




ST.FRANCIS' CATHOLIC PRIMARY SCHOOL

CURRICULUM MAP 2020/2021

YEAR GROUP 1 & 2

YEAR B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
CLASS TOPIC	Great Goosnargh (The Place Where I Live)	Fire, Fire!	Explorers	Farm Shop	Wind in the Willows	Lancashire Seaside (Buckets and Spades)
AUTHOR STUDY/CLASS READ 	<ul style="list-style-type: none"> ▪ Katie Morag stories - Mairi Hedderwick <p>The Jolly Postman Books by Janet & Allan Ahlberg</p> <p>Class read- The Adventures of Captain Underpants – David Pilkey</p>	<p>Non-Fiction books on the Great Fire of London</p> <p>Zog by Julia Donaldson</p> <p>The Great Fire of London-a poem by Paul Perro</p> <p>Class read- Toby and the Great Fire of London – Margaret Nash</p>	<ul style="list-style-type: none"> ▪ Books by Simon Bartram; a selection from: Dougal's Deep Sea Diary. The Man on the Moon. The Disappearing Moon. Bob's Best Ever Friend. Bob and the Moon Tree Mystery. ▪ Books by Jonny Duddle: The King of Space. The Pirate Cruncher. The Pirates Next Door. The Jolley-Rogers and the Ghostly Galleon. 	<p>Farmer Duck by Martin Waddell.</p> <p>The Pig in the Pond by Martin Waddell.</p> <p>Farmer Dan and his Big Brother Stan by Rod Simpson – animated version available on the Literacy Shed website (here).</p> <p>Class read- Mudpuddle Farm: Six Animal Adventures by Michael Morpurgo.</p>	<p>The Wind in the Willows by Kenneth Grahame</p> <p>The Day the Crayons Quit by Drew Daywalt</p> <p>Ducks' Ditty from Wind in the Willows by Kenneth Grahame</p> <p>The Wind in the Willows: the Original Movie.</p> <p>The Owl and the Pussycat by Edward Lear.</p> <p>Class read- The Wind in the Willows- Kenneth Grahame</p>	<p>Seaside Poems by Jill Bennett.</p> <p>Writing an explanation about Beach Formation - on the BBC Bitesize website (here)</p> <p>At the Beach by Roland Harvey.</p> <p>Billy's Bucket by Kes Gray and Garry Parsons.</p> <p>The Lighthouse Keeper Stories by Ronda Armitage and David Armitage.</p> <p>Class read- Dolphin Boy - Michael Morpurgo.</p>

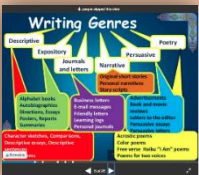



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			Class read- James and the Giant Peach – Roald Dahl			
GENRES 	Letters Narratives Postcards Information Booklets Poetry	Poetry Non-Fiction Narrative Information texts	Stories by the same author Non-chronological reports	Stories with Familiar Settings Persuasion Poetry - Riddles	Animal adventure stories (classic literature) Recount: letters Classic poems	Story as a Theme (A written narrative, based on a film or picture book, with a seaside setting) Poems on a Theme (Seaside) Explanation Text (Seaside)
MULTI-MODAL WRITING/CROSS-CURRICULAR 	Postman's Sack-all letters go inside a huge satchel shape template	Fire shape poems and acrostic poems Samuel Pepys - Diary making	Maps. Labels and captions Walk the plank Planet/rockets writing River Writing	Farm animal shape poems Posters Farmer Dan story book	Shape poems Diary making Mini-books Toad Puppet – stitched jacket Character Profile	Bucket template writing Beach theme writing



