

YEAR 1/2 CURRICULUM MAP 2020/21

		Autumn – Superhero Me/Once Upon a Time	Spring – Stomp, Gobble, Munch/Wild Thing	Summer – Where in the world? /Adventures
Reading	Word reading	<p>Phonic programme - Letters and Sounds</p> <p><u>Year 1</u></p> <ul style="list-style-type: none"> Read aloud books that are consistent with developing phonic knowledge Respond speedily with the correct sound to graphemes for all 40+ phonemes including, where appropriate, alternative sounds for graphemes Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read CEW with some fluency and begins to notice unusual correspondences between spelling and sound and where these occur in a word Read words containing known GPS and -s, -es, -ing, -ed, -er and -est endings Read words of more than one syllable that contain known GPCs Read words with contractions Begin to take account of punctuation when reading Begin to use context clues to help reading for meaning Re-read books to develop confidence, fluency and expression <p><u>Year 2</u></p> <ul style="list-style-type: none"> Apply phonic knowledge and skills consistently to decode age-appropriate texts accurately and without undue hesitation Sound out unfamiliar words accurately, without undue hesitation Automatic decoding, using phonics, is embedded and reading is fluent Recognise and effortlessly decodes alternative sounds for graphemes Read accurately words of two or more syllables, containing known graphemes Recognise and effortlessly decodes most CEW Read most words quickly and accurately, without overt sounding and blending, when they have been encountered frequently Read words containing common suffixes Read age-appropriate texts with fluency and confidence Notice when reading does not make sense and takes appropriate action Begin to use expression and intonation to engage a listener, when reading aloud Self-correct and re-read to make ensure fluency and meaning 		
	Comprehension	<p><u>Year 1</u></p> <ul style="list-style-type: none"> Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond which can be read independently Link what they hear or read to their own experiences Retell stories they have read, heard and discussed using appropriate vocabulary Talk about what is read to them, taking turns and listening to others. Expresses opinions based on these Explain understanding of what they have read Talk about particular characteristics of different types of stories Talk about the significance of the title and events Make inferences on the basis of what is read Make simple predictions Learn and appreciate rhymes and poems and can recite some by heart Discuss word meanings, making links to known words Retell, using significant events and main points in sequence Checking texts make sense and correcting inaccurate reading <p><u>Year 2</u></p> <ul style="list-style-type: none"> Regard reading as a pleasurable activity Identify sequences of events in texts and offers simple explanations of how items of information relate to one another Demonstrate familiarity with, and can retell, a wide range of stories, fairy stories and traditional tales Recognise and understand the different structures of non-fiction books that have been introduced Share favourite words and phrases, and clarifies the meaning of new words through discussion, and by making links to known vocabulary Learn and recite a repertoire of poems by heart, using appropriate intonation to help make the meaning clear Demonstrate understanding of what is read independently, or listened to, by drawing on own knowledge, and information and vocabulary provided Construct meaning whilst reading independently, self-correcting where the sense of the text is lost Make inferences on what has been read Ask and answer questions appropriately, including those based on inference of what is said and done Make predictions on the basis of what has been read so far Participate in discussions, offering opinions and explanations for these about books, poems and other materials Exercise choice in selecting books 		
Writing	Transcription	<p>Letters and Sounds</p> <p><u>Year 1</u></p> <ul style="list-style-type: none"> Words ending 'ff' 'll' 'ss' 'zz' 'ck' Words with the 'ng' sound (n before k) 		

	<ul style="list-style-type: none"> Name the letters of the alphabet in order Alternative vowel phonemes 'ay' 'ai' 'a-e' New consonant spellings 'ph' and 'wh' Compound words Days of the week Numbers to 20 Words ending in 'tch' Plurals of nouns and verbs adding -s and -es to words Verbs where no change is needed to the root word Adding endings -ing -ed -er Adjectives where no change is needed to the root word Adding -er and -est Words with the addition of the prefix un- Year 1 Commonly used words Phonetically plausible attempts of new words <p><u>Year 2</u></p> <ul style="list-style-type: none"> Words with the 'n' sound spelt 'kn' and 'gn' at the beginning of words Words with the 'r' sound spelt 'wr' at the beginning of words Words with the 'j' sound spelt as 'ge' and 'dge' and 'g' Words with the 's' sound spelt 'c' before 'e' 'l' 'y' Adding -ing, -ed, -er, -est, -y to words ending in e with a consonant before it Words with contractions Words ending in -le, -el, -al and -il Adding -ies to nouns and verbs ending in 'y' Adding -ed, -ing, -er, -est to a root word ending in 'y' with a consonant before it Year 2 Commonly used words Spell frequently used homophones / near homophones Words using the possessive apostrophe (singular nouns) Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single letter after a short vowel Words with the suffixes -ment, -ness, -ful and -less Words ending in -tion Recognise own spelling errors and make some attempt to correct these Compound nouns, joining two or more words together (postbox, rainbow, cowboy, carpet)
Composition	<p><u>Year 1</u></p> <ul style="list-style-type: none"> Sequence short narratives orally and pictorially based on real and fictional experiences Say out loud what is going to be written about Begin to write short narratives based on real and fictional experiences Include a simple beginning, middle and end in writing Discuss what they have written with the teacher or other pupils Writes short narratives based on real and fictional experiences Use a simple plan (e.g. storyboard, flowchart) Re-read what has been written to check it makes sense Make simple changes to writing where suggested Read aloud own writing clearly enough to be heard by peers and the teacher <p><u>Year 2</u></p> <ul style="list-style-type: none"> Use basic layout conventions in different forms of writing Plans out loud what is going to be written Create simple plans to support writing Make simple changes to writing where appropriate Proof-read own writing to check for basic errors Develop stamina to write at increasing length Write down key ideas and words (including some new vocabulary drawn from listening to, and talking about, whole books to develop plans) Consider word choice, grammar and punctuation Re-read own writing to check for sense, basic errors and meaning Read aloud writing with appropriate intonation to make meaning clear Write narratives about personal experiences and those of others (real and fictional) Write for different purposes (including poetry) Use plans to support writing Link ideas and events using strategies to create 'flow' Evaluates the effective use of word choice, grammar and punctuation Make appropriate additions, revisions and corrections Proof reads to check for errors in spelling, grammar and punctuation Re-read writing to check for correct and consistent tense Evaluate writing with teachers and peers
Vocabulary, Grammar and Punctuation	<p><u>Year 1</u></p> <ul style="list-style-type: none"> Compose phrases and sentences orally

