



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

	<u>Autumn Term</u> Transport and Travel Curriculum overview:		<u>Spring Term</u> Explorers Curriculum overview:		<u>Summer Term</u> The Great Fire of London Curriculum overview:	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Visit	Cotswold Motor Museum or Quainton Steam Centre		The Living Rainforest			
Core text	Y1 Traditional Tales – Three Billy Goats Gruff (Oak National Academy) Rapunzel (character description) Y2 Literacy Shed Poetry unit – whole-school Cycle City – Alison Farrell Last Stop on Market St – Matt de le Pena	The Disgusting Sandwich - instructions The Snow Dragon – Setting Description Y2Lots: The Diversity of Life on Earth The Big Book of the UK by Imogen Russell Williams	The Great Explorer by Chris Judd - recount diary Protecting the Planet emperor of the ice – persuasive letter	The Great Kapok Tree by Lynne Cherry – narrative Y2 Ice Trap – newspaper report Y2 Amelia Earhart by Maria Isabel	Y2 The Great Fire of London by Emma Adams The secret diary of Samuel Pepys aged 10 and ¾ by Julian Dutton	Y2 Toby and the Great Fire of London/Vlad and the Great Fire of London
English Y1	Y1 Traditional Tales – Three Billy Goats Gruff (Oak National Academy)	<u>Instructions – making a jam sandwich</u> <u>Fiction – setting description</u>	Poetry – Ice Trap Non fiction –persuasive letter save the penguins	<u>Non-fiction – biography</u>	Non-fiction - Recount diary Fiction - narrative	Fiction - Narrative -

	Rapunzel (Literacy Shed) - retel the story		Fiction – Great Kapok Tree - narrative	<u>Fiction - character description</u>		
English Y2	Poetry Literacy Shed Instructions – Making a bike Narrative – based on Last Stop on Market St	Non-fiction – NCR Fiction – setting description	Poetry – Ice Trap Non fiction –persuasive letter save the penguins Fiction – Great Kapok Tree - narrative	Non-fiction – biography <u>Fiction - character description</u>	Non-fiction - Recount diary Fiction - narrative	Fiction - Narrative -
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	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	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

		-End of block assessment (version B)			-Describe position – left and right -Describe position – forwards and backwards - Describe position – above and below - Ordinal numbers	
Maths YR 2 WR	<p>Number: Place Value</p> <ul style="list-style-type: none"> Numbers to 20 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 <p>Number: Addition and Subtraction</p> <ul style="list-style-type: none"> Bonds to 10 Fact families – addition and subtraction bonds to 20 Related facts 	<p>Geometry: Properties of Shape</p> <ul style="list-style-type: none"> 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 	<p>Money:</p> <ul style="list-style-type: none"> 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 <p>Multiplication and Division</p> <ul style="list-style-type: none"> 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 	<p>Measurement: Length and Height</p> <ul style="list-style-type: none"> measure in cm measure in m compare lengths and heights order lengths and heights four operations with heights and lengths <p>Mass, Capacity and temperature</p> <ul style="list-style-type: none"> 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 	<p>Fractions</p> <ul style="list-style-type: none"> 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 <p>Time</p> <ul style="list-style-type: none"> 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 	<p>Statistics</p> <ul style="list-style-type: none"> Make tally charts Tables Block diagrams Draw pictograms (1-1) Interpret pictograms (1-1) Draw pictograms (2,5 and 10) Interpret pictograms (2,5 and 10) <p>Position and direction</p> <ul style="list-style-type: none"> Language of position Describe movement Describe turns Describe movement and turns Shape patterns with turns

	<ul style="list-style-type: none"> • Bonds to 100 (tens) • Add and subtract 1s • Add by making 10 • 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 1s • 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 		<ul style="list-style-type: none"> • The 2 times table • Divide by 2 • 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 	<ul style="list-style-type: none"> • Temperature 	<ul style="list-style-type: none"> • 	
Science YR 1	<p><u>Everyday materials</u></p> <p>-Know the name of material an object is made from.</p> <p>-Know the properties of everyday materials.</p>	<p><u>Earth and Space</u> <i>(Additional unit)</i></p> <p>-Know the names of the eight planets in our solar system.</p> <p>-Know that the Sun is a star.</p> <p>-Know the names and shapes of some constellations</p>	<p><u>Animals Including Humans</u></p> <p>-Know how to classify a range of animals by amphibian, reptile, mammal, fish and bird.</p> <p>-Know how to and classify animals by what they eat (carnivore, omnivore, herbivore).</p> <p>-Know the names, describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p>	<p><u>Seasonal Changes/SRE</u></p> <p>-Know the seasons.</p> <p>-Know about the type of weather for each season.</p> <p>-Know that the length of day/night changes throughout the year.</p>	<p><u>Plants</u></p> <p>-Know and name a variety of common wild and garden plants.</p> <p>-Know the parts of a plant and name them: petals, stem, leaves and root of a plant.</p> <p>-Know the parts of a tree and name them: the roots, trunk, branches and leaves of a tree.</p>	<p><u>Seasonal Changes/SRE</u></p> <p>-Know the seasons.</p> <p>-Know about the type of weather for each season.</p> <p>-Know that the length of day/night changes throughout the year.</p>

