



Redwood Primary School
Curriculum Map for Year: Two

Term: Autumn 2024

	What will I be learning about during this unit?	What prior learning will I bring to this unit of work?	What new vocabulary will I learn during this unit of work?	
English	<p>Autumn 1 <u>A walk in London</u> Non-fiction text. Children will create their own leaflet about our local area. <u>The Goldilocks Project</u> Fiction texts. Children will create a wanted poster, rewrite the tale of Goldilocks and The Three Bears from her point of view and produce a sequel to the original story.</p> <p>Autumn 2 <u>Jim and the Beanstalk</u> Fiction Text. Children will become familiar with the original story of Jack and the Beanstalk as well as this alternative version. They will listen to other twisted tales and write their own version of another traditional tale such as ‘Auburn Hair and The Three Bears’. <u>Three Little Wolves and the Big Bad Pig</u> – Fiction text Children will compare and contrast the original story of The Three Little Pigs and the alternative version. They will create a diary from the view of the big bad pig and write a what happened next chapter to continue the story. <u>The Owl and the Pussycat</u> - Poetry Children will learn this poem and use features to innovate and create their own poem based upon the original. They will also write a love letter.</p>	<p>In Year 1 I learnt: How to segment and blend the sounds I know in reading and writing and to read the Year 1 common exception words. To enjoy reading and talk about what I have read or have listened to including making predictions about them. How to write simple sentences (using capital letter, finger spaces and a full stop) for a variety of purposes. How to write letters and numbers correctly and neatly. How to use drama to act out/retell/sequence a story and that stories have a beginning, middle and end. About different texts including non-fiction books.</p>	Tourist guide Leaflet Preposition Noun phrase Adjective Noun Recount Conjunction Information Facts Statement, question, command Retell Character description Sequel Point of view Edit Poem Contractions Interview Suffix Prefix	
Mathematics	Number & Place Value Addition & Subtraction Shape	See White Rose Maths scheme of work.	See White Rose Maths scheme of work.	
Science	<p>Living Things and their Habitats Living, dead and never been living - children classify and group different objects after exploring and discussing them as a class. Microhabitats - Children to know what animals live in different habitats and why. Sorting animals around the world - children to be able to sort animals depending on their habitats. Exploring and identifying habitats - children to explore different habitats and why they are suitable for different animals. Observe habitat – children to observe their habitats over a period of time and take note of any animals living there.</p>	In Year 1, I learnt the names of common animals and their classifications e.g. mammal. I know some basic needs of animals – e.g. fish breath under water etc.	adaptation carnivore characteristics conditions deciduous depend environment evergreen food chain grassland habitat offspring/young	rainforest reproduce seashore shelter suited/suitable woodland name local habitats micro-habitats omnivore oceans



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Computing	<p>Simple food chains – children to know how foodchains work, including using the language of prey/predator and consumer/producer. Children will be given the opportunity to create their own habitats.</p>		<p>herbivore hot/warm/cool/cold life processes</p>
	<p>Algorithms - To understand what algorithms are; how they are implemented as programs on digital devices; and that programs follow precise instructions. To create and debug simple programs. To use logical reasoning to predict the behaviour of simple programs. E-safety - To 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 on the internet or other online technologies. Searching - To 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 on the internet or other online technologies</p>	<p>In Year 1, I learnt: To 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 on the internet or other online technologies (Understand how to stay safe on the internet and to explore and search online safely) To understand how to use technology to represent data. To understand how to manipulate technology for a purpose. To use keyboards and typing skills effectively.</p>	<p>Algorithm, Bug, Debug, debugging, repeat, timer. Report Problem Internet Safety Rules Search, display board, internet, sharing, email, attachment, digital footprint Search engine</p>
History	<p>Local Study: What happened in Eyam in 1665? Children will learn about why the village of Eyam in Derbyshire is special. They will learn about the Plague of 1665 and how it was brought to the village on contaminated cloth. They will learn about how the village stopped the spread of the plague to other local villages. Children will have the opportunity to visit the village of Eyam.</p>	<p>In Year 1: I used words related to the passing of time. I learnt about the passing of time in our living memory and created a timeline of our own living memory. I learnt about the order of events in Queen Elizabeth II's reign of the United Kingdom. I learnt about the similarities and differences between ways of life in different periods.</p>	<p>Bubonic Plague, Eyam, village, Peak District, Infested, flea, quarantine, heroes, disease, infection.</p>
Geography	<p>Let's Map Out Sinfin! Children will learn about the importance of maps and use these to identify features of the local area. They will learn about a compass and the different points on it. Children will go on to learn about aerial and plan perspective and look at Sinfin from this view. They will learn about symbols on maps and create a map of the school and our local area. Using all of this</p>	<p>In Year 1: I learnt about the features of where I live, what man has made and what has grown naturally. I learnt to use world maps, atlases and globes to identify the United Kingdom and its countries.</p>	<p>Compass, North, South, East, West, key, symbol, feature, direction, perspective, map, aerial view, 3D.</p>



