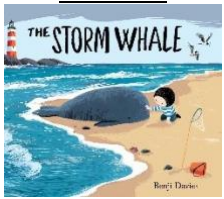
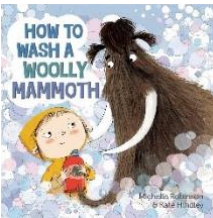
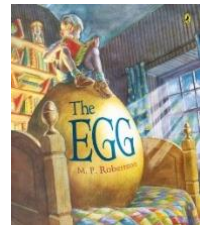
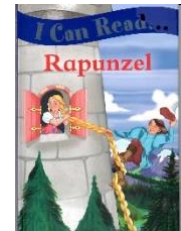
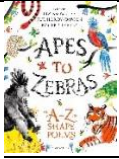
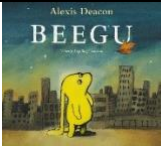
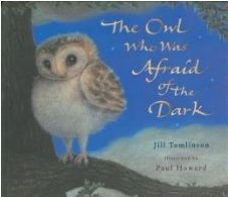
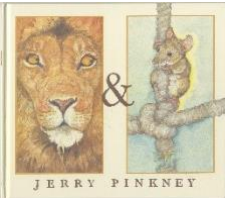
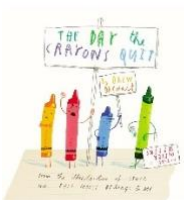
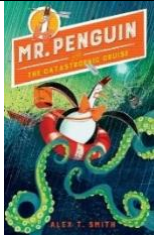
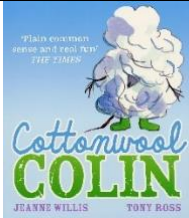


Cuddington and Dinton C of E School Curriculum Framework Year 1 and 2

	<u>Autumn Term</u> Curriculum overview: Houses and Homes 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 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 investigate changes within living memory around the local area and how the village of Cuddington has changed in recent years.		<u>Spring Term</u> Curriculum overview: Inventors 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. The children will be investigating designs based on Garrett Morgan’s inventions and they 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.		<u>Summer Term</u> Curriculum overview: Castles 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 art, they will be looking at creating expressive paintings inspired by the artists: Marelá Zacarias, Charlie French, Vincent Van Gogh and Cezanne.		
	Autumn 1		Autumn 2		Spring 1		
	Spring 2		Summer 1		Summer 2		
	Visit	Bekonscot model village		Science Oxford		Warwick castle	
	English YR 1	<u>Text Driver</u>  <u>The Storm Whale</u> by Benji Davies <u>Writing opportunities:</u> <u>Sentence construction</u> <u>&</u> <u>Vocabulary</u>		<u>Picture Book</u>  How to wash a woolly mammoth by Michale Robinson Writing to inform: Instructions Poetry		<u>Text Driver</u>  The Egg by MP Robertson Writing to entertain: Narrative Writing to inform: Non Chronological report	
<u>Picture Book</u>  Jack and Baked Bean Stalk By Colin Stimpson - <u>Writing to entertain:</u> <u>Narrative</u> - <u>Poetry</u>		<u>Text Driver</u>  The Great Explorer by Chris Judge Writing to entertain: Setting description Writing to inform: Letter		<u>Picture Book</u>  Rapunzel by Igloo Books Writing to entertain: Setting & Character descriptions Film			

		Ten things in a Wizards Pocket List Poem		 From Apes To Zebras <u>Shape Poems</u>		 The Owl Babies Narrative endings
Additional Books		 Beegu by Alexis Deacon		 Yuval Zommer		
English YR 2	Text Driver  The Barnabus Project by the Fan Brothers Writing to entertain: Narrative Writing to inform: Non chronological Report	Picture Book  The Tear Thief by Carol Ann Duffy Writing to entertain: Character & Setting descriptions Film  Wallace & Grommet: cracking contraptions Writing to inform: Instructions	Text Driver  The Owl Who was Afraid of the Dark by Jill Tomlinson Writing to entertain: Character & Setting Poetry The Owl by Pie Corbett Repeating patterns	Picture Book  The Lion and The Mouse by Jerry Pinkney Writing to inform: Recount Writing to inform: Dairy Film  Once in a lifetime	Text Driver  The Green Ship by Quentin Blake Writing to entertain: Narrative Writing to inform: Persuasive letter	Picture Book  The Day the Crayons Quit By Drew Daywalt Writing to inform: Letters Poetry Magic Box by Kit Wright List Poem

