



## Cycle A Bitterley CE Primary School

### MAPLES Class- Year 1 and 2

Term	Autumn	Spring	Summer
<b>Project</b>			
<b>Equality/Diversity/Inclusion/Responsibility</b> <b>Project starter question.</b> <b>This thread should run through your project</b>			
<b>English</b>	<p><b>Core text:</b> Tadpole's Promise. Joanne Willis and Tony Ross.</p> <p>Tad. Benji Davies.</p> <p><b>Guided reading:</b> Year 2 - Whole class guided reading Vocabulary, reading, question and summary focus for each chapter.</p> <p><b>Fiction:</b> Story with a focus on sequencing.</p> <p><b>Non-fiction:</b> Recount Fact files Letter home.</p> <p><b>Poetry:</b> Water/Sea poetry</p> <p><b>Year 1 - Phonics - Little Wandle</b> Phase 3 / 4 / 5 Reading practice sessions</p>	<p><b>Fiction</b> <i>TYPE – Journey Story</i> Focus – Character Model text – Little Charlie</p> <p><b>Non-Fiction</b> <i>Text Type - Instructions</i> Model text – How to get to Grandma's House</p> <p><b>Poetry</b> Focus – List poems – silly animals Model – I went for a walk and saw... 10 scruffy</p> <p><b>Fiction</b> <i>TYPE – Warning Story</i> Focus – <i>suspense</i> Model text – Little Red Riding Hood</p> <p><b>Non-Fiction</b> <i>Text Type – Recount / news</i> Model text – Local woodcutter saves the day</p>	<p><b>Fiction</b> <i>TYPE – Finding tale</i> Focus – <i>Dialogue</i> Model text – <i>Jack and the Beanstalk</i></p> <p><b>Non-Fiction</b> <i>Text Type – Persuasive</i> Model text – <i>Cow advert</i></p> <p><b>Poetry</b> Focus – <i>List poem</i> Model – <i>6 things a giant can do</i></p> <p><b>Fiction</b> <i>TYPE – Defeating a monster tale</i> Focus – <i>Openings and endings</i> Model text – <i>The Lighthouse Keeper's Lunch</i></p> <p><b>Non-Fiction</b> <i>Text Type – Explanation</i> Model text – <i>How lighthouses work</i></p> <p><b>Poetry</b> Focus – <i>Spine poem</i></p>

	<p><b>Year 2 - Spellings</b> – Spelling Shed Spelling Rules – 1-13</p> <p><b>Grammar</b> – Spelling Shed</p>	<p><b>Poetry</b> Focus – Spine Poem Model – The Wolf</p> <p><b>Year 1 - Phonics - Little Wandle</b> Phase 3 / 4 / 5 Reading practice sessions</p> <p><b>Year 2 - Spellings</b> – Spelling Shed Spelling Rules – 14-25</p> <p><b>Grammar</b> – Spelling Shed Noun phrases expanded noun phrases Verbs Adverbs Subordinating conjunctions</p>	<p><b>Year 1 - Phonics - Little Wandle</b> Phase 3 / 4 / 5 Reading practice sessions</p> <p><b>Year 2 - Spellings</b> – Spelling Shed Spelling Rules – 26-36</p> <p><b>Grammar</b> – Spelling Shed Subordinating conjunctions Commands Exclamations Sentence types Apostrophes Past tense Present tens</p>
<b>Mathematics</b>	<p><u>Whiterose</u> <b>Year 1</b> Week 1-8 Place Value Week 9-12 Addition and subtraction</p> <p><b>Year 2</b> Week 1-7 Place Value Week 8-12 Addition and subtraction</p>	<p><u>Whiterose</u> <b>Year 1</b> 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><b>Year 2</b> 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><u>Whiterose</u> <b>Year 1</b> 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><b>Year 2</b> Week 1-2 Statistics Week 3-5 Fractions Week 6-7 Position and direction Week 8-10 Shape Week 11-12 Time</p>
<b>Science</b>	<p>Living things and habitats</p> <ul style="list-style-type: none"> <li>Living organisms all grow, change and eventually die.</li> <li>Not everything has lived.</li> <li>A habitat is an area that enables a particular thing to live there.</li> <li>There are lots of different types of habitats.</li> <li>Plants and animals need nutrients, light, heat and other plants or animals that are the same.</li> <li>If we damage and destroy habitats, animals or plants may die out.</li> <li>Recognise and name different plants that grow in the habitats around school.</li> </ul>	<p>Animals including humans</p> <ul style="list-style-type: none"> <li>Fish have gills and breath under water. They do not have limbs. Amphibians can live both in the water or out of the water.</li> <li>Reptiles have dry scaly skin and lay eggs. Birds have feathers, beaks and lay eggs. Mammals are fed milk from their mothers.</li> <li>Fish have gills and breath under water. They do not have limbs.</li> <li>Amphibians can live both in the water or out of the water. Reptiles have dry scaly skin and lay eggs. Birds have feathers, beaks and lay eggs.</li> </ul>	<p>Seasons</p> <ul style="list-style-type: none"> <li>There are four seasons, autumn, winter, spring and summer. The seasons are part of a cycle.</li> <li>During autumn, it gets colder, the days get shorter and nights get longer.</li> <li>During winter, it is cold, the days are short and the nights are long.</li> <li>During spring, it gets warmer, the days get longer and nights get shorter.</li> <li>During summer, it is warm, the days are long and nights are short.</li> </ul>

