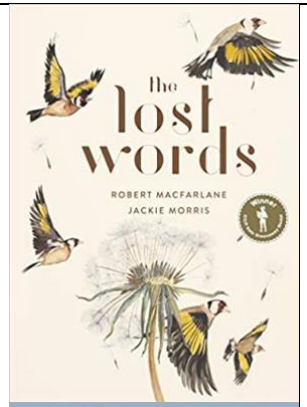
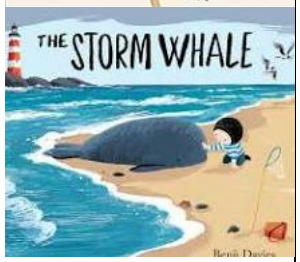
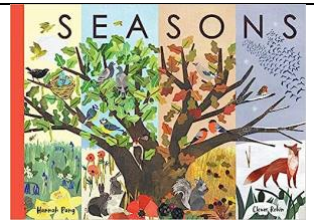
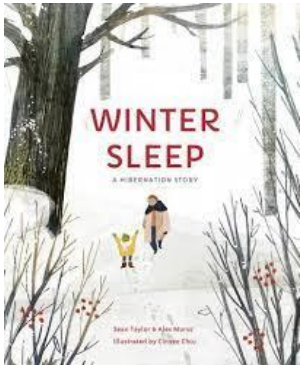
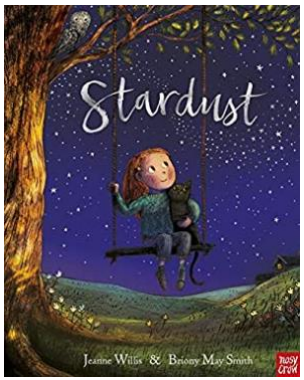
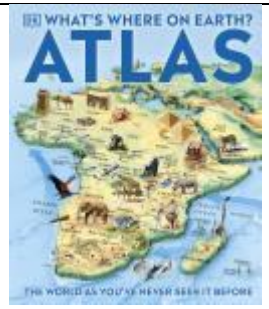
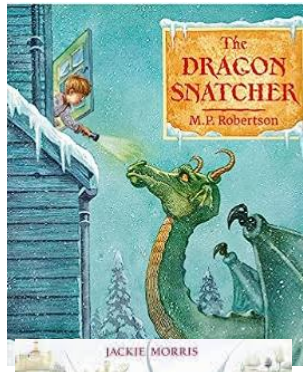
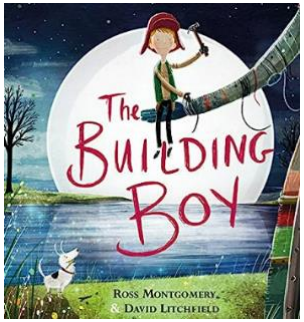
Cuddington and Dinton C of E School Curriculum Framework **Year 1 and 2**

	Autumn Term **Houses and Homes**		**Spring Term** **Inventors**		**Summer Term** **Castles and Dragons**	
	Curriculum overview: **To start our exciting topic, the children will be going on a trip to Bekonscot Model Village, where the children will be looking at the different styles of homes. In addition, the children will be looking at the countries that make up the United Kingdom and where Cuddington is in relation to other places that they know. We will also be looking into different houses and homes around the world, exploring how and why they are built and who might be living in them. We will be looking into what an architect is and the difference between an architect and architecture. They will be able to explain why they like certain buildings thinking about their purpose and whether the architect has designed the building for that purpose. We will investigate changes within living memory around the local area and how the village of Cuddington has changed in recent years.**		**Curriculum overview:** **The children will be going back in time for our Spring term. They will discover how the world today came to be by looking at several famous inventors and their inventions. Design and Technology will begin our journey and the children will be investigating designs based on Garrett Morgan's inventions .. The children will learn about light and will know that Thomas Edison invented the light bulb. We hope to visit Science Oxford to reinforce the children's learning and as they move into the second part of our term, they will learn about Leonardo da Vinci's incredible ideas and how he is still, to this day, a significant individual. We will document our research chronologically, comparing inventions and many other inventors.**		**Curriculum overview:** **This term, the children will be visiting the past to discover all about castles. They will be inspired by a trip to Warwick Castle where they will be able to explore more than 1100 years of history. In school, they will learn about the architecture of castles, why they were built in certain positions and what life might have been like living in a medieval castle. For DT, they will be designing and making a trebuchet. In English, the children will be reading the enchanting Tell Me a Dragon and The Dragon Snatcher to inspire their writing. In art, they will be looking at creating expressive paintings inspired by the artists: Marela Zacarias, Charlie French, Vincent Van Gogh and Cezanne.**	
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Value	**Belief**	**Trust**	**Resilience**	**Love**	**Integrity**	**Respect**
Visit	Walk around Cuddington. Bekonscot Model Village		Science Oxford		Warwick Castle	

Core text	 		 		 	
English	**<u>Year 1 –</u>** **The Lost Words (whole-school poetry unit) 2 weeks** **A1 The Storm Whale Year 1 JC narrative (4 weeks)** **<u>Year 2</u>** **The Lost Words (whole-school poetry unit) 2 weeks** **A2**	**<u>Year 1 –</u>** **A2** **Seasons – JC Information Text Year 1- 4 weeks** **Nativity (oracy)** **<u>Year 2</u>** **Seasons – JC Information Text Year 1- 4 weeks** **Nativity (oracy)**	**<u>Year 1</u>** **<u>Potentially same as Y2</u>** **<u>Year 2 –</u>** **S1** **Hibernation (Winter sleep) –NCR JC Year 2 (4 weeks do in 3?)** **S1** **Stardust – Narrative JC Year 2 (4 weeks)**	**<u>Year 1</u>** **<u>Potentially same as Y2</u>** **<u>Year 2</u>** **Habitats – NCR JC Year 2 (4 weeks)** **When I am by myself – Poetry JC Year 1 (3 weeks)**	**<u>Year 1</u>** **Year 2** **Tell Me a Dragon/The Dragon Snatcher (not JC) (3 weeks) (Newspaper report) (3 weeks)**	**<u>Year 1</u>** **<u>Year 2</u>** **<u>Building Boy Narrative JC Year 2 (4 weeks)</u>**

