



Winthorpe Primary Curriculum Map – CYCLE B

Class 2: Year 1 and 2

YR 1/2	AUTUMN TERM		SPRING TERM		SUMMER TERM	
SUBJECT	Castles, Knights and Dragons		Around the World		Time Travel	
	Castles and Knights	Castles and Knights	Antarctic	Africa	Dinosaurs	Back to the Future
English	<p><u>WRITING TO ENTERTAIN</u></p> <ul style="list-style-type: none"> Labels and captions – diagrams of castles and their features Descriptive vocabulary – castle attack and castle setting (Robin Hood) Character description – dragon egg hatching (Harry Potter film clip) Tradition tales: descriptions and labelling different castles around the World (<u>Geography link</u> – Where in the World) Retelling of different traditional tales (Sleeping Beauty, Cinderella, Sword in the Stone, Quest for Camelot, Shrek) Identify the similarities and differences between traditional tales and write our own 	<p><u>WRITING TO ENTERTAIN</u></p> <p><u>Adventure Stories</u></p> <p><i>Sir Scallywag and the Battle of the Stinky Bottom:</i></p> <ul style="list-style-type: none"> Prediction – what do you think will happen next? Pictures, labels and captions Puppets, drama and role play Ordering of events Retelling of the story – using T4W story maps Diary entry from the knight on his mission: description of different settings within the story and what happened there. <p><i>The Tiny Crusader:</i></p> <ul style="list-style-type: none"> Retell the story in the first person (hot seating) Steal the tiny knight and write your own adventure story with him as the main character (T4W story map structure) 	<p><u>WRITING TO INFORM</u></p> <ul style="list-style-type: none"> Instructions: How to look after a Penguin – <i>Lost and Found</i> (<u>Science link</u>) Instructions: How to look after a Polar Bear (For the keepers at Yorkshire Wildlife Park) – email Yorkshire Wildlife Park to get information about how to look after them. Non-chronological report and news documentaries about Polar Bears (Arctic Ocean) (<u>Geography link</u> – where in the World? Equator? Weather/ climate) Identify similarities and differences – contrasting locations. Non-chronological report for Yorkshire Wildlife Park 	<p><u>WRITING TO ENTERTAIN</u></p> <p><i>Meerkat Mail</i></p> <ul style="list-style-type: none"> Missing person’s poster for Sunny – character description Setting description – generate descriptive vocabulary Write postcards back to Sunny during his journey <p><i>Handa’s Surprise</i></p> <ul style="list-style-type: none"> Taste testing- description of the different fruit in Handa’s surprise Drama and role play of the story - order the events in the story Retelling of the story (Talk for Writing approach) Use the structure of Handa’s surprise to plan, draft and publish own version of the story. <p><i>The Ghanaian Goldilocks</i></p> <ul style="list-style-type: none"> Compare and contrast 2 different Goldilocks stories Identify new cultures and routines and order events Compare and contrast lives of Siba and Saba to our own Create own picture books and change story to match our own culture 	<p><u>WRITING TO INFORM</u></p> <ul style="list-style-type: none"> Design your own time machine – write a set of instructions and an explanation of how it works. Go back in time to when dinosaurs were alive – how have things changed? (<u>History link</u> – timeline) Write a postcard from the Jurassic Jungle describing what it is like and how the World has changed. Palaeontologist documentary – all about dinosaurs. A letter to Natural History Museum telling them everything we know and if we could show our documentaries at the museum. A new dinosaur discovery - write an information booklet about this dinosaur – what do you know about it? (Habitat, diet etc. <u>Science link</u>) 	<p><u>WRITING TO ENTERTAIN</u></p> <ul style="list-style-type: none"> Description of different futuristic worlds – what are they like? What is it like to live there? Description of different futuristic animals and creatures Create a new mode of transport for humans in the future (<u>DT link and History link</u> – how transport has changed over time) Write an adventure story including your futuristic creatures and your new mode of transport: what year did you travel to? What problem did you overcome there? Did you get back to the right year safely? Pixar have asked us to write a story about travelling into the future – use the Green Screen for role play and drama.

