Bollington St. John’s Church of England

Primary School



*Where talent grows*

Head Teacher: Mrs M. Walker

Head of Teaching, Learning and Assessment: Mrs E. Watson

*“Whatever you do, work at it with all your heart, as working for the Lord”****Colossians 3:23***

**Class 2 Year 1/2**

**Curriculum Design- Mapping the Curriculum Year A**

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| **Class: 2**  **Year Groups: 1/2** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** | |
| **Maths**  **White Rose Key Concepts** | **Number- Place value**  **Number- Addition and subtraction**  **Number- Place value**  **Geometry- Shape** | | **Number- Addition and subtraction**  **Number- Multiplication and division**  **Measurement- Length and height**  **Statistics**  **Consolidation** | | **Measurement- Money**  **Number- Fractions**  **Measurement- Time**  **Measurement- Mass, capacity and temperature**  **Geometry- Position and direction**  **Consolidation** | | |
| **English**  **Literacy Tree Units** | **Cave Baby**  **Labels and captions, informal letters, narratives, retellings**  **Yeti and the Bird**  **Letters**  **List of Rules**  **Character descriptions** | **Goldilocks and the Three Bears**  **Letters, retellings, character descriptions, instructions**  **Dinosaurs and all that Rubbish**  **Narratives, setting descriptions, letters, posters, instructions.** | **Wolves**  **Non-chronological reports (leaflets), character descriptions**  **I Want my Hat Back**  **Dialogue, questioning, making predictions** | **The Journey Home**  **Posters, lists, short story, information report**  **Send for a Superhero**  **Wanted posters, letters, emails, character descriptions, narrative** | **House Held up by Trees**  **Descriptive non-fiction, life-cycles, seed packets, journalistic writing**  **Sidney, Stella and the Moon**  **Moon fact files** | | **Jim and the Beanstalk**  **Narrative (Sequels and Retellings), Dialogue, Informal Letters**  **Naughty Bus**  **Letters, sequels, non-chronological reports, narrative** |
| **Science** | **Introduction to plants**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning | **Seasonal changes**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning | **Habitats**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them | **Life cycles and health**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Willingness to reflect on their experiences | **Plant growth**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them | | **Making connections**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning |
| **History** | **How am I making history?**  Spiritual-  Ability to reflect about their own beliefs (religious and otherwise) and perspective on life  Knowledge of, and respect for, different people’s faiths, feeling and values  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences |  | **How have toys changed?**  Spiritual-  Ability to reflect about their own beliefs (religious and otherwise) and perspective on life  Knowledge of, and respect for, different people’s faiths, feeling and values  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences |  | **How did we learn to fly?**  Spiritual-  Ability to reflect about their own beliefs (religious and otherwise) and perspective on life  Knowledge of, and respect for, different people’s faiths, feeling and values  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences | |  |
| **Geography** |  | **What is it like here?**  Spiritual-  Ability to reflect about their own beliefs (religious and otherwise) and perspective on life  Knowledge of, and respect for, different people’s faiths, feeling and values  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences |  | **What is the weather like here?**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences |  | | **What can you see at the coast?**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences |
