



# Curriculum Map – Two Year Rolling Programme

Key Stage 1 - Rolling Programme Year 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Science</b>	<p>BOS: Materials Identify, name, describe, classify, compare properties and changes.</p> <ul style="list-style-type: none"> <li>Look at the practical uses of everyday materials</li> </ul> <p>Ask questions about materials and find out the answers. Look at how materials have been used in the past and how they are used now.</p>	<p>Yr 1: What are the seasons? Why do we have seasons?</p> <p>Yr 2 • Living Things and their Habitats</p> <p>Identify whether things are living, dead or never lived</p> <p>Name different plants and animals and describe how they are suited to different habitats</p> <p>Understand simple food chains</p>	<p>BOS: Animals and humans. Look at growth, basic needs, exercise, food and hygiene. Ask questions and identify what we need to eat as part of a healthy diet. Where our food comes from. Which food grows in the ground? Classify foods based on the nutrients we get from them.</p>	<p>BOS: Animals including Humans Living Things and their Habitats, life cycles.</p> <p>Long term investigation of tadpoles and how they grow.</p> <p>Ask questions and use observations to answer them. What their habitat is like. Release into the wild.</p>	<p>BOS: Plants</p> <ul style="list-style-type: none"> <li>Identify, classify and describe their basic structure.</li> <li>Observe and describe growth and conditions for growth. Perform simple tests of what plants need to grow and record observations. Children to take home sunflower seeds to bring back in the last week to compare whose has grown the most and make suggestions of why.</li> </ul>	<p>BOS: Animals and Humans</p> <ul style="list-style-type: none"> <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, mammals and invertebrates, including pets).</li> <li>Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Link to SRE.</li> </ul>
<b>Humanities</b>	<p><b>Great and Ghastly Events</b></p> <p>Experience: Fire Brigade visitors</p>	<p><b>Where Does Food Come From?</b></p>	<p><b>Famous Queens</b></p> <p>Queen Elizabeth I Queen Victoria Queen Elizabeth II</p>	<p><b>Australian Adventure</b></p> <p>Experience: Contact with Australian School</p>	<p><b>Hot and Cold Places</b></p>	<p><b>Famous People</b></p> <p>Henry Trengrouse Richard Trevithick Neil Armstrong Christopher Columbus Florence Nightingale Mary Seacole</p>

						Edith Cavell
<p>Core Concepts &amp; Substantive Knowledge</p>	<p><b>Interpretations</b> Use artefacts , pictures stories. <b>Cause and consequence</b> Describe historical events. Describe significant people from the past. <b>Chronological understanding</b> Place events and artefacts in order on a time line. <b>Change, continuity &amp; development</b> Show an understanding of the concept of nation and nation's history</p> <p><b>Monarchy</b> Capital Citizens</p>	<p><b>Place, Time and Scale</b> Describe how food is produced on a local and global scale.</p> <p>Understand the terms 'import and 'export' and why this occurs.</p> <p><b>Human Geography</b> Recognise that food and animal production needs man-made spaces, such as farm buildings.</p> <p><b>Physical Geography</b> Identify how land is used for food and animal production</p> <p>Identify where fruit and vegetables are grown</p> <p><b>Interconnections</b> Compare and contrast physical landscapes with the towns and cities.</p> <p>Begin to explain why weather helps determine where food is produced.</p> <p><b>Geographical Skills and Fieldwork</b></p>	<p><b>Change, continuity &amp; development</b> Show an understanding of the concept of nation and nation's history <b>Cause and consequence</b> Describe historical events. Describe significant people from the past. <b>Chronological understanding</b> Place events and artefacts in order on a time line.</p> <p><b>Monarchy</b> Capital Citizens</p>	<p><b>Place, Time and Scale</b> Compare the size of the islands of the United Kingdom and Australia.</p> <p>Order the size of the continents.</p> <p>Compare the lives of an Australian child with an Australian city child.</p> <p><b>Human Geography</b> Compare the impact of cultural, lifestyle and educational differences within Australia</p> <p><b>Physical Geography</b> Describe the key physical features in Australia.</p> <p>Describe the climate and weather patterns in different parts of Australia.</p> <p><b>Interconnections</b></p>	<p><b>Place, Time and Scale</b> Name and identify Antarctica using Digimap.</p> <p>Compare hot (Sahara Desert) and cold (Antarctica) places.</p> <p><b>Physical Geography</b> Identify and describe the physical features of Antarctica and understand why it is called 'The White Continent'.</p> <p>Identify and describe the physical features of the Sahara Desert</p> <p><b>Interconnections</b> Recognise how the weather impacts on the plants and animals that live there.</p> <p><b>Geographical Skills and Fieldwork</b> Locate and name the 5 oceans and 7 continents of the world Use Google Earth and Digimap.</p>	<p><b>Cause and consequence</b> Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did. <b>Chronological understanding</b> Place events and artefacts in order on a time line. <b>Change, continuity &amp; development</b> Show an understanding of the concept of nation and nation's history. Describe significant people.</p> <p><b>Conflict</b> Reformer / Reformation Healthcare Treatment Medicine</p>

