

Cirencester Primary School Curriculum Map – 2023-2024 – Year 1/2

Subject	AUTUMN TERM		SPRING TERM (6/6)		SUMMER TERM	
Books chosen as the driver for learning	Meercat Mail The Emperor’s Egg The Ugly Five Monkey puzzle Journey Home Way home for Wolf	Rang-Tan in my bedroom Voices of the rainforest Where the forest meets the sea Dot in the snow The lights that dance in the night	The great fire of London Toby and the Great fire of London The hungry fire.	Frog Belly Rat Bone The tiny seed	Text linked to Varanasi Same, same but different (India link)	Captive Celt
The Big Question	Would you go down to the rainforest today?	Would you go down to the rainforest today?	How was London changed by the Great Fire?	How do plants help us survive?	How is Cirencester different to other towns?	How is Cirencester different to other towns?
Year group specific enhancement activities	Role play days - hot and cold Roaming reptiles booked Tuesday 19.9.23 am 6 x 30 minute sessions		Production	Creating our own Frog belly rat bone	Walk around town	Roman Day Visit to Corinium museum
Oracy outcomes	Collaboration: Pack a case, hot and cold	Performance: poetry/story writing	Collaborate: Program beebots to escape the Fire!	Perform: Plant growth drama	Explain: Preparing for Holi festival	Summarise: Life in Roman Cirencester (Museum?)
English writing genres	Animal fact sheet Writing Postcard from hot and cold place - Meerkat Mail	‘If we go down to the rainforest today..’ Story writing Instructions (recipes) Writing	Diary writing Fire of London Poetry	Book Review Poetry		
History coverage			History: Significant Person or Event LP1: What was life like in London in the 1660s? LP2: How much of London burned when? (narrative)? LP3: Why did The Fire spread so quickly? LP4: What can diaries tell us about the Great Fire? LP5: What can paintings and objects tell us about the Great Fire? LP6: What mysteries about the Great Fire remain unsolved? LP7: How was London rebuilt?			History:Local Study L1: What was life like in the Roman period? L2: What did Roman Cirencetser look like? L3: What would have happened in the amphitheatre? L4: What would have happened at the baths? L5: What would children have done in Roman Cirencester?
Geography coverage	Geography: Hot and Cold places - Base on rainforest, desert and Antarctica as examples throughout objectives as this knowledge will be needed for science objectives. L1: What is it like in the world’s hot and cold places? L2: What would I pack to visit a hot place or a cold place?	Geography: World locational knowledge L1: Where in the world is the UK? L2: Where are the world’s continents and oceans? L3: How can oceans and continents be shown on a map? L4: Where is the equator? L5: Where is hot and cold in relation to the equator? (with previous objective)	Geography: Map Skills I1: How are objects and places represented on a map(linked to GFOL) I2: How can we use a map or plan to give directions?	Geography: Seasons L1: Which seasons are good for plants to grow?	Geography: Local Study: What can we find out about Cirencester? L1: What is the area around our school like? L2: What sort of homes are there in Cirencester today? L3: What buildings are there in the town centre today? L4: How do people use different areas of Cirencester today? Geography: Contrasting Local Study Comparing to Varanasi	

	L3: How could I describe what I would find in a hot or cold place?	L6: Which continents have rainforests?			I1: Where are India and Varanasi? I2: How do people in Varanasi use their river? I3: What is transport like in Varanasi? I4: What foods do people eat in Varanasi? I5: What are houses like in Varanasi? I6: What is school like in Varanasi? I7: How are seasons different in Varanasi and Cirencester?	
