

# Buxworth Primary School Cycle A



## Year 1/2- Curriculum Map

Subject	Autumn	Spring	Summer
	<p style="text-align: center;"><b><u>On The Farm</u></b> (English/Geography)</p>	<p style="text-align: center;"><b><u>The Magic of Toys</u></b> (Geography/ Literacy/ Science)</p> <p style="text-align: center;"><b><u>Our Amazing Planet</u></b> (Geography/ Literacy/ Science)</p>	<p style="text-align: center;"><b><u>Princesses and Dragons</u></b> (Literacy/ History)</p> <p style="text-align: center;"><b><u>Pirates</u></b>  (Literacy/ History)</p>
<p><b>English</b></p>	<p><b>On The Farm</b></p> <p>Tradition tales linked to farmyard stories (Fiction) The Three Little Pigs The Little Red Hen Farmyard Tales Farmyard Hullabaloo</p> <ul style="list-style-type: none"> <li>- Narratives, story mountains, sequencing, writing, editing</li> </ul> <p>On The Farm Factual information Non chronological reports Discover , question sentences, statement sentences (types of sentences) through the use of the text: Farm Animals (National Geographics Book) (Non- Fiction)</p> <p>Trip to a local farm to see how animals are cared for Recounts / past/ present/ future tense writing</p> <p>Watch, discuss and review - sentence writing/ lists/ commas in a list - on what they have learnt through cbbc bitesize On The Farm clips</p> <p>Farmyard rhyming poetry An animal a day poetry book</p> <p>Reading comprehensions linked to on the farm</p> <p>Class Texts: Farmyard Tales</p>	<ul style="list-style-type: none"> <li>• The Magic of Toys</li> <li>• School trip to toy museum</li> <li>• Post card writing , trip reviews, speech bubble</li> </ul> <p><u>Comprehensions</u></p> <ul style="list-style-type: none"> <li>• Fluency and understanding</li> <li>• in</li> <li>• Making predictions</li> </ul> <p><u>Word reading (phonics) and composition</u></p> <p><u>Vocabulary, grammar and punctuation:</u></p> <ul style="list-style-type: none"> <li>• Finger spaces</li> <li>• Joining clauses with conjunctions</li> <li>• Grammar:</li> </ul> <p>*Leave spaces between words *Begin to use basic punctuation: . ? ! *Use capital letters for proper nouns. *Use common plural &amp; verb suffixes</p> <p><b>Our Amazing Planet:</b></p> <p><b>Literacy:</b> design a travel brochure (T) – in h/w geog folder. Traditional tales – Jack and the Beanstalk link to plants in science – story writing and narrative <b>Children to write about places of worship – talking about their favourite place and what makes it special.</b></p> <p><b>Instruction writing for fossil cookie recipe</b> – using bossy verbs in sentences</p> <p><b>The owl and the pussycat – poetry</b> – performance poetry – learning it by heart, rhyming words – rewrite their own versions creating new characters and settings using the same syntax structure.</p> <p><b>Design, make, predict and write a weather forecast and film it in groups.</b> <b>Reading comprehensions</b> using traditional tales.</p>	<p><b>Princesses and Dragons:</b> Make their own <u>pop up castle</u> to spark excitement, add pictures and nouns. Create an <u>alphabetical glossary</u> of medieval castle/ knight vocab: put words in correct order. Write a <u>recount</u> about their trip to Peveril Castle. Choose a favourite castle (online) and <u>describe</u> it using adjectives. Recount using their senses what it was like at Peveril Castle. Read a Knights and Castle Story and <u>retell the story</u> through pictures, drama and creative writing. <u>Labelling</u> parts of a castle and finding out about the jobs of the people who lived in a castle.</p> <p>Rapunzel story link to literacy in other familiar fairy tale stories</p> <p><b>Pirates:</b> Look at a variety of information, non-fiction books (examples) for research and fantasy stories such as ‘class three all at sea’ . Compare similarities and differences between stories and talk about who the authors are and their favourite one is. Look at limericks and poetry (go go pirate boat) learn and recite some pirate poetry off by heart (<i>what shall we do with the grumpy pirate</i>). They will use stimulus to write a diary entry as if they were on a ship. They will write instructions on how to make hardtack pirate biscuits and soup. Make their own pirate word dictionary, look at the format and how to use one. Pirate language.- heave ho, aye aye captain, , ship ahoy.</p> <p><b>Class Text: – Billy and the Pirates</b></p> <p>Role play and sequence fantasy stories. Read, recite and write their own pirate poetry. Imagine being</p>