		Environment Change Distance		<p>Compare Christmas in Australia with Christmas in the UK.</p> <p><b>Geographical Skills and Fieldwork</b> Use world maps, atlases and globes to identify countries, continents and oceans studied.</p> <p>Locate states in Australia using compass directions (NSEW)</p> <p>Environment Change Cultural Distance</p>	Environment Change Cultural Distance	
<b>Disadvantaged Entitlement Experience</b>	Experience: Fire Brigade visitors. Sketch different landmarks in Porthleven as we explore the village. Invite a local artist who sketches the village to work with the children.	Trip to Trevaskis farm to learn about Farm to Fork in real life.		<p>Experience: Contact with Australian School</p> <p>Forest School visit linked to art and printing</p>	Visit to The Seal Sanctuary.	Invite a speaker to talk about an aspect of the past the children would like to know more about.
<b>RE</b>	Religious Stories Belonging to Religion	Meaning of Christmas	Compare Religions	Special Books and Stories	The Bible	Creation Story
<b>PE</b>	Games	Gymnastics	Dance	Striking and fielding	Net and Wall	Athletics

<p><b>Music</b></p>	<p>Practice and learn-Christmas play <b>To follow instructions on how and when to sing.</b></p>	<p>Performing – Christmas Play <b>To take part in singing, accurately following a melody.</b></p>	<p>Making Musical Patterns <b>To create short, musical patterns.</b></p>	<p>Musical Instruments Using them to Compose <b>To sequence sounds to create an overall effect.</b></p>	<p>Sea Shanties <b>To take part in singing, accurately following a melody.</b></p>	<p>Recognising different sounds and music <b>To recognise changes in timbre, dynamic and pitch</b></p>
<p><b>Art &amp; Design Design &amp; Technology Cooking &amp; Nutrition</b></p>	<p>Art – Collage Great Fire of London. Explore the colours used and the materials that would show the tones and texture of a tire.</p> <p>Art - Drawing (Features of Porthleven) create a giant sketch of Porthleven. Use different media in sketch books. Investigate textures by describing, naming, rubbing and copying. Investigate tone by drawing light/dark lines, patterns and shapes using a pencil.</p> <p>Art/DT – Design transport Cooking – Healthy Diet (Where is food from?)</p>	<p>Art – Sculptures of the moon. Investigate images of the moon. How can we create that image?</p> <ul style="list-style-type: none"> <li>• Shape, form, construct and model from observation and imagination.</li> <li>• Demonstrate experience in surface patterns/textures and use them when appropriate.</li> </ul> <p>DT – Christmas Crafts. Make a decoration to take home. Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).</p> <p>Cooking – Healthy Choices</p>	<p>Art – Famous Artists who have drawn the land. Observational drawings of machinery used on the land through the years up to a modern tractor.</p> <ul style="list-style-type: none"> <li>• Show pattern and texture by adding dots and lines.</li> <li>• Show different tones by using coloured pencils.</li> </ul> <p>DT – Food Containers Cooking – Eatwell Plate</p>	<p>Art – Printing Create prints from fruit and other natural materials collected from the environment. Look at patterns from Australia and create our own.</p> <ul style="list-style-type: none"> <li>• Use repeating or overlapping shapes.</li> <li>• Mimic print from the environment (e.g. wallpapers).</li> <li>• Use objects to create prints (e.g. fruit, vegetables or sponges).</li> <li>• Press, roll, rub and stamp to make prints.</li> </ul> <p>Cooking – Local to Global</p>	<p>Art – Cold desert sculptures -</p> <ul style="list-style-type: none"> <li>• Use techniques such as rolling, cutting, moulding and carving.</li> </ul> <p>Experiment in a variety of malleable media such as papier Mache, Salt Dough or Modroc.</p> <p>Cooking – Food from the Sea</p>	<p>Art - Investigate current artists who paint the sea. Sea Art Colour Mixing Use thick and thin brushes.</p> <ul style="list-style-type: none"> <li>• Mix primary colours to make secondary.</li> <li>• Add white to colours to make tints and black to colours to make tones.</li> </ul> <p>DT – Model Islands Cooking – Famous Chefs</p>
<p><b>Computing</b></p>	<p>Internet Safety Using technology (ICT Suite/Folder Orientation) <b>To understand online risks and the age rules for sites.</b></p>	<p>Firework Designs Christmas Cards PowerPoint for play Invitations for Play <b>To use a range of applications and devices in order to</b></p>	<p>Simple Programming Understanding Algorithms <b>To control motion by specifying the number of steps to travel, direction and turn.</b></p>	<p>Debugging <b>Specify user inputs (such as clicks) to control events.</b></p>	<p>Retrieve Information <b>To use a range of applications and devices in order to communicate ideas, work and messages.</b></p>	<p>Research Project – Famous Person <b>To use a range of applications and devices in order to communicate ideas, work and messages.</b></p>

