inspiration: Detailed learning all about the Great Fire of London</p> <p>Outcome: A descriptive poem about a fire.</p> <p>Purpose: To inform To describe</p> <p>Inspiration: Learning covered in Geography unit about the Sahara Desert.</p> <p>Outcome:</p>	<p>Purpose: To entertain</p> <p>Inspiration: Engaging with and emmersing themselves in a familiar traditional tale.</p> <p>Outcome: Writing own traditional tale, using structure of original story.</p>	<p>Purpose: To describe To entertain</p> <p>Inspiration: Engaging with Christina Rossetti’s poem - What is Pink?</p> <p>Outcome: Writing own descriptive poem in the same form and using ideas from the original poem.</p> <p>Purpose: To entertain</p> <p>Inspiration: Story The Proudest Blue</p> <p>Outcome:</p>

<p>An innovated narrative based on the original book. <u>Purpose:</u> To inspire</p> <p><u>Inspiration:</u> Story of Wilma Rudolph</p> <p><u>Outcome:</u> Pupils to produce a written piece inspired by the Wilma Rudolph's story.</p>	<p>The story of the Storm Whale by Benji Davies</p> <p><u>Outcome:</u> Children write a detailed book review about the story, expressing their thoughts and opinions of the book.</p> <p><u>Purpose:</u> To inform</p> <p><u>Inspiration:</u> Florence Nightingale launch day.</p> <p><u>Outcome:</u> A detailed biography of Florence Nightingale.</p> <p><u>Purpose:</u> To explain To Inform</p> <p><u>Inspiration:</u> Learning about the life of Florence Nightingale and the impact that she had.</p> <p><u>Outcome:</u> A letter to Florence Nightingale from an injured soldier.</p>	<p><u>Outcome:</u> Setting description of The North.</p> <p><u>Purpose:</u> To describe</p> <p><u>Inspiration:</u> Work on the Great Fire of London. Selected online media.</p> <p><u>Outcome:</u> A setting description of Tudor London and what it would have looked like during the fire.</p> <p><u>Purpose:</u> To inform To explain</p> <p><u>Inspiration:</u> Learning from all areas of the curriculum (history link) to.</p> <p><u>Outcome:</u> Fact based explanation text about how and why the Great Fire of London.</p> <p><u>Purpose:</u> To inform</p> <p><u>Inspiration:</u> Experience afternoon of burning down their own houses on the playground.</p>	<p>A factfile based on a Sharan animal of their choice.</p>		<p>Piece of writing inspired by the story The Proudest Blue. <u>Purpose:</u> To inform</p> <p><u>Inspiration:</u> Learning covered across the curriculum about diversity (The Proudest Blue and Wilma Rudolph)</p> <p><u>Outcome:</u> Children perform a class discussion giving their opinion about an issue around diversity. Spoken Language unit.</p>
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SPaG					
<p>Year 1 Recap</p> <p>Expanded noun phrases</p> <p>Types of sentences</p> <p>What makes a sentence?</p> <p>Capital letters and full stops</p> <p>Question marks and exclamation marks</p> <p>Using commas in a list</p>	<p>Present and past</p> <p>Using the progressive forms of the verbs -ing</p> <p>Choosing the right tense</p>	<p>Using 'because', 'that', 'if' and 'when'</p> <p>Using 'or' and 'but'</p> <p>Apostrophes for contractions</p> <p>Apostrophes for possession</p>	<p>Spelling:</p> <ul style="list-style-type: none"> Word endings in -al and -il Suffixes -er, -est, -ing and -ed Verbs and nouns ending in -y Suffixes -ment and -ness Suffixes -ful, -less and -ly Words ending in -tion Homophones and vowels that sound different 	<p>Spelling:</p> <ul style="list-style-type: none"> Compound words Hard and soft 'c' and 'g' -ge and -dge endings Silent letters Word endings in -le and -el <p>Common exception words</p>	<p>Vocabulary</p> <ul style="list-style-type: none"> Everyday vocabulary Using a dictionary Using a thesaurus

