



YEAR1/2 CURRICULUM MAP

The intention of our curriculum at Ivegill CE Primary school is to:

Build a wide knowledge of the world and a curiosity to find out more.

The curriculum follows CUSP (Curriculum with Unity Schools Partnership)

	Autumn	Spring	Summer
A 2022/23	<p>Y1: Introduce animals including humans (mammals, fish, birds, reptiles & amphibians and carnivores/ herbivores/ omnivores)</p> <p>Continents and Oceans</p> <p>Countries and capital cities of the UK (Y1)</p> <p>Significant historical events, people and places in their own locality (Beatrix Potter/ The Victorians & The Lake District)</p>	<p>Y2: Introduce Everyday Materials (Identify and compare the suitability of a variety of everyday materials/ how solid objects can be changed)</p> <p>Human and physical geography: Study hot and cold locations (Y1)</p> <p>Events beyond living memory (First aeroplane flight)</p>	<p>Y1: Plants including trees (Wild and garden plants and the basic structure)</p> <p>Fieldwork and map skills (Y2)</p> <p>Study the lives of significant individuals (Neil Armstrong/ Tim Peake)</p>
B 2023/24	<p>Y2: Animals including humans (Matching offspring/ babies to adults. Basic needs of humans. Exercise, food, hygiene)</p> <p>Living things and their habitat (Y2)</p> <p>Events beyond living memory (Great Fire of London)</p> <p>Mapping and fieldwork (Y1)</p>	<p>Y1: Everyday Materials (identifying & naming different materials, describing simple physical properties and comparing materials)</p> <p>Y2: Plants (How seeds and bulbs grow. What plants need)</p> <p>Study human & physical geography in the local area (Y2)</p> <p>Changes within living memory</p>	<p>Y2: Living things and their habitat (habitats, food chains, living/ never lived/ dead)</p> <p>Study humans & physical geography of a small area of the UK and a contrasting non- European country (London Vs Nairobi)</p> <p>Study the lives of significant individuals (Mary Anning & David Attenborough)</p>

Key

<p>Science</p> <p>Geography</p> <p>History</p>
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SCIENCE National Curriculum Expectations KS1	Year A 2024/25			Year B 2025/26		
	Autumn	Spring	Summer	Autumn	Spring	Summer
1.Plants						
<ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees 						
<ul style="list-style-type: none"> Identify and describe the basic structure of a variety of common flowering plants, including trees. 						
Animals including humans						
<ul style="list-style-type: none"> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds, mammals, including pets 						
<ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense 						
Everyday materials						
<ul style="list-style-type: none"> 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 basis of their simple physical properties 						
Seasonal change						
<ul style="list-style-type: none"> Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies 						

SCIENCE National Curriculum Expectations KS1	Year A 2024/25			Year B 2025/26		
	Autumn	Spring	Summer	Autumn	Spring	Summer
<p>2. Living things and their habitats</p> <ul style="list-style-type: none"> Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the most basic needs of different kinds of animals and plants, and how they depend on each other Identify and name a number of plants and animals in their habitats, including micro-habitats 						
<ul style="list-style-type: none"> 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. Explore and compare the differences between things that are living, dead, and things that have never been alive 						
<p>Plants</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. 						
<p>Animals, including humans</p> <ul style="list-style-type: none"> Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) 						
<ul style="list-style-type: none"> Describe the importance for humans to exercise, eating the right amounts of different types of food and hygiene. 						
<p>Uses of everyday materials</p> <ul style="list-style-type: none"> Identify and compare the sustainability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 						

GEOGRAPHY National Curriculum Expectations KS1	Year A 2024/25			Year B 2025/26		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Locate knowledge <ul style="list-style-type: none"> Name and locate the world’s seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas. 						
Place knowledge <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country 						
Human and physical geography <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 						
Use basic geographical vocabulary to refer to <u>key physical features</u> including: Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. <u>Key human features</u> including: City, town, village, factory, farm, house, office, port, harbour and shop						
Geographical skills and fieldwork <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the UK and its countries, as well as other countries, continents and oceans studied at this key stage 						
Use simple compass directions (North, South, West, East) and locational language eg. near and far; left and right, to describe the location of features and routes on a map						
Use aerial photographs and plan perspectives to recognise landmarks ad basic human and physical features; devise a simple map; and use and construct basic symbols in a key						
Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment						