	<ul style="list-style-type: none"> <li>Recognise and name different animals and birds that grow in the habitats around school.</li> <li>Plants and animals need the right habitats to survive.</li> <li>Plants get nutrients from the soil they grow in. Animals get food by eating plants or other animals.</li> <li>A food chain shows how energy is transferred from one plant or animal to another.</li> <li>If a plant or animals dies out, it breaks a food chain.</li> </ul>	<p>Mammals are fed milk from their mothers.</p> <ul style="list-style-type: none"> <li>An herbivore eats plants, a carnivore eats meat and an omnivore eats both plants and meat.</li> <li>An herbivore eats plants, a carnivore eats meat and an omnivore eats both plants and meat.</li> <li>We taste using our tongue, hear using our ears, touch using our skin, smell using our nose and see using our eyes.</li> <li>All animals, including humans have offspring.</li> <li>Not all offspring are born in the same way.</li> <li>Animals and humans need water, air and food to survive.</li> <li>Humans need to eat a balance of foods and ensure we eat different types of foods in the right quantities.</li> <li>Humans need to exercise to keep their bodies healthy.</li> <li>It is important that humans are hygienic so that we do not become ill.</li> </ul>	<ul style="list-style-type: none"> <li>The seasons affect what we might wear and what we might choose to do because the weather changes throughout the year.</li> <li>Some trees lose their leaves every year in autumn, have no leaves in winter and grow new ones in spring and summer.</li> <li>Hibernation is a way that many creatures survive winter without having to move around and find food.</li> <li>We measure rainfall by collecting rainwater in a container.</li> <li>We measure rainfall by collecting rainwater in a container.</li> <li>Wind can blow from any direction.</li> <li>The strength of the wind changes.</li> </ul>
<b>RE</b>	<p>Understanding Christianity unit 1.2 Who made the world?</p> <p>Understanding Christianity God unit 1.1 What do Christians believe God is like?</p>	Unit 1.7 Who is Jewish and how do they live? (double unit)	<p>1.8 What makes some places sacred to believers?</p> <p>Understanding Christianity Gospel 1.4 What is the good news that Jesus brings?</p>
<b>History</b>	<p>Changes within living memory</p> <ul style="list-style-type: none"> <li>Music used to be recorded on records, tapes and CDs.</li> <li>We use MP3 players, smart phones and other internet enabled devices to listen to music.</li> <li>The materials used to make toys has changed over the past 60 years.</li> <li>As technology has advanced, toys have changed.</li> <li>Food has become more accessible over the last 60 years.</li> <li>Different countries prepare food in different ways and use different ingredients.</li> </ul>	<p>Great Fire of London</p> <ul style="list-style-type: none"> <li>It is believed that The Great Fire Of London started in a bakery.</li> <li>Thomas Bludworth, Mayor Of London, ordered building to be pulled down to stop the fire spreading.</li> <li>Approximately 100,000 people were made homeless.</li> <li>King Charles II tried to ensure streets were wider to prevent fires from spreading.</li> <li>The fire started on September 3rd 1666 and was out by September 6th 1666.</li> <li>Samuel Pepys kept a diary about what happened at the time of the Great Fire Of London.</li> </ul>	<p>Neil Armstrong</p> <ul style="list-style-type: none"> <li>Neil Armstrong was an astronaut.</li> <li>Neil Armstrong was a pilot in the Korean War then became an Astronaut.</li> <li>Neil Armstrong was the first man to walk on the moon.</li> <li>Neil Armstrong was born in 1930 and died in 2012. He was the first man to walk on the moon in 1969.</li> <li>During Armstrong's life there were two world wars and the millennium.</li> <li>A biography is an account of someone's life written by someone else.</li> </ul>

# Geography

7 continents and 5 oceans

- A continent is a large solid area of land. There are seven continents, Asia, Africa, North America, South America, Antarctica, Europe, and Australia.
- Europe has lots of different countries including England, France, Italy, Germany, Greece.
- Asia is the largest continent and contains some of the mega cities like Tokyo in Japan, Beijing in China and Delhi in India.
- Antarctica contains 90% of the world's ice.
- Alaska has very high, snow covered mountains and lots of wilderness.
- Shropshire and Alaska have forests and hills, rivers and lakes.