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GUIDED READING					
Daily whole class reading developing comprehension skills using the acronym VIPERS Vocabulary Inference Prediction Evaluation Retrieval Summarising	Daily guided reading - developing comprehension skills using the acronym VIPERS Vocabulary Inference Prediction Evaluation Retrieval Summarising	Daily guided reading - developing comprehension skills using the acronym VIPERS Vocabulary Inference Prediction Evaluation Retrieval Summarising	Daily guided reading - developing comprehension skills using the acronym VIPERS Vocabulary Inference Prediction Evaluation Retrieval Summarising	Daily guided reading - developing comprehension skills using the acronym VIPERS Vocabulary Inference Prediction Evaluation Retrieval Summarising	Daily guided reading - developing comprehension skills using the acronym VIPERS Vocabulary Inference Prediction Evaluation Retrieval Summarising
MATHS: Daily maths lessons and arithmetic sessions					
1. Read and write 2-digit numbers 2. Compare and order numbers up to 100 3. Recall and use addition facts to 10 4. Find 10 more or less than a 2-digit number 5. Add two 2-digit numbers 6. Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces	7. Know that addition is commutative and subtraction is not 8. Subtract two 2-digit numbers 9. Recall and use subtraction facts to 10 10. Understand how multiplication can be represented 11. Know that multiplication is commutative and division is not 12. Understand how division can be represented 13. Describe turns using right angles	14. Know and use multiplication facts for 2, 5 and 10 multiplication tables 15. Know and use division facts for 2, 5 and 10 multiplication tables 16. Read scales in divisions of 1, 2, 5 and 10 17. Use standard units to measure length, mass and height	18. Recognise and find one third 19. Recognise and find three quarters 20. Tell the time to quarter to/past and 5 minute intervals 21. Calculate change 22. Combine coins to make amounts	23. Construct and interpret pictograms using 2s, 5s and 10s 24. Recall factor-factor-product relationships for 2, 5 and 10 multiplication tables	

SCIENCE					
Animals, including humans	Uses of everyday materials		Plants	Living things and their habitats	
COMPUTING					
Switched On Computing: We are Photographers Taking, selecting and editing digital images Using editing software.	Switched On Computing: We are Researchers Researching the internet for relevant information	Switched On Computing: We are Astronauts Understanding algorithms and creating simple programs.	Switched On Computing: We are Animators Creating stop motion animations	Switched On Computing: We are Zoologists Recording bug/plant hunt data Using Powerpoint / excel/ 2count	Switched On Computing: We are Games Testers Exploring simple programming.
RE					
Theme: Prayer at home Religion: Islam Key Question: Does praying at regular intervals help a Muslim in his/ her everyday life?	Theme: Christmas as a gift from God Religion: Christianity Concept: Incarnation Key Question: Why do Christians believe God gave Jesus to the world?	Theme: Community and Belonging Religion: Islam Key Question: Does going to a Mosque give Muslims a sense of belonging?	Theme: Easter Resurrection Religion: Christianity Concept: Salvation Key Question: How important is it to Christians that Jesus came back to life after His crucifixion?	Theme:Hajj Religion: Islam Key Question: Does completing Hajj make a person a better Muslim?	Theme: What did Jesus teach? Religion: Christianity Key Question: Is it possible to be kind to everyone all of the time? End of year reflective unit: What makes some places sacred to believers?
HISTORY					
	Florence Nightingale Q How has nursing changed and developed over time? How has nursing changed over time and how and why will it continue to change in the future?	Great Fire of London Q What were the causes and consequences of the Great Fire of London? What impact did the fire have on London?		Toys (History of) Q How have toys changed over time? Would you rather play with toys from the past or toys from today?	

GEOGRAPHY

Where in the World?
Name and locate the world's seven continents and five oceans and seas

Sahara Desert
Comparison of local area to contrasting non-European region – The Sahara

DT

Textiles:
Templates and joining techniques.

End product:
To create a superhero logo.

Cooking and Nutrition:
Moroccan Salad

End Product: To make a Moroccan salad for myself to enjoy.

Food and Farming:
Children to be able to name foods that grow on trees and those which grow below ground. Children should give examples of foods made by animals and describe the properties of ingredients they use to make their salad.

Mechanisms:
Wheels and Axles

End product: To create a moving toy (History link).

