



Year Groups 1 + 2 School Curriculum Framework – Cycle B



- We are responsive to our children and topical events locally, nationally and globally, therefore curricular units are subject to change
- Curriculum balance is addressed over our two year cycle
- Separate subject frameworks contain greater detail

Subject	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	1st half	2nd half	1st half	2nd half	1st half	2nd half
Religious Education	Beginnings Judaism - Shabbat Signs and Symbols (AT1 ii) Preparing		Books Thanks giving Hinduism – Prayer/home Opportunities (AT1 iii)		Spread the word Rules Treasures (AT1 i)	
Science	Seasonal Change 1 Everyday materials	Pre Experience (Light and Dark)	Seasonal Change 2 Plants	Animals including humans	Seasonal Change 3 Sound	Living things and their habitats
Computing	We are Programmers (Code 1 Part 2)	We are Programmers (Code 2 Part 1)	We are Photographers (Taking, selecting and editing digital images)	We are Researchers (Researching topics)	We are Zoologists (Recording Data)	We are Games Testers (Exploring how computer games work)
Physical Education	<u>Outdoor</u> Games - Throwing/ Catching & Receiving <u>Indoor</u> Gymnastics - Balancing/Travelling	<u>Outdoor</u> Games - Travelling with a ball <u>Indoor</u> Dance - Let's Move audio cassettes	<u>Outdoor</u> Games - Kicking <u>Indoor</u> Gymnastics - Rolling	<u>Outdoor</u> Games - Striking <u>Indoor</u> Gymnastics - Take off, jump & land (+hanging, climbing & swinging)	<u>Outdoor</u> Games - Athletics <u>Indoor</u> Dance – Contrast (direction, level, speed, mood)	<u>Outdoor</u> Outdoor Adventure - Trails in unfamiliar environments <u>Indoor</u> Dance – From a different time/place/culture
History/Geography	<u>History</u> (BHM) WW1 Centenary Focus – significant historical event		<u>Geography</u> UK/Weather	<u>History</u> What were homes/schools like long ago?	<u>History</u> How do we know about the Great Fire of London?	<u>Geography</u> Non-European Country (Comparison; continents and oceans)
Art/DT (Design & Technology)	<u>DT</u> Roly Poly Toy	<u>Art</u> Paper Art (visit Southwark Cathedral)	<u>Art</u> Super Sculptures (Local Area Walk)	<u>DT</u> Sandwiches and Snacks	<u>Art</u> Giuseppe Arcimboldo	<u>DT</u> Moving pictures
PSHE (Personal, social, health & economic education)	Rules, routines, Massage In Schools Programme, School Council elections, Positive playtimes	Firework safety, table manners, school council meeting minutes, Friendship, Green Team, Advent project Anti-bullying Week	New Year's resolutions, school council meeting minutes, Green Team, E-safety	Healthy lifestyle, Hygienic practices to promote good health and prevent illness, Emergency services	Road safety, Develop children's emotional awareness and management of emotions, How our behaviour/actions affects other	Our body and how we change over time, Safety in the home, Sun and water safety, the role of money, transitions
Music	Y1 - Sounds interesting: Identification of sound sources. Change sound in response to stimulus	Y1 - Nativity Rehearsals and performance	Y1 - The long and the short of it: Discrimination of long and short sounds Creation of sound sequences Movement to music	Y1 - The long and the short of it: Discrimination of long and short sounds Creation of sound sequences Movement to music	Y1 - Exploring Pulse and Rhythm Consolidation of good vocal practice	Y1 - Exploring Pulse and Rhythm Consolidation of good vocal practice
	Y2 - Taking Off - Exploring Pitch Pitch discrimination Introduction of Soh-mi and Rhythm notation	Y2 - Nativity Rehearsals and performance	Y2 - What's the score? Different methods of sound production Manipulation of sound Movement to music	Y2 - What's the score? Different methods of sound production Manipulation of sound Movement to music	Y2 - Rhythmic literacy and proficiency Mood in music	Y2 - Rhythmic literacy and proficiency Mood in music

(For more information – see half termly class curriculum letters)