Science coverage	L1: How can we tell if something is alive? (WS2 observing closely, using simple equipment) Y2 L2: Is it living, dead or never alive? (WS4 identifying and classifying) Y2 L3: What animals can I name? identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Y1 L4: How are animals the same and different? identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Y1 L5: Do babies always look like their parents? (WS5 using their observations and ideas to suggest answers to questions) Y2 L6: What do we need to be healthy? (WS3 performing simple tests WS6 gathering and recording data to help in answering questions) Y2 Linked to DT	L1: Who lives where? (WS2 observing closely, using different equipment WS6 gathering and recording data to help in answering questions) Y2 L2: Could we put any animal (including humans) in any habitat? (WS1 asking simple questions and recognising that they can be answered in different ways WS5 using their observations and ideas to suggest answers to questions) Y2 L3: What do animals like to eat? identify and name a variety of common animals that are carnivores, herbivores and omnivores Y1 L4: What's for dinner? (WS4 identifying and classifying) EXT: what happens when dinner runs out? Possible second lesson on food Y2	Famous Scientists: Robert Hooke The Royal Society	Plants L1: What plants can I name? identify and name a variety of common wild and garden plants, including deciduous and evergreen trees L2: What are the different features of a plants? identify and describe the basic structure of a variety of common flowering plants, including trees. L3. How do seeds grow into plants? observe and describe how seeds and bulbs grow into mature plants. L4: What do plants need? find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.		Materials L1: What materials can you name? 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 L2: How can you describe different materials? 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 L3: Which material suits the purpose? identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses L4: Which Materials are Malleable? find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Scientist: Macadam
Computing coverage	Project Evolve – Self image and identity Lesson Networks and systems L1: What are the main parts of a computer? (Year 1 L2) L2: What is IT? (Year 2 L1) L3: What IT can we see in school? (Year 2 L2) L4: What IT can we see in the world? (Year 2 L3) L5: How can I use a mouse and keyboard effectively? (Year 1 L3+ L4). L6: How can I use IT in different ways? (Year 2 L6 Year 1 L6).	Data and information – Pictograms L1: How do I create a tally chart? L2: What is a pictogram? L3: How do I create a pictogram? L4: What is an attribute? L5: How can I compare people? L6: How do we present information?	Project Evolve- I can explain rules to keep myself safe online? Health, wellbeing and lifestyle. Programming A- Robot Algorithms. L1: What is a floor robot? (Year 1 L1) L2: What are the four directions? (Year 1 L4). L3: How do we give instructions? (Year 2 L1). L4: How do we follow a sequence? (Year 1 L5). L5: Where will our Beebot go? (Year 2 L4) L6: How did the Beebot get there? (Year 2 L5) Include debugging here.	Creating media – Photography - End Product- Take photos of different plants/flowers found around school- edit them. L1: How do I take a photograph? L2: What choices do I have when taking a photograph? L3: What makes a good photograph? L4: How can I improve my photograph? L5: How can I edit a photography? L6: Is it real?	Project Evolve How should I not behave online? Online bullying Creating media – Digital writing L1: What can I see on a keyboard? L2: How do I add and remove text? L3: What do the different tools do? L4: How do I make changes to what I have written? L5: Why have I made changes? L6-	Programming B- Scratch Jnr L1: How do I program a sprite? (Year 1 L2) L2: What blocks do I need to join? (Year 1 L3) L3: Can I have multiple sprites? (Year 1 L4) L4: Which background is best? (Year 2 L4, Year 1 L3). L5: How can I design and create my own project? (Year 2 L5) L6: How can I improve my project? (Year 2 L6)
Music coverage	Music theory: IRD's	Composition: Story telling	Singing	Composition: Feelings	Composers	Live and Recorded Music

	<p>L1: What instruments do we know the name of ?</p> <p>L2: What is meant by the term dynamics?</p> <p>L3: What is the meaning of pitch?</p> <p>L4: What is meant by the terms pulse and tempo? (2 sessions?)</p> <p>L5: What is meant by the term rhythm?</p> <p>L6: What is meant by the musical term duration?</p> <p>L7: How can we play instruments and change pitch, dynamics, pulse, tempo? (this will be taught alongside each of the above)</p>	<p>L1: What sound effects can we use to accompany a story?</p> <p>L2: What influences our choice of instruments in storytelling?</p>	<p>L1: What sounds can we make with our voices?</p> <p>L2: How can we use our voices expressively and creatively?</p> <p>L3: What skills does a performer need?</p> <p>L4: What makes a good performance?</p>	<p>L1: What music makes me feel happy?</p> <p>L2: How does music create a calming effect on our feelings?</p> <p>L3: What 3 notes can we make a melody with?</p> <p>L4: How can we play instruments to a create calm or happy feeling?</p> <p>L6: How can we use symbols to record our musical ideas?</p>	<p>L1: Who are famous local composers?</p> <p>L2: How do composers compare to composers and popular musicians today?</p> <p>L3: Who is Holst and what music has he composed?</p> <p>L4: What IRD's can we hear in compositions by Holst? (new LP)</p>	<p>L1: What is live music?</p> <p>L2: What is recorded music?</p> <p>L3: What similarities are there between live and recorded music?</p> <p>L4: What differences are there between live and recorded music?</p>
