



Years 1 and 2 Key Skills Curriculum Map

Year B

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 (Digging deeper)	Incarnation (Core learning/digging deeper)	God (Digging deeper)	Salvation (Core Learning)	Gospel (Digging deeper)	Judaism or Hinduism

	Drawing and Painting	Printing
Art	<p><i>Explore tone using different grades of pencil, pastel and chalk.</i></p> <p><i>To use line and tone to represent things seen, remembered or observed.</i></p> <p><i>Experiment with and enjoys colour.</i></p> <p><i>Create pattern using different tools and colour.</i></p> <p>To explore mark making using thick brushes, foam and sponge brushes.</p> <p>To investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes.</p>	<p><i>Explore and recreates patterns and textures with an extended range of materials – e.g. sponges, leaves, fruit.</i></p> <p><i>Explore images through monoprinting on a variety of papers</i></p> <p>To be able to repeat patterns, random or organised, with a range of blocks.</p>



	Information Technology	Computer Science	Digital Literacy
Computing	<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>To use a program to create a simple document.</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> People you don't know are strangers and are not always who they say they are.</p> <p>Some information is personal and needs to be private.</p> <p>To tell an adult if I see anything worrying online.</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>



	Design	Make	Evaluating/Technical Knowledge	Cooking and Nutrition
Design Technology	<p>To design purposeful, functional and appealing products for themselves and others.</p> <p>To draw in their own experience to help generate ideas.</p> <p>To suggest ideas and explain what they are going to do.</p> <p>To identify a target group for what they are going to design and make.</p> <p>To model their ideas in card and paper.</p> <p>To develop their design ideas applying findings from their earlier research.</p>	<p>To make their design using appropriate techniques.</p> <p>With help, to measure, mark out, cut and shape a range of materials.</p> <p>To use tools e.g. scissors, needles, pinsete.</p> <p>To assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape.</p> <p>To use simple finishing techniques to improve the appearance of their product.</p>	<p>To evaluate their product by discussing how well it works in relation to purpose.</p> <p>To evaluate their products as they are developed, identifying strengths and possible changes they might make.</p> <p>To evaluate their product by asking questions about what they have made and how they have gone about it</p>	<p>To begin to understand that all food comes from plants and animals.</p> <p>To know how to name and sort foods into five food groups in the Eatwell Plate.</p> <p>To know basic food handling, hygienic practices, preparing food and personal hygiene.</p>



Geography	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
	To name and locate the four countries and capital cities of the United Kingdom.	To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.	To identify seasonal and daily weather patterns in the United Kingdom. To use basic geographical vocabulary to refer to key physical features and human features.	To use world maps, atlases and globes to identify the United Kingdom and its countries. To use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment.

History	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Organise, Evaluate and Communicate Information
	<i>Sequence artefacts, events and photos closer together in time from different periods of their life.</i> Sequence events or objects in chronological order. Begin to use appropriately terminology such as past, then and now.	<i>Confidently describe similarities and differences in artefacts.</i> <i>Begin to give simple reasons why changes have occurred in the past.</i> <i>Give more than one effect of an event and give simple explanations.</i> Begin to describe similarities and differences in artefacts.	<i>Ask questions such as why, what, who, how and where about a source and can consider its effectiveness.</i> <i>Sequence a collection of artefacts.</i> Obtain ideas about the past from pictures and other sources. Sort artefacts into 'then' and 'now'.	<i>Describe an event using temporal language.</i> <i>Connect ideas and give simple phrases as to why an event occurred.</i> <i>Begin to write in a different genre eg. Diaries, postcards, reports and letters.</i> Write simple sentences to describe an event or period of time.



				<p>Communicate understanding in simple language.</p> <p>Can recount stories from the past.</p>
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History Topics

	<ul style="list-style-type: none"> • 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] • 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] • changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
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	Listening	Performing	Composing
Music	<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>



	Games	Dance	Gymnastics	Swimming
PE	<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>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><i>Throw and catch a ball with a partner.</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 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><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- 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>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 attacking and defending.</p>	<p>Explore the expressive qualities of dance, performing their own routines.</p>	<p>Perform movement phrases using a range of body parts and actions.</p>	
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	Working Scientifically	Changing Materials Year 2
Science	<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>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</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>Working Scientifically</p>	<p>Living Things and their Habitats Year 2</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> <p>Can use their observations and ideas to suggest answers to questions.</p>	<ul style="list-style-type: none"> • Explore and compare the differences between things that are living, dead, and things that have never been alive • Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. • Identify and name a variety of plants and animals in their habitats, including micro-habitats • Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.



	<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>Working Scientifically</p>	<p>Plants Year 2</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> <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>	<ul style="list-style-type: none"> • Observe and describe how seeds and bulbs grow into mature plants • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.



	Can explain their ideas using scientific vocabulary correctly	
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