	The Storm Whale Year 1 JC narrative (4 weeks)					
Maths YR 1	**Number: Place Value (within 10)** -Flashback 4 -Sort objects -Count objects -Count objects from a larger group -Represent objects -Recognise numbers as words – Count on from any number - 1 more - Count backwards within 10 - 1 less - Compare groups by matching - Fewer, more, same - Less than, equal to, greater than - compare numbers - Order objects and numbers - The number line - End of block assessment	**Number: Addition and Subtraction (within 10)** -Introduce parts and wholes - Part-whole model - Write number sentences - Fact families – addition facts - Number bonds within 10 - Systematic number bonds within 10 - Number bonds to 10 - Addition: add together -Addition: add more - Addition problems - Find a part - subtraction – find a part - Fact families: the eight facts - Subtraction – takeaway/cross out - Subtraction – takeaway - Subtraction on a number line - Add or subtract 1 or 2 - End of block assessment B **Geometry: Shape** -Recognise and name 3-D shapes - Sort 3-D shapes - Recognise and name 2-D shapes - Sort 2-D shapes - Patterns with 2-D and 3-D shapes -End of block assessment (version B)	**Number: Place Value (within 20)** - Count within 20 - Understand 10 - Understand 11, 12 and 13 - Understand 14, 15 and 16 - Understand 17, 18 and 19 - Understand 20 - 1 more and 1 less - The number line to 20 - Use a number line to 20 - Estimate on a number line to 20 - Compare numbers to 20 - Order numbers to 20 End of block assessment (version B) **Number: Addition and Subtraction (within 20)** - Add by counting on within 20 - Add ones using number bonds - Find and make number bonds to 20 - Doubles - Near doubles - Subtract ones using number bonds - Subtraction – counting back - Subtraction – finding the difference - Related facts -Missing number problems	**Number: Place Value (within 50)** -Count from 20 to 50 -20, 30, 40 and 50 -Count by making groups of tens -Groups of tens and ones -Partition into tens and ones Step 6 The number line to 50 -Estimate on a number line to 50 -1 more, 1 less **Measurement: Length and Height** - Compare lengths and heights -Measure length using objects -Measure length in centimetres **Measurement: Mass and Volume** - Heavier and lighter - Measure mass - Compare mass - Full and empty - Compare volume - Measure capacity -Compare capacity	**Number: Multiplication and Division** -Count in 2s -Count in 5s -Count in 10s -Recognising equal groups -Add equal groups -Make arrays -Make doubles - Make equal groups by grouping. -Make equal groups by sharing. **Number: Fractions** -Recognise a half of an object or a shape -Find a half of an object or a shape -Recognise a half of a quantity -Find a half of a quantity -Recognise a quarter of an object or a shape - Find a quarter of an object or a shape - Recognise a quarter of a quantity - Find a quarter of a quantity **Geometry: Position and Direction** - Describe turns -Describe position – left and right -Describe position – forwards and backwards - Describe position – above and below - Ordinal numbers	**Number: Place Value (within 100)** -Count from 50 to 100 - Tens to 100 - Partition into tens and ones - The number line to 100 - 1 more, 1 less - Compare numbers with the same number of tens - Compare any two numbers **Measurement: Money** -Unitising - Recognise coins - Recognise notes - Count in coins **Measurement: Time** - Before and after - Days of the week - Months of the year - Hours, minutes and seconds - Tell the time to the hour - Tell the time to the half hour Consolidation
