

Year Y1&2 A Willow Autumn Curriculum Map

English		Maths Herts Essential	
Reading (including Phonics)	Writing	Key Concepts	
Through the use of echo reading develop reading aloud with intonation that shows understanding. Begin making links between books they are reading and other books they have read.	<ul style="list-style-type: none"> *Labels, lists and captions linked to the text: Plenty of love to go around *Securing sentence writing linked to the text: Stanley's stick *Recounts linked to the text: Voices in the Park *Stories with predictable phrasing linked to the text: Farmer duck *Vocabulary building linked to the poem: one silver spec *Letter writing with Jolly Pocket Postman. 	<ul style="list-style-type: none"> *Geometry – Positional Language Including Ordinal Numbers *Numbers to Ten – Finding Patterns in Numbers (including subitising) *Numbers to Ten – Counting and Comparison (more, less, fewer) *Numbers to Ten – Estimating and Ordering *Numbers to Ten – Regrouping the Whole *Numbers to Ten – Part Whole Addition and Subtraction *Numbers to Ten – Solving Problems Using Part or Whole Unknown *Numbers to Ten – Comparison Numbers to Ten – Equality and Balance *Numbers to Twenty – Making 10 and Some More *Numbers to 20 – Estimating and Ordering, 1 More and 1 Less *Numbers to Twenty – Doubling and Halving *Numbers to Twenty – Odd and Even Numbers *Geometry – Names and Properties of 2-D and 3-D Shape 	
<u>Vocabulary</u> letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark plus previously taught vocabulary <u>Key Texts:</u> Voices in the Park, Where's My Teddy, Famer Duck, Plenty of Love, Stanley's Stick, Jolly Pocket Christmas Postman, Coming to England.		Vocabulary: Please see Year 1 Maths and vocabulary key concept map	
PSHE Heart Smart		Science	
Skills	Knowledge	Skills	Knowledge
<ul style="list-style-type: none"> *Record feelings in various ways and be able to describe why those feelings were chosen. *Gather, record, classify and present data in a variety of ways to help answer questions. *Reflect about previous experiences and share ideas about them and how it made them feel *Make links between healthy eating and an active lifestyle and how this can be improved. *Make comparisons between someone who hasn't had love and someone who has. *To be able to speak openly and positively about themselves and others. 	Autumn 1 – Get Heart Smart <ul style="list-style-type: none"> *To be able to understand that choices made have positive and negative impacts. * To begin to understand what healthy choices are and how they affect our bodies. *To begin to understand emotions and how they can be presented. * To know the importance of looking after my heart and how to look after other peoples. *To discuss who they are grateful for and how they can share this with those people. 	<ul style="list-style-type: none"> *Gather, record, classify and present data in a variety of ways to help in answering questions. *Use straightforward scientific evidence to answer questions or to support their findings. *Asking relevant Q's, using different types of scientific enquiries to answer them 	Autumn 1- Everyday Materials <ul style="list-style-type: none"> *To be able to distinguish between an object and the material from which it is made *Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock *Describe the simple physical properties of a variety of everyday materials *Compare and group together a variety of everyday materials on the

<p>* Be aware of choices we make and how the effect those around us and ourselves.</p>	<p>Autumn 2 – Don’t forget to let love in.</p> <ul style="list-style-type: none"> * To be able to describe yourself in different ways. *To understand the different between truth and lies. *To begin to understand how rewards come from saving or being kind. *To know that it is ok to be unique and celebrate this. 		<p>basis of their simple physical properties</p> <p>Autumn 2 – Seasonal Changes</p> <ul style="list-style-type: none"> *To observe changes across the 4 seasons *To observe and describe weather associated with the seasons and how day length varies
<p>Vocabulary: Love, positive, negative, emotions, healthy, exercise, grateful, gratitude, feelings, truth, lies, kind, unkind, support, choices, spending, saving, heart.</p>		<p>Vocabulary: hard, stiff, rough, not bendy, opaque, strong, soft, shiny, smooth, waterproof, stretchy, material, transparent, dull, bendy, absorbent, wood, plastic, glass, magnetic, elastic, fabric, metal, water, rock Seasons: Autumn, Spring, Summer, Winter, deciduous, evergreen, shoot, fruit, earth, seeds, leaves, flowers, Weather types: rain, hail, snow, ice, frost, sun, showers, wind, cold, warm, hot, sunrise, sunset</p>	
<p>History (Autumn 1) Toys</p>		<p>Geography (Autumn 2) Local Area Study Bedmond</p>	
<p>Skills</p>	<p>Knowledge</p>	<p>Skills</p>	<p>Knowledge</p>
<p>Autumn 1: Toys from the Past</p> <ul style="list-style-type: none"> *To explain what they know about toys today *To explain how we can find out about the past. *To describe features of different toys. *To recognise old and new toys. *To use words relating to the passing of time. *To be able to put events into chronological order *To identify different sources we can use to find out about the past. *To ask and answer simple questions. *To compare two toys from different time periods, identifying similarities and differences. *To begin to question and debate the reliability of sources. *To think of some questions for their own enquiries into other aspects of everyday life 	<p>Autumn 1: Toys from the Past</p> <ul style="list-style-type: none"> *To learn about changes within living memory by exploring toys from today. *To understand some of the ways in which we find out about the past by identifying different sources. *To learn about changes within living memory by about toys from the past. *To use sources to ask and answer questions in the context of finding out about toys from the past. *To know where people and events they study fit within a chronological framework. *To identify similarities and differences between ways of life in different periods by comparing similar toys from different periods *To know where people and events they study fit within a chronological framework and identify similarities and differences between 	<p>Autumn 2: Local Area Study</p> <ul style="list-style-type: none"> *To be able to locate the UK on map *To locate the different countries within the UK *To use maps to identify the capital cities *To use knowledge of other areas close to Bedmond to locate on a map *To identify the features of a village and compare it with a town. *To collect reliable information from a survey and present in a clear way *To be aware of the history within Bedmond and how this affects the people who live there. 	<p>Autumn 2: Local Area Study</p> <ul style="list-style-type: none"> *To know what countries make up the United Kingdom. *To be able to identify and label the capital cities. *To be able to locate Bedmond on a map. *To research the important features in Bedmond. *To record and compare the land use in Bedmond. *To be able to identify the infrastructure in Bedmond. *To be able to collect reliable data and display results in a table.

