

WILLIAM MURDOCH PRIMARY SCHOOL – KEY STAGE 1 CURRICULUM MAP SEPTEMBER 2022

	YEAR 1			YEAR 2		
	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
<b>ENGLISH</b>	<p><b>Supertato</b> Identifying main events of a story Adjectives to describe characters <b>Supertato – Evil Pea Rules</b> Making predictions from texts Adjectives to describe characters Exploring characters' feelings <b>Cops and Robbers</b> Exploring descriptive language Question sentences Identifying verbs <b>Superworm</b> Exploring rhyming patterns <b>Leisure (Poetry)</b> Identifying verbs Poetry writing <b>Zog</b> Identifying main events of a story Identifying rhyming patterns Adjectives to describe characters Summary writing <b>Beegu</b> Making predictions from images Exploring character feelings Inference and justification skills <b>Father Christmas</b> Exploring other forms of texts Extracting information from images Inference and justification skills <b>Assessments</b> <b>Phonics</b></p>	<p><b>Hansel &amp; Gretel</b> Exploring familiar stories Plotting a story Summary writing Alternative ending writing <b>Where the Wild Things Are</b> Exploring texts through images Exploring adjectives and verbs Narrative writing (sequel) <b>The True Story of the Three Little Pigs</b> Compare and contrast familiar stories Checking and correcting sentences <b>Mr Wuffles</b> Exploring texts through images Examining events in a story <b>The Tiger Who Came to Tea</b> Exploring characters Character description writing Use of speech in texts Past and present tenses Letter writing <b>The Owl and the Pussycat</b> Reciting classical poetry Explaining the main events in a story Exploring rhyming in poetry <b>Basic sentence skills work</b> <b>Phonics</b></p>	<p><b>Bog Baby</b> Exploring texts through images Setting description writing Synonyms <b>Penguin</b> Examining main events in a story Examining characters Use of speech in texts Use of question marks Use of exclamation marks <b>The Way Back Home</b> Examining characters Past and present tenses Letter writing <b>Man on the Moon</b> Diary entries Prediction and inference skills <b>The Dark</b> Examining characters Prediction skills Explanation skills <b>Phonics</b></p>	<p><b>Gorilla</b> Sequencing a text Analysing characters Character description writing <b>Willy the Wimp</b> Present tense writing Use of adjectives Persuasive writing <b>Willy the Wizard</b> Inferring meaning from texts Exploring characters' feelings Past tense writing Narrative writing <b>Jack and the Beanstalk (non-traditional tale)</b> Differences between traditional and non-traditional tales Past tense writing First person writing Alternative ending narrative <b>CAT! (Poetry)</b> Reciting poetry Rhyming couplets Shape poetry Poetry writing <b>Baseline SATs assessment</b> <b>Phonics</b></p>	<p><b>The Day the Crayons Quit</b> Analysing characters Homophones Commas in a list Inferring meaning from texts Writing for purpose/audience <b>Traction Man</b> Examining comic book writing Questioning and inference skills Narrative writing Alternative ending narrative <b>Wind (Poetry)</b> Personification <b>Small in the City</b> Exploring inferences through images Expanded noun phrases Persuasive writing <b>Recounts</b> Recounts about World Book Day <b>Author Study (non-fiction)</b> Examining non-chronological reports about Roald Dahl Writing a non-chronological report <b>Hurt No Living Thing (Poetry)</b> Examining classic poetry Exploring celebratory poems Imitate writing like a poet <b>SPaG</b></p>	<p><b>Pinocchio</b> Exploring classic texts Creating humour in writing Narrative writing <b>SATs assessments &amp; reviews</b> <b>Fantastic Mr Fox</b> Chapter books Character perspectives Exploring use of adverbs Summary writing Present tense writing Instruction writing Narrative writing <b>SPaG</b></p>