SPaG	Year 1 Curriculum *Key terminology use throughout so children are secure in understanding of word classes etc.					
	<u>Punctuation</u> Separation of words with spaces Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. Capital letters for names and for the personal pronoun	<u>Word Work</u> Regular plural noun suffixes –s or –es (e.g. <i>dog, dogs; wish, wishes</i>), including the effects of these suffixes on the meaning of the noun.	<u>Sentence Structure</u> How words can combine to make sentences How <i>and</i> can join words and join sentences	<u>Text Structure</u> Sequencing sentences to form short narratives	<u>Word Work</u> Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>). How the prefix <i>un-</i> changes the meaning of verbs and adjectives	<u>Sentence Structure</u> Recap and Revision
	Year 2 *Key terminology use throughout so children are secure in understanding of word classes etc.					
	Capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark contracted forms in spelling	Formation of nouns using suffixes such as <i>-ness, -er</i> and by compounding [for example, <i>whiteboard, superman</i>] Formation of adjectives using suffixes such as <i>-ful, -less</i>	<u>Subordination</u> (using <i>when, if, that, or because</i>) and <u>coordination</u> (using <i>or, and, or but</i>) Expanded noun phrases for description and specification (e.g. <i>the blue butterfly, plain flour, the man in the moon</i>)	The consistent use of present tense versus past tense throughout texts Use of the continuous form of verbs in the present and past tense to mark actions in the progress (e.g. <i>she is drumming, he was shouting</i>).	Use of the suffixes <i>-er, -est</i> in adjectives and the use of <i>-ly</i> in Standard English to turn adjectives into adverbs	Sentences with different forms: statement, question, exclamation, command
Reading	Class read - Three Little Wolves and the Big Bad Pig	Class read - A Twist of Tales	Class read - The Penguin who Wanted to Find Out	Class read – Tilly and the Time Machine	Class read – Beegu	
Reading Year 1	Little Wandle Reading Sessions					
	Session 1. Fluency Session 2. Prosody Session 3. Comprehension	Session 1. Fluency Session 2. Prosody Session 3. Comprehension	Session 1. Fluency Session 2. Prosody Session 3. Comprehension	Session 1. Fluency Session 2. Prosody Session 3. Comprehension	Session 1. Fluency Session 2. Prosody Session 3. Comprehension	Session 1. Fluency Session 2. Prosody Session 3. Comprehension
<u>Word Reading</u> <ol style="list-style-type: none"> 1. Apply phonic knowledge and skills as the route to decode words. 2. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. 3. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. 4. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. 5. Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings 6. Read other words of more than one syllable that contain taught GPCs. 7. Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s). 8. Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. 9. Re-read these books to build up their fluency and confidence in word reading. 						

Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently

Being encouraged to link what they read or hear read to their own experiences

Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics

Recognising and joining in with predictable phrases

Learning to appreciate rhymes and poems, and to recite some by heart

Discuss word meaning, linking new meaning to those already known

Understand both the books they can already read accurately and fluently and those they listen to by:

Drawing on what they already know or on background information and vocabulary provided by the teacher

Checking that the text makes sense to them as they read and correcting inaccurate reading

Discuss the significance of the title and events

Make inferences on the basis of what is being said and done

Predict what might happen on the basis of what has been read so far

Participate in discussion about what is read to them, taking turns and listening to what others say

Explain clearly their understanding of what is read to them

Word Reading

1. Continue to apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent

2. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes

3. Read accurately words of two or more syllables that contain the same graphemes as above

4. Read words containing common suffixes

5. Read further common exception words, noting unusual correspondences between spelling and sound where these occur in the word

6. Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered

7. Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

8. Re-read these books to build up their fluency and confidence in word reading

Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently

Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales

Be introduced to non-fiction books that are structured in different ways

Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

Understand both the books that they can already read accurately and fluently and those that they listen to by:

Drawing on what they already know or on background information and vocabulary provided by the teacher

Checking that the text makes sense to them as they read and correcting inaccurate reading

Answering and asking questions

Participate in discussion about books, poems and other works that are read to them and those that they can read themselves, taking turns and listening to what others say

Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

WCR Y2 – Traditional Tales

WCR Y2 – The Snow Bear

WCR Y2 – Anna Hibiscus

WCR Y2 – The Twits

Vocabulary:

Recognising simple recurring literary language
Discuss and clarify meaning of words, linking new meanings to known vocabulary
Discuss favourite words and phrases

Inference:

