



Cycle B Bitterley CE Primary School

MAPLES Class- Year 1 and 2

Term	Autumn	Spring	Summer
Project			
Equality/Diversity/Inclusion/Responsibility Project starter question. This thread should run through your project			
English	<p>Fiction TYPE – Journey Story Focus - character Model text – The Three Little Pigs</p> <p>Non-Fiction Text Type - Instructions Model text – How to build a wolf-proof house</p> <p>Poetry Focus – Spine Poem – wolf</p> <p>Or</p> <p>The wolf comes creeping creeping, The bat comes flapping, flapping</p> <p>Fiction TYPE – Journey Story Focus – setting Model text – Meerkat Mail</p> <p>Non-Fiction Text Type - Diary Model text – Meerkat Diary</p>	<p>Fiction TYPE – Journey Story Focus – Model text – Traction Man</p> <p>Non-Fiction Text Type - Information Model text – Traction Man the hero</p> <p>Poetry Focus – playful personification poems... things that come alive</p> <p>Fiction TYPE – Journey tale Focus – Dialogue Model text – Monkey See Monkey Do</p> <p>Non-Fiction Text Type - Persuasive Model text – hats for sale</p> <p>Poetry Focus – Spine Poem Model – The Wolf</p>	<p>Fiction TYPE – Journey tale Focus – Dialogue Model text – <i>The Papaya that spoke</i></p> <p>Non-Fiction Text Type - Diary Model text – <i>Farmer's Diary</i></p> <p>Poetry Focus – List poem</p> <p>Fiction TYPE – Warning Story Focus – suspense Model text – Pirate Tom</p> <p>Non-Fiction Text Type – Recount / news Model text – Pirates Strike Gold!</p> <p>Poetry Focus – List poem If I were I pirate I would seek...</p> <p>Year 1 - Phonics - Little Wandle</p>

	<p>Poetry Focus – List poems – On Monday I... On Tuesday I</p> <p>Year 1 - Phonics - Little Wandle Phase 3 / 4 / 5 Reading practice sessions</p> <p>Year 2 - Spellings – Spelling Shed Spelling Rules – 1-13</p> <p>Grammar – Spelling Shed</p>	<p>Year 1 - Phonics - Little Wandle Phase 3 / 4 / 5 Reading practice sessions</p> <p>Year 2 - Spellings – Spelling Shed Spelling Rules – 14-25</p> <p>Grammar – Spelling Shed Noun phrases expanded noun phrases Verbs Adverbs Subordinating conjunctions</p>	<p>Phase 3 / 4 / 5 Reading practice sessions</p> <p>Year 2 - Spellings – Spelling Shed Spelling Rules – 26-36</p> <p>Grammar – Spelling Shed Subordinating conjunctions Commands Exclamations Sentence types Apostrophes Past tense Present tens</p>
Mathematics	<p>Whiterose Year 1 Week 1-8 Place Value Week 9-12 Addition and subtraction</p> <p>Year 2 Week 1-7 Place Value Week 8-12 Addition and subtraction</p>	<p>Whiterose Year 1 Week 1 Addition and subtraction Week 2-4 Place value (within 20) Week 5-7 Addition and subtraction (within 20) Week 8-9 Place value (within 50) Week 10-11 Length and height Week 12 Shape</p> <p>Year 2 Week 1-2 Money Week 3-7 Multiplication and division Week 8-9 Length and height Week 10-12 Mass, capacity and temperature</p>	<p>Whiterose Year 1 Week 1-3 Multiplication and division Week 4-5 Fractions Week 6 Position and direction Week 7-8 Place value within 100 Week 9 Money Week 10-11 Time Week 12 Mass and volume</p> <p>Year 2 Week 1-2 Statistics Week 3-5 Fractions Week 6-7 Position and direction Week 8-10 Shape Week 11-12 Time</p>
Science	<p>Seasons</p> <ul style="list-style-type: none"> observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies 	<p>Every day materials</p> <ul style="list-style-type: none"> 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 identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of 	<p>Plants</p> <ul style="list-style-type: none"> 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 observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