		<p><b>SPaG</b> – use of spag to make topic related sentences – animal facts/ descriptions. <b>Write an ‘earth day’ poem (t) Art folder.</b></p> <p><b>Research</b> and write facts about an animal, draw and label it and present it to the class.</p> <p><b>Research, design, write and create a class fact file about an animal in the rainforest in South America.</b></p> <p><b>Create a leaflet about the wildlife of a habitat</b></p> <p><b>Prefixes, suffixes grammar in appendices</b></p>	<p>marooned on a desert island and write a message in a bottle. Learn the roles of jobs on a pirate ship and apply for a job. Write invitations to parents for museum open day.</p>
<b>Maths</b>	<p>SCHEME- The Oak Academy</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> <li>-</li> </ul>	<p>SCHEME- The Oak Academy:</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>SCHEME- The Oak Academy:</p> <p>Year 1 - Count forwards &amp; backwards within 100.</p> <ul style="list-style-type: none"> <li>*Compose numbers to 10 from 2 parts.</li> <li>*Compose equations with +, -, = and relate to real life contexts.</li> <li>*Read &amp; write numbers to 20.</li> <li>*Use language, e.g. ‘more than’.</li> <li>*Count in 1s, 2s, doubles.</li> <li>*Use common vocabulary for comparison.</li> <li>*Begin to measure length, capacity, weight.</li> </ul> <p>Year 2 - recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</p> <ul style="list-style-type: none"> <li>*recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables.</li> <li>*identify and describe the properties of 2-D shapes.</li> <li>*identify and describe the properties of 3-D shapes.</li> <li>*identify 2-D shapes on the surface of 3-D shapes.</li> <li>*compare and sort common 2-D and 3-D shapes and everyday objects.</li> <li>*recognise, find, name and write fractions.</li> <li>*write simple fractions.</li> <li>*order and arrange combinations of mathematical objects in patterns and sequences.</li> </ul>
<b>Science</b>	<p>‘Healthy me’:</p> <ul style="list-style-type: none"> <li>- The human body (bones and organs).</li> <li>- Keeping our bodies healthy.</li> <li>- Healthy teeth (and types of teeth).</li> <li>- Germs and medicine (Florence Nightingale history link).</li> <li>- How we change over time (History link).</li> <li>- Characteristics of living and dead.</li> </ul>	<p><b>The Magic of Toys</b></p> <ul style="list-style-type: none"> <li>• Everyday Materials</li> <li>• Properties of materials</li> <li>• Science experiments strength waterproof key vocab: bendy stretchy / transparent opaque</li> </ul> <p>Seasonal Changes (year 1)</p> <ul style="list-style-type: none"> <li>• Observe changes across 4 seasons</li> </ul>	<p><b>Dragons and Princesses</b></p> <p><b>Year 1</b> - Identifying and classifying.</p> <ul style="list-style-type: none"> <li>*Gathering and recording data.</li> <li>*Identify/name human/animal body</li> </ul> <p><b>Y2 :</b></p> <ul style="list-style-type: none"> <li>*Identifying and classifying.</li> <li>*Gathering and recording data.</li> <li>*Identify/name human/animal body parts.</li> <li>*Using 5 senses.</li> <li>*Observing changes over time.</li> </ul>