| **ICT and Computing** | **Computer Systems and networks – improving mouse skills**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences | **Programming – Algorithms unplugged**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences | **Skills Showcase – Rocket to the Moon**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning | **Computer systems and networks – What is a computer?**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences | **Programming Algorithms and debugging**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences | | **Computer systems and networks – word processing**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences |
| **Music**  **Condensed scheme** | **Keeping the Pulse**  **(My favourite things)**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning | **Pitch**  **(Superheroes)**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences |  |  | **Call and Response**  **(Animals)**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences | | **Pitch**  **(Musical Me)**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences |
| **Art and design/ Design and Technology**  **Combined** | **Drawing – Make your mark**  Spiritual-  Ability to reflect about their own beliefs (religious and otherwise) and perspective on life  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences | **Sculpture and 3D – Clay Houses**  Spiritual-  Knowledge of, and respect for, different people’s faiths, feeling and values  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences | **Structures – constructing a windmill** | **Cooking and Nutrition – fruit and vegetables** | **Craft and Design – woven wonders**  Spiritual-  Ability to reflect about their own beliefs (religious and otherwise) and perspective on life  Knowledge of, and respect for, different people’s faiths, feeling and values  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences | | **Sculpture and 3D – Paper play**  Spiritual-  Knowledge of, and respect for, different people’s faiths, feeling and values  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences |
| **Stand alone lessons- Art and design Unit: Craft and design** | | | | | | |
| **RE Cycle A** | **Harvest**  **Creation** | **Christmas** | **Jesus** | **Easter** | **The Church** | **Christian Art** | |
| **PE** | **Football**  **(Dribbling and ball control, passing, tackling, shooting, small sided game play, tactical play, outwitting opponent)**  **Basketball**  **(Dribbling and ball control, passing, catching, tackling, shooting, small sided game play, tactical play, outwitting opponent)** | **Hockey**  **(Dribbling and ball control, passing, tackling, shooting, small sided game play, tactical play, outwitting opponent)**  **Fitness skills circuit**  **(Endurance, speed, agility, hand eye coordination, acceleration)** | **Gymnastics**  **(Shapes, controlled movements, jumps, rolls, climbing equipment, sequencing, routine performance)**  **Skill games circuit**  **(Ball skills, jumping, dodging, tagging, aiming at targets)**  **Dance**  **(Moving to music)** | **Netball**  **(Passing, tackling, shooting, footwork, small sided game play, tactical play, outwitting opponent)**  **Tag Rugby**  **(passing, tagging, evading, understanding rules, small sided game play, attack v defence overloads)** | **Athletics**  **(Long distance running, sprinting, jumping for distance, run and jump over obstacles, pull throw, push throw, team replay)**  **Rounders**  **(Throwing and catching, striking, fielding, backstop, tactics, team work)** | **Cricket**  **(Throwing and catching, batting, bowling, fielding, wicket keeping, tactics, team work)**  **Tennis**  **(Ball control, hitting, footwork, gameplay, serving)** | |
| **Outdoor/ Local Learning** |  |  |  | **Forest School** | **Forest School** |  | |
| **SDGs/ Global Learning** | **SDG 5/8/16 (History)** |  | **SDG 9 (Science)** | **SDG 3/4/16 (RE)** |  |  | |