Maths	**Number: Place Value** • Numbers to 20	**Geometry: Properties of Shape**	**Money:**	**Measurement: Length and Height**	**Fractions**	**Statistics** • Make tally charts

YR 2 WR	• Count objects to 100 by making 10s • Recognise tens and ones • Use a p.v chart • Partition numbers to 100 • Write numbers to 100 in words • Flexibly partition numbers to 100 • Write numbers to 100 in expanded form • 10s on numberline to 100 • 10s and 1s on numberline to 100 • Estimate numbers on a numberline • Compare objects • Compare numbers • Order objects and numbers • Count in 2s, 5s and 10s • Count in 3s **Number: Addition and Subtraction** • Bonds to 10 • Fact families – addition and subtraction bonds to 20 • Related facts • Bonds to 100 (tens) • Add and subtract 1s • Add by making 10	- small steps include recognise 2D and 3D shapes - count sides on 2D shapes - count vertices on 2D shapes - draw 2D shapes, lines of symmetry - sort 2D shapes - make patterns with 2D shapes - count faces on 3D shapes - count edges on 3D shapes - count vertices on 3D shapes - sort 3D shapes, and make patterns with 3D shapes	• count money pence • count money – pounds (notes and coins) • Count money – pounds and pence • Choose notes and coins • Make the same amount • Compare amounts of money • Calculate with money • Make a pound • Find change • Two-step problems **Multiplication and Division** • Recognise equal groups • Make equal groups • Add equal groups • Introduce the multiplication symbol • Multiplication sentences • Use arrays • Make equal groups – grouping • Make equal groups – sharing • The 2 times table • Divide by 2	- measure in cm - measure in m - compare lengths and heights - order lengths and heights - four operations with heights and lengths **Mass, Capacity and temperature** • Compare mass • Measure in grams • Measure in kilograms • Four operations with mass • Compare volume and capacity • Measure on millilitres • Measure in litres • Four operations with volume and capacity • Temperature	• Introduction to part and whole • Equal and unequal parts • Recognise half • Find a half • Recognise a half • Find a half • Recognise a quarter • Find a quarter • Recognise a third • Find a third • Find a whole • Unit fractions • Non-unit fractions • Recognise the equivalence of half and two quarters • Recognise three-quarters • Find three-quarters • Count in fractions up to a whole **Time** • O'clock and half past • Quarter past and quarter to • Tell the time past the hour • Tell the time to the hour • Tell the time to the 5 minutes • Minutes in an hour • Hours in a day •	• Tables • Block diagrams • Draw pictograms (1-1) • Interpret pictograms (1-1) • Draw pictograms (2,5 and 10) • Interpret pictograms (2,5 and 10) • Language of position • Describe movement • Describe turns • Describe movement and turns • Shape patterns with turns **Position and direction** • Language of position • Describe movement • Describe turns • Describe movement and turns • Shape patterns with turns

	• Add three 1-digit numbers • Add to the next 10 • Add across a 10 • Subtract across a 10 • Subtract from a 10 • Subtract a 1-digit number from a 2-digit number (across a 10) • 10 more, 10 less • Add and subtract 1-s • Add two 2-digit numbers (not across a 10) • Subtract two 2-digit numbers (not across a 10) • Subtract two 2-digit numbers (across a 10) • Mixed addition and subtraction • Compare number sentences • Missing number problems		• Doubling and halving • Odd and even numbers • The 10 times-tables • Divide by 10 • The 5 times-table • Divide by 5 • The 5 and 10 **times-tables**			