HISTORY National Curriculum Expectations KS1	Year A 2024/25			Year B 2025/26		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Changes within living memory. Where appropriate these should be used to reveal aspects of change in national life						
Events beyond living memory that are significant nationally or globally Eg. Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries		First aeroplane flight		Great Fire of London		
The lives of significant individuals in the past who have contributed to national or international achievements. Some should be used to compare aspects of life in different periods Eg. Elizabeth 1 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			Neil Armstrong			Mary Anning David Attenborough
Significant historical events, people and places in their own locality.	Beatrix Potter/ Victorians					

ART and DESIGN National Curriculum Expectations KS1	Year A 2024/25			Year B 2025/26		
	Autumn	Spring	Summer	Autumn	Spring	Summer
To use a range of materials creatively to design and make products						
To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination	painting			painting	drawing	sculpture
To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space	Shape, line, colour	shape, line, colour, value, texture	Shape, line	Shape colour	Line texture	Form space
About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their work.	Kandinsky	Paul Klee	William Morris	Mondrian	Beth Kromes	

COMPUTING National Curriculum Expectations KS1	Year A 2024/25			Year B 2025/26		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions						
Create and debug simple programs						
Use logical reasoning to predict the behaviour of simple programs						
Use technology purposefully to create, organise, store, manipulate and retrieve digital content						
Recognise common uses of information technology beyond school						
Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content on the internet or other online technologies.						

DESIGN TECHNOLOGY National Curriculum Expectations KS1	Year A 2024/25			Year B 2025/26		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Design <ul style="list-style-type: none"> Purposeful, functional, appealing products for themselves and other users based on design criteria Generate, develop, model and communicate their ideas through talking, drawing, templates, mockups and where appropriate, information and communication technology 	Mechanisms Sliders and levers	Textiles		Structures	Axles and wheels	
Make <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks eg. cutting, shaping, joining and finishing Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics 						
Evaluate <ul style="list-style-type: none"> Explore and evaluate a range of existing products Evaluate their own ideas and products against design criteria 						
Technical knowledge <ul style="list-style-type: none"> Build structures, exploring how they can be made stronger, stiffer and more stable 						
<ul style="list-style-type: none"> Explore and use mechanisms eg. levers, sliders, wheels and axles in their products 						
Cooking and nutrition <ul style="list-style-type: none"> Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from 						

MUSIC National Curriculum Expectations KS1	Year A 2024/25			Year B 2025/26		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Use their voices expressively and creatively by singing songs and speaking chants and rhymes						
Play tuned and untuned instruments regularly						
Listen with concentration and understanding to a range of high-quality live and recorded music						
Experiment with, create, select and combine sounds using the inter-related dimensions of music						

PHYSICAL EDUCATION National Curriculum Expectations KS1	Year A 2024/25			Year B 2025/26		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these to a range of activities						
Participate in team games, developing simple tactics for attacking and defending						
Perform dances using simple movement patterns						

Key

	Continuous provision
	Taught

PSHE

	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Yr -B	<ul style="list-style-type: none"> Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter 	<ul style="list-style-type: none"> Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone 	<ul style="list-style-type: none"> Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success 	<ul style="list-style-type: none"> Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness 	<ul style="list-style-type: none"> Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships 	<ul style="list-style-type: none"> Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Yr -A	<ul style="list-style-type: none"> Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings 	<ul style="list-style-type: none"> Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends 	<ul style="list-style-type: none"> Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success 	<ul style="list-style-type: none"> Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food 	<ul style="list-style-type: none"> Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships 	<ul style="list-style-type: none"> Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition