

Alpington School Curriculum Map
Class 2: mixed age Years 1 and 2

<p>English</p>	<p><u>Text types</u></p> <ul style="list-style-type: none"> • Traditional Fairy Tales and Stories with predictable/patterned text (eg; The Gingerbread Man & The Little Red Hen) • Stories about fantasy worlds • Stories with familiar settings • Different stories from the same author (eg: Nick Butterworth) • Significant authors (eg: Allan Ahlberg) • Information texts and non fiction devices such as labels, lists and captions. • Non-chronological reports (eg: about animals) • Recount (personal and of others) • Pattern and Rhyme (using seasons poetry, poems on a theme e.g. the sea, shape poems, nonsense rhymes re: Owl and Pussycat) • Performance poetry and prose
<p>Science</p>	<ul style="list-style-type: none"> • Everyday materials and their uses • Seasonal changes • Animals, including humans • Habitats • Plants
<p>Art and Design</p>	<p><u>Focus:</u> drawing, painting and printing Pupils should be taught:</p> <ul style="list-style-type: none"> • to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p><u>Focus:</u> sculpture, collage, craft Pupils should be taught:</p> <ul style="list-style-type: none"> • To use a range of materials creatively to design and make products • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • Collage and craft work.

Computing	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • create and debug simple programs • use logical reasoning to predict the behaviour of simple programs • 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, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies
Design and Technology	<p>When designing and making, pupils should be taught to:</p> <p><u>Design</u></p> <ul style="list-style-type: none"> • design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p><u>Make</u></p> <ul style="list-style-type: none"> • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p><u>Evaluate</u></p> <ul style="list-style-type: none"> • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria <p><u>Technical knowledge</u></p> <ul style="list-style-type: none"> • build structures, exploring how they can be made stronger, stiffer and more stable • explore and use mechanisms (eg; levers, sliders, wheels and axles) in their products <p><u>Cooking and nutrition</u></p> <ul style="list-style-type: none"> • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from.
Geography	<p>Pupils should be taught to:</p> <p><u>Locational knowledge</u></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 • name and locate the world's seven continents and five oceans (Y2) <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> • identify seasonal and daily weather patterns in the United Kingdom • hot and cold areas of the world in relation to the Equator and the North and South Poles (Y2)

<p>Geography continued</p>	<p><u>Basic geographical vocabulary:</u> 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</p> <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> • 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 • 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. • devise a simple map and use and construct basic symbols in a key
<p>History</p>	<p>Pupils should be taught about:</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 • events beyond living memory that are significant nationally or globally or events that are celebrated through festivals and anniversaries • significant historical events, people and places in their own locality • the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Breughel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell) (Y2)
<p>Languages</p>	<p>Curriculum begins in KS2 – In Years 1 and 2 pupils experience simple words and phrases in other languages and learn about customs and cultures of home countries of pupils at the school. Early Spanish – words and phrases</p>
<p>Music</p>	<p><u>Focus:</u> Pitch, Dynamics Pupils should be taught to:</p> <ul style="list-style-type: none"> • Sing songs • Play tuned and untuned instruments musically • Listen & understand live and recorded music • Make and combine sounds musically

Physical Education	<p>Autumn 1: Football and net games Autumn 2: Basketball / netball and dance Spring 1: Rugby and Gymnastics Spring 2: Outdoor and adventurous activities and gymnastics Summer 1: Athletics Summer 2: Striking and fielding</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and • co-ordination, and begin to apply these in a range of activities • Participate in team games; developing simple tactics for attacking and defending • perform dances using simple movement patterns.
Religious Education	<p>Pupils should be taught:</p> <p>Autumn 1: What can Christians learn from Jesus' stories? Concept: Kingdom of God Autumn 2: What happens at Succot and Yom Kippur? Concept: Atonement Spring 1: How does a Muslim show they follow Islam? Concept: Iman Spring 2: What can we learn from the story of Easter about being saved? Concept: Salvation (saving) Summer 1: What does Christianity teach us about caring for our world - Eco RE. Concept: Stewardship Summer 2: How do Jewish people welcome in Shabbat? Concept: Covenant</p>
PSHE	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> • Relationships and Important people in our lives • Getting on/falling out • Say no to bullying • Going for goals