

# Buxworth Primary School Cycle B



## Year 1/2- Curriculum Map

Subject	Autumn	Spring	Summer
	<u>The Enchanted Woodland</u>  <u>Winter Festivals</u>	<u>Emergency Services</u>  <u>Superheroes</u>	<u>Explorers</u>
English	<p><b>The Enchanted Woodland</b></p> <p>Adjectives Adventures are the pits (literacy Shed) Writing bird seed instructions Conkers Talking about emotions Forest Goldilocks and the Three Bears Monsters Owl Babies Story Boards Woodland poetry Story mountains and plans / composition The bridge (Literacy Shed ) Woodland writing tasks Story openers Billy and the Beast</p> <p><b>Winter Festivals</b></p> <p>Adverbs Apostrophes Bonfire night Butterflies (literacy shed) Conjunctions Food Chains Plurals Types of sentences Scavenger hunt Seasonal change (autumn to winter) The Magic Porridge Pot Gay Fawkes Christmas celebrations around the world</p>	<p><b>Emergency Services</b></p> <p>The Way Back Home (literacy Shed) Information writing Letter formation People who help us sentence writing and badge designing The Very Hungry Caterpillar (commas in a list) Something Fishy (literacy Shed) Writing questions to ask a firefighter Rhyming Compound words</p> <p>Write a fact file on the emergency services in the UK. Children do their own research and complete a page on each emergency service. Learn what to do in a real life situation – write instructions on calling 999 sating your emergency etc. Charlie the firefighter ebook story (t) – learn about the role of the firefighter and write their own adventure story involving the main character as a firefighter – chn act out /discuss a problem the character might have to overcome with a simple story map and plan. Chn go round the school spotting ‘petit crimes’ and role play becoming police officers making lists of the crimes they spot. Cliffside rescue at night Cliffside rescue at night - KS1 Science - BBC Bitesize write a recount of what happened/ or what you should do if you were in trouble. Lifeguard safety poster, role play the incident in the clip, write a short play about the story they watched in groups then perform to the class. RESEARCH STORY BOOKS / A THEME TO BUILD ON EACH WEEK.</p> <p>Factual book on People Who Help Us</p> <p>Visit to a Fire Station Visit from a PCSO Visit from a Mountain Rescuer</p> <p><b>Superheroes</b> Comic book strips</p>	<p><b>Explorers</b></p> <p>The children will be planning an expedition into our eco area with their teddy bears. Their task is to plan and organise what will be needed for a teddy bear’s picnic on our first week back.</p> <p>The children will be looking at significant people who travelled to new parts of the world in search of new lands. They will learn how to read simple maps and understand how to orienteer using compasses. They will write an autobiography about themselves and what they have achieved so far in their lives. They will also be creating and writing their own menus to host a teddy bear’s picnic, design an advertisement and write their own newspaper report based on information on historic explorers such as Captain James Cook, Neil Armstrong and Christopher Columbus.</p>

