

# Chapmanslade Primary School Class Curriculum Map Year A 2022-23 – Willow Class Y1/2

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	
<b>Science</b>	<p>Y1: How are materials the same/different to one another?</p> <p>Y2: How are materials used for particular purposes?</p> <p><b>USES OF EVERYDAY MATERIALS</b></p> <p>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>	<p>Y1: How are humans and animals the same/different to one another?</p> <p>Y2: How do animals stay healthy and grow?</p> <p><b>ANIMALS INCLUDING HUMANS</b></p> <p>notice that animals, including humans, have offspring which grow into adults</p> <p>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>	<p>Why do living things live in habitats?</p> <p><b>LIVING THINGS AND THEIR HABITATS (Y2)</b></p> <p>explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>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, and how they depend on each other</p> <p>identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>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</p>	<p>How would you carry out a scientific enquiry?</p> <p><b>THE ENVIRONMENT (Y2)</b></p> <p><b>WORKING SCIENTIFICALLY FOCUS</b></p> <p>asking simple questions and recognising that they can be answered in different ways</p> <p>observing closely, using simple equipment</p> <p>performing simple tests</p> <p>using observations and ideas to suggest answers to questions</p> <p>gathering and recording data to help in answering questions</p>	<p>Y1: How are plants and trees the same/different to one another?</p> <p>Y2: What do bulbs and seeds need to germinate and stay healthy?</p> <p><b>PLANTS</b></p> <p>observe and describe how seeds and bulbs grow into mature plants</p> <p>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p>		
	<p><b>WORKING SCIENTIFICALLY</b></p> <ul style="list-style-type: none"> <li>○ asking simple questions and recognising that they can be answered in different ways</li> <li>○ observing closely, using simple equipment</li> <li>○ performing simple tests</li> <li>○ identifying and classifying</li> <li>○ using observations and ideas to suggest answers to questions</li> <li>○ gathering and recording data to help in answering questions</li> </ul>						
<b>History</b>	<p><b>What were the main events of the Gunpowder Plot and why do we celebrate it?</b></p> <p>THE GUNPOWDER PLOT</p>	<p><b>How does my favourite toy compare to those of the 20th century?</b></p> <p>TOYS</p>		<p><b>How has transport changed over time and what was the impact of these changes?</b></p> <p>TRAVEL AND TRANSPORT</p>			

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	<p>To develop an awareness of the past and identify similarities, including differences between ways of life in different periods and an understanding of significant individuals in the past.</p> <p>To find out about events beyond living memory that are significant nationally</p> <p>To ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.</p> <p>To be taught about changes in living memory and where appropriate, these should be used to reveal aspects of change in national life and to find out about events beyond living memory that are significant nationally</p>	<p>To learn about changes within living memory by exploring toys from today. To understand some of the ways in which we find out about the past by identifying different sources</p> <p>To use sources to ask and answer questions</p> <p>To know where people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods</p> <p>To identify changes in living memory</p> <p>To develop an awareness of the past, using common words and phrases relating to the passing of time</p>	<p>To develop an awareness of the past, through finding out about changes within living memory</p> <p>To know where people and events studied fit within a chronological framework; to ask and answer questions, choosing source to show that they know and understand key features of events</p> <p>To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements</p>			
<p>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied.</p>						
<p><b>Geography</b></p>	<p><b>How can Dennis get travel to another country in the world?</b></p> <p><b>MAGICAL MAPPING</b></p> <p>To devise simple maps; and use and construct basic symbols in a key</p> <p>To use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</p> <p>To use atlases and globes to identify the UK and its countries</p> <p>To name and locate the world’s seven continents and five oceans</p> <p>To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment</p>	<p><b>How does Weymouth compare to Chapmanslade Village?</b></p> <p><b>BESIDE THE SEASIDE (NON-EUROPEAN COUNTRY)</b></p> <p>To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</p> <p>To use basic geographical vocabulary to refer to human and physical features</p> <p>To name, locate and identify characteristics of the four countries and capital cities of the UK</p> <p>To use simple compass directions and locational and directional language to describe the location of features and routes on a map</p> <p>To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world, in the context of island locations.</p>	<p><b>Where is Kenya and what is it like to visit/live there?</b></p> <p><b>SENSATIONAL SAFARI</b></p> <p>To name and locate the world’s seven continents and five oceans in the context of Africa (Kenya).</p> <p>To use world maps, atlases and globes to identify Africa</p> <p>To devise simple maps</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>To use basic geographical vocabulary to refer to key physical and human features</p> <p>To use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</p>			
	<p><b>RE</b></p>	<p><b>RELIGION: CHRISTIANITY</b></p> <p><u>Key Question:</u> What is the good news that Jesus brings?</p>	<p><b>RELIGION: CHRISTIANITY</b></p> <p><u>Key Question:</u> Why do Christians believe God gave Jesus to the world?</p>	<p><b>RELIGION: JUDAISM</b></p> <p><u>Key Question:</u> How important is it for Jewish</p>	<p><b>RELIGION: CHRISTIANITY</b></p> <p><u>Key Question:</u> What do Christians believe God is like?</p>	<p><b>RELIGION: JUDAISM</b></p> <p><u>Key Question:</u> How special is the relationship Jews have with God?</p>

