**Year 1 and 2 2022 – 2023**

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| **Curriculum Drivers** | | | | |
| Curiosity | Communication | Possibilities | Community | Environment |

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Topic titles** | **Yr 1/2 – The Cupernham Way**  **Yr 1 Fantastic Families**  **Yr 2 Fantastic Fairy Tales** | **Yr1 Jump on board the campervan!**  **Yr 2- Dinosaurs** | **Yr1- Terrific Toys!**  **Yr2- Heroes** | **Yr1- Under the sea**  **Yr2- The Great Fire of London** | **Yr 1- Let it Grow**  **Yr 2- Let it Grow** | **Yr1-Down Under!**  **Yr2- Africa** |
| **Curious Questions** | **Yr 1**  Why is your family special?  **Yr 2**  What are fairy tales? | **Yr 1**  Where would you like to visit? Why?  What will he see?  What will he hear?  What will you do?  **Yr 2**  What was Mary Anning famous for? | **Yr 1**  What toys did your play with when they were little?  **Yr 2**  Who’s your superhero? Who were Mary Seacole and Florence Nightingale? | **Yr 1**  What happened to the Titanic?  **Yr 2**  What started the Great Fire of London?  How did the fire spread? | **Yr 1**  What do plants need to grow?  **Yr 2**  What affects how plants grow? | **Yr 1**  What is Australia like?  **Yr 2**  How are countries in Africa different to where we live? |
| **Trips and experiences** | **Yr 1**  **Hook:** Timeline of our lives – invite in somebody special to share.  **End point**: Become builders 🡪 3D maps.  **Yr 2**  **Hook:** Jolly Postman letters  **End point:** Fairy Tale Day- share stories | **Yr 1**  **Hook:** Woodley walk  **End point**: Sewing their binka flag.  **Yr 2**  **Hook:** Archaeologist visit  **End point:** Share dinosaurpoems with parents | **Yr 1**  **Hook:** bring in and share your favourite toy.  **End point**: Toy museum – grandparents toys/**history box**/their toys.  Perform poems at the amphitheatre.  **Yr 2**  **Hook:** Slow reveal/History artefact box  **End point:** Invite parents to taste soup- link to Science | **Yr 1**  **Hook:** Sea City Museum  **End point**: Titanic Day  **Yr 2**  **Hook:** Baker visit/fire service visit  **End point:** Fire safety video | **Yr 1**  **Hook:** Planting with parents.  Cress growth.  **End point**: Healthy picnic with grandparents.  **Yr 2**  **Hook:** Jack in the Beanstalk growing beans science investigation  **End point:** Diary of a bean- who’s bean grew the tallest? | **Yr 1**  **Hook:** Jonathan’s Jungle.  **End point**: Host an art gallery for parents to show our art.  Perform poems at the amphitheatre.  **Yr 2**  **Hook:** African drumming  **End point:** Art gallery |

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| **English**  **Key Texts**  **Year 1** | **Hair it’s a Family Affair**  Outcome: labels/sentences about my family (family book)  Audience: peers  Purpose: To inform    **Three Billy Goats Gruff**  Outcome: simple retelling using new characters  Audience: Year R  Purpose: To entertain  **Learn poem about family?** | **Grandad’s Camper**  Outcome: labels/captions/postcards  Audience:  Purpose:  **Recount of Woodley walk**    **The Busy Fox**  Outcome: advert to live in the forest written by the fox  Audience: other foxes  Purpose: persuade | **Traction Man meets Turbodog**  Outcome: Story  Audience: Year 2  Purpose: To entertain  **That Rabbit Belongs to Emily Brown**  Outcome:  Audience:  Purpose:  **Toys in space**  **Poetry unit needed** | **The Titanic- Sea City Museum trip**  Outcome: Letter  Audience: Museum staff  Purpose: Thank you letter  Outcome: Recount  Audience: YR  Purpose: Ordering events/to inform    **The Storm Whale (x3wks)**  Outcome: letter  Audience:  Purpose**:** inform  **Hampshire Picture Book Award 2024** | **Oliver’s Vegetables**  Outcome: Letter to his mum  Audience: Oliver’s Mum  Purpose: Summarise his week    **Supertato**  Outcome: Story using own vegetable superhero  Audience: Year 2  Purpose: To inform/To entertain | **Write a thank you letter to Jonathan’s Jungle**    **The Koala who could**  Outcome: Animal fact files/fact file for made up animals/Story  Audience: Parents  Purpose: To entertain  **Once upon a lifetime (Literacy Shed film)**  Outcome: poem  Audience: parents  Purpose: To entertain |