<p>which may interest them, for example food or houses.</p> <p>*To compare two toys from different time periods, identifying similarities and differences and begin to suggest reasons for this.</p>	<p>ways of life in different periods in the context of finding out about Victorian toys</p> <p>*To identify changes in living memory by understanding how toys have changed over time.</p> <p>*To develop an awareness of the past, using common words and phrases relating to the passing of time in the context of thinking about toys.</p>		
<p>Vocabulary: Past, present, future, Victorian, time, materials, factory, production, family tree, history, ancient, modern, past, difference, similarities, chronological, sources, primary, secondary, everyday life, parents, inheritance, debate, features, describing.</p>		<p>Vocabulary: Bedmond, land use, cars, houses, trees, roads, UK, Wales, England, Ireland, Scotland, Edinburgh, Cardiff, Belfast, London, map, location, results, data</p>	
<p>Religious Studies</p>		<p>Computing</p>	
<p>Skills</p>	<p>Knowledge</p>	<p>Skills</p>	<p>Knowledge</p>
<p><u>Autumn 1: Creation</u></p> <p>*To be able to respond to stories that show how people show care</p> <p>*To be reflective of personal qualities about care and concern</p> <p>*To be able to discuss why care and concern is important for humanity and the world</p> <p>*To be able to relate these qualities back to God and religion.</p> <p>*To provide real life examples of these qualities and their importance.</p> <p><u>Autumn 2: Incarnation</u></p> <p>*To be able to recall and name different beliefs.</p> <p>*To be able to explain the different practices including festivals, worship and rituals.</p> <p>*To be able to explain the importance and ways of life to discover meanings behind practices.</p>	<p><u>Autumn 1: Creation</u></p> <p>*What do Christians believe about God?</p> <p>*To be able to explain about God in relation to creation</p> <p>*To understand the importance of creation and the stories linked within</p> <p>*To be able to make links between God the father and the Holy Trinity</p> <p>*To know why the holy trinity is important to Christians</p> <p><u>Autumn 2: Incarnation</u></p> <p>*What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?</p> <p>*To make links from creation into incarnation.</p> <p>*To know how God the father links to God the Son</p> <p>*To continue to build upon the Holy Trinity.</p>	<p><u>Autumn 1: Technology Around Us</u></p> <p>*To be able to become familiar with technology</p> <p>*To be able to classify what is technology and what isn't</p> <p>*To be able to demonstrate leaning about technology</p> <p>*To know how technology helps us in different ways.</p> <p><u>Autumn 2: Creating Media Digital Painting.</u></p> <p>*To be able to use a range of tools within the digital painting program</p> <p>*To know how to use the line and shape tool</p> <p>*To be reflective and critical of work and use the undo tool.</p> <p>*To create their own painting in the style of an artist.</p> <p>*To create a painting in the style of Wassily Kandinsky.</p>	<p><u>Autumn 1: Technology Around Us</u></p> <p>*To be able to identify technology</p> <p>*To be able to identify a computer and its main parts</p> <p>*To be able to use a mouse and keyboard in a variety of ways.</p> <p>*To know and be aware of internet safety</p> <p>*To create rules about how to be safe using computers.</p> <p><u>Autumn 2: Creating Media Digital Painting.</u></p> <p>*To be able to describe what different freehand tools do</p> <p>*To be able to use the shape and line tools</p> <p>*To make careful choices when painting a digital picture</p> <p>*To justify and evaluate choices made</p>

Vocabulary: Holy Trinity, creation, incarnation, belief, respect, religion, qualities, God the father, God the son, humanity, care, concern, ritual, festival, worship.		Vocabulary: Painting, creation, computer, keyboard, mouse, artist, evaluate, digital, safety, technology, mouse, parts, components,	
Art (Autumn 1): Observational Drawing- Adriaen Coorte/ Georgia O’Keeffe		Design and Technology (Autumn 2) Textiles Templates and Joining Techniques	
Skills	Knowledge	Skills	Knowledge
<p>*To produce creative work, exploring their ideas and recording their experiences</p> <p>*To become proficient in drawing, painting, sculpture and other art, craft and design techniques</p> <p>*To evaluate and analyse creative works using the language of art, craft and design *To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</p>	<p><u>Autumn 1: Drawing Shells</u></p> <p>*To learn about the range of artists, craft makers and designers</p> <p>* To research different techniques and skills and to practise and apply</p> <p>* To use drawing to develop and share their ideas, experiences and imagination · *To practise and experiment using a range of materials creatively.</p> <p>*To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>* To use a range of materials creatively to design, make product</p> <p>*To complete product and evaluate, describing the differences and similarities between different practices and disciplines, and making links to their own work</p>	<p>*To be able to design, create and evaluate a puppet</p> <p>*To use a simple joining method confidently</p> <p>* To know how and why puppets are used</p> <p>*To be able to evaluate against a set criteria</p> <p>*To use a range of key vocabulary</p>	<p><u>Autumn 1: Making Puppets</u></p> <p>*To make a textile puppet by marking out, cutting and joining fabric.</p> <p>*To look at a selection of hand puppets and base their design on their investigations into how the puppets have been made and who they have been designed for.</p> <p>*To learn basic sewing technique using pre made templates - sewing in a straight line using running stitch</p> <p>*To design a puppet based on design criteria</p> <p>*To use simple vocabulary associated with textiles to evaluate their puppet.</p>
Vocabulary: line drawing, thick thin lines observation, detail, pastels, drawings, line, bold, size, space, shape		Vocabulary: fabric, template, pattern, finish, decorate, sew, join, design, idea, discuss, explore, use, choose, join	
Music		Physical Education	
Skills	Knowledge	Skills	Knowledge
<p><u>Autumn 1: Hey You</u></p> <p>*To know that music has a steady pulse, like a heartbeat.</p> <p>*To know that we can create rhythms from words, our names, favourite food, colours and animals.</p> <p>*To learn the names of the notes in their instrumental part from memory or when written down.</p>	<p><u>Autumn 1: Hey You</u></p> <p>*To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p> <p>*To play a tuned instrumental part with the song they perform.</p> <p>*To learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts</p>	<p>*To confidently throw and catch different sized and weighted balls individually</p> <p>*To throw and catch with increased distance between others</p> <p>*To adopt correct catching grasp with hands</p> <p>*To be encouraged to keep eye on the ball</p>	<p><u>Autumn 1: Invasion Games linked with Football</u></p> <p>*To be aware of space and those around them</p> <p>*To be able to link movements together to create or invade space</p> <p>*To be able to work together to solve a problem</p> <p>*To use gross motor skills to complete the activity</p>

<p>*To learn the names of the instruments they are playing.</p> <p><u>Autumn 2: Rhythm In The Way We Walk and Banana Rap</u></p> <p>*To know that music has a steady pulse, like a heartbeat.</p> <p>*To know that we can create rhythms from words, our names, favourite food, colours and animals.</p> <p>*To learn the names of the notes in their instrumental part from memory or when written down.</p> <p>*To learn the names of the instruments they are playing.</p>	<p>*To help to create a simple melody using one, two or three notes.</p> <p>*To learn how the notes of the composition can be written down and changed if necessary</p> <p><u>Autumn 2: Rhythm In The Way We Walk and Banana Rap</u></p> <p>*To know what the songs are about.</p> <p>*To know and recognise the sound and names of some of the instruments they use</p> <p>*To know that music has a steady pulse, like a heartbeat.</p> <p>*To know that we can create rhythms from words, our names, favourite food, colours and animals.</p> <p>*To confidently sing or rap five songs from memory and sing them in unison</p>	<p>*To develop confidence when throwing and receiving the ball</p> <p>*To begin to communicate between others when throwing and catching</p> <p>*To single bounce between others and begin to catch the bounce</p> <p>*To confidently roll different sized and weighted balls towards/into a wide target</p> <p>*To strike a ball with foot or large rounded racket towards/ into a wide target</p>	<p>*To be able to strike a ball using the feet</p> <p><u>Autumn 2: Team Building Games</u></p> <p>*To be able to link movements together</p> <p>*To be able to work together in a team</p> <p>*To develop communication skills</p> <p>*To share ideas and plan movements</p> <p>*To be able to strike a ball using different parts of the body</p> <p>* To continue to develop co-ordination.</p>
<p>Vocabulary: music, beat, rhythm, pulse, tempo, instruments,</p>		<p>Vocabulary: Team work, collaboration, development, skills, agility, partners, strike, hand, feet, foot, bat, ball, goal, communication, run, jump, hop, skip, play, learn, exercise, develop, bounce, catch, throwing, receiving, racket, weight, grasp.</p>	