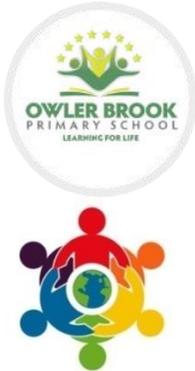


KS1 Curriculum Mapping 2016 – 2017

Year2.....

 <p>OWLER BROOK PRIMARY SCHOOL LEARNING FOR LIFE</p>	<p>Autumn 1 (7 weeks 2 days) (6 weeks 4 days) Term starts: Thursday 1st September 2016 until Friday 21st October 2016</p> <p>2 training days Thurs 1st and Friday 2nd September</p> <p>Eid day 12th September</p> <p>Half Term holiday: Monday 24th October 2016 until Friday 28th October 2016</p>	<p>Autumn 2 (7 weeks) Term starts: Monday 31st October 2016 until Friday 16th December 2016</p> <p>Christmas Holiday: Monday 19th December 2016 until Monday 2nd January 2017</p>	<p>Spring 1 (6 weeks 4 days) (6 weeks 3 days) Term starts: Tuesday 3rd January 2017 until Friday 17th February 2017</p> <p>1 training day Tuesday 3rd January</p> <p>Half Term holiday: Monday 20th February 2017 until Friday 24th February 2017</p>	<p>Spring 2 (6 weeks) Term starts: Monday 27th February 2017 until Friday 7th April 2017</p> <p>Easter Holiday: Monday 10th April 2017 until Friday 21st April 2017</p>	<p>Summer 1 (4 weeks and 4 days) Term starts: Monday 24th April 2017 until Friday 26th May 2017</p> <p>May Day Holiday: Monday 1st May 2017</p> <p>Spring Bank Holiday: Monday 29th May 2017 until Friday 2nd June 2017</p>	<p>Summer 2 (7 weeks) (6 weeks 4 days) Term starts: Monday 5th June 2017 until Friday 21st July 2017</p> <p>Eid day 26th June</p>
<p>Topic / Theme</p>	<p>Food, Glorious Food</p>	<p>Under the Sea</p>	<p>Superheroes</p>	<p>Castles</p>	<p>Art Attack</p>	<p>My World, Your World</p>
<p>Events, visits and enrichments</p>	<p>Visit to Holly Hagg/Rivelin WW- 15th September OB- 16th Sept Visit to mosque (RE)</p>	<p>BLP week beginning Monday 7th November Visit to The Deep</p>	<p>Theatre company in school possibly. Superhero story</p>	<p>Visit to Bolsover Castle</p>	<p>Visit to Sculpture Park, Wakefield</p>	<p>Visit to Sheffield City Centre</p>
<p>English Genre (s) Writing Opportunities (Bottom section of the year overview sheet to be put here.)</p>	<p>Narrative, traditional tales: Enormous Turnip Pumpkin Soup Stone Soup</p> <p>Spag focus -simple sentences -expanded noun phrases (character description)</p>	<p>Non-fiction Information booklet (animals under the sea) Instructions.</p>	<p>Narrative – Traditional tale adaptation possibly from: Cinderella Beauty and the Beast Rapunzel Little Red Riding Hood Hansel and Gretel The Princess and the</p>	<p>Non-fiction Recount – Visit Instructions 1st person recount- Bolsover castle</p>	<p>Magic Paintbrush Narrative Traditional tale -alternative endings</p>	<p>Non-fiction Posters/advertisements (Come and visit Sheffield)</p>

	<ul style="list-style-type: none"> -coordinating conjunctions -subordinating conjunctions (setting description) -sentence types <p>(teach tense through spelling)</p>		<p>Frog</p> <p>Narrative</p> <ul style="list-style-type: none"> -Adaptation (change main character to a superhero) 			
Maths Links	<p>Data handling (food preferences)</p> <p>Measures (cooking, growing)</p> <p>Pumpkin day</p> <p>Sorting using venn/ carroll diagrams</p>	<p>Sorting using venn/ carroll diagrams</p>	<p>Shape</p>	<p>Shape properties, 3D</p> <p>Measuring (building castles)</p> <p>Time (timelines)</p>	<p>Repeating patterns</p>	<p>Position and direction (compass, following directions)</p>
Science	<p>Transition day: Planting radish/ cress/ lettuce/ cucumber</p> <p>Plant experiments</p> <ul style="list-style-type: none"> - growing plants -observe -water, light, temp <p>-Ask simple questions and recognise that they can be answered in different ways.</p> <ul style="list-style-type: none"> - Observe closely, using simple equipment. <p>-Use observations and ideas to suggest answers to questions.</p> <ul style="list-style-type: none"> - Gather and record data to help in answer questions. <p>Plant habitats</p> <ul style="list-style-type: none"> - Identify and classify 	<p>Living, dead, never been alive</p> <p>Habitats</p> <ul style="list-style-type: none"> -animals adapted to suit/survive under the sea -animals depend on each other -animals depend on plants -microhabitats <ul style="list-style-type: none"> - Identify and classify <ul style="list-style-type: none"> - Observe closely, using simple equipment. <p>Food chains</p> <ul style="list-style-type: none"> -sources of food <p>Animals offspring → adults</p>	<p>Materials experiments – properties</p> <ul style="list-style-type: none"> -suitability <p>-Ask simple questions and recognise that they can be answered in different ways.</p> <ul style="list-style-type: none"> - Observe closely, using simple equipment. - Perform simple tests - Gather and record data to help in answer questions. -Use observations and ideas to suggest answers to questions. <p>Changing materials</p> <ul style="list-style-type: none"> -squashing -bending -twisting -stretching <ul style="list-style-type: none"> -identify and compare the suitability of a variety of 	<p>Working scientifically – catapults/battering rams/castle defence mechanism</p> <ul style="list-style-type: none"> -Ask simple questions and recognise that they can be answered in different ways. - Observe closely, using simple equipment. - Perform simple tests - Gather and record data to help in answer questions. -Use observations and ideas to suggest answers to questions. 		