		<b>communicate ideas, work and messages.</b>				
<b>PSHE</b>	Internet Safety + Health and wellbeing (Y1) <ul style="list-style-type: none"> <li>• Healthy lifestyles and minds (mental health lessons)</li> <li>• Growing and changing</li> <li>• Keeping safe (crossing roads etc)             <ul style="list-style-type: none"> <li>• Pant rule (NSPCC)</li> </ul> </li> </ul>	Living in the Wider World (Y1) <ul style="list-style-type: none"> <li>• Rights and responsibilities</li> <li>• Taking care for the environment             <ul style="list-style-type: none"> <li>• Money</li> <li>• Esafety</li> <li>• British values</li> </ul> </li> </ul>	Relationships + SRE and Drugs (Y1) <ul style="list-style-type: none"> <li>• Feelings and emotions</li> <li>• Healthy relationships</li> <li>• Valuing differences             <ul style="list-style-type: none"> <li>• Family</li> </ul> </li> <li>• Naming body parts</li> </ul>			
<b>MFL Spanish</b>	<p><b><u>LANGUAGE ANGELS: EARLY LANGUAGE UNITS: Los Saludos. Salutations. Greetings</u></b></p> <p>In this unit the children will learn how to:</p> <p>Say 'hello' (formally and informally).</p> <p>Say their name.</p> <p>Ask how somebody is feeling and give a reply.</p> <p>Say 'goodbye' and 'see you soon'</p>	<p><b><u>LANGUAGE ANGELS: EARLY LANGUAGE UNITS: Las Formas. Shapes</u></b></p> <p>Name and recognise up to 10 shapes in Spanish.</p> <p>Attempt to spell some of these nouns</p> <p>Recognise that nouns are commonly associated with an article in Spanish and in this case 'UN' or 'UNA'.</p> <p>Have an opportunity to learn and/or revise numbers 1-5.</p>	<p><b><u>LANGUAGE ANGELS: EARLY LANGUAGE UNITS: Los Colores y Los numeros. Colours and numbers.</u></b></p> <p>To repeat and recognise most of the ten colours in Spanish. All with a prompt first.</p> <p>To repeat and recognise most of the numbers 1-10 in Spanish but I may need a prompt first from counting from 1-10.</p> <p>To be able to attempt to spell a couple of the numbers from 1-10 and some of the colours in Spanish.</p>			
<b>SMSC Boxall Links</b>	Gives Purpose Attention	Participates Constructively	Connects up Experiences	Shows insightful involvement	Engages Cognitively with peers	Manages Change