		<p>'Doink' superheroes 'Goodies and Baddies' Conjunctions Reading comprehensions 'Sky High' film and writing Writing about real life heroes Spiderman Story setting week Word mats and vocab Designing top trump cards Villains and superheroes</p> <p>Poetry- Write a superhero acrostic poem. Look at onomatopoeia words crash, bang, woosh relate to superhero stories – identify them. Design their own superhero costume, label and plan to make.</p> <p>Read a range of superhero stories such as...watch appropriate clips from superhero films. What are their super powers? If they had a power what would it be? Write a wanted poster for a villain in a poster. Describing physical features. Create set of top trump superhero cards. Write a superhero adventure story/comic strip. Superhero reading comprehensions.</p>	
Maths	<p><b>SCHEME- The Oak Academy:</b></p> <ul style="list-style-type: none"> <li>- Numbers on a number line.</li> <li>- 10's and 1's.</li> <li>- Adding and subtracting.</li> <li>- Grouping and sharing.</li> <li>- Number bonds (up to 100).</li> </ul> <p>Year 1 - Count forwards &amp; backwards within 100. *Compose numbers to 10 from 2 parts. *Compose equations with +, -, = and relate to real life contexts. *Read &amp; write numbers to 20. *Use language, e.g. 'more than'. *Count in 1s, 2s, doubles. *Use common vocabulary for comparison. *Begin to measure length, capacity, weight.</p> <p>Year 2 - recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. *recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables. *identify and describe the properties of 2-D shapes. *identify and describe the properties of 3-D shapes. *identify 2-D shapes on the surface of 3-D shapes. *compare and sort common 2-D and 3-D shapes and everyday objects. *recognise, find, name and write fractions. *write simple fractions.</p>	<p><b>SCHEME- The Oak Academy:</b></p> <p>Year 1s:</p> <ul style="list-style-type: none"> <li>• Shape</li> <li>• Addition and subtraction within 20</li> <li>• Numbers to 50</li> <li>• Length and height</li> <li>• Weight and volume</li> </ul> <p>Year 2s:</p> <ul style="list-style-type: none"> <li>• Multiplication and division</li> <li>• Statistics</li> <li>• Length and height</li> <li>• Properties of shapes</li> <li>• Fractions</li> </ul>	<p><b>SCHEME- The Oak Academy</b></p> <p>Year 1 - Count forwards &amp; backwards within 100. *Compose numbers to 10 from 2 parts. *Compose equations with +, -, = and relate to real life contexts. *Read &amp; write numbers to 20. *Use language, e.g. 'more than'. *Count in 1s, 2s, doubles. *Use common vocabulary for comparison. *Begin to measure length, capacity, weight.</p> <p>Year 2 - recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. *recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables. *identify and describe the properties of 2-D shapes. *identify and describe the properties of 3-D shapes. *identify 2-D shapes on the surface of 3-D shapes. *compare and sort common 2-D and 3-D shapes and everyday objects. *recognise, find, name and write fractions. *write simple fractions. *order and arrange combinations of mathematical objects in patterns and sequences.</p> <p>As well as continuing with Power Maths, we will look at position and</p>

	*order and arrange combinations of mathematical objects in patterns and sequences.		direction and rotation: clockwise and anti-clock wise and build a giant clock to learn to tell the time. The children will also imagine that they are a lost explorer and will have to navigate their way back using a compass and direction skills.
Science	<p><b>The Enchanted Woodland</b></p> <p>Identifying and classifying. Gathering and recording data. Using the 5 senses</p> <p><b>Winter Festivals</b> Healthy eating Understanding how to care for our bodies (nutrition) Cleaning our teeth Vitamins we need to grow and be healthy Exercise and healthy lifestyles</p>	<p><b>Emergency Services</b></p> <p>Look at why various objects are made from a variety of different materials and their uses in greater depth. Study at different types of materials used in emergency situations.</p> <p>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. Using our senses</p> <p>The children will investigate the <b>properties of materials</b>, their uses and their suitability for different purposes. Friction – children design an emergency service vehicle and experiment how well It runs. Use junk modelling. Investigate seasonal changes spring to summer.</p> <p><b>Superheroes</b></p> <p>Children learn about human and animal bodies and consider similarities and differences between them. Children engage in a variety of activities including drawing and labelling the body, using their senses to conduct an investigation, describing animal bodies and sorting animals into groups</p>	<p><b>Explorers</b></p> <p>The children will learn about the human body, organs and the digestive system. We will be asking the questions: What did explorers on journeys eat? How did this affect their bodies?</p>
Computing	<p><b>The Enchanted Woodland</b></p> <p>Ipad skills to find search engine to research facts</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p><b>Winter Festivals</b></p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school</p>	<p><b>Emergency Services</b></p> <p>Internet Research - Mountain Rescue Services /Historic Women / Robert Peel/ Fire Museums</p> <p>Information from websites –computers</p> <p><b>Superheroes</b></p> <p>Use technology safely and respectfully Internet safety</p>	<p><b>Explorers</b></p> <p>Recognise common uses of information technology beyond school: Public Services and Transport World Wide Connections overseas International communication and language</p>

