



## Years 1 and 2 Key Skills Curriculum Map

### Year A

MATHS												
<u>Autumn</u>	<u>WK 1</u>	<u>WK 2</u>	<u>W3</u>	<u>WK 4</u>	<u>WK 5</u>	<u>WK 6</u>	<u>WK 7</u>	<u>WK 8</u>	<u>WK 9</u>	<u>WK 10</u>	<u>WK 11</u>	<u>WK 12</u>
Year 1	PLACE VALUE TO 10	PLACE VALUE TO 10	Addition	Addition	Subtraction	Capacity	Shape	Multiplication	Multiplication	Division	PLACE VALUE TO 10	Money
Year 2	PLACE VALUE	PLACE VALUE	Addition	Subtraction	Time	Capacity	Shape	Multiplication	Multiplication	Division	Problem Solving	Money
<u>Spring</u>	<u>WK 1</u>	<u>WK 2</u>	<u>W3</u>	<u>WK 4</u>	<u>WK 5</u>	<u>WK 6</u>	<u>WK 7</u>	<u>WK 8</u>	<u>WK 9</u>	<u>WK 10</u>	<u>WK 11</u>	<u>WK 12</u>
Year 1	Place Value to 10	Fraction	Fractions	Time	Time	Place value to 20	Place value to 20	Position and Direction	Addition to 20	Addition	Place Value to 50	Length
Year 2	Place value	Fractions	Fractions	Time	Time	Statistics	Shape	Position	Addition	Subtraction	Multiplication and Division	Length
<u>Summer</u>	<u>WK 1</u>	<u>WK 2</u>	<u>W3</u>	<u>WK 4</u>	<u>WK 5</u>	<u>WK 6</u>	<u>WK 7</u>	<u>WK 8</u>	<u>WK 9</u>	<u>WK 10</u>	<u>WK 11</u>	<u>WK 12</u>
Year 1	Weight	Place Value to 50	Shape	Multiplication	Add to 20	Addition to 20	Place value 100	Place Value 100	Place value 100	Subtraction	Consolidation	Consolidation
Year 2	Weight	Statistics	Shapes	Multiplication and Division	Fractions	Temperature	Position and Direction	Position	Money	Problem Solving	Investigation	Investigations



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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
RE	God/Creation (Core learning)	Incarnation (Core learning)	God (Core Learning)	Salvation (Core Learning)	Gospel (Core learning)	Judaism

Art	3D Work and Collage	Textiles
	<p><i>To engage in more complex activities, e.g. cutting and sewing a variety of materials.</i></p> <p><i>To compare and recreate form and shape to natural and made environments.</i></p> <p><i>To have experience of adhesives and decides on the most effective for a given task.</i></p> <p>To become aware of form, feel, texture, pattern and weight.</p> <p>To sort accordingly to specific qualities e.g. warm, shiny, cold smooth.</p>	<p><i>Simple weaving with strong wool through a stiff card loom.</i></p> <p><i>To weave paper, progressing from one to two colours.</i></p> <p>To sort, collect, discuss and pull apart cloths and threads.</p>



	<b>Information Technology</b>	<b>Computer Science</b>	<b>Digital Literacy</b>
<b>Computing</b>	<p><i>Develop awareness of keyboard layout and use of a mouse.</i></p> <p><i>Begin to use an appropriate search engine supported by an adult.</i></p> <p><i>To use a program to create a simple document (open, save, retrieve).</i></p> <p>To follow age-appropriate links provided by the teacher to research information.</p>	<p><i>To predict the behaviour of a programmed toy – relating each action to part of an algorithm.</i></p> <p><i>To create a simple program.</i></p> <p><i>To find and fix simple bugs in programs.</i></p> <p><i>To explain that a program is an algorithm.</i></p> <p>To understand that an algorithm is a step by step set of instructions.</p> <p>To predict the behaviour of a programmed toy.</p>	<p><i>Reinforce awareness that:</i> <b>People you don't know are strangers and are not always who they say they are.</b></p> <p><b>Some information is personal and needs to be private.</b></p> <p><b>To tell an adult if I see anything worrying online.</b></p> <p><i>To recognise uses of technology outside school.</i> <i>To find, edit and save files I am working on.</i></p> <p>To talk about uses of technology at home and in school.</p> <p>To understand that you should tell an adult if you see or hear anything worrying online.</p> <p>To understand that some information is personal.</p>