<b>MATHS</b>	<p>Numbers to 10 Part-whole within 10 Addition and subtraction within 10  2D and 3D shapes Numbers to 20</p>	<p>Addition within 20 Subtraction within 20 Numbers to 50 Introducing length and height Introducing weight and volume</p>	<p>Multiplication Division Halves and quarters Position and direction Numbers to 100 Time Money</p>	<p>Numbers to 100 Addition and subtraction Money Multiplication and division</p>	<p>Multiplication and division Statistics Length and height Properties of shapes Fractions</p>	<p>Position and direction Problem solving and efficient methods Time Weight, volume and temperature</p>
<b>SCIENCE</b>	<p>Seasons Animals</p>	<p>Identifying materials</p>	<p>Plants – What plants need to grow Plants – Different types of plants.</p>	<p>Use of materials Living things</p>	<p>Changing shapes Feeding and Exercise</p>	<p>Growing Plants Habitats</p>
<b>HISTORY</b>	<p>Discovering History</p>	<p>Kings &amp; Queens</p>	<p>Prime Ministers</p>	<p>Powerful Voices</p>	<p>The Romans in Britain</p>	<p>The Tudors</p>
<b>GEOGRAPHY</b>	<p>Spatial Space</p>	<p>The UK</p>	<p>Severn Continents</p>	<p>Spatial Space</p>	<p>The British Isles</p>	<p>Northern Europe</p>
<b>MUSIC</b>	<p><b>Unit: Hey You!</b> <b>Style:</b> Old-School Hip Hop (compose) rap or words to the existing rap Historical context of musical styles. - breakdancing or 80s Hip Hop culture in general.</p>	<p><b>Unit:</b> In The Groove <b>Style:</b> Blues, Latin, Folk, Funk, Baroque, Bhangra link to history, geography, countries and cultures. Ourselves. Historical context of musical styles.</p>	<p><b>Unit:</b> Your Imagination <b>Style:</b> Pop Using your imagination and creating your own lyrics.</p>	<p><b>Unit:</b> Ho Ho Ho <b>Style:</b> Christmas, Big Band, Motown, Elvis, Freedom Songs Topic and cross-curricular links: Christmas. Literacy - Christmas vocabulary. Historical context of musical styles.</p>	<p><b>Unit:</b> I Wanna Play In A Band <b>Style:</b> Rock Topic and cross-curricular links: Teamwork, working together. The Beatles. Historical context of musical styles. Links to other units: Livin' On A Prayer - Year 5</p>	<p>Unit: Friendship Song <b>Style:</b> Pop, soul, motown, musicals Topic and cross-curricular links: PSHE: Teamwork, working together, friendship. Historical musical contexts: Bruno Mars, Stevie Wonder, Grease, Buggy Malone.</p>
<b>ART</b>	<p>Colour (A1) Line (A2)</p>	<p>Architecture and Sculpture (Sp1) Language of Art (Sp2)</p>	<p>Children in Art (S2) Language of Art (S2)</p>	<p>Colour and Shape (A1) Colour, Shape and Texture (A1)</p>	<p>Portraits and Self Portraits (Sp1) Ancient Egyptian Art (Sp2)</p>	<p>Murals and Tapestries (S1) Masterpieces in Metal (S2)</p>
<b>Computing</b>	<p>Creating Media – Digital Painting – How can we paint using computers? Digital writing – adding/removing/making changes to text Computing systems and networks – Technology in our classroom Developing mouse &amp; keyboard skills Digital Citizenship – using a computer safely</p>	<p>Data and information Grouping Data Comparing data Answering questions Programming – Moving a robot Buttons, directions, routes</p>	<p>Animation – using Scratch Jnr Joining blocks Adding sprites Making changes Computing systems and networks – Technology in our classroom Mouse and keyboard skills Using a computer responsibly</p>	<p>Computing systems and networks – IT in our school IT in the World Benefits of IT Using IT safely Creating Media – Digital Photography Using devices to capture a digital photo Landscape or portrait? What makes a good photo? Lighting Digital editing Real or fake?</p>	<p>Creating Media – Making Music Feelings in response to music Rhythm/pattern/tempo Creating digital music – Chrome Song music Lab Reviewing and editing music. Data and Information Pictograms Entering data Attributes Comparing and presenting information</p>	<p>Programming – Robot Algorithms Giving instructions Sequences Predictions – logical reasoning Designing route maps Designing an algorithm Debugging Scratch Jnr Commands/sequences/predictions Animation using Blocks Designing and creating a program Evaluating designs</p>
<b>D&amp;T</b>	<p>Crowns</p>	<p>Food – Vegetable/fruit kebabs</p>	<p>Textiles – Mittens</p>	<p>Food – Pizza</p>	<p>Freestanding structures – Playground equipment</p>	<p>Wheels and axles – Emergency vehicles</p>