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OUTDOOR LEARNING 	Walk to the brook near school Fieldwork <i>Nature and field journals: Observing changes over time of plants and animals</i>	Millennium Walk Fire pit and fire safety	Visit a local river, tracking it on a map <i>Nature and field journals: Observing changes over time of plants and animals</i>	Visit a local farm – Cobble Hey (working animal farm)	Visit the Millennium Wood – focus on animals and their habitats	Beach combing – natural and human features <i>Nature and field journals: Observing changes over time of plants and animals</i>
LOCAL LINK 	Beacon Fell Millennium Forest	Local fire station Millennium Forest	River Ribble Millennium Forest	Cobble Hey – Farm (Ribble Valley)	Millennium Forest	Lancashire Seaside Millennium Forest
NATIONAL LINK 	UK Maps	History of London	Well-known rivers in the UK	Where is our food grown?	UK Countries and Weather	UK in the past
GLOBAL LINK 		Diwali-Festivals of light	Focus on the culture of Kenya, Africa. Identify hot/cold areas of the planet	Farming around the world – where is our food grown?		






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<p>VISITS/VISITORS</p> 	<p>Parents and families coming in to school to discuss how the area has changed since they were at school</p> <p>Visit to the Millennium Forest</p>	<p>Fire brigade visit to talk about fire safety and to put out our own DT houses-to be set fire to (controlled) on the playground with supervision of the fire brigade</p>	<p>Ribble Discovery Centre</p>	<p>Cobble Hey Farm</p>	<p>Visit to the Millennium Forest</p>	<p>Visit to the Seaside - Blackpool</p>
<p>MATHS</p> 	<p>Number & Place Value Addition Subtraction Measurement- length/height 2D & 3D shapes</p>	<p>Sequencing and Sorting Fractions Capacity & Volume Money Time 2D and 3D shape</p>	<p>Number & Place Value Measurement- Mass/weight Sequencing and Sorting Counting and money Multiplication Division</p>	<p>Measurement- Length, mass & weight. Addition and Subtraction Fractions Position & Direction Time</p>	<p>Number & Place value Statistics- Addition & Subtraction Capacity, Volume & Temperature. Fractions Position & Direction- Time 2D & 3D shapes</p>	<p>Time Multiplication Division Statistics- Finding the Difference, Measurement- Length, weight & Mass. Sorting & Sequencing.</p>
<p>SCIENCE</p> 	<p>Nature and field journals: Observing changes over time of plants and animals</p>		<p>Nature and field journals: Observing changes over time of plants and animals</p>	<p>Human and Plant Health and Nutrition - Requirements for human and plant growth</p>	<p>Animals and their habitats – Observe animals in their habitats. Create habitats for local</p>	<p>Materials and their Properties – objects (and their materials) that you would take to the seaside</p>




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				<p>Grow our own fruits and vegetables to harvest in the summer term.</p> <p>Practical tests to observe how plants grow well.</p>	<p>animals in the Millennium Woods.</p>	<p>Nature and field journals: Observing changes over time of plants and animals</p>
<p>WORKING SCIENTIFICALLY</p> 	<ul style="list-style-type: none"> ▪ By observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb. ▪ By observing similar plants at different stages of growth. ▪ By setting up a comparative test to show that plants need light and water to stay healthy. ▪ By observing, through video or first-hand observation and measurement, how humans grow . ▪ By recording their findings using charts. ▪ By asking questions about what humans need to stay healthy. ▪ By suggesting ways to find answers to their questions. ▪ By sorting and classifying things as to whether they are living, dead or were never alive. ▪ By recording their findings using charts. ▪ By describing how they decided where to place things. ▪ By exploring questions such as: 'Is a flame alive? Is a deciduous tree dead in winter?' 					