		<p>Children will create a comic strip using the comic life APP on the ipads.</p> <p>Animation – create a superhero animation using stick puppet cut outs or hand puppets,</p>	
History	<p><b>The Enchanted Woodland</b></p> <p>The great fire of London - significant event which made people change the architecture and structure/ buildings of the entire country whole country</p> <p>Changes within and beyond our lifetime:</p> <ul style="list-style-type: none"> <li>- Historic seasonal events (Remembrance, Guy Fawkes)</li> </ul> <p><b>Winter Festivals</b></p> <p>Changes and events within living history lifetime:</p> <p>Remembrance Day</p> <p>Christmas – The Christmas Story</p>	<p><b>Emergency Services</b></p> <p>Events current and past on Mountain Rescues.</p> <p>Lives of significant people including Mother Theresa and Grace Darling.</p> <p>Comparison of aspects of life in different periods.</p> <p>Significant people in own locality – Robert Peel.</p> <p>Awareness of the past/ chronological framework/ timelines</p> <p>Diaries/ Newspaper accounts</p> <p>Learning about significant women from the past – Mother Theresa and Grace Darling and how they helped people. See history medium term plans. Look at early policing in the UK peerlers Street and Robert Peel.</p> <p>Firefighters then and now pp – comparing and investigating differences and similarities.</p> <p><b>Superheroes</b></p> <p>‘Real life heroes’</p> <p>Children will research events within living memory and significant people in our history:</p> <p>Winston Churchill</p> <p>Earnest Shackleton</p> <p>And explore why and how they were so life changing and important</p>	<p><b>Explorers</b></p> <p>The children will be looking at significant people who travelled to new parts of the world in search of new lands.</p> <p>They will research and write their own newspaper report based on information on historic explorers such as Captain James Cook and Christopher Columbus.</p>
Geography	<p><b>The Enchanted Woodland</b></p> <p>Our Local Area:</p> <ul style="list-style-type: none"> <li>- Maps and symbols.</li> <li>- NSEW directions.</li> <li>- Describing the geography of place.</li> <li>- Studying our school and main roads / local landmarks</li> <li>- Drawing them on their own maps</li> </ul> <p><b>Winter Festivals</b></p> <p>Understand geographical similarities and differences.</p>	<p><b>Emergency Services</b></p> <p>Use Google Earth and map of the world to locate where Mother Teresa worked in Ireland and India.</p> <p>Google Earth – Grace Darling - Locate Lindisfarne and follow her journey to the rescue.</p> <p>This Beside the Seaside unit will teach your class about the geographical features of the seaside, both human and physical. Children will learn about seaside environments; finding out where they are located in the United Kingdom and seaside resorts nearest their</p>	<p><b>Explorers</b></p> <p>The children will be looking at significant people who travelled to new parts of the world in search of new lands. They will learn how to read simple maps and understand how to orienteer using compasses. They will write an autobiography about themselves and what they have achieved so far in their lives. They will also be creating and writing their own menus to host a teddy bear’s picnic, design an advertisement and write their own</p>

	<p>Use local and world maps and atlases. Use aerial photographs and plan perspectives to recognise landmarks.</p>	<p>own locality using maps, aerial photograph, webcams and developing their key vocabulary. Children will learn about the similarities and differences between seaside resorts and their own locality, looking at how resorts have changed over time. Children develop their geographical skills through fieldwork, inquiry and map-based activities throughout the lessons in this unit</p> <p>Locate their journey to Buxton Fire Station on a map and back to school</p> <p><b>Superheroes</b> Children will look at a map of the world They will pin point where all the superheroes are from including countries and continents We will explore in greater depth a country (China) which will then be the focus looking at culture and lifestyle as well as geographical locations</p>	<p>newspaper report based on information on historic explorers such as Captain James Cook, Neil Armstrong and Christopher Columbus.</p>
<p><b>Art and Design</b></p>	<p><b>The Enchanted Woodland</b></p> <p>Studying Mark Vaux (artist) Autumn colours and shades Autumn cutting skills Autumn mindfulness Making a hedgehog from natural materials Creating a nature picture using natural materials Play dough woodland animal creations</p> <p><b>Winter Festivals</b> Designing Christmas Cards Christmas calendars</p>	<p><b>Emergency Services</b> Colour and shape – use of colour wheels- look at the primary colours</p> <p>Look at the colours that are used in Emergency Services- why do they use these colours?</p> <p>Knowledge of contrast and complementary colours. Know the term abstract and explain features of an abstract painting.</p> <p>Study the work of Artists – Mark Vaux, Percy Wyndham Lewis, Helen Saunders</p> <p>The children will create pictures of different superheroes using variety of materials and media. Create a super hero wrist band. Study Andy Warhol pop art style, children do their own.</p> <p><b>Superheroes</b> Children will study and explore various Pop Art Artists (Andy Warhol, David Hockney etc)</p> <p>Then design and paint/ colour their own: Batman Ironman Spiderman Supergirl</p>	<p><b>Explorers</b> The children will create a bird’s-eye view scene of the sea and a ship to tell a story about the explorers, there will be a performance TBC. We will be exploring the ‘We’re going on a bear hunt’ story in more detail acting out how to work through our problems and how facing the elements can be tricky. Art The children will paint a landscape scene representing one of the explorers who visited a particular place this may range from outer space to the Amazonian Rain Forest.</p>