Ludlow compared to Trinidad and Tobago

- Trinidad and Tobago are two small islands off the coast of Venezuela, South America.
- Trinidad and Tobago has a tropical climate.
- Trinidad and Tobago has lots of different types of tropical plants and animals. There are lots of different types of birds.
- Trinidad and Tobago have steep mountains, hills and plains with a highland area and coastal plains.
- People in Trinidad and Tobago like to eat Crab, a dish called callaloo and another called Pelau, a rice-based dish.
- Town and cities on Trinidad and Tobago are smaller than those in the UK.


Seasonal and daily weather patterns in the UK and hot and cold areas of the world

- Weather describes the events that happen in our atmosphere day to day.
- The weather affects what we can grow, what we wear and what we do.
- Seasons effect the weather, summer being the hottest and winter being the coldest.
- Extreme weather is when the weather is significantly different to normal, extremely strong winds or heavy rain or snow for example.
- Mali is the hottest country in the world.
- Antarctica is the coldest place on Earth.

# Art

Gazieh Gholami


Drawing  
Painting



- The painting is by Razieh Gholami, Afghanistan (Painted 2019) 'Hoping to Survive'
- Y1 Razieh Gholami is a living painter from Afghanistan. She escaped war to live in Greece with her family.
- Y2 Razieh Gholami is a living painter from Afghanistan. She escaped war to live in Greece with her family. Some of her paintings give messages to others about refugees.
- A sketchbook is used to collect and record different methods of working.

Great Fire Of London  
The Great Fire Of London  
Genre: Collage, mixed media

Drawing  
Painting  
Textiles



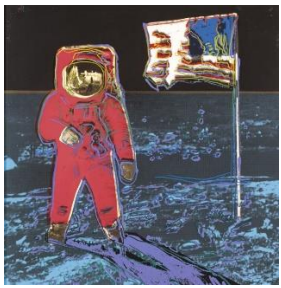
Artist Unknown.

Genre: Pencil/mark making

- Y1 Paintings can give information about things that happened in the past. You can choose different materials to work on. Not all paintings look the same. When painting you use a range of colours. Tone is created by making a colour darker. A tint makes colours lighter.

Andy Warhol, Moonwalk. 1987.  
Pop Art

Drawing  
Printing  
ICT, editing images



Andy Warhol, Moonwalk. 1987.  
Pop Art.

Y1  
Andy Warhol was an American artist. He was born in 1928 and died in 1987.

He liked photography, printing and painting.

Y2  
Andy Warhol was an American artist. He was born in 1928 and died in 1987.

	<ul style="list-style-type: none"> <li>• Using the tip of the brush creates a different effect to using the edge.</li> <li>• Colour or tone can be applied to represent shape and space, using tints and shading, and texture.</li> <li>• Red yellow and blue are primary colours. Mixing primary colours creates new colours.</li> <li>• Art work can give people messages without writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Y2 Paintings can be used to record experiences, feelings and atmosphere. Different techniques will create different effects. Paintings have been produced for a very long time. Painters use brushes or painting knives, pallets to create marks. Paintings can be done on walls, paper, board or canvass.</li> <li>• A sketchbook is used to collect and record different methods of working.</li> <li>• You can use any materials to produce textiles art work. You can tear, cut and join materials together.</li> <li>• You can weave a wide range of materials to create larger pieces of fabric.</li> <li>• You can layer materials to create different effects.</li> <li>• You can use different materials, different types of stitching and joining techniques to create a range of patterns and textures.</li> </ul>	<p>He liked photography, printing and painting. He was also a film director.</p> <ul style="list-style-type: none"> <li>• Andy Warhol, Moonwalk. 1987. Pop Art.</li> <li>• Y1 Andy Warhol was an American artist. He was born in 1928 and died in 1987.</li> <li>• He liked photography, printing and painting.</li> <li>• Y2 Andy Warhol was an American artist. He was born in 1928 and died in 1987.</li> <li>• He liked photography, printing and painting. He was also a film director.</li> <li>• You can use your imagination as well as things you know about to inform sketches</li> <li>• Images can be altered using a computer.</li> <li>• Printing is where you transfer paint or ink from one surface to another. You could use your fingers, a sponge or a block for example.</li> <li>• You can use a printing surface several times to create a pattern.</li> <li>• You can use more than one colour on a printing block. You do not have to colour the whole block each time you use it but you must put the block in the same place on the print each time you use it.</li> </ul>
<p><b>Music</b></p>	<p>Y1 Unit 2 How does music tell us about the past?</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Musicianship: Understanding Music</b>  Tempo: 96bpm  Time Signature: 4/4 Key Signature: F major  Rhythmic patterns using:  Minims, crotchets and quavers  Melodic patterns: F, C</p> <p><b>Musicianship: Improvise Together - Activity 1</b>  Tempo: 100bpm Time Signature: 4/4</p> </div>	<p>Y1 Unit 4 How does music help us to understand our neighbours?</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Musicianship: Understanding Music</b>  Tempo: 98bpm  Time Signature: 4/4 Key Signature: A minor  Rhythmic patterns using:  Minims, crotchets and quavers  Melodic patterns: A, E</p> <p><b>Musicianship: Improvise Together - Activity 2</b></p> </div>	<p>Y1 Unit 6. How does music teach us about looking after our planet?</p> <div style="border: 1px solid black; padding: 5px;"> <p><b>Musicianship: Understanding Music</b>  Tempo: 100bpm  Time Signature: 2/4 Key Signature: G major  Rhythmic patterns using:  Crotchets and quavers Melodic patterns: G, B, D</p> <p>Songs The bear went over the mountain, in the sea, Alice the camel, ten green bottles, zootime, she'll be coming round the</p> </div>

