Great Addington C.E Primary School Curriculum Map Year 1 and 2 A

|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Reading - Key Texts | Little Red Riding Hood Little Red Hansel and Gretel Rapunzel | The Three Billy Goats Gruff <br> A Squash and a Squeeze Flat Stanley and the Magic Lamp | The Gruffalo Child | The Circles in the Sky <br> The Station Cat | Our Tower | Great Fire of London. (Text to be decided) |
| Writing | Narrative <br> Non-narrative: Recount | Narrative <br> Non-narrative: <br> Instruction - How to <br> Trap a Troll | Narrative <br> Poetry: Riddles/The Magic Box (Kit Wright) <br> Information text Dinosaurs | Narrative <br> Non-narrative: <br> Leaflet about <br> Wellingborough Zoo | Narrative <br> Non-narrative - <br> Persuasive/ Information leaflet | Recount writing a diary. |
| Maths | Place V <br> Y1: Numbers within 20 the <br> Y2: Numbe <br> Number (Addition <br> Y1: Numbers within 20 <br> mone <br> Y2: Numbers within 100 <br> Multipli <br> Year 1 and | lue <br> within 50 (Autumn 2) <br> to 200 <br> nd Subtraction) <br> ncluding recognising ) <br> including recognising ) <br> tion <br> Year 2 | Num <br> Y1: Division and Place Value Fractions and Y2: D <br> Frac <br> Stat <br> Y2: St <br> Geom <br> Y1: Shape and <br> Y2: Propert <br> Measu <br> Y1 and Y2: Len | Consolidation ithin 100 nsolidation ion ns Cs stics $\qquad$ onsolidation of shape ment and Height | Y1 and Y2: Pos Meas <br> Y1 and <br> Y1: Weigh <br> Y2: Mass, Capacit <br> Y1 and Y2: Conso solving/i | metry <br> ion and Direction <br> urement <br> Y2: Time <br> and Volume <br> y and Temperature <br> dation and Problem- <br> vestigations |
| Science | Chemistry: Everyday materials: naming Physics: Seasonal changes | Biology: Plants: Trees Physics: Seasonal changes | Biology: Humans: Body Parts | Biology: Animals <br> Physics: Seasonal Changes | Biology: Plants: <br> Flowers Physics: <br> Seasonal Changes | Chemistry: Everyday materials- properties |
|  | Working Scientifically (Procedural Knowledge) is taught throughout each unit. |  |  |  |  |  |

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| History | Changes within living memory: Seaside holidays in the past (Link to Geography) |  | Significant People: Mary Anning |  |  | Events beyond living memory: The Great Fire of London (Link to The Great Fire of Northampton) |
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|  | Working Historically (Procedural Knowledge) is taught throughout each unit. |  |  |  |  |  |
| Geography |  | United Kingdom Comparing different locations (Isle of Coll and local area) |  | Non-European Study India contrasted with the UK | Local Study: Our village/ School |  |
|  | Locational Knowledge; Place Knowledge; Human and Physical Geography; Geographical Skills and Fieldwork are taught throughout most units |  |  |  |  |  |
| Art | Drawing (1) |  | Painting and mixed media (1) |  | Sculpture and 3D <br> (1) |  |
| DT |  | Mechanisms: <br> Moving story book |  | Food: Fruit and vegetables |  | Textiles: Puppets |
| Computing | Online Safety 1.1 <br> Effective Searching 2.5 <br> Lego Builders 1.4 |  | Technology Outside School 1.9 Grouping and Sorting 1.2 Creating pictures 2.6 |  | Spreadsheets 1.8 Coding 1.7 Coding 2.1 |  |
| Music | Autumn/Minibeasts |  | Winter Into Spring |  | Spring Into Summer Creation Music - How It All began A Musical Picture (Animal Music) |  |
| Physical Education | Attack, defend and shooting. <br> Team games | Sending and Returning Gymnastics | Sending and receiving. Dance | Attack, defend and shooting. <br> OAA | Hit catch run 1/2 | Run jump throw 1/2 |
| Religious Education | Christianity: What is the good news Christians believe that Jesus brings? | Christianity: Why does Christmas matter to Christians? | What makes some places sacred to believers? | Christianity: Why does Easter matter to Christians? | Christianity: Who do Christians say made the world? | How should we care for the world and for others, and why does it matter? |


| PSHE/RSE (Jigsaw) | Being me in my <br> world | Celebrating <br> Difference | Dreams and Goals | Healthy Me | Relationships | Changing me |
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