		solid objects made from some materials can be changed by squashing, bending, twisting and stretching	
RE	<p>How should we care for the world and why does it matter?</p> <p>What do Christians believe God is like?</p>	<p>What does it mean to build a strong faith community?</p> <p>Salvation: Why does Easter matter to Christians?</p>	Who is Muslim and how do they live?
History	<p>What is history?</p> <ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Significant historical events, people and places in their own locality. understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses 	<p>How was school different in the past?</p> <ul style="list-style-type: none"> Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life Significant historical events, people and places in their own locality. know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and 	<p>What is a monarch?</p> <ul style="list-style-type: none"> know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses

		international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.	
Geography	<p>Where am I?</p> <ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 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 use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key 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>Would you prefer to live in a hot or cold place?</p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans 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 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 use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 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 use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and 	<p>What is it like to live in Shanghai?</p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans 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 use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 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 use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key 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.

		physical features of its surrounding environment.	
Art	<p>Explore & Draw Drawing, Sketchbooks, Collage Andy Goldsworthy, Joseph Cornell, Hassan Hajjaj, Lorna Crane, Alice Fox, Nicole White.</p> <ul style="list-style-type: none"> • Pupils will become familiar with the idea that other artists are inspired by exploring and collecting things in and around their environment. They will record their thoughts and feelings about the artwork in their sketchbooks and will visually list places and things that they can explore and collect from school home and their local area. • Pupils will demonstrate their curiosity by exploring their playground or school area to collect items that inspire them. Pupils will play with the objects to create new shapes and patterns on the ground. Pupils will decide which objects to bring back to the classroom before continuing to play with pattern and composition. They will demonstrate sorting skills by grouping objects by colour, size, material, and type. Children will take photos of their arrangements and reflect on their gathering and documentation. • Pupils will work in sketchbooks using a variety of media (hand-writing pens, pencils). They will draw the things that they collected in week 2, becoming familiar with exercises like continuous line drawing and feely drawing. They will begin to develop hand-eye coordination through slow drawing and understand that they can explore an object through touch. • Pupils will use the skills that they have picked up in previous weeks to create a finished drawing. They will be introduced to wax resist techniques and will start considering 'composition' when making work. • Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion. 	<p>Expressive Painting Painting, Sketchbooks Marela Zacarías, Charlie French, Vincent Van Gogh, Cezanne</p> <ul style="list-style-type: none"> • Pupils will become familiar with the term 'expressionism'. They will be introduced to two artists who use colour and mark making to make art. Pupils will take part in discussion, responding to artists work verbally and visually in sketchbooks and peer conversation. • Pupils will use various home-made tools to apply paint in abstract patterns. They will continue to develop their knowledge of primary and secondary colours through expressive mark making, connecting colour and texture. Pupils will then consolidate what they have learnt by recording and reflecting in sketchbooks. • Pupils will explore the brushwork of two old masters. They will focus in on details of paintings to understand how they built the work. Pupils will respond through class discussion and creating visual notes in their sketchbooks. Pupils will record similar brush marks that they see in paintings and capture the colour that stand out to them. • Pupils will arrange their own still life scene which they will go on to make continuous line drawings of. They will expand their journey by introducing colour and form by tearing and arranging coloured paper in their composition. Pupils will go on to use acrylic paint to create gestural paintings of their still life scene, putting into practice all that they have experienced during the half term. 	<p>Stick Transformation Project Sculpture, Drawing, Sketchbooks Chris Kenny</p> <ul style="list-style-type: none"> • Pupils will think creatively and laterally, and practise dexterity skills by using a range of materials to build roots and shoots from 'seeds'. Pupils will learn to manipulate materials by twisting, tearing, folding and bending materials to form structures. They will take photos of their sculptures to put in their sketchbooks to reflect on. • Pupils will transform sticks to make either worry dolls, a tree house or masks out of sticks. In each of these activities they will continue developing dexterity skills such as cutting with simple tools and fastening materials together. They will be introduced to artists or source material which will inspire and inform their idea generation. Pupils will respond to stimulus and will generate ideas in sketchbooks. They will test ideas alongside this to transform a variety of objects showing a consideration for form and colour. • Pupils will display their work in a clear space and reflect on the half term, sharing what they like and what they would like to try again through peer discussion.