		<ul style="list-style-type: none"> <li>Describe weather associated with seasons</li> </ul> <p><b>Our Amazing Planet</b> Plants – how they survive – asking what do they need to survive Labelling parts of plant Planting their own ‘magic’ beans</p>	<p><b>Every day materials year 1 and 2</b> – their properties and the language used: bendy, stretchy, soft, hard etc. Think what materials they could use to support the structure of a castle</p> <p><b>Pirates</b> Identify/name human/animal body parts. *Using 5 senses.</p>
<b>Computing</b>	<p>Use specific search engines to navigate. Internet safety. Computers in education (Bug Club, TTRockstars). Coding as gaming (Bee-Bot)</p>	<p><b>The Magic of Tiys:</b> ‘owning your creation’ designing their own portraits using ipads skills.</p> <p>(local authority security checks – how do we find out what our children have typed into the ipad?) Is it being monitored?</p> <p><b>Our Amazing Planet</b> Y1 and 2 computer skills objectives: using a mouse, switch on and shutdown, applications and windows, folders and save, dragging.</p>	<p><b>Dragons, Knights and Castles:</b></p> <p><b>Map making</b> - Create a bird’s eye view map of a castle. What features lay within the castle walls?</p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content. *recognise common uses of information technology beyond school. *use technology safely and respectfully.</p> <p><b>Pirates</b> recognise common uses of information technology beyond school</p>
<b>History</b>	<p>Changes within and beyond our lifetime:</p> <ul style="list-style-type: none"> <li>Events on a timeline.</li> <li>Comparing past and present</li> <li>Historic research (family tree).</li> <li>Local History (old and new in Buxworth).</li> <li>Historic seasonal events (Remembrance, Seasonal Festivals around the world )</li> </ul>	<p><b>The Magic of Toys</b> Significant Explorers</p> <ul style="list-style-type: none"> <li>The history of toys through the ages questioning the chronology of toys and exploring differences and similarities of toys now and then</li> <li>Discovering new toys from the past in the toy museum</li> </ul> <p><b>Our Amazing Planet:</b> Research fossils and animals that are no longer alive. Handle a fossil and talk about what it can tell us. Make casts, shells, bones or footprints. Think about how someone finding fossils such as Mary Anning changed our understanding of prehistoric animals.</p>	<p><b>Dragons, Knights and Castles:</b> <b>William the Conqueror.</b> Battle of Hastings 1066 and William Peveril founded Peveril Castle 1066 – link to Geog and our local area. <b>Medieval castles</b> - Learn about the features of medieval castles. Label a castle picture correctly using the appropriate vocabulary.</p> <p><b>Pirates:</b> Look at real and fictional pirates. Research real life pirates such as Blackbeard and Mary Read and make an information booklet about them for the museum. Children will imagine what life was like on board a pirate ship. Recreate how it sounded, felt, what jobs you did, what you ate (bring in similar foods to try) etc.</p>
<b>Geography</b>	<p>Local geography:</p> <ul style="list-style-type: none"> <li>Maps and symbols.</li> <li>NSEW directions.</li> </ul>	<ul style="list-style-type: none"> <li><b>Our Amazing Planet</b></li> <li>Name and locate the seven continents</li> </ul>	<p><b>Dragons and Princesses:</b></p>