Science YR 1	**<u>Everyday materials</u>** -Know the name of material an object is made from. -Know the properties of everyday materials.	**<u>Earth and Space</u>** *(Additional unit)* -Know the names of the eight planets in our solar system. -Know that the Sun is a star. -Know the names and shapes of some constellations	**<u>Animals Including Humans</u>** -Know how to classify a range of animals by amphibian, reptile, mammal, fish and bird. -Know how to and classify animals by what they eat (carnivore, omnivore, herbivore). -Know the names, describe and compare the structure of a variety of common animals (fish, amphibians, reptiles,	**<u>Light</u>** *(Additional unit)* -Know that we need light to see things. -Know that light comes from a source. -Know that light from the sun is dangerous. -Know that light is needed to form shadows.	**<u>Plants</u>** -Know and name a variety of common wild and garden plants. -Know the parts of a plant and name them: petals, stem, leaves and root of a plant. -Know the parts of a tree and name them: the roots, trunk, branches and leaves of a tree.	**<u>Seasonal Changes/SRE</u>** -Know the seasons. -Know about the type of weather for each season. -Know that the length of day/night changes throughout the year.

			birds and mammals, including pets). -Know the names, draw and label the parts of the human body, that can be seen, and know which part of the body is associated.			
Science YR 2	**Everyday materials** -Know how materials can be changed by squashing, twisting, bending and stretching. -Know why a material might or might not be used for a specific job.	**Earth and Space Additional unit** -Know what planet is closest to the sun. - Know that planets in our solar system are split into rocky and gaseous. -Know how to use secondary sources to find out information about an astronaut.	**Light** -Know that Thomas Edison invented the light bulb. -know that darkness is the absence of light. -Know that certain materials do not let light through.	**Living things and Their Habitats** -Know the differences between things that are living, dead and things that have never been alive. -Know that most living things live in habitats to which they are suited. -Know how a specific habitat provides basic needs of different kinds of animals. -Know some different sources of food for animals. -Know and explain a simple food chain.	**Plants** -Know and explain how seeds and bulbs grow into plants. -Know what plants need in order to grow and stay healthy (water, light and a suitable temperature).	**Animals including Humans/SRE** -Know the basic stages on a life cycle for animals, including humans. -Know why exercise, a balanced diet and good hygiene are important for humans.
Computing YR1 & YR2	E-safety	Paint	Word/Text	Programming	Presentation	Video and sound
Art/D&T	Art: AccessArt – Be an Architect	Design and Technology: Textiles? Fabric Faces? Design a cushion?	Design and Technology: Food	Art: Sketching AccessArt Explore and draw	Art: AccessArt: Expressive Painting	Design and Technology: Mechanisms Sliders, levers? Design and build a trebuchet
Religious Education YR 1	*What does it mean to be me?*	Why do we celebrate Christmas?	What makes people so important?	*How important are the groups I belong to?*	Why is it important to look after the world?	Why are some places so important?
Religious Education YR 2	Christianity/Judaism Why is it important to look after our world? -	**Why do people celebrate Christmas?**	What makes people important?	How important are the groups I belong to?	What makes stories so important to different people?	What makes some things sacred to some groups of people?
