

St Gilbert's C of E Primary School – Curriculum Framework Year **1/2** - Year **B**

	AUTUMN		SPRING		SUMMER	
	1	2	3	4	5	6
Christian Value	Friendship/Thankfulness		Compassion/Service		Forgiveness/Trust	
Topic	Imagine a World	Sparks and Flames	We Are Britain	Flower Power	Feathers, Fur and Fins	Oceans and Seas
Topic Event/ Activity	Story telling show	History resource box from Peterborough museum	Oakham Castle – royals who have donated horseshoes	Ferrymeadows learning centre	Zootopia visit	SeaLife Centre – Birmingham
Key Driver	Narrative – story telling and settings	Significant historical events	British values	Life cycles	Animals around the world	What's in our ocean?
Key Subject	Literacy	History & Geography	History	Art & Science	Science	Geography
English including books/texts *focus on Traditional Tales in Guided Reading sessions all year – children to know by heart and be able to re-tell a range of traditional tales	Tell Me A Dragon Dragon Machine by Jackie Morris <i>CD – The Name Jar.</i> Descriptive writing Use subject specific vocabulary to explain and describe. Basic sentence structure Rhyming poems A World of Food by Carl Warner <i>Poetry</i>	The Great Fire of London Samuel Pepys Diary <i>CD – Kaya's heart song</i> Information texts Diary writing Recounts Sift information and focus on the important points. Speak with clarity Hold conversations and debates.	Hugless Douglas and The Great Cake Bake by David Melling The Queen's Knickers by Nicholas Allen The Queen's Handbag by Steve Antony <i>CD Let's celebrate We are Britain.</i> Instructions	It Starts with a Seed by Laura Knowles Lost Words by Jackie Morris <i>CD – Books about festivals</i> Sequencing – narrative Tell stories with structure Explanation	Solo by Paul Geraghty Actual Size by Steve Jenkins <i>CD - Salvation</i> Story endings – narrative Tell stories with structure Hold conversations and debates.	Dougal's Deep Sea Diary by Simon Bartram The Storm Whale by Benji Davies <i>CD - Four feet, two sandals</i> Narrative Tell stories with structure Poetry Speak with clarity

	Speak with clarity		Understand instructions with more than one point. Speak with clarity Narrative Tell stories with structure Poetry - Humorous	Seek clarification when the message is not clear. Develop a wide and interesting vocabulary. Speak with clarity	Non-chronological reports Develop a wide and interesting vocabulary. Speak with clarity	
Spelling, Punctuation and Grammar	Unit 1 or sound Unit 2 Soft c Special focus 1: red words Unit 3 adding suffix y Unit 4 adding suffix y Special focus 2: Homophones Develop a wide and interesting vocabulary.	Unit 5 Adding suffix ly Unit 6 The n sound spelt kn and gn Unit 7 igh sound spelt y Unit 8 adding suffix ing Special focus 4: homophones Unit 9 adding suffix ing Develop a wide and interesting vocabulary.	Unit 9 adding suffix ing Unit 10 the j sound special focus 5: contractions and apostrophes Unit 11 o sound spelt a ater w and qu Unit 12 adding suffix ed special focus 6: the u sound spelt o and or sound spelt ar after w Develop a wide and interesting vocabulary.	Unit 13 adding suffix ed Unit 14 adding suffix ed Special focus: possessive apostrophes Book 2b Unit 1 the r sound spelt wr Unit 2 adding the suffixs er or est special focus 15 red words Develop a wide and interesting vocabulary.	Unit 3 suffixes er or est Unit 4 suffixes er or est Special focus: Homophones Unit 5 ee sound spelt ey Unit 6 suffix ness Develop a wide and interesting vocabulary.	special focus 3: words ending in il Unit 7 suffix ness Unit 8 words ending in le Special focus: 4 homophones Unit 9 words ending in el Unit 10 words ending in al special focus: 6 contractions Unit 13 – ment and tion Develop a wide and interesting vocabulary.
Phonics Y1	Recap set 2 sounds. Reteach set 3 sounds for reading.	Continue to teach set 3 sounds for	Continue to teach set 3 sounds for	Using alternative way sof pronouncing and	Revision of set 3 sounds. Grey / blue books.	Applying phonics skills and knowledge to