Key Signature: C major  
Improvise section using: C, D, E

**Songs**  
Twinkle, twinkle little star, In The Orchestra ,Daisy Bell, Dancing Dinosaurs, Rock-a-bye Baby, I'm A Little Teapot, Sleigh Ride

Y2 Unit 1 How does music help us to make friends?

**Musicianship: Understanding Music**  
Tempo: 112bpm  
Time Signature: 4/4 Key Signature: C major  
Rhythmic patterns using:  
Minims, crotchets and quavers  
Melodic patterns: C, G

**Musicianship: Improvise Together - Activity 1**  
Tempo: 112bpm Time Signature: 4/4  
Key Signature: C major  
Improvise section using: C, D, E

Songs Music Is In My Soul, Bolero, Hey Friends! Eye of the Tiger, Hello!

- 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.

Tempo: 96bpm Time Signature: 4/4  
Key Signature: F major  
Improvise section using: F, G, A

Songs: Days of the week, name song, cuckoo, upside down, hush little baby, who took the cookie, The planets Op 32 – 1 Mars The Bringer if War

Y2 unit 3. How does music make the world a better place?

**Musicianship: Understanding Music**  
Tempo: 66bpm  
Time Signature: 2/4 Key Signature: C major  
Rhythmic patterns using:  
Minims, crotchets and quavers  
Melodic patterns: C, G

**Musicianship: Improvise Together - Activity 1**  
Tempo: 100bpm Time Signature: 4/4  
Key Signature: C major  
Improvise section using: C, D, E

Songs Rainbows, Maple Leaf Rag, Hands, Feet, Heart, Let's Twist Again, All Around The World

- 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

mountain, The Pink Panther Theme Henry Mancini

Y2 Unit 5  
How does music make us happy?

**Musicianship: Understanding Music**  
Tempo: 114bpm  
Time Signature: 4/4 Key Signature: C major  
Rhythmic patterns using:  
Minims, crotchets and quavers  
Melodic patterns: C, G

**Musicianship: Improvise Together - Activity 2**  
Tempo: 98bpm Time Signature: 4/4  
Key Signature: A minor  
Improvise section using: A, B, C

Songs: I Wanna Play In A Band, Flying Theme From E.T. The Extra-Terrestrial, Music Is All Around, Moon River, Saying Sorry

- 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.