| **Parallel Texts** |  | The town mouse and the country mouse |  | The Storm Whale in Winter | The Hungry Caterpillar  Non fiction texts – gardens and growing  The Gigantic Turnip  Jack and the Beanstalk  Oliver’s Fruit Salad  The Tiny Seed |  |
| **English**  **Key Texts**  **Year 2**  **Finish summer term** | **Local walk recount**  **The Jolly Postman (3 weeks)**  Outcome: Letter  Audience: Allan Ahlberg  Purpose: To entertain    **Goldilocks and the Three Bears (4 weeks)**  **(Theme: learn a lesson)**  Outcome: Story  Audience: Parents  Purpose: To entertain  **Goldilocks, Goldilocks (1 week)**  Outcome: Perform a poem  Audience: Parents  Purpose: To entertain | **Diwali (Creative Week) The Best Diwali Ever- poetry (1 week)**  **Recount of archaeologist visit**    **Dear Dinosaur**  **(2 weeks)**  Outcome: Non-fiction page  Audience: Dinosaur Doris  Purpose: To inform    **The Girl and the Dinosaur (2 weeks)**  **(Theme: adventure story)**  Outcome: Fictional recount  Audience: Year 1  Purpose: To paint a picture in their head    **If I had a Dinosaur (1 week)**  Outcome: poem  Audience: Year 2 classes  Purpose: To entertain | **The Lion and the Mouse**  **(2 weeks)**  **(Theme: learn a lesson/fable)**  Outcome: Story  Audience: Year 1  Purpose: To entertain    **History unit- Little People Big Dreams Florence Nightingale**  Outcome: Diary  Purpose: To inform    **George’s Marvellous Medicine**  **(2 1/2weeks)**  Outcome: Instructions/character description/ alternative story ending  Audience:  Purpose: To inform/entertain    **Greta and the Giants**  **(1 week)**  Outcome: Description  Audience: The giants  Purpose: To persuade | **Recount of Fire service visit/Great Fire of London actor visit/letter of thanks**    **Fire poems (1 week)**  Outcome: Poem  Audience: Parents  Purpose: To paint a picture in the reader’s head    **Vlad and the Great Fire of London (4 ½ weeks)**  Outcome: Story  Audience: Year R  Purpose: To entertain | **Pattan’s Pumpkin**  **(2 weeks)**  Outcome: Story  Audience: Peers  Purpose: To entertain    **The Misadventures of Frederick**  **(3 weeks)**  Outcome: Letter in role/  Diary Entry/  Setting description  Audience: Characters in the story  Purpose: To entertain  **Instructions for how to plant a seed (1 week)**  **Tidy? ( weeks)**  **https://app.box.com/s/olrhvnnohhyc9wkon0x3i1euc1a4xhu5**  Outcome: persuasive letter  Audience:  Purpose: To persuade  **The Extraordinary Gardener**  Outcome: Non-fiction  Factfile about made up plants | **Recount of African drumming workshop**    **A Very Hungry Lion**  **Meerkat Mail?** |
| **Parallel Texts** | Ghanaian Goldilocks  Little Red Riding Hood | Tyranasaurus Drip | The Extraordinary Life of Mary Seacole  Marcus Rashford  Coming to England  Look up!  The Darkest Dark |  |  |  |
| **Maths** | White Rose | | | | | |
| **Science** | **Yr 1**  **Animals, including humans**   * identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense   **Seasonal Changes (ongoing)**   * observe changes across the four seasons * observe and describe weather associated with the seasons and how day length varies.   **Yr 2**  **Materials**   * identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses | **Yr 1**  **Animals**   * identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals * identify and name a variety of common animals that are carnivores, herbivores and omnivores * describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)   **Yr 2**  **Animals, including humans**   * notice that animals, including humans, have offspring which grow into adults * find out about and describe the basic needs of animals, including humans, for survival (water, food and air) * explore and compare the differences between things that are living, dead, and things that have never been alive | **Yr 1**  **Materials**   * 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   **Yr 2**  **Animals, including humans (healthy eating)**   * describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene | **Yr 1**  **Materials**   * 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.   **Seasonal Changes (ongoing)**   * observe changes across the four seasons * observe and describe weather associated with the seasons and how day length varies.   **Yr 2**  **Materials**   * find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching | **Yr 1**  **Plants**   * 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   **Yr 2**  **Plants**   * 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 * identify and name a variety of plants and animals in their habitats, including microhabitats | **Yr 1**  **Animals**   * identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals   **Seasonal Changes (ongoing)**   * observe changes across the four seasons * observe and describe weather associated with the seasons and how day length varies.   **Yr 2**  **Living things and their habitats**   * identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other * identify and name a variety of plants and animals in their habitats, including microhabitats * describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food |
| **History**  (Chronology included in all units) | **Yr 1**  **Changes over time/**  **Changes within living memory**:  My family | **Yr 1**  **Changes over time:**  Grandparents  **Yr 2**  **Significant individuals:** Mary Anning | **Yr 1**  **Changes within living memory**:  Toys  **Yr 2**  **Significant individuals:** Mary Seacole + Florence Nightingale | **Yr 1**  **Significant events within the locality:**  Sinking of the Titanic  Similarities and differences between ways of life in different periods  Now and then comparison of clothing etc  **Yr 2**  **Events beyond living memory:**  The Great Fire of London |  |  |
| **Geography** | **Yr 2**  **Woodley/Romsey/UK**  **Human and physical** **Geography (letter from the Jolly Postman)**   * 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 * key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop   **Geographical skills and fieldwork**   * 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 | **Yr1**  **Our school/Local area/UK**  **Locational knowledge-**   * name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas   **Place knowledge**   * understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom   **Geographical skills and fieldwork**   * 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. |  |  |  | **Yr 1**  **Australia**  **Locational knowledge**   * name and locate the world’s seven continents and five oceans continents and oceans   **Place knowledge**   * 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   **Human and physical** **Geography**   * 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   **Yr2**  **Africa**  **Locational knowledge**   * name and locate the world’s seven continents and five oceans continents and oceans   **Human and physical** **Geography**   * 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   **Geographical skills and fieldwork**   * 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 |