	Children work on pink / orange books.	both reading and spellings. Orange / yellow books.	both reading and spellings. Yellow / blue books.	spelling the graphemes corresponding to the long vowel sounds. Blue books		recognise and spell an increasing number of complex words. Grey books.
Maths	<p>count, read and write numbers from 1 to 20 in numerals and words.</p> <p>identify, represent and estimate numbers using different representations, including the number line</p> <p>given a number, identify one more and one less</p> <p>use the language of: equal to, more than, less than (fewer), most, least</p> <p>compare and order numbers from 0 up</p>	<p>solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</p> <p>count, read and write numbers to 100 in numerals</p> <p>identify, represent and estimate numbers using different representations, including the number line</p> <p>recognise the place value of each digit in a two-digit number (tens, ones)</p>	<p>subtract numbers using concrete objects, pictorial representations, and mentally, including:</p> <ul style="list-style-type: none"> * a two-digit number and ones * a two-digit number and tens * two two-digit numbers * adding three one-digit numbers <p>estimate the answer to a calculation and use inverse operations to check answers</p> <p>count in steps of 2, 3, and 5 from 0, and in tens from any number,</p>	<p>calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs</p> <p>recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</p> <p>tell the time to the hour and half past the hour and draw the hands on a</p>	<p>recognise, find and name a half as one of two equal parts of an object, shape or quantity</p> <p>recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</p> <p>write simple fractions e.g. $\frac{1}{2}$ of $6 = 3$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.</p> <p>recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity</p>	<p>identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</p> <p>compare and sort common 2-D and 3-D shapes and everyday objects</p> <p>choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest</p>

	<p>to 20; use $<$, $>$ and $=$ signs</p> <p>read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</p> <p>represent and use number bonds and related subtraction facts within 20</p> <p>Develop a wide and interesting vocabulary.</p>	<p>recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</p> <p>add numbers using concrete objects, pictorial representations, and mentally, including:</p> <ul style="list-style-type: none"> * a two-digit number and ones * a two-digit number and tens * two two-digit numbers * adding three one-digit numbers <p>estimate the answer to a calculation and use inverse operations to check answers</p>	<p>forward or backward solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</p> <p>recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</p> <p>calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs</p>	<p>clock face to show these times.</p> <p>tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.</p> <p>recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p>know the number of minutes in an hour and the number of hours in a day.</p> <p>compare and sequence intervals of time</p> <p>Develop a wide and interesting vocabulary.</p>	<p>measure and begin to record the following: lengths and heights mass/weight capacity and volume time (hours, minutes, seconds)</p> <p>recognise and name common 2-D and 3-D shapes, including:</p> <ul style="list-style-type: none"> * 2-D shapes [e.g. rectangles (including squares), circles and triangles] * 3-D shapes [e.g. cuboids (including cubes), pyramids and spheres]. <p>identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a</p>	<p>appropriate unit, using rulers, scales, thermometers and measuring vessels</p> <p>describe position, direction and movement, including half, quarter and three-quarter turns.</p> <p>use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)</p>
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		Develop a wide and interesting vocabulary.	Develop a wide and interesting vocabulary.		triangle on a pyramid] order and arrange combinations of mathematical objects in patterns and sequences Develop a wide and interesting vocabulary.	Develop a wide and interesting vocabulary.
Science	Y1 – properties of materials Develop a wide and interesting vocabulary.	Y2 – uses of everyday materials Develop a wide and interesting vocabulary.	Forces and Magnets (non Stat) (Physics) Develop a wide and interesting vocabulary.	Y1/2 plants Develop a wide and interesting vocabulary.	Y2 – Habitats, food chain, living, dead, never alive Develop a wide and interesting vocabulary.	Y1/2 – Animals (including humans – not) Develop a wide and interesting vocabulary.
Computing	Work towards text and multi-media skills We are photographers – Unit 2.3	We are researchers – Unit 2.4 Research – create a digital class resource Sift information and focus on the important points. We are celebrating – Unit 1.6	We are games testers – Unit 2.2 Control / algorithms including debugging Seek clarification when a message is not clear.	We are zoologists – Unit 2.6 Data handling – using an existing database	We are zoologists – Unit 2.6 Data handling – creating a branching database	Digital images, sound & music to design and animate puppets Speak with clarity

Geography	Locate the four countries of the UK, the capital cities of each country and the surrounding seas/oceans Develop a wide and interesting vocabulary.	Map work – compass directions (aerial photo of new versus map of old) Develop a wide and interesting vocabulary.	Identify significant key physical and human features (of a small area...school) Develop a wide and interesting vocabulary.	***	***	Name and locate 7 continents and 5 oceans of the world Physical and human features – world maps, atlases and globes Develop a wide and interesting vocabulary.
History	***	Significant events beyond living memory (The Great Fire of London) <i>Thread: Continuity, Catalysts and Change</i> Develop a wide and interesting vocabulary.	Significant individuals used to compare life in different periods – Royal Family <i>Thread: Royalty and Power.</i> Develop a wide and interesting vocabulary.	Changes within living memory (farming) <i>Thread: Society and Civilisation.</i> Develop a wide and interesting vocabulary.	***	***
R.E.	LAS Compulsory Being Human – Islam Develop a wide and interesting vocabulary.	LAS Compulsory Life Journey – Islam Develop a wide and interesting vocabulary.	LAS Additional Thankfulness (including Christianity) <i>[E.g. harvest in Christianity, Sukkot in Judaism, Holi in Hinduism...]</i> Develop a wide and interesting vocabulary.	Salvation UC 1.5 (core) Why does Easter matter to Christians? Develop a wide and interesting vocabulary. Tell stories with structure	Incarnation UC 1.3 (core) Why does Christmas matter to Christians? Develop a wide and interesting vocabulary. Tell stories with structure	