- Speak in sentences
- Show an awareness of how full stops are used in writing or reading
- Organise writing correctly (top to bottom, left to right)
- Writing may need some mediation
- Compose phrases and sentences orally and attempts to replicate them in writing (little mediation needed)
- Use capital letters and full stops at times
- Begin to use capital letters for names
- Recognise basic punctuation, question marks and exclamation marks in print
- Understand that 'and' can join words and sentences
- Write a sentence that makes sense using capital letters and full stops
- Uses 'and' to join words and clauses
- Sequence sentences to form short narratives
- Use capital letters for names of people, places, days of the week and the personal pronoun 'I'
- Begin to use question marks and exclamation marks in writing
- Use some descriptive language

Year 2

- Use coordinating conjunctions (joining words) and, or, but, so
- Use question marks and exclamation marks in writing
- Use simple adjectives for description
- Understand and use the terms noun, verb and adjective
- Begin to use subordinating conjunctions (joining words) when, if, because, as
- Begin to use past and present tense correctly
- Use commas in lists
- Use apostrophes for contraction
- Understand and use the term adverb
- Begin to use adverbs in writing
- Recognise and write (grammatically correct) different types of sentences: statements, questions, commands and exclamations
- Understand and use coordinating and subordinating conjunctions to construct and extend sentences
- Use the past and present tense correctly throughout writing including the progressive form
- Use capital letters for proper nouns accurately
- Use a range of punctuation almost always correctly – full stops, question marks, exclamation marks, commas in lists, apostrophe for contraction and apostrophe for singular possession
- Use expanded noun phrases, adjectives and adverbs for description and specification
- Compose phrases and sentences orally
- Speak in sentences
- Shows an awareness of how full stops are used in writing or reading
- Organise writing correctly (top to bottom, left to right)
- Writing may need some mediation
- Compose phrases and sentences orally and attempts to replicate them in writing (little mediation needed)
- Use capital letters and full stops at times
- Begin to use capital letters for names
- Recognise basic punctuation, question marks and exclamation marks in print
- Understand that 'and' can join words and sentences
- Write a sentence that makes sense using capital letters and full stops
- Sequence sentences to form short narratives
- Use capital letters for names of people, places, days of the week and the personal pronoun I
- Use some descriptive language

Speaking and Listening

- Listen and respond to the speaker making simple comments and suggestions
- Make helpful contributions when speaking in turns, in pairs and in small groups
- Begin to ask questions that link clearly to the topic being discussed
- Show that the conversation is being followed through the questions that are asked
- To be encouraged to listen to and use new vocabulary to develop their own vocabularies
- Answer questions clearly in sentences
- Give a reason for their answers when asked
- Can talk about themselves clearly and confidently
- Can retell simple stories / recounts
- Can remain focused on a conversation when not directly involved and are able to recall the main points when questioned
- Can speak clearly when talking in class. Speak in grammatically correct sentences
- Know when it is their turn to speak in a simple presentation / discussion
- Organise thoughts into sentences before expressing them
- Know that different people have different ideas / responses and recognise that these are as valuable as their own
- Notice how different speakers talk and consider why this might be the case

Maths	<ul style="list-style-type: none"> • Number and Place Value • Addition and Subtraction • Multiplication and Division • Fractions • Measures • Geometry: properties of shape/position, direction and motion 		
Science	Seasonal changes - across the four seasons/weather		
	Animals Including humans Animals and their offspring	Materials Plants	Forces Living things and their Habitats
	Working scientifically - on going across the year Seasonal changes - on going across the year – naming, comparing and describing the seasons and weather		
Computing	Computer Science Code-tastic Digital Literacy You've got mail Staying safe online Follow the digital trail	Computer Science Let's fix it IT Mythical creatures Digital Literacy Safer Internet Day Screen out the mean	IT Young authors Vehicles Digital Literacy My creative work Sites I like
History	Why are some places special?	Fantastic Firsts!	What has changed?
Geography	Continents and Oceans	Hot and Cold Places	Mugumareno Village, Zambia
	Geographical skills and fieldwork - on going across the year		
D.T.	Mechanisms Sliders & Levers	Textiles Templates & joining techniques	Food Preparing fruit & vegetables
Art and Design	Mark making L.S. Lowry Charcoal	Colour Kandinsky	Sculpture Anthony Gormley
Music	In the Autumn Christmas, ho, ho, ho	Jazz – Cauliflower fluffy Reggae – Zootime	Jean Sibelius – Finlandia Minibeasts
P.E.	Gymnastics Invictus	Dance Fundamental Movement	Football Athletics
P.S.H.C.E	New Beginnings Getting on and falling out	Going for Goals Good to be me	Relationships Changes
R.E.	Domestic Church Beginnings Judaism Shabbat Baptism Signs and Symbols Advent/Christmas Preparations	Local Church Books Islam Prayer at home Eucharist Thanksgiving Lent/Easter Opportunities	Pentecost Spread the Word Reconciliation Rules Universal Church Treasures