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	<p>knowledge, children will then create a 3D map of Sinfyn and Redwood Primary School.</p>	<p>I learnt to use basic geographical vocabulary to refer to key physical features. I used a variety of things to help me learn about where I live such as aerial photographs, google maps and atlases.</p>	
<p>Art</p>	<p>Sculpture and 3D – clay houses Exploring the way clay can be shaped and joined, children learn a range of essential skills for working with this medium. They learn about the sculpture of Rachel Whiteread and create their own clay house tile in response.</p>	<p>In Year 1 I learnt: How to use brushes of different types and sizes. How to match colour to objects I observe. To paint big and small pictures/ To create different textures within my paint using sawdust, sand, glitter, etc. How to create 3D pictures using paper. How to fold paper to achieve a certain look and style. About the famous artists Julien Opie, Louis Wain and Arcimboldi.</p>	<p>Casting, detail, impressing, negative space, roll, sculpture, smooth, thumb pot, ceramic, flatten, in relief, pinch pot, score, shape, surface, cut, glaze, join, plaster, sculptor, slip, three dimensional.</p>
<p>DT</p>	<p>Textiles - Fabric faces – joining materials. The children will learn all about different fabrics. They will explore and become familiar with the names of different fabrics and learn how to choose and manipulate fabrics to create different effects; they will also learn how to join fabrics in a variety of ways. Running stitch will be introduced during this unit. Finally, children get the chance to apply all of these skills to help them create their own fabric face which they will evaluate.</p>	<p>In Year 1: I learnt how to join materials together using card and split pins. I learnt how to cut different materials. I learnt how to design a product. I learnt how to thread beads In Foundation Stage I learnt how to thread leaves to make a necklace</p>	<p>Fabric, material, thread, needle, under over, through, template, make, design, evaluate, running stich</p>
<p>RE</p>	<p>Why do we need to give thanks? Using a range of sources including survey data, children learn about beliefs around using offerings to show gratitude.</p> <p>What do candles mean to people? Investigating the many ways light is used in religious and worldview contexts, children explore different festivals through artwork and stories, focusing on candles.</p>	<p>In Year 1, I learnt what it means to belong to a faith community.</p>	<p>Deity, disciples, express, festivals, mandir, puja, shrine, worship</p> <p>Advent, calendar, candle, Christmas, culture, Diwali, festival, fire, gallery, hanukiah, Hanukkah, hanukiyot, light, Maccabees, miracle, prayer, Rama, Ramayana, sacred, Sita, Sunday, symbol, temple, wick, wreath</p>



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<p>PSHE</p>	<p>Being me in my world Children will identify some of their hopes and fears for this year. They will help to make their class a safe and fair place. I can listen to other people and contribute my own ideas about rewards and consequences.</p> <p>Celebrating difference I understand some ways in which boys and girls are different and accept that this is ok. I understand that bullying is sometimes about difference. I can tell you how someone who is bullied feels and I can be kind to children who are bullied. I can recognise what is right and wrong and know how to look after myself. I know when and how to stand up for myself and others.</p>	<p>In Year 1: I learnt about places where I belong. I learnt about the rights and responsibilities I have as a member of my class. I learnt how to make my class a safe place for everyone to learn. I learnt about rules and sanctions.</p> <p>I learnt about how people are similar and different to each other. I learnt about bullying and how to stop this. I learnt the importance of celebrating everyone differences.</p>	<p>Rewards Consequences Rights Responsibilities Safe</p>	<p>Proud Special Unique Different Family Friends Home Bullying Unhappy/happy Special unique</p>
<p>PE</p>	<p>Gymnastics (Indoor) Focus - balance and high and low movements I can think of more than one way to create a sequence which follows a set of 'rules'. I can use directions and levels to make my work look interesting. I can describe how my body feels during exercise.</p> <p>Ball skills (outdoor) I can roll a ball to hit a target. I can stop a rolling ball. I can dribble a ball with my feet. I can develop kicking a ball. I can develop throwing and catching. I can develop dribbling a ball with my hands.</p> <p>Sending and receiving (indoor) I am beginning to trap and cushion a ball that is coming towards me. I can accurately throw and kick a ball to a partner. I can catch a ball passed to me, with and without a bounce. I can roll a ball to hit a target. I can track a ball and stop it using my hands and feet. I can work co-operatively with a partner and a small group. I can work safely to send a ball towards a partner using a piece of equipment.</p> <p>Fitness</p>	<p>In Year 1, I learnt: To create and perform a movement sequence. To copy actions and movement sequences with a beginning, middle and end. To link two actions to make a sequence. To recognise and copy contrasting actions (small/tall, narrow/wide). To hold still shapes and simple balances and carry out simple stretches. To roll a ball accurately. To throw a ball under arm or over arm.</p>	<p>Shapes, balances, shape jumps, take-off and landing, travelling, barrel roll, straight roll, forwards roll. Teddy bear roll. target, send, track, receive, partner, opponent.</p>	



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Music	<p>I can learn how to run for a long time. I can develop jumping in a long rope. I can develop coordination in individual skipping. I can develop stamina and change of direction. I can explore exercises to develop strength. I can develop agility, balance and coordination.</p>		
	<p>Pulse, Rhythm and Pitch & Playing in an Orchestra The children will demonstrate that music is a combination of pulse, rhythm and pitch - the foundations of every song they learn. They will continue to listen to and learn about many different styles of music - begin to recognise more different sounds and hear how they create harmony together. They will learn how to play music together and have fun whilst learning simple notes on the glockenspiels and recorders. The children will sing and move together with more of an understanding of how pulse, rhythm and pitch work together.</p>	<p>In Year 1, I learnt: How to find the pulse through games. How to listen and copy rhythms. To sing simple songs by heart. To identify a fast or slow tempo. To begin to understand different styles of music. To learn to treat instruments carefully and with respect. To perform their simple composition/s using two, three or four notes.</p>	<p>drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, glockenspiels, recorders,</p>
Enrichment	<p>Local area walks, Parent Event – Come and Read</p>	<p>Pantomime Trip to Eyam Parent Event – DT Fabric Faces</p>	