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	<p><u>Concept:</u> Gospel</p> <p>Understanding Christianity 1.4</p>	<p><u>Theme:</u> Christmas-Jesus is a gift from God</p> <p><u>Concept:</u> Incarnation</p> <p>Discovery RE</p>	<p>people to do what God asks them to do?</p> <p><u>Theme:</u> Passover</p> <p>Discovery RE</p>	<p><u>Concept:</u> Salvation/God</p> <p>Understanding Christianity 1.1</p>	<p><u>Theme:</u> The Covenant</p> <p>Discovery RE</p>	<p><u>Theme:</u> Rites of Passage and Good Works</p> <p>Discovery RE</p>
<b>PSHE</b>	<p><b>TEAM</b></p> <p>take part in a discussion of the feelings of being in a team;</p> <p>design their own image to then describe to their partner</p> <p>who uses good listening skills to then draw the design;</p> <p>use scenario cards to discuss ways to show kindness in difficult scenarios;</p> <p>complete an activity sorting different behaviour into either teasing, bullying or joking behaviour;</p> <p>make posters to show helpful thoughts;</p> <p>identify the consequences of making good and not-so good choices.</p>	<p><b>IT'S MY BODY</b></p> <p>explain how exercise helps us feel happy;</p> <p>explain how getting enough sleep helps us to feel good;</p> <p>verbalise the difference between normal and serious problems;</p> <p>explain that some foods are more nutritious than others;</p> <p>know what is not safe to eat or drink;</p> <p>explain that there are good and bad germs, and that we need to protect against the bad ones.</p>	<p><b>BE YOURSELF</b></p> <p>talk about the benefits of helping a community;</p> <p>describe how other people are affected by choices they make;</p> <p>give more detailed reasons why it is important to help their neighbourhood;</p> <p>describe how they can make all people feel happy and welcome;</p> <p>begin to understand the idea of respect;</p> <p>identify that people have different opinions.</p>	<p><b>BRITAIN</b></p> <p>discuss the importance of individuality;</p> <p>identify and name a wide range of feelings;</p> <p>explain why their likes make them feel happy;</p> <p>help others manage any uncomfortable feelings they are experiencing;</p> <p>reflect on how they can support others going through change and loss;</p> <p>think about the impact of sharing their thoughts and feelings respectfully and speaking kindly to others.</p>	<p><b>AIMING HIGH</b></p> <p>explain why a positive learning attitude is helpful;</p> <p>explain what steps they can take to achieve future ambitions;</p> <p>explain why stereotypes need to be challenged;</p> <p>identify why routines and responsibilities might change as they go through school.</p>	<p><b>MONEY MATTERS</b></p> <p>identify what influences what we buy;</p> <p>talk about prioritising what we buy, thinking about things we need before things we want;</p> <p>discuss advertisements and offers that try to influence what we buy;</p> <p>talk about the importance of keeping track of what we spend.</p>
<b>Computing</b>	<p><b>WORD PROCESSING AND PRESENTATION SKILLS</b></p> <p>use technology purposefully to create</p> <p>use technology purposefully to organise</p>		<p><b>PROGRAMMING TOYS</b></p> <p>understand what algorithms are</p>		<p><b>COMPUTER ART</b></p> <p>use technology purposefully to create</p> <p>use technology purposefully to organise</p>	

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	<p>use technology purposefully to store</p> <p>use technology purposefully to manipulate</p> <p>use technology purposefully to retrieve digital content</p> <p>recognise common uses of information technology beyond school</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>use technology purposefully to organise</p> <p>use technology purposefully to retrieve digital content</p>	<p>use technology purposefully to store</p> <p>use technology purposefully to manipulate</p> <p>use technology purposefully to retrieve digital content</p>	
<b>ONLINE SAFETY</b>				
use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact				
<b>Art</b>	<p style="text-align: center;"><b>COLOUR CHAOS</b></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 know about the work of a range of artists, craft makers and designers, making links to their own work</p>	<p style="text-align: center;"><b>NATURE SCULPTURES</b></p> <p>To use sculpture to develop and share their ideas, experiences and imagination.</p> <p>To use a range of materials creatively to design and make products.</p> <p>To learn about the work of a range of artists, craft makers and designers, making links to their own work.</p> <p>To develop a wide range of art and design techniques in using line, shape, form and space.</p>	<p style="text-align: center;"><b>ARTIST STUDY: MIRO</b></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>	
		<p style="text-align: center;"><b>KITE MAKING</b></p>	<p style="text-align: center;"><b>COOKERY: BAKING</b></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>	
<b>Design &amp; Technology</b>	<p style="text-align: center;"><b>KITE MAKING</b></p> <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>			
<b>Music</b>	<p style="text-align: center;"><b>EXPLORING SIMPLE PATTERNS</b></p> <p>Theme: How Does Music Help Us to Make Friends?</p>	<p style="text-align: center;"><b>FOCUS ON DYNAMICS &amp; TEMPO</b></p>	<p style="text-align: center;"><b>EXPLORING FEELINGS THROUGH MUSIC</b></p>	<p style="text-align: center;"><b>INVENTING A MUSICAL STORY</b></p>