KS1 - Rolling Programme Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Science</b>	<p>BOS: Plants</p> <ul style="list-style-type: none"> <li>Identify, classify and describe their basic structure.</li> </ul> <p>Habitats – Micro-Habitats</p> <p>Investigate living things in Rock pools during Marazion trip.</p>	<p>BOS: Plants</p> <ul style="list-style-type: none"> <li>Main Features of plants and trees.</li> </ul> <p>BOS: Animals and humans</p> <ul style="list-style-type: none"> <li>Identify, classify and observe. Food chains in the British Countryside</li> <li>Link to hedgehogs – food chains, survival in the wild.</li> <li>Forest School trip – carry out practical work including investigations and fieldwork .</li> </ul>	<p>BOS: Animals and humans.</p> <p>Omnivores, carnivores and herbivores.</p> <p>Look at growth, basic needs, exercise, food and hygiene.</p> <p>Learn about the food groups and why it is important to eat a balanced diet.</p> <p>Classify food. Design a healthy meal.</p>	<p>BOS: Earth and Space</p> <p>Observe Seasonal Changes (Geog/Science)</p> <p>BOS: Materials</p> <ul style="list-style-type: none"> <li>Identify, name, describe, classify, compare properties and changes.</li> <li>Look at the practical uses of everyday materials. Investigate how the materials are affected by the weather.</li> </ul>	<p>BOS: Animals and humans</p> <p>Animals have offspring that grow into adults (life cycles)</p> <p>Visit to Methleigh farm to visit the lambs during lambing time.</p> <p>Long term investigation - eggs hatching with chicks.</p>	<p>BOS: Materials</p> <p>Everyday Materials: Look at their uses and suitability.</p> <p>BOS: Forces – describe basic movements and how everyday things move</p>
<b>Humanities</b>	<p>Amazing Places and Spaces</p> <p>Experience: Trip to Marazion</p>	<p>Amazing Places and Spaces</p> <p>Experience: Trip around Porthleven</p>	<p>Changes in Time</p>	<p>Extreme Weather</p> <p>Experience: Visitor from Culdrose</p>	<p>Toys today and in the past</p> <p>Experience: Visit to Helston Toy museum</p>	<p><i>Cracking Ideas</i></p> <p>Experience: Enterprise Day</p>
Focus Subject & Key Skills	<p>Geography</p> <p><b>Investigate places</b> Name, Locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p><b>Investigate patterns</b> Identify land use around the school</p> <p><b>Communicate Geographically</b> Key physical features and key human features. Devise a simple map; and use and construct basic symbols in a key.</p>		<p>History</p> <p><b>Investigate and interpret the past</b> Use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p><b>Understand chronology</b> Place events and artefacts in order on a time line.</p>	<p>Geography</p> <p><b>Investigate Patterns</b> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p>History</p> <p><b>Investigate and interpret the past</b> Observe or handle evidence to ask questions and find answers to questions about the past. (toys from the past)</p> <p><b>Understand Chronology</b> Recount changes that have occurred in their own lives.</p>	<p>History</p> <p><b>Build an overview of world history</b> Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did.</p>

Key Questions	What is the geography of where I live?	Why do we know so much about how changes in time has occurred?	What is the impact of weather around the world?	How do our favourite toys and games compare with those of children in the 1960's?	Who helped change the world?	
<b>Disadvantaged Entitlement Experience</b>	Experience: Trip to Marazion	Experience: Trip around Porthleven Forest Schools trip		Experience: Visitor from Culdrose	Experience: Visit to Helston Toy museum, students from Helston School come in and help build the toys.	Experience: Enterprise Day
<b>RE</b>	National Days St.George's Day, St Andrew's Day, St. David's Day, St.Patrick's Day	Religious Stories	Religious Leaders Jesus, Mohammed, Moses	Religious Buildings	What does religion around the world look like?	Religious Art
<b>PE</b>	Games	Gymnastics	Dance	Striking and fielding	Net and Wall	Athletics
<b>Music</b>	Practice and learn- Christmas play <b>To follow instructions on how and when to sing.</b>	Performing – Christmas Play <b>To take part in singing, accurately following a melody.</b>	Listening and reviewing a piece of music <b>To recognise changes in timbre, dynamic and pitch</b>	Creating and performing a piece to represent the weather <b>Choose sounds to create and effect.</b>	To compose a basic tune <b>To use symbols to represent a composition and us them to help with a performance.</b>	Music Around the World <b>Identify the beat of a tune.</b>
<b>Art</b>	Art – Drawing. Landmarks Look at artists who have drawn landmarks around us – St Michael's Mount. <ul style="list-style-type: none"> <li>• Draw lines of different sizes and thickness.</li> <li>• Show different tones by using coloured pencils.</li> </ul> DT – Food around the UK	Art – Collage Use a combination of materials that are cut, torn and glued. <ul style="list-style-type: none"> <li>• Sort and arrange materials.</li> <li>• Mix materials to create texture.</li> </ul> Use a range of materials to collage flags from the UK. DT – Christmas crafts Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing).	Art/DT– Stone Age – Modern Day Sculptures – <ul style="list-style-type: none"> <li>• Use a combination of shapes.</li> <li>• Include lines and texture.</li> <li>• Use rolled up paper, straws, paper, card and clay as materials.</li> <li>• Use techniques such as rolling, cutting, moulding and carving.</li> </ul> Make coil pots, clay files, build castles from recycled materials.	Art- Painting Paint the weather. Take inspiration from artists who have painted the weather. Use thick and thin brushes. <ul style="list-style-type: none"> <li>• Mix primary colours to make secondary.</li> <li>• Add white to colours to make tints and black to colours to make tones.</li> </ul>	Art and DT– Design a teddy bear hand puppet using sewing skills <ul style="list-style-type: none"> <li>• Join materials using glue and/or a stitch.</li> <li>• Join textiles using running stitch.</li> </ul> Create a toy using leavers, wheels and winding mechanisms. Design and evaluate the toy for its purpose. Invite children from secondary school to	Art – collage famous inventors. <ul style="list-style-type: none"> <li>• Sort and arrange materials.</li> <li>• Mix materials to create texture.</li> </ul> DT – Investigate our homes, school etc and come up with ideas to make our own inventions.