Art coverage	<p>New drawing unit:</p> <p>LP1: How can I use mark making to make natural patterns?</p> <p>LP2: Can I draw concentric circles like an artist?</p> <p>LP3: How can I draw tiny objects?</p>	<p>New drawing unit:</p> <p>LP1: How can I use observational drawing to capture plants in a rainforest?</p> <p>LP2: How can I use markmaking with oil pastels to create rainforest patterns?</p> <p>LP3: Can I use oil pastels to create a Rainforest inspired by the artist John Dyer? https://johndyergallery.com/collections/rainforest-art-amazon-indian-paintings</p>	<p>New mixed media unit:</p> <p>LP1:How many different marks can I make?</p> <p>LP2:How can I use mark making to represent fire? https://collections.museumoflondon.org.uk/online/object/501732.html</p> <p>LP3: How can we make a repeated pattern of flames?</p> <p>LP4: How can I use colour and texture to create a collage of fire?</p>	<p>Colour/painting</p> <p><i>This unit looks to observe, not only thinking about what we see, but how others may observe and perceive something differently.</i></p> <p>L1: What is a colour wheel? mix colours experientially (i.e. encourage pupils to “try and see”) Revisit colour mixing and understand relationships of primary and secondary colours and apply colour mixing skills to a project</p> <p>L2: How does the artist Georgia O’Keeffe make us stop and look at plants? Observation, knowledge of artists</p> <p>L3: Can I paint what a bee can see?</p> <p>L4: How can I represent nature in paint?</p>	<p>New drawing unit:</p> <p>LP1 What is urban sketching? How can I use lines to create drawings of buildings?</p> <p>LP2 How can I use pen, ink and pencil to create urban sketches of Cirencester ?</p> <p>LP3: How can I use pen, ink and pencil to create urban sketches of Varanasi?</p>	<p><i>This unit researches historical forms of art and materials used - mosaic</i></p> <p>LP1: How can we make mosaics inspired by Romans?</p> <p>LP2: How can I design a mosaic?</p> <p>LP3: How can I make a real mosaic?</p>
DT coverage	<p>Recipe linked to South America for text Great Kapok tree</p> <p>L0: What food do we eat which is healthy and what food do we have which is unhealthy? (Linking to Eatwell plate and science objective above)</p> <p>Eatwell plate science and PSHE link– year 1 will not have seen this. Describe what need for a healthy diet is. Use magazines to show real food, cut and tear and place on eat section. Chidlren to discuss what they eat at home and create own eatwell pleate. Religious and moral</p>	<p>L2: What food comes from plants (fruit and vegetables) round the UK and the world? Understanding where food comes from</p> <p>L3: What food come from animals around the UK and the world?</p> <p>Understanding where food comes from</p> <p>L2 and L3 can be combined</p>		<p>Textiles:Frog Belly Sock puppets</p> <p>L1: What is a product? Introduce this concept to the year s and use year 2 to recap on this as review and connect.</p> <p>L2: How does a (whatever you will be making) work as a product? (understand how a product works) recap for year 2, introduce this concept for year 1) taking apart the product, a really useful activity</p> <p>L1 and L2 can be combined</p> <p>L3: What products do customers want today? (Using own experiences and existing products to develop ideas), canvas ideas from other classes etc. – questionnaire – basic one</p>		<p>Axles and Wheels: chariots</p>

	<p>beliefs can be taken into account – Muslim – vegetarian and vegan not eating meat as they don’t agree with killing animals.</p> <p>L1: Why is it important to eat five portion of fruit and vegetables? (Healthy diet) linked to eat well plate - above</p>	<p>L6: What steps do we need to follow when preparing food? (food hygiene)</p> <p>L7: How do we prepare a healthy fruit tart using ingredients from around the world? (cutting, peeling, grating – no heat) making pastry, making the custard – either using eggs and cream or using birds custard. Using fruits from around the world</p> <p>L6 and L7 can be combined</p> <p>L8: What can we say about our finished product? (evaluating verbally and using simple sentences to convey their thoughts and making judgements - can be videoed)</p> <div></div>		<p>L4: Where might we find the product and how is it sold? (Using own experiences and existing products to develop ideas, who the product is for)</p> <p>L3 and L4 can be combined</p> <p>L5: How are products designed? (communicating and sharing ideas, with each other, e.g. Dyson, apple, Nintendo, Xbox etc</p> <p>L6: How do I feel about repurposing materials? (Using own experiences and existing products to develop ideas)</p> <p>Possibly combine L5 and L6</p> <p>L7: What materials and tools are needed for the product? (choosing suitable tools and materials)</p> <p>L8: What is a running stitch and how does it join two pieces of material together (join material)</p> <p>L9: How can I join and assemble my product? (using techniques)</p> <p>L7-9 can all be competed together</p> <p>L10: What can we say about our finished product? (evaluating verbally and making judgements)</p>		