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Music	<p>Year 1: Musical vocabulary (Theme: Under the sea)</p> <ul style="list-style-type: none"> Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music <p>Year 1: Timbre and rhythmic patterns (Theme: Fairytales)</p> <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music 	<p>Year 2: African call and response song (Theme: Animals)</p> <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music <p>Year 1: Vocal and body sounds (Theme: By the sea)</p> <ul style="list-style-type: none"> Use their voices expressively and creatively by singing songs and speaking chants and rhymes Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music 	<p>Year 2: Dynamics, timbre, tempo and motifs (Theme: Space)</p> <ul style="list-style-type: none"> Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music <p>Year 2: Myths and legends</p> <ul style="list-style-type: none"> Play tuned and untuned instruments musically Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music
Computing	<p>NCCE units Computing systems and networks – IT around us 1.1</p> <p>Project Evolve E-Safety (Y1 then Y2 coverage)</p> <ul style="list-style-type: none"> Managing Online information Health, Wellbeing and Lifestyle 	<p>NCCE units Computing systems and networks – Technology around us 2.1</p> <p>Project Evolve E-Safety (Y1 then Y2 coverage)</p> <ul style="list-style-type: none"> Privacy and Security 	<p>NCCE units Creating media – Digital writing 1.5</p> <p>Project Evolve E-Safety (Y1 then Y2 coverage)</p> <ul style="list-style-type: none"> Copyright and Ownership

<h2>Design Technology</h2>	<p>Cooking and nutrition: A balanced diet link seasons link geography what is it like here Designing a healthy wrap based on a food combination, which works well together.</p> <ul style="list-style-type: none"> • Slicing food safely using the bridge or claw grip. • Constructing a wrap that meets a design brief. • Describing the taste, texture and smell of fruit and vegetables. • Taste testing food combinations and final products. • Describing the information that should be included on a label. • Evaluating which grip was most effective. • To know that 'diet' means the food and drink that a person or animal usually eats. • To understand what makes a balanced diet • To know where to find the nutritional information on packaging. • To know that the five main food groups are: Carbohydrates, fruits and vegetables, protein, dairy and foods high in fat and sugar. • To understand that I should eat a range of different foods from each food group, and roughly how much of each food group. • To know that nutrients are substances in food that all living things need to make energy, grow and develop. • To know that 'ingredients' means the items in a mixture or recipe. • To know that I should only have a maximum of five teaspoons of sugar a day to stay healthy. • To know that many food and drinks we do not expect to contain sugar do; we call these 'hidden sugars'. 	<p>Structures: Baby bear's chair link materials</p> <ul style="list-style-type: none"> • Generating and communicating ideas using sketching and modelling. • Learning about different types of structures, found in the natural world and in everyday objects. • Making a structure according to design criteria. • Creating joints and structures from paper/card and tape. • Building a strong and stiff structure by folding paper. • Exploring the features of structures • Comparing the stability of different shapes. • Testing the strength of own structures. • Identifying the weakest part of a structure. • Evaluating the strength, stiffness and stability of own structure. • To know that shapes and structures with wide, flat bases or legs are the most stable. • To understand that the shape of a structure affects its strength. • To know that materials can be manipulated to improve strength and stiffness. • To know that a structure is something, which has been formed or made from parts. • To know that a 'stable' structure is one, which is firmly fixed and unlikely to change or move. • To know that a 'strong' structure is one, which does not break easily. • To know that a 'stiff' structure or material is one, which does not bend easily. • To know that natural structures are those found in nature. • To know that man-made structures are those made by people. 	<p>Textiles: Pouches link plants Designing a pouch</p> <ul style="list-style-type: none"> • Selecting and cutting fabrics for sewing. • Decorating a pouch using fabric glue or running stitch. • Threading a needle. • Sewing running stitch, with evenly spaced, neat, even stitches to join fabric. • Neatly pinning and cutting fabric using a template. • Troubleshooting scenarios posed by the teacher. • Evaluating the quality of the stitching on others' work. • Discussing as a class the success of their stitching against the success criteria. • Identifying aspects of their peers' work that they particularly like and explaining why. • To know that sewing is a method of joining fabric. • To know that different stitches can be used when sewing. • To understand the importance of tying a knot after sewing the final stitch. • To know that a thimble can be used to protect my fingers when sewing.
<p>PSHE/ RSE</p>	<p><u>Year 2 Being me in my world</u> <u>Key outcomes</u></p> <ul style="list-style-type: none"> • I can explain why my behaviour can impact on other people in my class. • I can compare my own and my friends' choices and can express why some choices 	<p><u>Year 2 Dreams and goals</u> <u>Key outcomes</u></p> <ul style="list-style-type: none"> • I can explain how I played my part in a group and the parts other people played to create an end product. 	<p><u>Year 2 Relationships</u> <u>Key outcomes</u></p> <ul style="list-style-type: none"> • I can explain why some things might make me feel uncomfortable in a relationship and compare this with