<b>PSHE</b>	Being Me in My World Celebrating Difference	Dreams and Goals Healthy Me	Relationships Changing Me	Being Me in My World Celebrating Difference	Dreams and Goals Healthy Me	Relationships Changing Me
<b>P.E</b>	<p><b>Gymnastics (Unit 1 &amp; 2)</b> To identify and use simple gymnastic actions. To perform a variety of movements showing control.</p> <p><b>Dance (Unit 1 &amp; 2)</b> To explore space, speed and direction through different genres of music. To build simple movement patterns from a range of actions.</p>	<p><b>Attack, defend and shoot (Unit 1 &amp; 2)</b> To practise basic movements such as: running, jumping, throwing and catching. To recognise simple rules and apply them. To use and apply simple strategies for invasion games.</p> <p><b>Hit, catch and run (Unit 1 &amp; 2)</b> To be able to hit objects with hand or ball. To develop sending and receiving skills. To begin to learn simple tactics.</p>	<p><b>Send and return (Unit 1 &amp; 2)</b> To be able to move towards a moving ball. To attempt to intercept and range of objects.</p> <p><b>Run, jump and throw (Unit 1 &amp; 2)</b> To be able to identify that there are different speeds in running. To recognise the different throws to achieve different distances. To begin to develop strength, balance, agility and coordination to participate in athletic activities</p>	<p><b>Gymnastics (Unit 1 &amp; 2)</b> To perform a range of actions with different speeds and on different levels. To develop body management and core strength to be able to achieve some floor exercises.</p> <p><b>Dance (Unit 1 &amp; 2)</b> To be able to challenge themselves to move imaginatively to different music. To perform short sequences as a group to music. To explain to important of emotion and feeling in dance. To copy, repeat and create dance actions.</p>	<p><b>Attack, defend and shoot (Unit 1 &amp; 2)</b> To be able to send and receive a ball using their feet. To develop basic skills such as: dribbling and passing. To select and apply simple tactics in a game. To apply basic attacking play.</p> <p><b>Hit, catch and run (Unit 1 &amp; 2)</b> To develop hitting skills with a variety of bats. To begin to develop feeding/bowling skills. To develop ways in which run/points can be won in the game. To work on team skills, such as communication to help to field.</p>	<p><b>Send and return (Unit 1 &amp; 2)</b> To be able to hit and return using both hand and racquet. To develop hand-eye coordination to track the ball and move towards it. To begin to use tactics and skills to make it difficult for the opponent to score.</p> <p><b>Run, jump and throw (Unit 1 &amp; 2)</b> To develop power, agility, coordination and balance. To be able to catch and throw a range of objects, other than balls. To improve stamina when running and jumping.</p>
<b>R.E</b>	<p><b>Christianity</b> Does God want Christians to look after the world?</p> <p><b>Christianity</b> What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?</p>	<p><b>Christianity</b> Was it always easy for Jesus to show friendship?</p> <p><b>Christianity</b> Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</p>	<p><b>Judaism</b> Is Shabbat important to Jewish children?</p> <p><b>Judaism</b> Are Rosh Hashanah and Yom Kippur important to Jewish children?/ Does celebrating Chanukah make Jewish children feel closer to God?</p>	<p><b>Christianity</b> Is it possible to be kind to everyone all of the time?</p> <p><b>Christianity</b> Why do Christians believe God gave Jesus to the world?</p>	<p><b>Judaism</b> How important is it for Jewish people to do what God asks them to do?</p> <p><b>Christianity</b> How important is it to Christians that Jesus came back to life after his crucifixion?</p>	<p><b>Judaism</b> How important is it for Jewish people to do what God asks them to do?</p> <p><b>Judaism</b> How special is the relationship Jews have with God?/ What is the best way for a Jew to show commitment to God?</p>