Make inferences on the basis of what is being said and done

Prediction

Predict what might happen on the basis of what has been read so far

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Reading Year 2

	Explanation: Explain understanding of texts Retrieval Identify key aspects of fiction and non-fiction, such as characters, events, titles and information Sequence: Discuss the sequence of events in books and how items of information are related		Explanation: Explain understanding of texts Retrieval Identify key aspects of fiction and non-fiction, such as characters, events, titles and information Sequence: Discuss the sequence of events in books and how items of information are related		Explanation: Explain understanding of texts Retrieval Identify key aspects of fiction and non-fiction, such as characters, events, titles and information Sequence: Discuss the sequence of events in books and how items of information are related	
MATHS Year 1	Number: Place value (within 10) Number: Addition and Subtraction (within 10)	Number: Addition and Subtraction (within 10) Geometry: Shape Consolidation	Number: Place Value (within 20) Number: Addition and Subtraction (within 20)	Number: Place value (within 50) Measurement: Length and Height Measurement: Mass and volume	Number: Multiplication and division Number: Fractions Geometry: Position and Direction	Number: Place value (within 100) Measurement: Money Measurement: Time Consolidation
MATHS Year 2	Number: Place value Number: Addition and subtraction	Number: Addition and subtraction Geometry: Shape Measurement: Money	Measurement: Money Number: Multiplication and division	Measurement: Length and height Measurement: Mass, capacity and temperature	Number: Fractions Measurement: Time	Statistics Geometry: Position and direction
SCIENCE	SEASONAL CHANGES ONGOING - Yr 1 - observe changes - describe weather and how day length varies Working Scientifically (KS1) 1. Asking simple questions and recognising that they can be answered in different ways 2. Observing closely, using simple equipment 3. Performing simple tests 4. Identifying and classifying 5. Using their observations and ideas to suggest answers to questions 6. Gathering and recording data to help in answering questions					
	Y1: Everyday materials Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. Distinguish between an object and the material from which it is made. Describe the simple physical properties of a variety of everyday materials. Use observations and ideas to suggest answers to questions. Compare and group together a variety of everyday materials on the basis of their simple physical properties. Y2: Uses of everyday materials Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Identify and classify the uses of everyday materials. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Find out about people who have developed new materials.		Y2: Living things and their Habitats Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify and name a variety of plants and animals in their habitats. Identify and name a variety of plants and animals in their habitats, including microhabitats. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants. How they depend on each other by considering the adaptations of animals, and how living things in a habitat depend on each other. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. Y1: Seasonal Changes (Spring and Summer) Observe changes across the 4 seasons. Observe and describe how day length varies. Observe and describe weather associated with the seasons. Gather and record data to help in answering questions.		Y2: Animals including Humans Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Y2: Scientists and inventors Find out how plants need water, light and a suitable temperature to grow and stay healthy Identify and describe the basic structure of common flowering plants by observing and sketching a range of common plants. Describe the importance for humans of exercise, of eating the right amounts of different types of food, and hygiene. Find out about people who have developed new materials.	

COMPUTING	DARES Video Creation Year 1 – Video DARES Video Creation Year 2 – Masking Storytime	DARES Programming Year 1 – Animations DARES Programming Year 2 – Knock Knock Joke	DARES Animation Year 1 – Creating a cartoon DARES Animation Year 2 – Stop motion animations	DARES Presentation Year 1 – Spider diagrams DARES Presentation Year 2 – Interactive image	DARES Photo and Digital Art Year 1 – Emoji avatars DARES Photo and Digital Art Year 2 – Photoshopping	DARES AI Year 1 – AI around us DARES AI Year 2 – AI advantages video
GEOGRAPHY	Identify seasonal and daily weather patterns in the United Kingdom (<i>Science Link</i>)					
	<p>Castles Name and locate the world’s seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the UK and surrounding areas. Use basic geographical vocabulary. Use world maps, atlases and globes and simple compass directions. Use aerial photographs and plan perspectives to recognise landmarks. <i>Castles built on hills. Physical features that make castles easier to defend. Castles in the UK’s capital cities Explore and make maps</i></p>		<p>Sensational Safari Name and locate the world’s seven continents and five oceans (<i>Africa; Kenya</i>) Use world maps, atlases, and globes to identify the countries studied at KS1. Devise simple maps (<i>Africa, Kenya</i>) Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a small area in a contrasting non-European country (<i>Kenya</i>). Use basic geographical vocabulary to refer to key physical and human features (<i>African national parks</i>) Use simple compass directions and locational and directional language.</p>	<p>Let’s Go to China Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a small area in a contrasting non-European country (<i>China</i>) Use world maps, atlases, and globes to identify the countries studied at KS1. Devise simple maps (<i>China</i>) Ask geographical questions (<i>Beijing</i>).</p>		
HISTORY		<p>Castles The lives of significant individuals in the past who have contributed to national and international achievements. Comparing aspects of life in different periods. Significant historical events, people and places in the locality. <i>Exploring features and structures.</i></p>		<p>Significant Explorers Develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements. Ibn Battuta Matthew Henson Felicity Aston Neil Armstrong</p>	<p>Mary Anning -Events beyond living memory; when dinosaurs roamed Earth (prehistoric past) and why dinosaurs became extinct - Lives of significant individuals: Mary Anning (fossil hunter) Travel and Transport Develop awareness of the past, through finding out about changes within living memory.</p>	<p>Toys Learn about and identify changes within living memory. Understand some of the ways in which we find out about the past. Use sources to ask and answer questions. Know where people and events studied fit within a chronological framework and identify similarities and differences between</p>