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			Theme: How Does Music Teach Us about the Past?	Theme: How Does Music Make the World a Better Place?	Theme: How Does Music Teach Us about Our Neighbourhood?	
<b>PE</b> * In some cases we may take advantage of sport specialists/ coaches which may replace our second (bottom) unit	<b>STRIKING &amp; FIELDING</b> I am beginning to provide feedback using key words. I am developing underarm and overarm throwing skills. I can hit a ball using equipment with some consistency. I can track a ball and collect it. I can use simple tactics. I know how to score points and can remember the score. I understand the rules of the game and can use these to play fairly in a small group.	<b>BALL SKILLS</b> I am beginning to provide feedback using key words. I am beginning to understand and use simple tactics. I can dribble a ball with my hands and feet with some control. I can roll and throw a ball to hit a target. I can send and receive a ball using both kicking and throwing and catching skills. I can track a ball and collect it. I can work co-operatively with a partner and a small group.	<b>DANCE</b> I am beginning to provide feedback using key words. I can copy, remember, repeat and create dance phrases. I can describe how my body feels during exercise. I can show a character and idea through the actions and dynamics I choose. I can use counts to stay in time with the music. I can work with a partner using mirroring and unison in our actions. I show confidence to perform.	<b>GYMNASTICS</b> I am beginning to provide feedback using key words. I am proud of my work and confident to perform in front of others. I can perform the basic gymnastic actions with some control and balance. I can plan and repeat simple sequences of actions. I can use directions and levels to make my work look interesting. I can use shapes when performing other skills. I can work safely with others and apparatus.	<b>SWIMMING</b> I can begin to use arms and legs together to move effectively across the water. I can demonstrate what to do if I fall into water. I can float on my front and back. I can glide on both front and back. I can roll from my front to my back and then regain a standing position. I can swim over a distance of 10m unaided.	<b>ATHLETICS</b> I can describe how my body feels during exercise. I can identify good technique. I can jump and land with control. I can use an overarm throw to help me to throw for distance. I can work with others, taking turns and sharing ideas. I show balance and co-ordination when running at different speeds. I try my best.
	<b>SENDING &amp; RECEIVING</b> I am beginning to provide feedback using key words. I am beginning to trap and cushion a ball that is coming towards me. I can accurately throw and kick a ball to a partner. I can catch a ball passed to me, with and without a bounce.	<b>FITNESS</b> I can describe how my body feels during exercise. I can show hopping and jumping movements with some balance and control. I persevere with new challenges. I show determination to continue working over a longer period of time.	<b>YOGA</b> I am beginning to provide feedback using key words. I can copy, remember and repeat yoga flows. I can describe how my body feels during exercise. I can move from one pose to another thinking about my breath.	<b>INVASION</b> I can describe how my body feels during exercise. I can dodge and find space away from the other team. I can move with a ball towards goal. I can sometimes dribble a ball with my hands and feet.	<b>NET &amp; WALL</b> I can defend space on my court using the ready position. I can describe how my body feels during exercise. I can hit a ball over the net and into the court area. I can throw accurately to a partner.	<b>FUNDAMENTALS</b> I am able to select the appropriate skill for the situation. I can throw, roll kick or strike a ball to a target with some success. I can work co-operatively with a partner and a small group. I understand the principles of a target game and can

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	<p>I can roll a ball to hit a target.</p> <p>I can track a ball and stop it using my hands and feet.</p> <p>I can work co-operatively with a partner and a small group.</p> <p>I can work safely to send a ball towards a partner using a piece of equipment.</p>	<p>I understand that running at a slower speed will allow me to run for a longer period of time.</p> <p>I work with others to turn a rope and encourage others to jump at the right time.</p>	<p>I can use clear shapes when performing poses.</p> <p>I can work with others to create simple flows showing some control.</p>	<p>I can stay with another player to try and win the ball.</p> <p>I know how to score points and can remember the score.</p> <p>I know who is on my team and I can attempt to send the ball to them.</p>	<p>I can use simple tactics to make it difficult for an opponent.</p> <p>I know how to score points and can remember the score.</p> <p>I show good sportsmanship when playing against an opponent.</p>	<p>use different scoring systems when playing games.</p> <p>I understand what good technique looks like and can use key words in the feedback I provide.</p>
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