	<p>Sorting food -food groups -healthy food - Identify and classify</p> <p>Babies → adults Exercise and hygiene •observe and describe how seeds and bulbs grow into mature plants</p> <p>•find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p>•notice that animals, including humans, have offspring which grow into adults</p> <p>•find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>•describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>	<p>Basic needs of animals for survival •explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>•identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>•identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>•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</p> <p>•notice that animals, including humans, have offspring which grow into adults</p> <p>•find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p>	<p>everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</p> <p>•find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>			
<p>Computing</p>	<p>Junior Jam -Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Recognise common uses of technology beyond school.</p> <p>- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact n the</p>	<p>Junior Jam -Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Recognise common uses of technology beyond school.</p> <p>- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact n the internet or other online technologies.</p>	<p>iPad apps – comic strips -Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Recognise common uses of technology beyond school.</p> <p>- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or</p>	<p>Junior Jam -Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Recognise common uses of technology beyond school.</p> <p>- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact n the internet or other online technologies.</p>	<p>Junior Jam -Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Recognise common uses of technology beyond school.</p> <p>- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact n the internet or other online</p>	<p>Algorithms (direction, position)</p> <p>- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions.</p> <p>-Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Recognise common uses of</p>

	internet or other online technologies.		contact n the internet or other online technologies.		technologies.	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 or contact n the internet or other online technologies.
Art and Design	Colour mixing Observational drawing -pencil and shading of fruit -pastel fruit <ul style="list-style-type: none"> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	Animal pictures -collage -water colours and wax <ul style="list-style-type: none"> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space to use a range of materials creatively to design and make products 	Roy Lichtenstein -pop art -onomatopoeia Character/comic drawings <ul style="list-style-type: none"> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and 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 own work. 		Sculptures Sheffield/Yorkshire artists/sculptors <ul style="list-style-type: none"> 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 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and 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 own work. 	
Music		Singing – Winter performance <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes 	Percussion – superhero music <ul style="list-style-type: none"> experiment with, create, select and combine sounds using the inter-related dimensions of music. play tuned and untuned instruments musically 			
DT	Cooking healthy (varied diet) food – plants we have grown?	BLP week <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design 	Weekly short lesson on DT skills -cutting -shaping	Design experiment – Create attack and defence items (battering		Create city design purposeful, functional, appealing products for themselves and other users based on design criteria

	<ul style="list-style-type: none"> ▪ use the basic principles of a healthy and varied diet to prepare dishes 	<p>criteria</p> <ul style="list-style-type: none"> ▪ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology ▪ select from and use a range of tools and equipment to perform practical tasks [for example, 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 ▪ explore and evaluate a range of existing products ▪ evaluate their ideas and products against design criteria 	<p>-joining -finishing</p> <ul style="list-style-type: none"> ▪ select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] 	<p>ram/trebuchet)</p> <p>Design Easter eggs</p> <ul style="list-style-type: none"> ▪ design purposeful, functional, appealing products for themselves and other users based on design criteria ▪ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology ▪ select from and use a range of tools and equipment to perform practical tasks [for example, 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 ▪ explore and evaluate a range of existing products ▪ evaluate their ideas and products against design criteria ▪ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 		<ul style="list-style-type: none"> ▪ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology ▪ select from and use a range of tools and equipment to perform practical tasks [for example, 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 ▪ explore and evaluate a range of existing products ▪ evaluate their ideas and products against design criteria
<p>History</p>				<p>Medieval roles</p> <p>Parts of castle</p> <p>Mary Queen of Scots</p> <p>Castles in all parts of</p>		

				<p>UK</p> <ul style="list-style-type: none"> ▪ events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] ▪ the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I 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] ▪ significant historical events, people and places in their own locality. 		
Geography		<p>Seven continents and five oceans</p> <ul style="list-style-type: none"> ▪ name and locate the world's seven continents and five oceans ▪ use basic geographical vocabulary to refer to: ▪ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather 		<p>Maps, atlases, globes</p> <ul style="list-style-type: none"> ▪ use world maps, atlases and globes to identify the United Kingdom (Revise this from Y1) and its countries, as well as the countries, continents and oceans studied at this key stage 		<p>Similarities and differences between Sheffield and Uganda</p> <p>Physical features - beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Human features - city, town, village, factory, farm, house, office, port, harbour and shop</p>

