



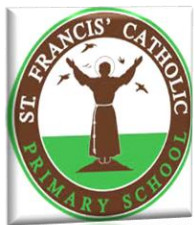
ST.FRANCIS' CATHOLIC PRIMARY SCHOOL

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	Fire, Fire!	Explorers	Farm Shop	Wind in the Willows	Lancashire Seaside
Living, Feeling, Dreaming Big Question 	Is everybody fortunate?	How does pollution affect our world?	Is this the case close up?	Do all farmers have a fair deal? How does Fairtrade help?	Is it right some people have too much money and some people have none?	Are our waste systems helping the world and what more can we do in school?
Ethical thinking 	Appreciation of diversity of where we live. Locate places of significance on digimaps.	Through pollution, the world is becoming warmer, creating more forest fires.	The world from space Appreciate the awe and wonder of space and the beauty of the earth from Space. What should we keep and what should we change and why?	Horticulture and living from the land. Sustainability and care for our common home.	Look at the character of Toad – What does it mean to be kind? What personal qualities make other people and ourselves happy?	Explore the effects of plastic pollution in the ocean. How will this shape our actions?





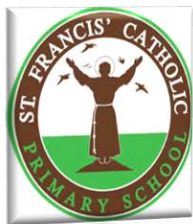
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Extraordinary Ending 	<p>Care in our community and community project. Make bookmarks in textiles for the local care home.</p>	<p>Burn down our own Pudding Lane and observe fire safety.</p>	<p>Space Gallery-art in the hall.</p>	<p>Turn POD into the farm shop to sell own produce.</p>	<p>How could fortune of one person help another? Charity</p>	<p>Recycling programme in school: Eco –brick furniture.</p>
Interest generator Hook to inspire/topic launch/ Stickability- what will we remember? <i>Real life links to the topic.</i> 	<p>Dress as the Two Grannies and explain they have come all the way to tell the children what Coll is like and they would like to explore Goosnargh</p>	<p>Longridge fire station bring a fire engine to the playground for children to explore and give a clue about the topic.</p>	<p>Space topic table created in class.</p> <p>Message from an astronaut-play Chris Hadfield (Space Odyssey) singing astronaut</p> <p>Watch Winnie in Space, read by Miss Deakin to see multicultural astronauts.</p>	<p>Introduce the project-at the end, we will invite parents and carers to buy our food at the end of the week from our farm shop</p>		<p>Dress in scuba clothes (Dougal) but attach plastic litter to self. I have just come out of the ocean and this is what has happened. <u>Class coral and jellyfish tank</u> Talk about the endangered animals and the plastic pollution in the oceans-some fish can't swim! How can humans help? How should humans help?</p>




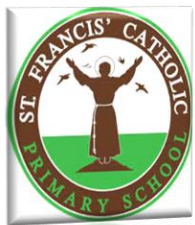
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AUTHOR STUDY/CLASS READ 	<ul style="list-style-type: none"> Katie Morag stories - Mairi Hedderwick The Jolly Postman Books by Janet & Allan Ahlberg	Non-Fiction books on the Great Fire of London Zog by Julia Donaldson The Great Fire of London -a poem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





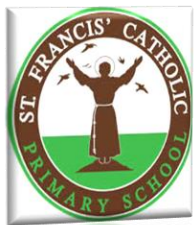
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GENRES 	Letters Narratives Postcards Information Booklets Poetry	Poetry Non-Fiction Narrative Information texts	Stories by the same author Non-chronological reports	Stories with Familiar Settings Persuasion Poetry - Riddles	Animal adventure stories (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 Sew Mudpuddle Farm finger puppet characters and attach to barn books to go inside a huge barn on display	Shape poems Diary making Mini-books Toad Puppet – stitched jacket Character Profile	Bucket template writing Beach theme writing


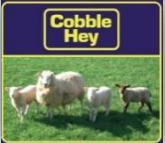



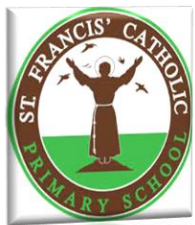
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OUTDOOR LEARNING 	Walk to the brook near school Fieldwork <i>Nature and field journals: Observing changes over time of plants and animals</i>	Millennium Walk Fire pit and fire safety	Visit a local river, tracking it on a map <i>Nature and field journals: 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 What is the United Kingdom? To explore the physical features of the United Kingdom To identify and name a range of physical features To describe features of different parts of the UK	History of London	Well-known rivers in the UK	Where is our food grown?	UK Countries and Weather	UK in the past






