

Chapmanslade Primary School Class Curriculum Map Year B 2023-24 – Willow Class Y1/2

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science	EVERYDAY MATERIALS distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties	SEASONAL CHANGES (Autumn & Winter) observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies	ANIMALS INCLUDING HUMANS identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	SEASONAL CHANGES (Spring & Summer) observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies	PLANTS identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees	
	WORKING SCIENTIFICALLY <ul style="list-style-type: none"> ○ asking simple questions and recognising that they can be answered in different ways ○ observing closely, using simple equipment ○ performing simple tests ○ identifying and classifying ○ using observations and ideas to suggest answers to questions ○ gathering and recording data to help in answering questions 					
History	NURTURING NURSES/ WAR AND REMEMBRANCE The lives of significant individuals in the past who have contributed to national and international achievements. Compare aspects of life in different periods.		KINGS AND QUEENS The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.		GREAT FIRE OF LONDON Events beyond living memory that are significant nationally or globally. Compare aspects of life in different periods.	
	Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied					

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Geography	OUR SCHOOL		OUR LOCAL AREAS/ OUR COUNTRY		WONDERFUL WEATHER	
	<p>To develop knowledge of the location of significant places in the context of children’s own locality.</p> <p>To use simple observation/fieldwork skills to study the immediate surroundings</p> <p>To understand sense of place in relation to home and school</p> <p>To devise a simple map and use basic symbols in a key</p> <p>To describe the location of features and routes on a map</p> <p>To develop and follow directional vocabulary</p>		<p>To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p>To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</p>		<p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>To understand the human/physical geography of a cold area of the world</p>	
RE	CHRISTIANITY	CHRISTIANITY	CHRISTIANITY	CHRISTIANITY	JUDAISM	JUDAISM
	Who made the world? UC - God/Creation 1.2	Why does Christmas matter to Christians? (UC - Incarnation 1.3)	Was it always easy for Jesus to show friendship? DRE	Why does Easter Matter to Christians? (UC - Salvation1.5)	Is Shabbat important to Jewish Children? DRE	Are Rosh Hashannah and Yom Kippur important to Jewish Children? DRE
PSHE	VIPS	SAFETY FIRST	DIGITAL WELLBEING	THINK POSITIVE	ONE WORLD	GROWING UP
	<p>Explain who the special people in their lives are;</p> <p>Talk about the importance of families;</p> <p>Describe what makes someone a good friend;</p> <p>Know how to resolve an argument in a positive way;</p> <p>Know the skills involved in successful cooperation;</p> <p>Identify a way to show others that they care.</p>	<p>Identify some everyday dangers.</p> <p>Understand some basic rules that help keep people safe.</p> <p>Know what to do if they feel in danger.</p> <p>Identify some dangers in the home.</p> <p>Identify some dangers outside.</p>	<p>Identify ways we use the Internet;</p> <p>Talk about different activities they like to do both online and offline;</p> <p>Discuss some of the risks that are present when we go online;</p> <p>Explain how to get help if anything online frightens them;</p>	<p>Identify and discuss feelings and emotions, using simple terms.</p> <p>Describe things that make them feel happy and unhappy.</p> <p>Understand that they have a choice about how to react to things that happen.</p> <p>Talk about personal achievements and goals.</p>	<p>Identify and discuss feelings and emotions, using simple terms.</p> <p>Describe things that make them feel happy and unhappy.</p> <p>Understand that they have a choice about how to react to things that happen.</p> <p>Talk about personal achievements and goals.</p>	<p>Use the scientific names introduced to name male and female body parts.</p> <p>Identify some differences between males and females.</p> <p>Identify the body parts that we keep private.</p> <p>Understand the words ‘no’ and ‘stop’.</p> <p>Understand that people’s bodies and feelings can be hurt.</p>