RE coverage	<p>How might people show what is important to them?</p> <p>Special ways of living/events/festivals- an introduction</p> <p>L1: Worldviews:</p> <p>Introduction of different worldview/faith characters “Hi I’m...” Comparisons to own</p> <p>L2: Ways to welcome:</p> <p>Naming, christening, welcome to the class</p> <p>L3: Ways to show love: marriage ceremonies</p>	<p>Why does Christmas matter to Christians?</p> <p>Review and Connect:</p> <p>Christians- belief in God</p> <p>What do Christians believe God is like? Creator, shows the way, love, forgiveness.</p> <p>Bible story- birth of Jesus</p> <p><i>Who else celebrates Christmas? Why might it be different for them? What message might religious/non-religious people take from Christmas? Togetherness</i></p>	<p>Who is Muslim and how might they live?</p> <p>Introduction to Islam</p> <p>L1 Who is a Muslim and what might they believe?</p> <p>L2 Who is Allah?</p> <p>L3 What is the Qur’an and why is it important to Muslims?</p> <p>L4 What types of stories can be found in the Qur’an?</p> <p>L5 What happens in a mosque?</p> <p>:</p>	<p>Why does Easter matter to Christians?</p> <p>RE L1 How and where do Christians and Muslim worship God?</p> <p>RE L2 Why do people worship?</p> <p>RE L3 What is the Easter story?</p> <p>RE L4 Why is the Easter story important to Christians?</p> <p>RE L5 How do Christians celebrate Easter?</p>	<p>Who is Hindu and how might they live?</p> <p>Introduction to Hinduism:</p>	<p>Stories with a message (from different faiths)</p> <p>Beginning to understand stories with a meaning</p> <p>Introduction to simple stories from different faiths/worldviews</p>

	<p>L4: Ways to say thank you/celebrate: Harvest, Holi, Ramadan, Josh Hashanah</p> <p>L5: Ways to worship/express faith:</p> <p>Prayer, places of worship, objects use <i>Similarities and differences</i></p> <p><i>(story talk cards)</i></p> <p>Year 2 Need L6: Sacred places: what makes places special? Reflection/personal</p>					
PSHE coverage	<p>Relationships 1</p> <p>Who is special to me? (Friends and family)</p> <p>How can we be the same <u>and</u> different?</p> <p>What makes a good friend? (how can we show we care- linked to what our families can show us/helping others who are hurt etc)</p> <p>What makes a great team? <i>(working together, caring, polite listening and speaking- oracy skills, taking turns, sharing, showing respect in lessons and playground)</i></p> <p>Computing crossover: Project Evolve – Self-image and identity Lesson</p>	<p>Relationships 2</p> <p>How can we solve an argument?</p> <p>Who can help me if I’m lonely or unhappy?</p> <p>What is hurtful behaviour? (how can other people’s behaviour make us feel?)</p> <p>What is pressure? (from friends)</p> <p>When are secrets ok and not ok?</p> <p><i>Nspcc Pants rule</i></p>	<p>Living in the Wider World 1</p> <p>What makes a community?</p> <p>How can we work together to look after people in our school community? (jobs within our community, our responsibilities, helping people who are hurt...)</p> <p>What rules do we follow in our community?</p> <p>How can we get on the internet and why might we use it?</p> <p>Is everything on the internet always true? Fact and fiction (basic introduction)</p> <p>Project Evolve-</p> <p>Can I explain rules to keep myself safe online?</p> <p>(confirming how much these overlap or if the PSHE leads into the computing as intended)</p>	<p>Living in the Wider World 2</p> <p>What is money? Start with PSHE Money play, identifying money, discuss what we might use money for (based on their experiences)</p> <p>How can we keep money safe?</p> <p>How do grownups earn money?</p> <p>What is the difference between a want and a need?</p>	<p>Health and Wellbeing</p> <p>What is physical health and what is mental health? Basic introduction- sorting activities that can help keep our bodies and minds healthy e.g. exercise, exercise through play, good sleep, reading a book...</p> <p>Why do we need sleep?</p> <p>What is medicine for?</p> <p>How can I look after my teeth? Routines</p> <p>What are feelings? What can I do if I’m feeling low?</p>	<p>SRE</p> <p><u>Year 1 only</u></p> <p>What makes me unique?</p> <p><i>Whilst</i></p> <p><u>Year 2 only</u></p> <p>How do we change as we grow?</p> <p>What are the correct names for my body parts?</p> <p><u>Year 1 and 2</u></p> <p>What rules should I follow to help me to stay safe out and about? (holding hands to cross the road, using crossings, sun safety, dressing for the weather)</p> <p>What rules should I follow to help me to stay safe in my home?</p> <p>How can I get help in an emergency?</p>
PE coverage (discrete)	<p>Gymnastics Piggy in the Middle</p>	<p>Gymnastics Honey Pot</p>	<p>Dance Wallgames</p>	<p>Dance Quicksticks</p>	<p>Athletics Striking and Fielding</p>	<p>Athletics Striking and Fielding</p>