<b>Design and Technology/STEM</b>	<p><b>The Enchanted Woodland</b></p> <p>Building a pop up / 3D mini town linked to our local area Church Post Box Canal</p> <p>Making a hedgehog from natural materials Creating a nature picture using natural materials Play dough woodland animal creations</p> <p><b>Winter Festivals</b></p> <p>Designing Christmas Cards Christmas calendars</p>	<p><b>Emergency Services</b></p> <p>Design, draw, label build with junk modelling materials (links to science everyday materials and their properties – vocab - bendy, stretchy, hard, soft, brittle, strong)</p> <p>Build a vehicle, paper mache and then paint it using the colours we discussed. Bright, bold stands out to people etc.</p> <p>Evaluate their vehicle – look at the 2D and 3D shapes they have used and whether they have worked and what they could have done to make it even better.</p> <p><b>Superheroes</b></p> <p>The children will create pictures of different superheroes using variety of materials and media. Create a super hero wrist band. Study Andy Warhol pop art style, children do their own. Music – listen to various superhero theme tunes e.g. Superman, Batman. Compose a superhero theme tune. Consider tempo, dynamics, and pitch relate to stature and personality of the hero.</p> <p>The children will design their own superheroes; design their own superhero capes, exploring the materials they will use. They will design and create their own superhero vehicles, exploring how wheels work. They will evaluate their designs. Make a superhero outfit from textiles / materials.</p>	<p><b>Explorers</b></p> <p>In teams the children will be constructing various structures such as boats and bridges. These will reflect the sorts of creations that explorers would have used or had to overcome on their travels.</p> <p>The children will be investigating and making different types of food explorers made and took on their travels. They will discover which foods they had to source themselves in the wild to survive compared to how we source food.</p>
<b>P.E</b>	<p><b>The Enchanted Woodland</b></p> <p>Outdoor ball skills Master basic movements. Participate in team games and develop tactics.</p> <p><b>Winter Festivals</b></p> <p>Indoor aerobics: Fitness stations Jogging Jogging on the spot Plank Leg raises Ladder run Press ups Burpees High knees step ups</p>	<p><b>Emergency Services</b></p> <p>Tennis / hockey / rounders participation team games</p> <p>Children will do a unit of dance following the song ‘eye of the tiger’. Learning to choreographs simple routines to perform with music by heart to listening to the beat.</p> <p><b>Superheroes</b></p> <p>This ‘Throwing and Catching’ unit for year 1 and 2 will teach your class basic ball handling skills. They will learn to control a ball when they are rolling and bouncing, throwing and catching, on their own, with a partner and in a group. The unit progresses the children from simple underarm catching to simple overarm throwing and onto an underarm sling for throwing quoits. They will also develop tracking and receiving skills and learn to move in different ways,</p>	<p><b>Explorers</b></p> <p>This unit is designed to build the overall fitness of your children through a circuit of eight activities, each of which is based on a different skill. Fun practices are used each week before the children are introduced to two of the circuit activities. Throughout the unit, the children will complete a scorecard allowing them to see the progress they have made. Many opportunities are provided for the children to watch others and to evaluate their own performance. This unit has a strong health and fitness focus and the children will learn about the effects of exercise on their body and about the role of the human heart.</p>