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		<p>Identify which information they should never share on the Internet.</p> <p>Know that their private body parts are private.</p> <p>Recall the number to call in an emergency.</p> <p>List some people who can help them stay safe.</p>	<p>Give examples of personal information and understand that we keep it private;</p> <p>Talk about ways people communicate online and explain what to do if something they see worries them;</p> <p>Understand that not everything we see on the Internet is true.</p>	<p>Describe difficult feelings and what might cause these feelings.</p> <p>Discuss things for which they are thankful.</p> <p>Focus on an activity, remaining calm and still.</p>	<p>Describe difficult feelings and what might cause these feelings.</p> <p>Discuss things for which they are thankful.</p> <p>Focus on an activity, remaining calm and still.</p>	<p>Talk about their own likes and dislikes.</p> <p>Understand that different people like different things.</p> <p>Understand that girls and boys can like different things, or the same things.</p> <p>Describe how they have changed since they were a baby.</p> <p>Understand that peoples' needs change as they grow older.</p> <p>Talk about things they would like to do when they are older.</p> <p>Discuss some changes that people might go through in life.</p> <p>Talk about their family and ask others questions about their family.</p>
Computing	<p>COMPUTER SKILLS</p> <p>use technology purposefully to manipulate</p> <p>use technology purposefully to retrieve digital content</p>	<p>PREPARING FOR TURTLE LOGO & PROGRAMMING TURTLE LOGO & SCRATCH</p> <p>understand what algorithms are</p> <p>how algorithms are implemented as programs on digital devices</p> <p>programs and how to execute by following precise and unambiguous instructions</p> <p>create and debug simple programs</p> <p>use logical reasoning to predict the behaviour of simple programs</p> <p>use technology purposefully to create</p>	<p>USING THE INTERNET</p> <p>use logical reasoning to predict the behaviour of simple programs</p> <p>use technology purposefully to create</p> <p>use technology purposefully to organise</p> <p>use technology purposefully to store</p> <p>use technology purposefully to retrieve digital content</p> <p>recognise common uses of information technology beyond school</p>			

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	ONLINE SAFETY					
	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.					
Art	SCULPTING		LANDSCAPES & CITYSCAPES		ARTIST STUDY	
	<p>To use a range of materials creatively to design and make products</p> <p>To know about the work of a range of artists, craft makers and designers, making links to their own work</p> <p>To use sculpture to develop and share their ideas, experiences and imagination</p>		<p>To develop a wide range of art and design techniques in using colour and texture; to use painting to develop and share their ideas, experiences and imagination</p> <p>To know about the work of a range of artists, describing the differences and similarities between different practices and disciplines,</p>		<p>To use drawing to develop and share their ideas, experiences and imagination.</p> <p>To know about the work of a range of artists, making links to their own work.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	
Design & Technology	FABRIC BUNTING				DIPS & DIPPERS	
	<p>Explore and evaluate a range of existing products.</p> <p>Select from and use a range of textiles according to their characteristics.</p> <p>Select from and use a range of tools and equipment to perform practical tasks for example joining and cutting.</p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p>				<p>Understand seasonality and know where and how a variety of ingredients are grown.</p> <p>Understand and apply the principles of a healthy and varied diet.</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks accurately.</p>	
Music	INTRODUCING BEAT		ADDING RHYTHM & PITCH	INTRODUCING TEMPO & DYNAMICS	COMBINING PULSE, RHYTHM & PITCH	
	Theme: How Can We Make Friends When We Sing Together?		Theme: How Does Music Tell Stories about the Past?	Theme: How Does Music Make the World a Better Place?	Theme: How Does Music Help Us to Understand Our Neighbours?	
PE * In some cases we may take advantage of sport specialists/	STRIKING & FIELDING	BALL SKILLS	DANCE	GYMNASTICS	INVASION	ATHLETICS
	<p>I can catch a beanbag and a medium-sized ball.</p> <p>I can roll a ball towards a target.</p>	<p>I am beginning to catch with two hands.</p> <p>I am beginning to dribble a ball with my hands and feet.</p>	<p>I am beginning to use counts.</p> <p>I can copy, remember and repeat actions.</p>	<p>I am confident to perform in front of others.</p> <p>I can link simple actions together to create a sequence.</p>	<p>I am beginning to dribble a ball with my hands and feet.</p>	<p>I am able to throw towards a target.</p> <p>I am beginning to show balance and co-ordination when changing direction.</p>