**Class 2 Year 1/2**

**Curriculum Design- Mapping the Curriculum Year B**

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| **Class: 2**  **Year Groups: 1/2** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Maths**  **White Rose Key Concepts** | **Number- Place value**  **Number- Addition and subtraction**  **Number- Place value**  **Geometry- Shape** | | **Number- Addition and subtraction**  **Number- Multiplication and division**  **Measurement- Length and height**  **Statistics**  **Consolidation** | | **Measurement- Money**  **Number- Fractions**  **Measurement- Time**  **Measurement- Mass, capacity and temperature**  **Geometry- Position and direction**  **Consolidation** | |
| **English**  **Units** | **The Bear Under the Stairs**  **Narratives, letters and information writing**  **Beegu**  **Character descriptions** | **The Minpins**  **Setting description, character description, reports, retellings, fantasy narrative**  **The Odd Egg**  **Diary entry, letter, certificate, Egg Spotter’s Guide** | **The Owl and the Pussycat**  **Poetry, lists, letters, interviews**  **Stanley’s Stick**  **Retelling, narrative (own version), descriptions** | **Rosie Revere, Engineer**  **Explanation, report, advert and leaflet**  **The Magic Bed**  **Fantasy story where children are transported to another world** | **The Great Fire of London**  **Non- fiction text incorporating different text-types, a poster and a diary entry in role.**  **A Walk in London**  **Tourist guides** | **The Dragon Machine**  **Letter of advice, shopping list, description, letters in role** |
| **Science** | **Sensitive bodies**  Spiritual-  Knowledge of, and respect for, different people’s faiths, feeling and values  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences | **Comparing animals**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning | **Everyday materials**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning | **Uses of everyday materials**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning | **Microhabitats**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them | **Making connections** |
| **History** | **What is history?**  Spiritual-  Ability to reflect about their own beliefs (religious and otherwise) and perspective on life  Knowledge of, and respect for, different people’s faiths, feeling and values  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Willingness to reflect on their experiences |  | **How was school different in the past?**  Spiritual-  Ability to reflect about their own beliefs (religious and otherwise) and perspective on life  Knowledge of, and respect for, different people’s faiths, feeling and values  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences |  | **What is a monarch?**  Spiritual-  Ability to reflect about their own beliefs (religious and otherwise) and perspective on life  Knowledge of, and respect for, different people’s faiths, feeling and values  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences |  |
| **Geography** |  | **Where am I?**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences |  | **Would you prefer to live in a hot or cold place?**  Spiritual-  Ability to reflect about their own beliefs (religious and otherwise) and perspective on life  Knowledge of, and respect for, different people’s faiths, feeling and values  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences |  | **What is it like to live in Shanghai?**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences |
| **ICT and Computing** | **Programming – Beebots**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences | **Creating Media – Digital Imagery**  Spiritual-  Use of imagination and creativity in their learning  Willingness to reflect on their experiences | **Data Handling – introduction to data**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them | **Programming – Scratch JR**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences | **Creating Media – Stop Motion**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences | **Data Handling – International space station**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences |
| **Music** | **Sound Patterns**  **(Fairytales)**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences | **Music Symbol**  **(Under the Sea)**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences |  |  | **Instruments**  **(Musical Storytelling)**  Spiritual-  Knowledge of, and respect for, different people’s faiths, feeling and values  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences | **Structure**  **(Myths and Legends)**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences |
| **Art and design/ Design and Technology**  **Combined** | **Structure – Baby bear’s chair** | **Craft and Design – Map it out**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences | **Mechanisms – Fairground Wheel** | **Painting and Mixed Media – Colour Splash**  Spiritual-  Ability to reflect about their own beliefs (religious and otherwise) and perspective on life  Knowledge of, and respect for, different people’s faiths, feeling and values  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences | **Mechanisms – making a moving monster** | **Painting and Mixed Media – Life in colour**  Spiritual-  Ability to reflect about their own beliefs (religious and otherwise) and perspective on life  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning |
| **Art and design Unit: Painting and mixed media** | | | | | |
| **RE Cycle B** | **The Bible** | **Christmas** | **Jesus** | **Easter** | **Baptism** | **My World Jesus World** |
| **PE** | **Football**  **(Dribbling and ball control, passing, tackling, shooting, small sided game play, tactical play, outwitting opponent)**  **Basketball**  **(Dribbling and ball control, passing, catching, tackling, shooting, small sided game play, tactical play, outwitting opponent)** | **Hockey**  **(Dribbling and ball control, passing, tackling, shooting, small sided game play, tactical play, outwitting opponent)**  **Fitness skills circuit**  **(Endurance, speed, agility, hand eye coordination, acceleration)** | **Gymnastics**  **(Shapes, controlled movements, jumps, rolls, climbing equipment, sequencing, routine performance)**  **Skill games circuit**  **(Ball skills, jumping, dodging, tagging, aiming at targets)**  **Dance**  **(Moving to music)** | **Netball**  **(Passing, tackling, shooting, footwork, small sided game play, tactical play, outwitting opponent)**  **Tag Rugby**  **(passing, tagging, evading, understanding rules, small sided game play, attack v defence overloads)** | **Athletics**  **(Long distance running, sprinting, jumping for distance, run and jump over obstacles, pull throw, push throw, team replay)**  **Rounders**  **(Throwing and catching, striking, fielding, backstop, tactics, team work)** | **Cricket**  **(Throwing and catching, batting, bowling, fielding, wicket keeping, tactics, team work)**  **Tennis**  **(Ball control, hitting, footwork, gameplay, serving)** |
| **Outdoor/ Local Learning** |  |  | **Forest Schools** | **Forest Schools** |  |  |
| **SDGs/ Global Learning** | **SDG 14/15 (Science)** |  |  | **SDG 9 (History)**  **SDG 4/911/12 (RE)** |  | **SDG 7/11/14 (Geography)** |