| **Art** | **Yr 2**  **Observational drawing/Painting**  Artist: Leonardo Di Vinci  Portraits | **Yr 1**  **Clay**  Diwa pots (creative week)  **Printing**  Pop art – Andy Warhol  **Yr 2**  **Clay**  Mendi hands (creative week) | **Yr 1**  **Painting**  Observational drawing of favourite toy | **Yr 1**  **Clay (Titanic day)**  Making a Titanic,  Portraits – Captain Edward Smith  **Painting**  Artist: Turner  Sea scape  **Yr 2**  **Collage**  Great Fire of London collage | **Yr 2**  **Painting**  Artist: Van Gogh Sunflowers. | **Yr 1**  **Colour/pattern/texture**  Artist: Nic McLean  Doodle art  Aboriginal art  **Yr 2**  **Sculpture-clay**  African Masks |
| **DT** | **Yr 2**  **Structures**  **Wheels and Axles**  Fairy tale vehicles | **Yr 1**  **Textiles**  Binka **–** flag forcampervan  **Yr 2**  **Textiles**  Sewing Christmas decorations | **Yr 2**  **Food**  Soup | **Yr 1**  **Structures**  Build Titanic rooms  Build structures, exploring how they can be made stronger, stiffer and more stable | **Yr 1**  **Food**  Heathy picnic food for Grandparents day. |  |
| **Computing** | **Yr 1**  Basic computer skills.  Typing a caption for picture  **Yr 2**  Save and retrieve work on 2paint/2publish | **Yr 1**  Bee bots on a journey  **Yr 2**  Keyboard skills: Writing messages for Christmas cards | **Yr 1**  animations/keyboard skills  **Yr 2**  Bee bots | **Yr 1**  Using websites to research Titanic  **Yr 2**  Stop start animations for GFoL using art as a backdrop | **Yr 2**  Using websites to research | **Yr 1**  Bee-Bots-  Journey around Australia  **Yr 2**  Lego We do? (DW) |
| **Online Safety** | Passwords and keeping them safe |  | Internet safety day February 14th 2023 | How to use websites safely and how to research safely. |  |  |
| **Music**  **(Charanga music scheme)**  **Included in all units:**  Keeping a steady beat  Improvisation  Composition  Singing  Playing | **Yr 1**  **Hey You**  How pulse, rhythm and pitch work together  **Yr 2**  **Hands, Feet, Heart**  South African music | **Yr 1**  **Rhythm In The Way We Walk and The Banana Rap**  Pulse, rhythm and pitch, rapping, dancing and singing  **Yr 2**  **Ho, Ho, Ho**  A song with rapping and improvising for Christmas | **Yr 1**  **In the Groove**  **Yr 2**  **I Wanna Play in a Band**  Playing together in a band | **Yr 1**  **Round and Round**  Pulse, rhythm and pitch in different styles of music.  **Yr 2**  **Zootime** | **Yr 1**  **Your Imagination**  **Yr 2**  **Friendship Song** | **Yr 1**  **Reflect, Rewind & Replay**  Consolidate learning, learn some of the language of music.  **Yr 2**  **Reflect, Rewind & Replay**  Consolidate learning, learn some of the language of music. |
| **PE** | **Yr 1**  Physical literacy  **Yr 2**  Gymnastics /Tri-Golf | **Yr 1**  Gymnastics  **Yr 2**  Dance/ Team Games | **Yr 1**  Dance/Gymnastics  **Yr 2**  Gymnastics/  Multi-skills | **Yr 1**  Multi-skills  **Yr 2**  Multi-skills | **Yr 1**  Sports day prep-Athletics  **Yr 2**  Sports day prep-Athletics | **Yr 1**  Multi-skills  **Yr 2**  Cricket |
| **RE**  **Year 1 Summer term?** | **Yr 1**  Special places  **Yr 2**  Ideas about God | **Yr 1**  Diwali (Creative week)  Christmas story  **Yr 2**  Angels (Christmas)  Diwali – Journey of Rama and Sita(Creative week) | **Yr 1**  People Jesus Met morning  **Yr 2**  People Jesus Met morning | **Yr 1**  Easter Story  **Yr 2**  Belief- Cedar plate | **Yr 2**  Story of Creation | **Yr 2**  Comparing special books |
| **PSHE** | Jigsaw | | | | | |
| **Top 50 moments** |  | Visit care home  Be in a nativity play  Dig a fossil  Learn to sew | Make soup for Florence’s Hospital (parents in)  Learn basic first aid (St Johns Ambulance) | Make a clay model to take home (Titanic)  Experience a real fire/ fire pit  Fire service visit  Baker visit | Plant a plant  Picnic with parents  Chicks in to hatch  Grow something to eat  Picnic with parents  Sunflower art gallery on a canvas | Touch a snake  Posting a thank you letter to Jonathon’s Jungle.  Sports Day  School disco (paid for by focus for Year 2 only).  Sports Day |