	<p>are better than others.</p> <p>Year 2 Celebrating difference</p> <p>Key outcomes</p> <ul style="list-style-type: none"> I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes. I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends. 	<ul style="list-style-type: none"> I can explain how our skills complemented each other. I can explain how it felt to be part of a group and can identify a range of feelings about group work. <p>Year 2 Healthy Me</p> <p>Key outcomes</p> <ul style="list-style-type: none"> I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices. I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices. 	<p>relationships that make me feel safe and special.</p> <ul style="list-style-type: none"> I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships. <p>Y1/2 Changing Me.</p> <p>Year 1</p> <ul style="list-style-type: none"> I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. I can explain why some changes I might experience might feel better than others. <p>Year 2</p> <ul style="list-style-type: none"> I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't. I can tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me.
<p>PE</p>	<p>Swimming (whole term)</p> <ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] <p>Run, jump throw for last two weeks when not</p>	<p>Gymnastics Unit 1 (Year 1)</p> <ul style="list-style-type: none"> Mastering basic movements and developing agility, balance and coordination (ABCs) To extend performance in movement patterns and sequences <p>Gymnastics Unit 1 Year 2</p> <ul style="list-style-type: none"> Become increasingly confident and competent in fundamental agility, balance and coordination (ABCs) in relation to gymnastic activity 	<p>Send and Return Year 1</p> <ul style="list-style-type: none"> Extend co-ordination for hitting Participate in simple sending and receiving games Score points through sending balls using hitting skills to correct areas <p>Send and Return Year 2</p> <ul style="list-style-type: none"> Participate in modified net/wall games Combine isolated skills e.g. moving towards a ball to make contact

	<p>swimming.</p> <p>Year 1</p> <ul style="list-style-type: none"> Engage in competitive activities against self and others Master basic running, jumping and throwing skills 	<ul style="list-style-type: none"> Develop and perform simple sequences <p><u>PE Hub Unit – Run, Jump Throw Unit 2 Year 1</u></p> <ul style="list-style-type: none"> Engage in competitive activities against self and others Master basic running, jumping and throwing skills <p><u>PE Hub Unit – Run, Jump Throw Unit 2 Year 2</u></p> <ul style="list-style-type: none"> Develop agility in running <p>Participate in competitions for running, jumping and throwing</p>	<ul style="list-style-type: none"> Compete against self and others to score points <p><u>PE Hub Unit – Hit, Catch, Run Year 1</u></p> <ul style="list-style-type: none"> Extend agility and coordination through throwing, catching and retrieving Participate in simple hit, catch and run games Score points through sending balls and running <p><u>PE Hub Unit – Hit, Catch, Run Year 2</u></p> <ul style="list-style-type: none"> Develop eye to hand coordination for hitting Participate in striking and fielding situations
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