	<ul style="list-style-type: none"> <li>- Describing the geography of place.</li> <li>- Explore on a map our local area in relation to where we are going on our trip (Farm)</li> </ul>	<ul style="list-style-type: none"> <li>• Use maps globes and atlases</li> <li>• Identify countries continents and oceans</li> <li>• Study and locate hot and cold climates</li> <li>• Describe key features of the country we live in</li> <li>• Observe aerial photos</li> </ul> <p><b>Our Amazing Planet</b></p> <p>Carry out fieldwork of their city and study the human and physical features. (trip to Manchester – science museum?) They observe and compare transport links in Manchester compared to other countries they will research such as India or Vietnam (boats). Ask people from other countries with different cultures to come to talk to the children?</p> <p>understand geographical similarities and differences.</p> <p><b>*use local and world maps and atlases.</b></p> <p>*use aerial photographs and plan perspectives to recognise landmarks.</p> <p>*use basic geographical vocabulary to refer to <b>physical/human features</b></p>	<p>look at map of Britain and put a mark on all places where there are castles.</p> <p>Find where Peveril Castle is on a map. Draw their own map and with a key and mark on Peveril Castle and our school. Study Our local area / field study.</p> <p><b>Pirates:</b> draw a key and treasure map, base it on forest schools area. Look at obstacles they might overcome like forest, desert, quick sand, cave, lake. Label and name their areas: crocodile creek, mighty mountain, desolate desert, raging river, feral forest, swirling swamp. Study a world map and look at where famous pirates travelled across the globe.</p>
<p><b>Art and Design</b></p>	<p>Exploring colour and material.</p> <ul style="list-style-type: none"> <li>- Art and sense of place - using gathered materials to create art (Andy Goldsworthy).</li> <li>- Kandinsky concentric circles.</li> </ul>	<p><b>The Magic of toys :</b> Junk modelling project</p> <p>Design draw their own toys research toys and draw and label the materials suitable for building their toys and design the colours and how they will build it Build a toy out of junk modelling materials</p> <p><b>Our Amazing Planet:</b> <b>Design a papier mache globe</b> and paint countries. (T)Design new clothes for Adam and Eve – looking at different fabrics and styles. <b>Make a collage</b> of our world, focusing on the elements they could represent: earth, wind, fire, sea, plants etc. <b>Earth art</b> – see resources and folder. Learning about the artist Kandinsky and painting in his style. They will use various tools to make concentric circles as a collage. Animal hotel – explore what different animals use to live in and build their own bird feeder, bug hotel, bat box outdoors. <b>Damien Hurst</b> – look at his piece of art featuring a real shark! Ask the children, what does this make you feel?</p>	<p><b>Dragons and Princesses:</b></p> <p>Design a coat of arms for their family. Design and make a knight’s shield(T). Learn about a Knight’s armour and design their own knight. Make flaming torches (pinterest) for display.</p> <p><b>Pirates:</b> Design a wanted pirate poster. Design their own pirate flag, design their own simple flag with cloth and fabric paints (PTA funds for materials). Draw themselves as a pirate. Make a pirate scene scale for museum day as well as 3D junk material desert islands.</p>
<p><b>Design and Technology/ STEM</b></p>		<p><b>Our Amazing Planet :</b></p> <p>Design a winterscape based on the land of Narnia using D+T skills:</p> <ul style="list-style-type: none"> <li>• Cutting</li> <li>• Shaping</li> <li>• Joining</li> </ul>	<p><b>Dragons and Princesses</b></p> <p>Have a box and design a draw bridge, link to history why did they do this? To protect their keep etc. build a castle out of everyday materials linked to science topic</p>

		<ul style="list-style-type: none"> <li>Finishing</li> </ul> <p><b>Our Amazing Planet:</b>  <b>Design a papier mache globe</b> and paint countries. (T)Design new clothes for Adam and Eve – looking at different fabrics and styles. <b>Make a collage</b> of our world, focusing on the elements they could represent: earth, wind, fire, sea, plants etc.<b>Earth art</b> – see resources and folder. Learning about the artist Kamdinsky and painting in his style. They will use various tools to make concentric circles as a collage. Animal hotel – explore what different animals use to live in and build their own bird feeder, bug hotel, bat box outdoors.  <b>Damien Hurst</b> – look at his piece of art featuring a real shark! Ask the children, what does this make you feel?</p>	<p><b>Pirates:</b>  make a 3D model of desert island in yr1/2 pairs. Use photos of desert islands and discuss the colour palette needed. Evaluate their models. Build a pirate ship. Make ‘pirate food and drink’ such as hard tack biscuits and ‘horrible pirate soup’.  Make their own treasure chests from shoe boxes paper mache. Make their own ‘treasure’ to go inside.</p>
P.E	Indoor: Dance. Individual and team sport. Focus on team-play and gross motor skills.	<p><b>The Magic of Toys</b>  Gymnastics -  Movement and dance  Shapes, positions and stretches</p> <p><b>Our Amazing Planet:</b>  ask children to explore how an animal will move. Consider how it will move in when it encounters obstacles in its environment. Use freeze frame technique to make and talk about body shapes of different animals. Vary pathways and movements in response to events e.g. finding food, needing to rest, being in danger. Use Swan Lake or Lion King music to inspire children.</p>	<p><b>Dragons and Princesses</b>  Dance – Marching to the grand old duke of York, Follow the leader (T) Children could develop a small marching dance sequence in small groups, changing direction or marching in formation then perform the dance to the rest of the class, remembering to keep moving in time</p> <p><b>Pirates:</b> outdoor balls games  Catching and throwing and team work. Swimming – will children walk the plank like a pirate and jump in?</p>
Languages	Counting, days, months.	<p><b>Maths vocabulary:</b></p> <ul style="list-style-type: none"> <li>shape names, times divide, equals, plus, minus, add, subtract, number sentence, total, part whole model, ten frames, base ten.</li> </ul> <p><b>English vocabulary:</b></p> <ul style="list-style-type: none"> <li>adjectives, nouns, verbs, adverbs, plurals. Suffix, prefix</li> </ul> <p>Topic vocab e.g. : winter, snow, frost, weather , sleigh (on Literacy working wall)</p> <p>Topic Vocabulary for Pirates / Our Amazing Planet e.g.:</p> <p>World  Earth  Environment  Mountains and valleys  Rivers  Oceans  rainforests</p>	<p>French basic words and songs: days of the week and colours</p> <p><b>Castles: Nouns</b> – moats, draw bridge, shield, spear, armour  <b>Non-fiction</b> castle books: read information and research online to make fact books about castles.</p> <p>Topic Vocabulary for <b>Pirates / Our Amazing Planet</b> e.g.:</p> <p>Pirate ship  Ahoy  Sailing  Journey  Buried treasure</p>
Music		<p>The Magic of Toys  Use their voices expressively and creatively</p> <ul style="list-style-type: none"> <li>singing (pitch and volume)</li> <li>chants</li> <li>rhymes</li> </ul>	<p><b>Dragons and Princesses</b>  listen and learn the rhythms to the medieval style. Look at the instruments they used back then. Read the castle poem and make the sound effects (T) write</p>