ART

Artist Study: Yayoi Kusama

Exploring different mediums and techniques, clay sculptures, portraits, using different grades of pencil

Great Fire of London:

Artists: Jackson Pollock, Lieve Vershuier and Jan Griffier

Colour theory, tints and shades, analysing choice of medium

African Prints

Studying African prints and creating our own based on nature in our environment. Class outcome of repeated patterns on fabric.

MUSIC

Performing

Performing

Performing

<p>We will sing songs with others and play rhythmic patterns (ostinati) using body percussion and class percussion. We will keep a steady beat and control the tempo.</p> <p>Composing We will create and order music with a beginning, middle and end and discover ways to describe certain moods and feelings. <i>Ourselves</i> from Music Express</p> <p>Appraising We will listen out for different characteristics and features in well-known pieces of music and show in a storyboard.</p> <ul style="list-style-type: none">Classical Music for Early Years / KS1 - Ten Pieces www.bbc.co.uk/teach/ten-pieces/classical-music-early-years/znvhrj6<i>Story time</i> from Music Express <p>Ten Pieces by CBBC</p>	<p>We will sing songs with the theme of the Seasons with Makaton signs and as a round. We will create an ostinato accompaniment using movement and tuned percussion</p> <p>Composing We will use the weather as a stimulus for creating sounds using word rhythms and raps.</p> <p>We will use our voices, bodies and classroom percussion.</p> <ul style="list-style-type: none"><i>Weather</i> from Music Express <p>Appraising We will play listening games to develop skills in spotting certain features in the music.</p> <p>We will listen to <i>Winter</i> by Vivaldi and a Japanese song and respond using movement and drawing. <i>Weather / Seasons</i> from Music Express</p>	<p>We will sing songs and play instruments using simple notation, with varying rhythms and pitches. We will sing songs with others and play rhythmic patterns using body percussion and on an instrument.</p> <p>We will learn to keep a steady beat and control the tempo.</p> <p>We will sing songs in assembly and various festivals. <i>Toys</i> from Music Express</p> <p>Composing We will create a class composition which describes the sounds of creatures in a pond.</p> <p>We will notice connections between symbols and sounds and show this in notation and shapes.</p> <ul style="list-style-type: none"><i>Water</i> from Music Express <p>Appraising We will listen to our own and each other's compositions and suggest ways to improve them. What did we like or dislike and why?</p>			
GAMES					
Football	Yoga	Gym	Dance	Athletics	Rounders
PE					
Personal Cog	Social Cog	Cognitive Cog	Creative Cog	Applying Physical Cog	Health and Fitness Cog
Coordination: Footwork Static Balance: One Leg	Dynamic Balance to Agility: Jumping and Landing Static Balance: Seated	Dynamic Balance: On a Line Static Balance: Stance	Coordination: Ball Skills Counter Balance: With a Partner	Coordination: Sending and Receiving Agility: Reaction/Response	Agility: Ball Chasing Static Balance: Floor Work
PSHCE					
<u>Year 2 Myself and My Relationships</u> Family and Friends	<u>Year 2 Myself and My Relationships</u> Anti-bullying	<u>Year 2 Citizenship</u> Rights, Rules and Responsibilities	<u>Year 2 Healthy and Safer Lifestyles</u> Managing Safety and Risk	<u>Year2 Healthy and Safer Lifestyles</u> Digital Lifestyles	<u>Year 2 RSE</u>

SMSC

SMSC stands for **spiritual, moral, social and cultural** development.

Spiritual

Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.

Moral

Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.

Social

Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the '[British values](#)' of democracy, the rule of law, liberty, respect and tolerance.

Cultural

Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity. We believe at Warden Hill that SMSC is essential to academic progress and attainment of pupils. It is something that is woven through everything we do and our values of Belong, Explore Succeed support these developments. [Many elements of citizenship education support SMSC](#), such as appreciating diversity, understanding different viewpoints and collaborating for change.

Running through these areas we also teach our children the British Values of:

- democracy
- the rule of law
- individual liberty
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Our PSHCE and RE curriculums allow for a considered exploration of these values and we also address them through assemblies, School and Eco Councils, House/Vice/Sports Captain Elections and themed days.

All our teaching community fully support and articulate our British Values as well as the SMSC areas. Where it isn't always visible then we are quick to address these areas to make improvements.