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<p>GEOGRAPHY</p> 	<p>Physical and Human Features – In our school locality</p> <p>Local Mapping Undertaking fieldwork and using directional language, use a range of maps (including picture maps) and aerial photographs of our locality and recognise simple features on maps e.g. buildings, roads and fields – including land and seas. Know that symbols mean something on maps.</p>	<p>Name and locate continents of the world - using a range of maps and map skills and aerial photographs</p> <p>Compare local area to a contrasting location – Kenya (in Africa) using physical features and map skills.</p> <p>World Mapping Use a range of maps (including picture maps) and aerial photographs recognise simple features on maps and locate land and sea on maps and landmarks. Recognise landmarks and basic human</p>	<p>UK Weather and Four Countries of the UK knowledge – Compare weather conditions and identify on a range of maps.</p> <p>Human and Physical Geography Undertaking fieldwork and using directional language, identify seasonal and daily weather patterns in the United Kingdom Use basic geographical vocabulary to refer to key physical features including season and weather.</p> <p>UK Mapping Understand maps give you information about the world.</p>
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			<p>features on aerial photos. Know that symbols mean something on maps.</p>		<p>Use a range of maps and globes at different scales. Recognise simple features on maps and landmarks e.g. buildings, roads and fields. Use and construct basic symbols in a map key (weather symbols). Know that symbols mean something on maps. Begin to realise why maps need a key.</p>	
<p>HISTORY</p> 	<p>History of the local area - What our school looked like in the past.</p> <p>BLACK HISTORY MONTH</p>	<p>Events beyond living memory – Great Fire of London 1666</p>	<p>Historical explorers of significance – Christopher Columbus and Neil Armstrong</p>			<p>Events beyond living memory - Changes Over Time – Victorian Local Seaside</p>





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<p style="text-align: center;">MUSIC</p> 		<p>CHRISTMAS HYMNS AND SONGS (Christmas Play)</p>	<p>CHARNAGA (YEAR 2) – HANDS FEET AND HEART (South African Music)</p>		<p>CHARANGA(YEAR 2) - ZOOTIME – Reggae Music</p>	
<p style="text-align: center;">COMPUTING</p> 	<p>IT/DL – Sound/Multimedia Create, manage and manipulate digital content Text and images</p> <p>DL - Navigation Able to log on and off an ICT programme e.g. Purple Mash.</p> <p>eSafety - Introduce internet safety. Keep personal information private e.g. password, name, age etc.</p>	<p>DL/IT -Digital research -Use internet appropriately for task. Find information Know how to use curser, buttons, keyboard.</p> <p>Creating Digital Content (Text and Images) On a range of devices: Ipads, laptops.</p> <p>Word: Type text, change colour/size etc.</p>	<p>CS – Programming on Purple Mash</p> <p>Programming Understand that there are different ways to create or produce a sequence of commands, including verbal, recorded, graphical, pressing buttons and on screen methods.</p>	<p>IT – data handling – Using 2Simple software collect and understand information. Sort and understand data and sort information</p>	<p>IT – Presenting Information – Create animated (using 2 animate and Puppet Edu2 software) content to display learning about class novel, science and geography investigations</p>	<p>CS – Programming on Purple Mash</p> <p>Programming Understand that there are different ways to create or produce a sequence of commands, including verbal, recorded, graphical, pressing buttons and on screen methods.</p>




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	<p>Use a programme with some support e.g. word, purple mash, google maps.</p> <p>Use IWB to complete a task/ activity.</p>	<p>Paste an image into a document. Change size and move around page</p>				
<p>PSHE/HRSE</p> 	<p>Respectful Relationships</p> <p>Life Education Bus My wonderful human body/ Feelings</p> <p>Rules and choices- Behaviour and how choices affect others.</p> <p>Rule of law- Tolerance and mutual respect.</p> <p>Know the correct terminology for human body parts.</p>	<p>Friendships and People who care for me</p> <p>Anti-bullying week</p> <p>Family and People who care for me</p> <p>Understand their part in their family. Part of a wider family of God.</p> <p>Develop relationship with God through prayer and</p>	<p>Online relationships and safety</p> <p>Safety week</p> <p>Tolerance and mutual respect towards police, fire fighters, doctors/ nurses.</p> <p>How to keep themselves safe from strangers in real scenarios and online.</p> <p>Know who to go to if they are worried</p>	<p>Mental wellbeing</p> <p>Feelings How do we feel</p> <p>Communicate our feelings to others.</p> <p>Reflect on good/ not good feelings describe and manage them.</p> <p>How do we show our feelings?</p> <p>Care about others feelings like Jesus</p>	<p>Friendships and people who care for me/ Living in the wider world.</p> <p>How can I be a good friend</p> <p>Learn how to say sorry when they have upset or hurt someone else.</p> <p>Recognise unkind behaviour and who to tell.</p> <p>Individual liberty Money- what can we do with it and</p>	<p>Physical health and fitness</p> <p>Democracy Voting for head girl/boy School council and Eco council members.</p> <p>What makes us special? Respect similarities and differences between people- everyone is unique and special.</p> <p>Individual Liberty Know that we are special and made</p>