		<i>Who lived there? Jobs in a castle. Castle floor plan – uses of each room in a castle</i>			Know where people and events studied fit within a chronological framework; to ask and answer questions, choosing sources to show that they know and understand key features of events. Develop awareness of the lives of significant individuals in the past.	ways of life in different periods. Develop awareness of the past, using common words and phrases relating to the passing of time.
ART	Mark Making (Planbee) Exploring mark marking with a variety of mediums and materials. <i>Paul Klee</i>	Yayoi Kusama (Planbee) Famous modern female artist and her dotty artwork. Explore different ways to create dots using a variety of materials. <i>Yayoi Kusama</i>	African Art (Planbee) Explore colours and patterns of the African landscape and native tribes. How to create African patterns, explore the Maasai culture, tribal masks and African sunsets.	Australian Aboriginal Art (Planbee) Develop art skills while learning about a range of different Indigenous Australian painting techniques and styles, including dot painting and cross-hatching.	Giuseppe Arcimboldo (Planbee) Explore a variety of Arcimboldo's paintings and find out what different natural materials he used to create his portraits. Create portraits to represent different things. <i>Giuseppe Arcimboldo</i>	Joan Miro (Twinkl) Spanish Catalan artist. Magical realist paintings and drawing on own experiences to create dream-like pictures about their own lives. Explore printmaking. <i>Joan Miro</i>
DT	Stable Structures (PlanBee) Explore features. Design and plan a stable structure. Explore materials. Follow a design plan, make and evaluate.	Moving Pictures (PlanBee) Sliding mechanisms Levers Wheel mechanisms Design a picture with a moving mechanism. Make a moving picture based on a design and evaluate.	Food around the world (PlanBee) Food preparation, ingredients and where they come from, safety, cooking, tasting, cultures <i>Chinese, Mexican, Indian</i>	Wacky Windmills (PlanBee) Explore windmills. Explore ways of making strong bases and how to make sails. Design a windmill, follow a plan to make it and evaluate it.	Textiles – Dinosaur themed cushion Explore different ways to join fabric. Design, make and evaluate their own cushion	Delightful Decorations (PlanBee) Explore different decorations. Practise cutting and sewing skills. Design a Christmas tree decoration, make and evaluate.
RE	Muslim Families	Celebrations – Eid, Christmas and Hannukah	Jewish Stories (David and Daniel)	The Torah Easter (2)	Visiting a Synagogue	Jesus' Friends and Followers
PE	Running	Jumping	Throwing and Catching	Sending and Receiving using the body	Sending and Receiving using equipment	Sending and Receiving using equipment (small-sided games)
	Multi-skills	Gymnastics	Dance	Gymnastics	Dance	Athletics
MUSIC	Percussion: Various Stoppa Backing Tracks Various	Band Workshop: Best Day of Our Lives American Rock	Ukulele: Can't Stop the Feeling Popular Song	Band Workshop: Stand By Me Ballad	Samba: Samba Brazil World Music	Whole Class Orchestra
MFL - GERMAN	Greetings Number to 10 Age How are you?	My body Plurals Christmas	Birthdays Dates Happy Birthday song Carnival	Fruit and vegetables Shopping Easter	Favourite things Likes and dislikes Opinions	My house Rooms My room
PSHE/ RSE	Rights and Respect		Being My Best		Growing and Changing Y2 body parts: <i>My body, your body & respecting privacy</i>	
CLASSROOM AREAS/ VISITS	Castle Conisbrough/ Lincoln Castle		Travel agent and airport Doncaster Airport/ Yorkshire Wildlife Park (Culture Week – RE Trip)		Time machine TeachRex Dinosaur workshops Y2 sleepover	