		<p>play tuned and detuned instruments listen to range of live and recorded music experiment with inter-related dimensions of music</p> <p><b>Our Amazing Planet:</b> singing ' what a wonderful world' children discussing the elements in the song that make our world wonderful. Other songs: Blackbird(Beatles) Albatross(Fleetwood Mac) Carnival of the Animals. Ask Q's what animals did this music make you think of? Why? What did the composer do?</p>	<p>collaboratively their own and think about which instruments would best make the sound effects.</p> <p><b>Pirates:</b> learn pirate songs and then write and make their own. Listen to / join in with sea shanties. In group create own sea shanty with musical accompaniment.</p> <p><b>Our Amazing Planet:</b> singing ' what a wonderful world' children discussing the elements in the song that make our world wonderful. Other songs: Blackbird(Beatles) Albatross(Fleetwood Mac) Carnival of the Animals. Ask Q's what animals did this music make you think of? Why? What did the composer do?</p>
R.E.	Derbyshire scheme- Specific Units- Key questions Enquiry: What Christians believe.	<p><b>The Magic of Toys</b> Nature and God – importance of nature across all religions. Make links between religions.</p> <ul style="list-style-type: none"> <li>• Christian Story/ Sukkot.</li> <li>• Stories from Buddhism and Islam.</li> <li>• Linking messages in stories to help in their everyday lives.</li> </ul> <p><b>Our Amazing Planet:</b> Look at special places in different religions – discuss a place that is special to them. What happens there – mosques, gurdwara, Buddhist temple. Why they are important. Design a non religious special place. Visit to the church? Write questions to ask the vicar why is this place special to Christians?</p>	<p><b>Dragons and Princesses:</b> Rules and Routines – compare in other cultures to how rules were set out in medieval Britain in castles. Focus on rules at home and school.(T)</p> <p><b>Pirates:</b> Asking and discussing - what is really important to them in their lives: their family, pets, friends etc.</p>
P.H.S.E Personal development	Project 25 themes (and specific seasonal events covered). Main focus of self-belief and personal growth.	<p><b>Positive relationships</b></p> <ul style="list-style-type: none"> <li>• Why friends and family are important.</li> <li>• Learn about the importance of co-operation and how to show compassion / being a good friend (links to Buxworth Values).</li> </ul> <p><b>Our Amazing Planet</b></p> <p>Can I talk about looking after our planet?</p> <p>Discuss and design a place that is special and feels safe to them.</p>	<p><b>Dragons and Princesses</b> We will be looking at <b>castles from around the world</b> and exploring how they lived in medieval times and compare it to people in our country lived.</p> <p><b>Pirates:</b></p> <p>Roles of women as pirates – equality between men and women, can they do the same jobs?</p>

## Buxworth Primary School values

Friendship	Entrepreneurial	Respect	STEM	Resilience
Compassion	Trustworthy	Thankful	Aspiration	Environmental