		changing direction, speed and locomotors quickly. These are essential skills for playing ball games. The children will also gain experience of playing some simple team games, following rules, competing, and supporting each other to win. The unit encourages them to think about the changes that occur in our bodies when we exercise, why we need to warm up and cool down and how we can best do those things	
Languages	Counting, days, months.	<b>Emergency Services key words</b> Ambulance Police Firefighter Mountain rescue  <b>Superheroes</b> Capow Woosh Bang Boom Pop Fizz	<b>Explorers</b> Famous Traveller Significant Ambition Pioneer Leader Unprecedented First, second, third World Countries
Music	<b>The Enchanted Woodland</b> Use their voices expressively and creatively. Sing nursery rhymes and learn them off by heart (linked to literacy traditional tales)  <b>Winter Festivals</b> Play tuned and untuned instruments. Play percussion music (jingle bells) and understand rhythm and beat to festive songs.	<b>Emergency Services</b>  Learning about Nina Simone and Bob Marley – significant people who changed music history  <b>Superheroes</b> Listen and recognise various theme tunes Use their voices expressively and creatively.  The children will listen to various superhero theme tunes e.g. Superman, Batman. Compose a superhero theme tune. Consider tempo, dynamics, and pitch relate to stature and personality of the hero.	<b>Explorers</b>  Traditional music from around the world Spain Mexico Caribbean China Brazil Israel West Africa Indonesia Ties into various explorers who have travelled from around the world in these places
R.E.	<b>The Enchanted Woodland</b> Caring for Others our class will learn how they can be kind to each other and look after one another. Children will learn about kindness and the importance of caring for others, by exploring the values of different religions. This includes reading stories from different faiths and learning about religious festivals and practices. In the final lesson of the unit, children will begin to explore a story from different perspectives.  <b>Winter Festivals</b> This 'Light and Dark' unit will teach your class about the importance of light to many in Christianity, Hinduism and Judaism through learning about	<b>Emergency Services</b> Rules and Routines: our class will learn about why we have rules and routines and how they help us in our everyday lives. Children then go on to learn about rules and routines from the viewpoint of different religions: Christianity, Judaism, Islam and Sikhism. Towards the end of the unit, children are introduced to humanism and the beliefs of humanists.  Asking questions about all how the beliefs and religions people follow help them like our emergency services do?  <b>Superheroes</b> Nature and God  Understand that some Christians believe God created the world and everything in it;	<b>Explorers</b> Religion and Rituals  Identify how a ritual is different from a routine; • know that many Muslims pray five times a day and that they move in a special way when praying; • design a prayer mat, understanding that their design should not include drawings of people or animals; • know that puja is a worship ritual for Hindus; • give some examples of how the senses are used during the ritual of puja; • talk about what the bread and wine represent during Holy Communion;



	<p>Advent, Christmas, Diwali and Hanukkah. Children learn how and why light can be important to each festival through participating in lots of practical and creative activities. Children then go on to think about what light and darkness can represent and symbolise in each religion. Towards the end of the unit children will begin to make simple links and comparisons between the different religions</p>	<ul style="list-style-type: none"> <li>• Understand that some Jews celebrate Sukkot;</li> <li>• Understand that the story of 'Prince Siddhartha and the Swan' can teach people to care for animals;</li> <li>• Understand that the story 'The Boy who Threw Stones at Trees' can teach people to care for trees.</li> </ul>	<ul style="list-style-type: none"> <li>• choose key vocabulary to write about Holy Communion;</li> <li>• compare rituals from more than one religion;</li> <li>• work with the support of others to design a ritual.</li> </ul>
<p><b>P.H.S.E</b> <b>Personal development</b></p>	<p><b>The Enchanted Woodland 'Friendship'</b></p> <p>Children will think about who their friends are and the qualities they</p> <p>Have which make them good friends. Children will consider how they can be a good friend to others and think about what happens when friends disagree and argue, with a focus on resolving conflict.</p> <p>Children then go on to explore stories of friendship from different religions and reflect on how the characters in the stories show their friendship.</p> <p><b>Winter Festivals</b></p> <p>Self Esteem:</p> <p>Children will create a picture, using paint or collage materials, to show a time when you felt really proud. Try to include details that show what you had been doing, why you felt this way and what you had achieved.</p> <ul style="list-style-type: none"> <li>• Help lift someone's self-esteem. Write a note telling someone what you admire about them to leave around the house and brighten their day.</li> <li>• At the end of each day, set some time aside as a family to talk about things that have happened that day that make you feel good.</li> <li>• Pay someone a compliment. Tell them something that you think they have done well recently.</li> </ul>	<p><b>Emergency Services</b></p> <p>Speak to various people who help us: Visit to Buxton Fire Station - Visitor - Mountain Rescue Centre Visitor - Police Officer</p> <p>Children will be discussing the questions: How do other countries around the world benefit from emergency services? Do they have the same help as UK citizens? Would the services offer the same jobs? Children research and discuss the ways and accessibility in other countries.</p> <p><b>Superheroes</b></p> <p>Good and bad people in the superhero world and in real life – stranger danger- Children will talk about who they can trust and never speak to strangers.</p> <p>Look at what real life problems of real superheroes have to face and how they have overcome them.</p> <p>Children will explore good and bad characters and their qualities. Compare heroes and villains within a range of children's stories and films.</p>	<p><b>Explorers</b></p> <p>Children will be thinking about what they need for their adventures to keep them safe, to exploring new cultures and foods from different parts of the world.</p>

## Buxworth Primary School values

Friendship	Entrepreneurial	Respect	STEM	Resilience
Compassion	Trustworthy	Thankful	Aspiration	Environmental