**Compass directions
-orienteering**

Directional language

**Aerial photographs
-physical and human
features**

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
- use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- use world maps, atlases and globes to identify the United Kingdom (Revise this from Y1) and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, 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 and basic human and physical features; devise a simple map; and use and

						construct basic symbols in a key
PE	<ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities 	<ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities 	<ul style="list-style-type: none"> perform dances using simple movement patterns. 	Karate (Owler Brook)	<ul style="list-style-type: none"> participate in team games, developing simple tactics for attacking and defending 	<ul style="list-style-type: none"> participate in team games, developing simple tactics for attacking and defending
RE	<p>Belonging Visit to local mosque -Who am I? -What is religion? -What is it like to be a Muslim in Sheffield today? F. What does it mean to belong?</p> <p>Beginning to learn about Islam: What is it like to be a Muslim in Sheffield today?</p> <ul style="list-style-type: none"> Linking to English and computing, pupils recount a visit to a local Mosque using digital photographs. They find out about the meanings of symbols and artefacts that they saw there. They learn about what happens at a mosque, especially about Muslim daily prayers (A1); Pupils discuss reasons why some people go to mosques, synagogues or churches often, but other people never go to holy buildings, and why some people pray every day, but others not at all (B1); Linking to PSHE, pupils make lists of the different groups to which they belong and consider the ways these contribute to 	<p>Symbols -Religious buildings -Symbols in Islam and Christianity (compare) -How/why are churches/mosques important to believers? D. Symbols</p> <p>In what ways are churches / mosques / synagogues important to believers?</p> <ul style="list-style-type: none"> Pupils learn from visiting sacred places. Linking to English and computing, pupils recount a visit to a local church, mosque or synagogue using digital photographs. They find out about the meanings of symbols for God in the church, mosque or synagogue and suggest meanings for symbols (A1); Pupils find out about the symbols of two different communities, looking for similarities between the ways they use common symbols such as light, water, trees or rock (A3); Pupils use a set of photos and a list of religious items they have encountered in Key Stage 1 	<p>Leaders -Superheroes as leaders -what makes a good leader? E. Leaders:</p> <p>What makes some people inspiring to others?</p> <ul style="list-style-type: none"> Pupils hear and retell three moral stories of key leaders, for example from Christians, Muslims and a non-religious story. They talk about how leaders make a difference to our lives. They think about whether the different stories are saying the same things about how we should behave. They consider questions about being good, kind, forgiving and generous (A3); Pupils encounter many examples of simple 'wise sayings'. They choose their favourite 'wise sayings' from different key leaders and talk about what makes these sayings wise, and what difference it would make if people followed them (A2); Pupils ask and find out how to answer a range of 'how' and 'why' questions about how people practice their religion, including how they follow their leaders by 	<p>Believing - how and why do people pray? G. Believing:</p> <p>How and why do people pray? (Christians, Muslims and Jewish people)</p> <ul style="list-style-type: none"> Pupils learn about praying in many different ways. Pupils choose between different examples of simple prayers: which do they think are wise? They talk about what makes the prayers wise, and find out about how and why people pray in different religions. They think and write creatively and thoughtfully about prayer (A2); Linking to English, pupils use key words (e.g. holy, sacred, scripture, festival, symbol, Christian, Muslim, Jew) to present simple ideas about 2 or 3 different religions about which they have learned, perhaps in a collaborative classroom display, class book or in assemblies (B3); Pupils work in groups to use art, music and poetry to respond to ideas about God from different religions and world views, expressing ideas of their own and commenting on some ideas of others (C1); Pupils look at how 		

	<p>human happiness (B1);</p> <ul style="list-style-type: none"> ▪ Pupils express creatively (e.g. in art, poetry or calligraphy) their own ideas and responses to questions such as: Who is a Muslim? What is a religion? Who am I? Where do I belong? How can we all get along well? (B2) ▪ Linking to English, pupils use key words (e.g. holy, sacred, scripture, festival, symbol, humanist) to present ideas or write about the Muslim religion (B3); ▪ Pupils discuss stories of co-operation from Islam and from different traditions and sources and make a 'Recipe for living together happily' or a 'Class charter for more kindness and less fighting' (C2); ▪ Linking to English and PSHE pupils could play some collaborative games, and talk about how the games put the teaching of the 'Golden Rule' into action (C2). 	<p>RE to sort and order, saying which items are connected to a particular religion and which are connected to more than one religion. Good examples from Islam might include Muslim artefacts (prayer mat, subha beads, compass, Qur'an stand) and photographs from a local mosque (B3).</p> <ul style="list-style-type: none"> ▪ Pupils look at how different people including Muslims and Christians have expressed their ideas about God, and think and talk about their own ideas about God, raising questions and considering different replies. They express ideas using images (C3). 	<p>remembering, telling stories, celebrating, praying or making music. Pupils might use exciting photographs or works of art to stimulate their questions (C2).</p>	<p>different people have expressed their ideas about God, and think and talk about their own ideas about God, linking to work with enquiry methods from Philosophy4Children (C3).</p>		
MFL	Not any					