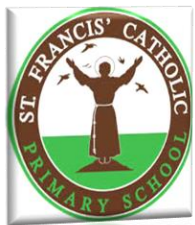
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GLOBAL LINK 		Diwali-Festivals of light	Focus on the culture of Kenya, Africa. Identify hot/cold areas of the planet	Farming around the world – where is our food grown?		
VISITS/VISITORS 	Parents and families coming in to school to discuss how the area has changed since they were at school Visit to the Millennium Forest	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	Ribble Discovery Centre	Cobble Hey Farm	Visit to the Millennium Forest	Visit to the Seaside – Blackpool EDUTANKS set up class jellyfish tank and come in for a whole school sealife workshop day to inspire.
MATHS 	Number & Place Value Addition Subtraction Measurement- length/height 2D & 3D shapes	Sequencing and Sorting Fractions Capacity & Volume Money Time 2D and 3D shape	Number & Place Value Measurement- Mass/weight Sequencing and Sorting Counting and money Multiplication Division	Measurement- Length, mass & weight. Addition and Subtraction Fractions Position & Direction Time	Number & Place value Statistics- Addition & Subtraction Capacity, Volume & Temperature. Fractions Position & Direction- Time 2D & 3D shapes	Time Multiplication Division Statistics- Finding the Difference, Measurement- Length, weight & Mass. Sorting & Sequencing.





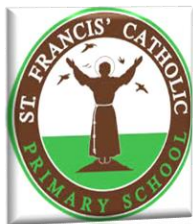
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SCIENCE 	Seasons and change <ul style="list-style-type: none"> •Different types of weather •Identifying the 4 seasons based on weather •Explore wind and •Describing the weather in each season •Describing trees •Linking the months of the year to each season •What hibernation is •Examples of animals that hibernate 		Space <ul style="list-style-type: none"> •Defining space •How we learn about space •Things found in space: planets, sun, moon, stars •Order of planets in solar system •Facts about planets in the solar system •History of space discovery •Famous astronauts 	Human and Plant Health and Nutrition - Requirements for human and plant growth Grow our own fruits and vegetables to harvest in the summer term. Practical tests to observe how plants grow well.	Animals and their habitats – Observe animals in their habitats. Create habitats for local animals in the Millennium Woods.	Changing materials Common materials and their properties. Matching materials to uses based on their properties. Solid objects Squashing, bending, twisting, stretching Testing different materials.
WORKING SCIENTIFICALLY 	<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. 					




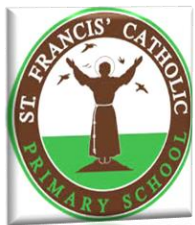
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<ul style="list-style-type: none"> By describing how they decided where to place things. By exploring questions such as: 'Is a flame alive? Is a deciduous tree dead in winter?' 						
GEOGRAPHY 	Physical and Human Features – In our school locality UK Mapping Understand maps give you information about the world. 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.	LONDON STUDY How did London begin? When was London almost destroyed? How has life in London changed? What are the landmarks in London?	Name and locate continents of the world - using a range of maps and map skills and aerial photographs 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 features on aerial photos. Know that symbols mean something on maps.		UK Weather and Four Countries of the UK knowledge – Compare weather conditions and identify on a range of maps. 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.	Oceans and Seas What is an ocean? Where are the world's oceans? How deep is an ocean? Why are our oceans important? What lives in the ocean? How is the ocean different at the North Pole and the Equator? Why are the oceans under threat? How are people protecting the oceans? How can we protect the oceans?




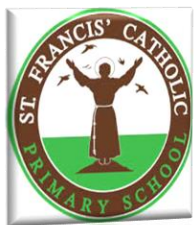
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<p>HISTORY</p> 	<p>History of the local area - What our school looked like in the past.</p> <p>BLACK HISTORY MONTH</p>	<p>Events beyond living memory – Great Fire of London 1666</p> <p>What was life like in the 17th century? How did London begin? What was London like at the time of the fire? How did the Great Fire of London start? How was the Great Fire of London put out? What was the impact of the Great Fire of London? How is London today different to how it was before the events of the Great Fire of London?</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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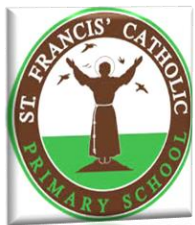
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		To create a timeline of the events of the Great Fire of London. To learn about other instances of destructive fires in London and other major cities around the world.				
MUSIC 	Exploring Pulse Maintaining and responding to changes in pulse (tempo) Exploring the Voice Using the voice in different ways	CHRISTMAS HYMNS AND SONGS (Christmas Play) Exploring Rhythm Differentiating between rhythm and pulse	CHARNAGA (YEAR 2) – HANDS FEET AND HEART (South African Music) The Expressive Elements Gradual changes pitch, tempo and dynamics	Exploring Pitch <i>Recognising and responding to changes in pitch shape</i>	CHARANGA(YEAR 2) - ZOOTIME – Reggae Music Exploring Sound Sources <i>different sound sources and how sound is produced</i>	Creatively exploring sounds, within a given context Glockenspiel and notation
COMPUTING 	IT/DL – Sound/Multimedia Create, manage and manipulate digital content Text and images DL - Navigation	DL/IT -Digital research -Use internet appropriately for task. Find information	CS – Programming on Purple Mash Programming Understand that there are different ways to create or produce a	IT – data handling – Using 2Simple software collect and understand information. Sort and understand data and sort information	IT – Presenting Information – Create animated (using 2 animate and Puppet Edu2 software) content to display learning about class novel,	CS – Programming on Purple Mash Programming Understand that there are different ways to create or produce a