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	<p>We are all special as a creation of God.</p> <p>We are all unique and different.</p> <p>Know their responsibilities towards themselves, other people and creation.</p> <p>To respect each other and the world around us- behaviour, actions, environment.</p>	<p>behaviour choices.</p> <p>Understand how our bodies change, as we grow older.</p> <p>Say no to bullying</p> <p>Health and Wellbeing – Healthy Lifestyles, Growing and Changing</p> <p>Christmas- time to share, give and love one another.</p>	<p>Part of God's family</p> <p>Respect and love one another.</p> <p>Sensitive to the different make-up of families we are all unique and special.</p> <p>Respect each other's cultural differences, traditions and celebrations.</p>	<p>How their behaviour can hurt others physically and emotionally.</p>	<p>where does it come from.</p>	<p>in the image of God.</p> <p>We all have different gifts, talents and abilities. They have worth being a creation of God.</p> <p>Belong to a community e.g. school, parish.</p> <p>Name parts of the body. Be curious about themselves and their purpose. Respect differences.</p>
<p style="text-align: center;">ART</p> 	<p>Printing & Observational drawings - Tree rubbings and sketch drawings at Beacon Fell (Study local artist Cassandra Battary)</p>	<p>Drawing and Painting and 3D – Using chalks and charcoals linked to the Great Fire DT work.</p>		<p>Drawing and Painting – Drawing and painting fruit (In style of Cezanne's studies of 'Apples')</p>		<p>Collage – Beach scene using papers, fabric materials, drift wood (style of Abigail Mill)</p>



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Batterby Cezanne Mill						
DESIGN TECHNOLOGY 		Mechanisms - pop ups and simple card levers (Models of London buildings 1666)	Mechanisms – wheels and axels (Make a moon rover)	Food - the eatwell plate, where food comes from, principles of a healthy diet	Textiles - using a template, simple joining, choice of stitches, choice of materials (making a coat for Toad)	
PHYSICAL EDUCATION 	Gymnastics (Year 2) FMS –Baseline Unit Lost and Found (Year 1)	Lancashire Dance SOW Unit – Moving Along	Lancashire Dance SOW Unit – Once Upon a Giant	Games – Piggy in the Middle Athletics – Colour Match	Games – Net and Wall Lancashire Outdoor SOW Unit - The Great Outdoors	Lancashire Dance SOW Unit – Seaside FMS – KS1 Assessment (Year 2)
RELIGIOUS EDUCATION 	The Chosen People We are Chosen God chose Abraham Abraham obeyed God Moses God's plan for Moses	The Mystery of God Mysteries The Holy Trinity The Annunciation Advent The Mystery of the Incarnation The Wise Man	The Good News Jesus as a Little Boy Jesus goes to the Temple Loss and Finding of Jesus Jesus Chooses Disciples	The Mass The Beginning of Mass The Readings at Mass The Offertory The Consecration Holy Communion	Easter tide Jesus is Alive Jesus Appears to Mary of Magdala Jesus Appears to the Disciples After the Resurrection The Ascension	The First Christians Good Friends The Apostles The Beginning of the Church Jesus Helps the Apostles The Holy Spirit Peter in Prison



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	Daniel Daniel in the Lions' Den Feast Day of St. Francis Creation	Advent	Good New, Sad News Feeding the 5,000 Cure of the Paralysed Man Epiphany	Living out the Mass Easter	Pentecost Pentecost	Peter's Escape The First Christians
NOTES						