		inter-related dimensions of music.	
<b>Computing</b>	Data and information – Pictograms 2.4	Programming A – Robot algorithms 2.3	Programming B – Programming Quizzes 2.6
<b>Design Technology</b>	<p>Year 1/2 Maples Make a fruit kebab to eat with an older member of your family whilst you talk about the past.</p> <ul style="list-style-type: none"> <li>Y1 All food comes from plants or animals.</li> <li>Y2 Food has to be grown, caught or farmed.</li> <li>The eat well plate is divided into five different groups.</li> <li>Everyone should eat five portions of fruit or vegetables a day</li> <li>Y1 Know how to use techniques such as cutting, peeling and grating.</li> <li>Y2 Demonstrate how to use techniques such as cutting, peeling and grating.</li> <li>Know how to prepare simple dishes safely and hygienically, without using a heat source.</li> <li>Demonstrate how to prepare simple dishes safely and hygienically, without using a heat source.</li> <li>Know how to prepare simple dishes safely and hygienically, without using a heat source.</li> <li>Demonstrate how to prepare simple dishes safely and hygienically, without using a heat source.</li> </ul>	<p>Pulley for a well.</p> <ul style="list-style-type: none"> <li>Wheels are round and rotate.</li> <li>An axle is a bar that wheels are placed on.</li> <li>Axels can move with wheels or the wheels can move on the axle.</li> <li>Measure accurately.</li> <li>Use glue to join materials.</li> <li>A slider moves sideways.</li> <li>Join materials to enable movement.</li> <li>A lever is a solid bar that rotates on a point on itself.</li> <li>Join materials to create a pivot to enable movement using split pins, for example.</li> <li>A pulley can be used to pull water out of a well. A pulley is a type of wheel with an axle and a lever.</li> <li>You evaluate a product by testing it and looking for things that work and things that need improving.</li> </ul>	<p>Design a new type of warning sign with a flag that can be seen in the dark.</p> <ul style="list-style-type: none"> <li>A free standing structure supports itself.</li> <li>Some materials are stiffer than others.</li> <li>Folding materials can make them stiffer.</li> <li>Joining different materials can increase stiffness.</li> <li>Corrugating materials increases stiffness.</li> <li>Accurately fold materials.</li> <li>Use tape and glue to join materials together.</li> <li>You can make materials stiffer by changing their shapes.</li> <li>Measure materials accurately using a ruler or tape measure.</li> <li>Use different cutting tools safely by holding them correctly.</li> <li>A free standing structure is made of different materials that are joined together and are stiff.</li> <li>Reflective materials catch light making them easier to see.</li> </ul>
<b>PSHE/ RSE</b>	<p>Y1 Being me in my world.</p> <ul style="list-style-type: none"> <li>I can explain why my class is a happy and safe place to learn.</li> <li>I can give different examples where I or others make my class happy and safe.</li> </ul> <p>Celebrating Difference.</p> <ul style="list-style-type: none"> <li>I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special.</li> </ul>	<p>Y1 Dreams and goals.</p> <ul style="list-style-type: none"> <li>I can explain how I feel when I am successful and how this can be celebrated positively.</li> <li>I can say why my internal treasure chest is an important place to store positive feelings.</li> </ul> <p>Healthy Me.</p> <ul style="list-style-type: none"> <li>I can explain why I think my body is amazing and can identify</li> </ul>	<p>Y1 Relationships</p> <ul style="list-style-type: none"> <li>I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships.</li> <li>I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.</li> </ul> <p>Y1/2 Changing Me.</p>

	<ul style="list-style-type: none"> <li>I can explain what bullying is and how being bullied might make somebody feel.</li> </ul>	<p>a range of ways to keep it safe and healthy.</p> <ul style="list-style-type: none"> <li>I can give examples of when being healthy can help me feel happy.</li> </ul>	<p>Year 1</p> <ul style="list-style-type: none"> <li>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.</li> <li>I can explain why some changes I might experience might feel better than others.</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private.</li> <li>I can explain why some types of touches feel OK and others don't.</li> <li>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.</li> </ul>
<p><b>PE</b></p>	<p>Swimming (whole term)</p> <ul style="list-style-type: none"> <li>Swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> </ul> <p>Run, jump throw for last two weeks when not swimming.</p> <p>Year 1</p> <ul style="list-style-type: none"> <li>Engage in competitive activities against self and others</li> <li>Master basic running, jumping and throwing skills</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>Develop agility in running</li> </ul>	<p>Swimming (6 weeks)</p> <ul style="list-style-type: none"> <li>Swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>Become increasingly competent and confident in fundamental basic ABC in relation to dance activity</li> <li>Develop and perform simple movements</li> </ul> <p>Attack, defend and shoot. Y1/2</p>	<p>Dance unit 1, Y1/ Y2</p> <p>Year 1</p> <ul style="list-style-type: none"> <li>Extend coordination, flexibility and balance</li> <li>Perform short, simple movement patterns</li> <li>Watch others and say what they liked about a performance</li> </ul> <p>Outdoor and adventurous activities</p> <p>Year 1</p> <ul style="list-style-type: none"> <li>Work as an individual to solve problems</li> </ul> <p>Year 2</p> <ul style="list-style-type: none"> <li>Engage in cooperative activities, in a range of increasingly challenging situations</li> </ul>

	<ul style="list-style-type: none"><li>• Participate in competitions for running, jumping and throwing</li></ul>		
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