			-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	<u>Everyday materials</u> -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.	<u>Earth and Space Additional unit</u> -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.	<u>Light</u> -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.	<u>Living things and Their Habitats</u> -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.	<u>Plants</u> -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).	<u>Animals including Humans/SRE</u> -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	Computing systems and networks 1: Improving mouse skills 2. What is a computer?	Programming Y1. Algorithms unplugged Y2. Algorithms and debugging	Y1 Creating media – digital imagery Y2. Computing and systems – word processing	Date handling Y1 Y2 – International Space Station	Y1 Programming – BeeBot Y2 Programming Scratch Jnr
Art/D&T	Transport and Travel Access Art – Spirals	Mechanisms <i>Wheels and Axles</i>	Explorers Access Art – Flora and Fauna Artists: Eric Carle, Joseph Redoute, Jan Van Kessel	Cooking and Nutrition	The Great Fire of London Access Art – Making Birds Artists: Andrea Butler	Structures
Religious Education YR 1	<i>What does it mean to be me?</i>	Why do we celebrate Christmas?	What makes people so important?	<i>How important are the groups I belong to?</i>	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/PSH E YR 1	<u>Me and My Relationships</u> -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)	<u>Valuing Difference</u> -Know why things sometime seem unfair, even when they're not. (Developing tolerance) -Know ways that people are similar and different. (Recognising values)	<u>Keeping Myself Safe</u> -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)	<u>Rights and Responsibilities</u> -Know some ways I look after money. (Looking after things) -Know examples of how I look after myself and my environment. (Looking after things)	<u>Being My Best</u> -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)	<u>Growing and Changing</u> -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/PSH E YR 2	<u>Me and My Relationships</u> -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)	<u>Valuing Differences</u> -Know how I could help myself if I was being left out. (Being kind) -Know and give examples of good listening skills. (listening skills)	<u>Keeping Myself Safe</u> -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)	<u>Rights and Responsibilities</u> -know and give examples of what I do when I'm unsettled. (Cooperation and self-regulation)	<u>Being My Best</u> -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)	<u>Growing and Changing</u> -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

	-Know how to express my feelings in a safe and controlled way (Feelings/self regulation).					to someone. (Being supportive)
History		<p>To know how railways change people's lives overtime</p> <p>To know that there are lots of different types of transport both now and in the past (simple comparison)</p> <p>To know the difference and similarities between types of transport (eg difference between a horse and a train.)</p> <p>To know transport has changed in living memory</p>		<p><i>To know that explorers came from different countries and went to different places</i></p> <p><i>To know that there are similarities and difference between explorers</i></p> <p><i>To know that there are many factors which influence where and how explorers explore.</i></p>		<p>To know how the fire of London started</p> <p>To know the impact of the fire of London (Christopher Wren)</p> <p>To know about famous people associated with the event and how they acted: Samuel Pepys, Thomas Farriner</p>
Geography	<p>Understand where we live within the UK (Yr1)</p> <p>Make maps of desk and classroom (Yr1)</p> <p>Create simple maps of school and local area (Yr1)</p> <p>Simple compass directions to describe features of a route (Y2)</p> <p>Map skills Year One – RGS</p> <p>Map skills Year Two - RGS</p>		<p>Know the names and location of the five oceans of the world. Know the names and location of the seven continents of the world. To know where the equator, North and South pole are on a globe and map. To name hot and cold places in the world.</p>		<p>Know that Australia has desert, rainforest, coral reefs and mountains and that Britain has temperate forest, mountains and hills. Know the difference in weather between the UK and Australia. Know which continents the UK and Australia are in.</p>	