		DT – Local foods	DT – Famous Sculptures  Cooking – Food through Time	• Create colour wheels  Cooking – Discovering New Foods	help the children to make their toys.  DT - Cooking – Food from the 60's	
<b>Computing</b>	Internet Safety Using technology (ICT Suite/Folder Orientation) <b>To understand online risks and the age rules for sites.</b>	Simple Programming Understanding Algorithms <b>To control motion by specifying the number of steps to travel, direction and turn.</b>	Basic computing skills and terminology <b>To use a range of applications and devices in order to communicate ideas, work and messages. Control when drawings appear and set the pen colour, size and shape.</b>	Use digital media to video a weather forecast. <b>To use a range of applications and devices in order to communicate ideas, work and messages.</b>	Research Project – What did toys use to look like? <b>To use a range of applications and devices in order to communicate ideas, work and messages.</b>	Set up a class social media page for the summer! <b>To participate in class social media accounts.</b>
<b>PSHE</b>	Internet Safety + Health and wellbeing (Y2) <ul style="list-style-type: none"> <li>• Healthy lifestyles and minds (mental health lessons) <ul style="list-style-type: none"> <li>• Growing and changing</li> </ul> </li> <li>• Keeping safe (crossing roads etc) <ul style="list-style-type: none"> <li>• Pant rule (NSPCC)</li> </ul> </li> </ul>		Living in the Wider World (y2) <ul style="list-style-type: none"> <li>• Rights and responsibilities</li> <li>• Taking care for the environment <ul style="list-style-type: none"> <li>• Money</li> <li>• Esafety</li> <li>• British values</li> </ul> </li> </ul>		Relationships + SRE and Drugs (Y2) <ul style="list-style-type: none"> <li>• Feelings and emotions</li> <li>• Healthy relationships</li> <li>• Valuing differences <ul style="list-style-type: none"> <li>• Family</li> </ul> </li> <li>• Naming body parts</li> </ul>	
<b>MFL Spanish</b>	<b><u>LANGUAGE ANGELS: EARLY LANGUAGE UNITS: Nursery Rhymes</u></b> <ul style="list-style-type: none"> <li>• to listen to nursery rhymes in Spanish, starting to explore the patterns and sounds of language through songs and rhymes.</li> <li>• to learn the actions to accompany.</li> </ul>		<b><u>LANGUAGE ANGELS: EARLY LANGUAGE UNITS: La estaciones. The Seasons KS1</u></b> <ul style="list-style-type: none"> <li>• to name (with accurate pronunciation) and remember the four seasons in Spanish.</li> <li>• to learn all about what happens in Spring, Summer, Autumn and Winter and will also learn how to say a short sentence about this season in Spanish.</li> </ul> <p>to use all of the new vocabulary that they have learnt throughout this unit to say which season is their favourite and why.</p>		<b><u>LANGUAGE ANGELS: EARLY LANGUAGE UNITS: Caperucita Roja. Little Red Riding Hood. Adapted version</u></b> <p>In this unit the children will learn how to:</p> <p>Sit and listen attentively to a familiar fairy tale in Spanish.</p> <p>Use picture and word cards to recognise and retain key vocabulary from</p> <p>the story.</p>	



					Name and spell at least three parts of the body in Spanish as seen in the story.	
<b>SMSC Boxall Links</b>	Gives Purpose Attention	Participates Constructively	Connects up Experiences	Shows insightful involvement	Engages Cognitively with peers	Manages Change