	<b>Design</b>	<b>Make</b>	<b>Evaluating/Technical Knowledge</b>	<b>Cooking and Nutrition</b>
<b>Design Technology</b>	<p>Generate ideas by drawing on their own and other people's experiences.</p> <p>To develop their design ideas through discussion, observation, drawing and modelling.</p> <p>To identify a purpose for what they intend to design and make.</p> <p>To identify simple design criteria to make simple drawings and label parts.</p>	<p>Begin to select tools and materials; use vocab to name and describe them.</p> <p>To measure, cut and score with some accuracy.</p> <p>To use hand tools safely and appropriately.</p> <p>To assemble, join and combine materials in order to make a product.</p> <p>To choose and use appropriate finishing techniques,</p>	<p>To evaluate against their design criteria.</p> <p>To evaluate their products as they are developed, identify strengths and possible changes they might make.</p> <p>Talk about their ideas saying what they like and dislike about them.</p>	<p>Begin to identify where food groups come from (animals or plants).</p> <p>To know that food has to be farmed, grown elsewhere (e.g. home or caught).</p> <p>To know that everyone should eat at least five portions of fruit and vegetables every day.</p> <p>How to prepare simple dishes safely and hygienically, without using a heat source.</p> <p>How to use techniques such as cutting, peeling and grating.</p>



	<b>Locational Knowledge</b>	<b>Place Knowledge</b>	<b>Human and Physical Geography</b>	<b>Geographical Skills and Fieldwork</b>
<b>Geography</b>	<p>Identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Name and locate the world's seven continents and five oceans.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country.</p>	<p>Locate hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use more basic geographical vocabulary to refer to key physical features and human features.</p>	<p>Use world maps, atlases and globes to identify the UK, its countries and counties.</p> <p>Use simple compass directions Use aerial photographs and plans to recognise landmarks to devise a simple map.</p> <p>Use simple fieldwork and observational skills to study the geography of the key human and physical features of the school's surrounding environment</p>



History	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Organise, Evaluate and Communicate Information
	<p><i>Sequence artefacts, events and photos closer together in time from different periods of their life.</i></p> <p>Sequence events or objects in chronological order.</p> <p>Begin to use appropriately terminology such as past, then and now.</p>	<p><i>Confidently describe similarities and differences in artefacts.</i></p> <p><i>Begin to give simple reasons why changes have occurred in the past.</i></p> <p><i>Give more than one effect of an event and give simple explanations.</i></p> <p>Begin to describe similarities and differences in artefacts.</p>	<p><i>Ask questions such as why, what, who, how and where about a source and can consider its effectiveness.</i></p> <p><i>Sequence a collection of artefacts.</i></p> <p>Obtain ideas about the past from pictures and other sources.</p> <p>Sort artefacts into 'then' and 'now'.</p>	<p><i>Describe an event using temporal language.</i></p> <p><i>Connect ideas and give simple phrases as to why an event occurred.</i></p> <p><i>Begin to write in a different genre eg. Diaries, postcards, reports and letters.</i></p> <p>Write simple sentences to describe an event or period of time.</p> <p>Communicate understanding in simple language.</p> <p>Can recount stories from the past.</p>
<b>History Topics</b>				
	<ul style="list-style-type: none"> <li>• The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</li> <li>• Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> <li>• Significant historical events, people and places in their own locality.</li> </ul>			



	<b>Listening</b>	<b>Performing</b>	<b>Composing</b>
<b>Music</b>	<p>To recognise tempo.</p> <p>To recognise dynamics.</p> <p>To identify differences in pitch.</p> <p>Repeat back basic rhythms.</p>	<p>To sing songs and rhythm's.</p> <p>To play simple rhythm's on tuned and un-tuned instruments.</p> <p>To perform own sounds and combine them with others in time.</p>	<p>To choose the best percussion instruments to use for particular tasks/characters.</p> <p>To choose a pattern of notes to play.</p>

	<b>Games</b>	<b>Dance</b>	<b>Gymnastics</b>	<b>Swimming</b>
<b>PE</b>	<p><i>Pass a ball accurately to a partner over a variety of distances.</i></p> <p><i>Perform a range of rolling, throwing, striking, kicking, catching and gathering skills, with control.</i></p> <p><i>Show a good awareness of others in running, chasing and avoiding games.</i></p> <p><i>Make simple decisions about when and where to run.</i></p> <p><i>Vary skills and show some understanding of simple tactics.</i></p>	<p><i>Explore, remember and repeat dance actions including gesture, travelling and stillness.</i></p> <p><i>Compose and perform dance using short phrases.</i></p> <p><i>Describe how different dance movements make them feel.</i></p> <p><i>Watch and describe dance phrases and dances, and use what they learn to improve their own performance.</i></p> <p><i>Use movements to reflect the mood of the music.</i></p> <p>Explore movements, including</p>	<p><i>Remember, repeat and link gymnastics and still movements.</i></p> <p><i>Use simple apparatus safely and with confidence.</i></p> <p><i>Know how to carry, lift and place equipment.</i></p> <p><i>Watch, copy and describe what other have done, with increasing detail.</i></p> <p><i>Improve their work using information they have gained by watching and listening.</i></p> <p>Explore gymnastic movements-</p>	



	<p><i>Choose and use tactics to suit different situations.</i></p> <p><i>Participate in team games, developing simple tactics for attacking and defending.</i></p> <p>Throw and catch a ball with a partner.</p> <p>Move fluently by changing direction and speed easily and avoiding collisions.</p> <p>Show control and accuracy with the basic actions for rolling, underarm throwing, striking a ball and kicking.</p> <p>Choose and use skills effectively for particular games, understand the concepts of aiming, hitting into space.</p> <p>Take the ball to a good position for aiming, use skills in different ways in different games.</p> <p>Participate in team games, developing simple tactics for</p>	<p>gesture, travel and stillness.</p> <p>Use movement to reflect the mood of the music.</p> <p>Perform phrases creating simple movement patterns.</p> <p>Recognise how their body feels after exercise.</p> <p>Explore the expressive qualities of dance, performing their own routines.</p>	<p>travelling, balancing exploring levels and stillness.</p> <p>Use simple apparatus safely and with confidence.</p> <p>Know how to carry and place equipment.</p> <p>Watch, copy and describe what others have done.</p> <p>Perform movement phrases using a range of body parts and actions.</p>	
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<b>Science</b>	<b>Working Scientifically</b>	<b>Changing Materials Year 1</b>
	<p>Can ask simple questions.</p> <p>Can ask simple questions and recognising that they can be answered in different ways.</p> <p>Can observe closely, using simple equipment.</p> <p>Can perform simple tests.</p> <p>Can identify and classify phenomena.</p> <p>Can use their observations and ideas to suggest answers to questions.</p> <p>Can gather data to help in answering questions.</p> <p>Can record data to help in answering questions.</p> <p>Can identify patterns in their observations.</p> <p>Can suggest ways to improve a scientific investigation.</p> <p>Can explain their ideas using scientific vocabulary correctly</p>	<p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, water and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their physical properties.</p>
	<b>Working Scientifically</b>	<b>Plants Year 1</b>
	<p>Can ask simple questions.</p> <p>Can ask simple questions and recognising that they can be answered</p>	<ul style="list-style-type: none"> <li>Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen</li> </ul>



	<p>in different ways.</p> <p>Can observe closely, using simple equipment.</p> <p>Can perform simple tests.</p> <p>Can identify and classify phenomena.</p> <p>Can use their observations and ideas to suggest answers to questions.</p> <p>Can gather data to help in answering questions.</p> <p>Can record data to help in answering questions.</p> <p>Can identify patterns in their observations.</p> <p>Can suggest ways to improve a scientific investigation.</p> <p>Can explain their ideas using scientific vocabulary correctly.</p>	<ul style="list-style-type: none"> <li>Identify and describe the basic structure of a variety of common plants including roots, stem/trunk, leaves and flowers.</li> </ul>
	<p><b>Working Scientifically</b></p>	<p><b>Animals Including Humans Year 1 and Year 2</b></p>
	<p>Can ask simple questions.</p> <p>Can ask simple questions and recognising that they can be answered in different ways.</p> <p>Can observe closely, using simple equipment.</p> <p>Can perform simple tests.</p> <p>Can identify and classify phenomena.</p>	<ul style="list-style-type: none"> <li>Identify and name a variety of common animals that are birds, fish, amphibians, reptiles and mammals</li> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> <li>Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles and mammals, and including pets).</li> <li>Identify, name draw and label the basic parts of the human body and say which parts of the body is associated with each sense.</li> <li>Notice that animals, including humans, have offspring which</li> </ul>



	<p>Can use their observations and ideas to suggest answers to questions.</p> <p>Can gather data to help in answering questions.</p> <p>Can record data to help in answering questions.</p> <p>Can identify patterns in their observations.</p> <p>Can suggest ways to improve a scientific investigation.</p> <p>Can explain their ideas using scientific vocabulary correctly</p>	<p>grow into adults</p> <ul style="list-style-type: none"><li>• Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li><li>• Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li></ul>
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