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<p>coaches which may replace our second (bottom) unit</p>	<p>I can strike a ball using my hand.</p> <p>I can track a ball that is coming towards me.</p> <p>I know how to score points.</p> <p>I understand the rules and I am beginning to use these to play honestly and fairly.</p> <p>I understand when I am successful.</p>	<p>I am beginning to understand simple tactics.</p> <p>I can roll and throw with some accuracy towards a target.</p> <p>I can say when someone was successful.</p> <p>I can track a ball that is coming towards me.</p> <p>I can work co-operatively with a partner.</p>	<p>I can move confidently and safely.</p> <p>I can use different parts of the body in isolation and together.</p> <p>I can work with others to share ideas and select actions.</p> <p>I choose appropriate movements for different dance ideas.</p> <p>I say what I liked about someone else's performance.</p> <p>I show some sense of dynamic and expressive qualities in my dance.</p>	<p>I can make my body tense, relaxed, stretched and curled.</p> <p>I can recognise changes in my body when I do exercise.</p> <p>I can remember and repeat actions and shapes.</p> <p>I can say what I liked about someone else's performance.</p> <p>I can use apparatus safely and wait for my turn.</p>	<p>I can change direction to move away from a defender.</p> <p>I can recognise space when playing games.</p> <p>I can send and receive a ball with hands and feet.</p> <p>I can use simple rules to play fairly.</p> <p>I move to stay with another player when defending.</p> <p>I recognise changes in my body when I do exercise.</p> <p>I understand when I am a defender and when I am an attacker.</p>	<p>I am developing overarm throwing.</p> <p>I can recognise changes in my body when I do exercise.</p> <p>I can run at different speeds.</p> <p>I can work with others and make safe choices.</p> <p>I try my best.</p> <p>I understand the difference between a jump, a leap and a hop and can choose which allows me to jump the furthest.</p>
	<p>TARGET GAMES</p> <p>I can recognise changes in my body when I do exercise.</p> <p>I can use an overarm throw aiming towards a target.</p> <p>I can roll a ball towards a target.</p> <p>I can use an underarm throw aiming towards a target.</p> <p>I can work co-operatively with a partner.</p>	<p>FITNESS</p> <p>I can recognise changes in my body when I do exercise.</p> <p>I can share my ideas with other people in the class.</p> <p>I can talk about what exercise does to my body.</p> <p>I recognise how exercise makes me feel.</p> <p>I try my best in the challenges I am set.</p> <p>I understand why it is important to warm up.</p>	<p>YOGA</p> <p>I can recognise how yoga makes me both feel physically and mentally.</p> <p>I can remember and repeat actions, linking poses together.</p> <p>I can say what I liked about someone else's flow.</p> <p>I can show an awareness of space when travelling.</p> <p>I can work with others to create poses.</p>	<p>SWIMMING</p> <p>I can explain a pool rule that helps me to stay safe.</p> <p>I can float on my front and back.</p> <p>I can move and submerge confidently in the water.</p> <p>I can swim over a distance of 10m with a buoyancy aid.</p> <p>I know and can demonstrate what to do if I fall into water.</p>	<p>TEAM BUILDING</p> <p>I can communicate simple instructions.</p> <p>I can follow instructions.</p> <p>I can follow path and lead others.</p> <p>I can listen to others' ideas.</p> <p>I can suggest ideas to solve tasks.</p> <p>I can work with a partner and a small group.</p> <p>I understand the rules of the game.</p>	<p>FUNDAMENTALS</p> <p>I can change direction when moving at speed.</p> <p>I can recognise changes in my body when I do exercise.</p> <p>I can run at different speeds.</p> <p>I can select my own actions in response to a task.</p> <p>I can show hopping and jumping movements.</p>

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	I understand what good technique looks like.					I can work co-operatively with others to complete tasks. I show balance and co-ordination when static and moving at a slow speed.
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