					Text: Salvation	Text: Four feet two sandals.
Art and Design	Drawing – different media (wax crayons, sketching pencils, colouring pencils with layering and colour mixing skills) – DRAGONS IMAGINARY WORLDS	Painting – hot and cold colours – flames (GFoL) TONAL PAINTINGS	Textiles – red, white & blue	Painting – focus artists Georgia O’Keeffe and Claude Monet (acrylics and watercolours) Develop a wide and interesting vocabulary.	Printing – different textures drawn from nature	***
Design Technology	***	***	Baking – food handling and food safety – British Food (linked to British Values) Understand instructions with more than one point.	***	***	Puppets – working with tools and sewing Develop a wide and interesting vocabulary.
Music	Music Express Y1 Unit ‘Storytime’ Y2 Unit ‘Weather’ Develop a wide and interesting vocabulary.	Music Express Y1 Unit ‘Machine’ Y2 Unit ‘Ourselves’ Develop a wide and interesting vocabulary.	Music Express Y1 Unit ‘Water’ Y2 Unit ‘Our Bodies’ Develop a wide and interesting vocabulary.	Music Express Y1 Unit ‘Animals’ Y2 Unit ‘Pattern’ Develop a wide and interesting vocabulary.	Music Express Y1 Unit ‘Travel’ Y2 Unit ‘Our Land’ Develop a wide and interesting vocabulary.	Music Express Y2 Unit ‘Number’ Y2 Unit ‘Seasons’ Develop a wide and interesting vocabulary.
Character Education/RSHE	Caring – Caring for ourselves.	Courage – Coming to school.	Cleanliness – Cleanliness and order	Service – Service in the community	Courtesy – Courtesy at lunchtime.	Self-Discipline – What is anger?

	<p>Helpfulness – Who do you help? Cooperation – Many hands make light work – helping each other. Speak with clarity</p> <p>Health & Wellbeing (RSHE) -Healthy Lifestyles (healthy choices, preventing the spread of germs) -Growing and Changing (describing their responsibilities, correct names for body parts including external genitalia) -Keeping Safe (keeping safe in different situations including online, how to ask for help if they are worried about something)</p>	<p>Kindness –Book of kindness. Speak with clarity</p> <p>Health & Wellbeing (RSHE) -Healthy Lifestyles (healthy choices, preventing the spread of germs) -Growing and Changing (describing their responsibilities, correct names for body parts including external genitalia) -Keeping Safe (keeping safe in different situations including online, how to ask for help if they are worried about something)</p> <p>Text: Katie’s heart song</p>	<p>Fairness – Fairness to others Friendliness – Practice making new friends Speak with clarity</p> <p>Relationships (RSHE) -Feelings and Emotions (sharing feelings, behaviour and how bodies and feelings can be hurt) -Healthy Relationships (appropriate and inappropriate touch, resolving disagreements) -Valuing Difference (everybody is unique in some ways and the same in others)</p>	<p>Patience - Patience partners Respect – Making others feel welcome Speak with clarity</p> <p>Relationships (RSHE) -Feelings and Emotions (sharing feelings, behaviour and how bodies and feelings can be hurt) -Healthy Relationships (appropriate and inappropriate touch, resolving disagreements) -Valuing Difference (everybody is unique in some ways and the same in others)</p>	<p>Forgiveness – Help me to forgive. Determination – You can do it, reach for the stars–! Speak with clarity</p> <p>Living in the Wider World (RSHE) -Rights and Responsibilities (people who work in the community, getting help in an emergency) -Environment (caring for the environment, improving our environment) -Money (different ways of paying for things, keeping money safe, keeping track of money spent/saved)</p>	<p>Controlling our feelings. Gratitude – Thank you cards Honesty – not stealing. Speak with clarity</p> <p>Living in the Wider World (RSHE) -Rights and Responsibilities (people who work in the community, getting help in an emergency) -Environment (caring for the environment, improving our environment) -Money (different ways of paying for things, keeping money safe, keeping track of money spent/saved)</p>
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	Text: Whoever you are.					
P.E.	Indoor: Fundamentals (Y1/2) Outdoor: Ball Skills (Y1/2)	Indoor: Gymnastics (Y2) Outdoor: Net and Wall (Y1/2)	Indoor: Dance(Y2) Outdoor: Fitness (Y1/2)	Indoor: Yoga (Y1/2) Outdoor: Invasion (Y1/2)	Indoor: Team Building (Y2) Outdoor: Sending and Receiving (Y1/2)	Indoor: Athletics(Y2) Outdoor: Striking and Fielding (Y1/2)

Highlighted text – catch up units for Y2 children