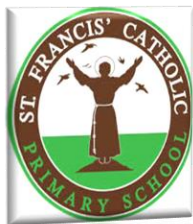
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	<p>Able to log on and off an ICT programme e.g. Purple Mash.</p> <p>eSafety - Introduce internet safety. Keep personal information private e.g. password, name, age etc.</p> <p>Use a programme with some support e.g. word, purple mash, google maps.</p> <p>Use IWB to complete a task/ activity.</p>	<p>Know how to use cursor, 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>Paste an image into a document. Change size and move around page</p>	<p>sequence of commands, including verbal, recorded, graphical, pressing buttons and on screen methods.</p>	.	<p>science and geography investigations</p>	<p>sequence of commands, including verbal, recorded, graphical, pressing buttons and on screen methods.</p>
<p>PSHE/HRSE</p> 	<p>Respectful Relationships</p> <p>Life Education Bus My wonderful human body/ Feelings</p>	<p>Friendships and People who care for me</p> <p>Anti-bullying week</p>	<p>Online relationships and safety</p> <p>Safety week</p> <p>Tolerance and mutual respect towards police, fire</p>	<p>Mental wellbeing</p> <p>Feelings How do we feel</p> <p>Communicate our feelings to others.</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>Physical health and fitness</p> <p>Democracy Voting for head girl/boy School council and Eco council members.</p>



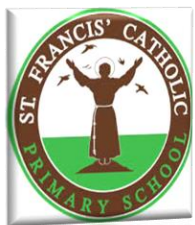
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<p>Rules and choices- Behaviour and how choices affect others.</p> <p>Rule of law- Tolerance and mutual respect.</p> <p>Know the correct terminology for human body parts. We are all special as a creation of God.</p> <p>We are all unique and different.</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>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 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>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>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>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>How their behaviour can hurt others physically and emotionally.</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 where does it come from.</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 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</p>
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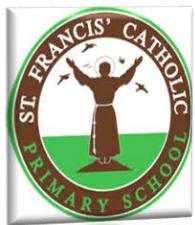
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		Christmas- time to share, give and love one another.				and their purpose. Respect differences.
ART  Batterby Cezanne Mill	Printing & Observational drawings - Tree rubbings and sketch drawings at Beacon Fell (Study local artist Cassandra Battary)	Drawing and Painting and 3D – Using chalks and charcoals linked to the Great Fire DT work.		Drawing and Painting – Drawing and painting fruit (In style of Cezanne's studies of 'Apples')		Collage – Beach scene using papers, fabric materials, drift wood (style of Abigail Mill)
DESIGN TECHNOLOGY 	Make a gift for a member of a local care home.	Mechanisms - pop ups and simple card levers (Models of London buildings 1666)	Mechanisms – wheels and axels (Make a moon rover)	Food - the eat well 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)



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RELIGIOUS EDUCATION	The Chosen People We are Chosen God chose Abraham Abraham obeyed God Moses God's plan for Moses Daniel Daniel in the Lions' Den Feast Day of St. Francis Creation	The Mystery of God Mysteries The Holy Trinity The Annunciation Advent The Mystery of the Incarnation The Wise Man Advent	The Good News Jesus as a Little Boy Jesus goes to the Temple Loss and Finding of Jesus Jesus Chooses Disciples Good New, Sad News Feeding the 5,000 Cure of the Paralysed Man Epiphany	The Mass The Beginning of Mass The Readings at Mass The Offertory The Consecration Holy Communion Living out the Mass Easter	Easterlode Jesus is Alive Jesus Appears to Mary of Magdala Jesus Appears to the Disciples After the Resurrection The Ascension Pentecost Pentecost	The First Christians Good Friends The Apostles The Beginning of the Church Jesus Helps the Apostles The Holy Spirit Peter in Prison Peter's Escape The First Christians
NOTES						