Music YR 1	Pulse and Rhythm	Christmas Production	Musical Vocabulary (Theme Under the Sea)	Timbre and Rhythmic Patterns (Theme Fairytales)	Year 1 & 2 BBC Ten Pieces – No Place Like Home	Pitch and Temp (Theme Superheroes)

Music YR 2	West African call and response song	Christmas Production	Orchestral Instruments (Theme Traditional Stories)	Musical Me	Year 1 & 2 BBC Ten Pieces – No Place Like Home	Myths and Legends
PE YR 1	**Locomotion**: Running **Gymnastics**: Wide, Narrow, Curled	Ball Skills Hands 1 **Dance - growing**	Ball skills: Feet **Gymnastics _ Body Parts**	Ball Skills Hands 2 **Dance:** The Zoo	**Locomotion:** Jumping Team Building	Health and Wellbeing (Athletics) Summer Dance
PE YR 2	**Locomotion**: Dodging **Gymnastics**: Linking	Ball Skills Hands 1 **Dance explorers**	Gymnastics: Pathways **Swimming**	Ball Skills Feet **Dance:** Swimming	**Games for Understanding**	Team Building Summer Dance
RSE/PSHE YR 1	**Me and My Relationships** -Know and name a variety of feelings and explain how these might help me behave (Feelings) -Know some ways of dealing with not so good feelings. (Feelings) -Know when to get help and who to go to it for. (Getting help) -Know some different classroom rules. (Classroom rules)	**Valuing Difference** -Know why things sometime seem unfair, even when they're not. (Developing tolerance) -Know ways that people are similar and different. (Recognising values)	**Keeping Myself Safe** -Know examples of how I keep myself healthy. (Keeping healthy) -Know what to do if I have strong and not so good feelings. (How our feelings can keep us safe) -Know when medicines might be harmful. (Medicine safety)	**Rights and Responsibilities** -Know some ways I look after money. (Looking after things) -Know examples of how I look after myself and my environment. (Looking after things)	**Being My Best** -Know why certain foods are healthy and why it is important to eat at least 5 portions of fruit/veg a day. (Keeping healthy) -Know a few ideas of what to do if I find things difficult. (Growth mind set)	**Growing and Changing** -Know and identify an adult I can talk to at both home and school if I need help. (Getting help) -Know some things I can do now that I couldn't do as a toddler. (Becoming independent) -Know what some of my body parts do. (Body parts)
RSE/PSHE YR 2	**Me and My Relationships** -Know and name some ways I can get help if I am being bullied, (Bullying and Teasing) -Know and suggest rules that keep us happy. (Our School Rules) -Know and give ideas about what makes a good friend. (Being a good friend)	**Valuing Differences** -Know how I could help myself if I was being left out. (Being kind) -Know and give examples of good listening skills. (listening skills)	**Keeping Myself Safe** -Know that medicines can be helpful or harmful. (Medicine safety) -Know examples of safe and unsafe secrets. (Safe and unsafe secrets) -Know examples of touches that are ok and not ok. (Appropriate touch)	**Rights and Responsibilities** -know and give examples of what I do when I'm unsettled. (Cooperation and selfregulation)	**Being My Best** -Know how setting a goal will help me to achieve what I want to do. (Growth mindset) -Know and name some parts of my body that are inside me. (Looking after my body)	**Growing and Changing** -Know the people who help us and what I can do now that I couldn't do when I was younger. (Life Cycles) -Know examples of how it feels to say goodbye to someone. (Dealing with loss) -Know examples of how to give feedback to someone. (Being supportive)

	-Know how to express my feelings in a safe and controlled way (Feelings/self regulation).					
History		Changes within living memory homes in the past - hist		Famous Inventors (add more diverse range) Garrett Morgan (Twinkl)comparison Brunel, George Stevenson V Egon Musk	Events beyond living memory Learn parts of castle Compare castles Learn about life in a castle (Ham) Norman motte and bailey castles Battle of Hastings Tower of London? Warwick Castle?	
Geography	Local study- Cuddington Compare with homes around the world Who lives here – geog		Capital cities, UK Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas To know the river Thames runs through London, the capital of England. To know Edinburgh is the capital of Scotland and is built on an extinct volcano. To know Cardiff is the capital of Wales with the river Taff running through. To know Belfast is the capital of Northern Ireland. Name the three main seas around the UK			Comparison of Cuddington to somewhere else on a map (Ham)/identify local area on map – castles? Where can I build a castle (Ham) – exploring castle land features Capital coty castles(PlanBee) Draw a map (PlanBee)