				Writing to entertain: Description		
Additional Books		 Mr Penguin Books Alex T Smith		 Cottonwool Colin by Jeane Willis & Tony Ross		
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	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	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 -Partition into tens and ones -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	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

		- Patterns with 2-D and 3-D shapes -End of block assessment (version B)	- Related facts -Missing number problems		Geometry: Position and Direction - Describe turns -Describe position – left and right -Describe position – forwards and backwards - Describe position – above and below - Ordinal numbers	
Maths YR 2 WR	Number: Place Value - Numbers to 20 - Count objects to 100 by making 10s - Recognise tens and ones - Use a place value 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 the number line to 100 10s and 1s on the number line to 100 - Estimate numbers on a number line - 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 within 20 - Related facts - Bonds to 100 (tens) - Add and subtract 1s - Add by making 10 - Add three 1-digit numbers	Number: Addition and Subtraction 10 more, 10 less - Add and subtract 10s - Add two 2-digit numbers (not across a 10) - Add two 2-digit numbers (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 Geometry: Properties of Shape - Recognise 2-D and 3-D shapes - Count sides on 2-D shapes - Count vertices on 2-D shapes - Draw 2-D shapes - Lines of symmetry on shapes - Use lines of symmetry to complete shapes - Sort 2-D shapes - Count faces on 3-D shapes - Count edges on 3-D shapes - Count vertices on 3-D shapes - Sort 3-D shapes	Money: - 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 - Doubling and halving - Odd and even numbers - The 10 times-table - Divide by 10 - The 5 times-table - Divide by 5 - The 5 and 10 times-tables	Measurement: Length and Height - Measure in centimetres - Measure in metres - Compare lengths and heights - Order lengths and heights - Four operations with lengths and heights Mass, Capacity and temperature - Compare mass - Measure in grams - Measure in kilograms - Four operations with mass - Compare volume and capacity - Measure in millilitres - Measure in litres - Four operations with volume and capacity - Temperature	Fractions - Introduction to parts and whole - Equal and unequal parts - Recognise a half - Find a half - Recognise a quarter - Find a quarter - Recognise a third - Find a third - Find the whole - Unit fractions - Non-unit fractions - Recognise the equivalence of a 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 time past the hour - Tell time to the hour - Tell the time to 5 minutes - Minutes in an hour - Hours in a day	Statistics - 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) Position and direction - Language of position - Describe movement - Describe turns - Describe movement and turns - Shape patterns with turns

	• Add to the next 10 • Add across a 10 • Subtract across 10 • Subtract from a 10 • Subtract a 1-digit number from a 2-digit number (across a 10)	• Make patterns with 2-D and 3-D shapes				
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> <i>(Additional unit)</i> -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, 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.	<u>Light</u> <i>(Additional unit)</i> -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.
Science YR 2	Everyday materials To be able to identify a variety of materials and sort them according to a variety of criteria. To be able to identify natural and man-made materials. To identify that some materials can change shape by squashing, bending, stretching and twisting, and others can't. To identify the suitability of metal and plastic for a variety of purposes	Earth and Space <i>Additional unit</i> 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.	Living things and Their Habitats To be able to identify things that are living, things that are dead and things that have never been alive. To understand that living things need to live in suitable habitats. To explore the plants and animals that live in seaside habitats. To be able to explore plants and animals in an unfamiliar habitat. To be able to explore and describe a micro-habitat	Super Scientists <i>Isaac Newton</i> To investigate the effect gravity has on everyday objects. To investigate what happens to light when it passes through different transparent objects. <i>Maggie Aderin-Pocock</i> To investigate the wind. <i>Alexander Graham Bell</i> To investigate whether sound can pass through materials <i>A variety of significant Scientists</i>	Plants To understand that different seeds grow into different plants and to describe them To understand that plants can be grown from bulbs. To be able to explain why and how seeds are dispersed. To plan, carry out and evaluate an investigation into the conditions that affect germination. To observe and describe how a plant changes as it matures.	Animals including Humans/SRE To find out about the offspring of a variety of different animals. To find out about the different ways in which animals reproduce. To explore how humans grow as they get older. To find out what animals, including humans, need to survive. To explore the environment as a factor of survival for animals, including humans.

	To identify different products that can be made from wood and their features and purposes. To identify different materials that are used for the same product. To identify material inventions and discoveries.		To explore food chains in a habitat	To investigate our senses and reflexes. To investigate how germs are transferred by touching things Thomas Edison To investigate electrical circuits to make a bulb light up		To find out how to eat a healthy, balanced diet. To find out why exercise is important to keep our bodies healthy
Computing YR1 & YR2	Online safety	Computing systems and networks: Improving mouse skills / 1: What is a computer?	Programming: Algorithms unplugged & debugging	Creating media: Digital imagery Computing systems and networks: Word processing	Data handling International Space Station	Programming 2: Bee-Bot Scratch Jr.
Art/D&T	Access Art Explore and Draw Artists: Rosie James, Alice Fox	Design and Technology: Textiles	Design and Technology: Cooking and Nutrition <i>Design a picnic</i>	Access Art Printmaking Artists: Delita Martin, Elizabeth Catlett, Benji Torrado Cabrera	Access Art Expressive Paintings Artists: Marelá Zacarias, Charlie French, Vincent Van Gogh, Cezanne	Design and Technology Mechanisms <i>Sliders and Levers</i> <i>Design and build a trebuchet</i>
Religious Education YR 1	What does it mean to be me?	Celebrations and Festivities	What makes people so important? (Key individuals from the Torah)	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	Why is it important to look after our world?	Why do we celebrate important occasions?	What makes people so important? Moses	How important are the groups I belong to? Passover	What makes stories so important to different people?	What makes some things sacred to some groups of people? Shabbat
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	Call and response songs	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	Locomotion: Dodging	Ball Skills Hands 1	Gymnastics: Pathways	Ball Skills Feet	Games for Understanding	Team Building

YR 2	Gymnastics: Linking	Dance explorers	Swimming	Dance: Swimming		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) To play with boys and girls- Ten little pirates	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) To like the way I am - Elmer	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) To understand that we share the world with lots of people - My world your world	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) To understand that our bodies work in different ways? Max the champion	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) To recognise that people are different ages – My Grandpa is amazing Teaching SRE with Confidence Lesson 1 Different friends Lesson 2 Growing and Changing Lesson 3 Families and Care
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) -Know how to express my feelings in a safe and controlled way (Feelings/self-regulation). To be able to work with everyone in my class - Blown away	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) To understand what diversity is - The great big book of families	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) To understand how we share the world- The First Slodge	Rights and Responsibilities -know and give examples of what I do when I'm unsettled. (Cooperation and self-regulation) To understand that we share the world with lots of people - My world your world Harold saves for something special – online links The Oak Academy – Getting a Healthy Balance Online links	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) To understand what makes someone feel proud- The Odd Egg	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) Teaching SRE with Confidence Lesson 1 Differences Lesson 2 Male and Female Animals Lesson 3 Naming Body Parts To feel proud of being different - Just because
History		Homes in the past To know that there are different types of homes		Famous inventors To know about the lives and inventions of Leonardo	Castles <i>Events beyond the living memory</i>	

		To know how and why homes have changed within living memory To use sources to compare homes from different decades To ask questions about homes in the past To understand the impact that technology has had on our homes To know about homes beyond living memory		DaVinci, Jeannette Villepreux-Power (Biologist) and Garrett Morgan (Traffic lights). To know why their inventions were important and still are today. To know about the lives and influence of modern inventors.	To understand the events leading to Norman rule in England. To know about different types of castles and their features. To describe the roles people had in a medieval castle. To compare life in Norman Britain to life today. To learn about the Tower of London and how it has changed over time. To research a castle in our local area – Warwick Castle	
Geography	What their home and locality is like, memories of holidays To know own address (Yr2 postcode) To know the names of different types of homes To know how homes are adapted to suit their locality.		Where do I live? The UK To name the capital cities of the United Kingdom. To know the three main seas around the UK. To know where the 4 countries of the UK are on maps. To name the 7 continents of the world. To be able to name the seven continents of the world and locate the UK on a world map. To be able to identify the countries and capital cities of the UK.		Map Makers To know that castles were built because of geographical features of the area. E.g. proximity to invaders, height of land, water etc. To recognise castles and other symbols on a map. To use aerial photographs and plan perspectives to recognise and create landmarks To devise a simple map and use and construct basic symbols in a key.	

			To be able to identify features and characteristics of the countries of the UK. To explore the town we live in To be able to describe where we live			To design a map including key human features
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