



Greenfield Primary School, Stourbridge



Year 1 and Year 2 Curriculum Content 2023-2024 (Cycle B)			
	Autumn Term	Spring Term	Summer Term
Topic & Content	Me and My Place	Hot and Cold Polar Expeditions	First Flight Holiday Destinations
Key Texts	Y1: Owl Babies; Elmer; Dogger Y1/2: Cops & Robbers; Where the Wild Things Are; Lost & Found; The Colour of Home Y2: The Dragon and the Nibblesome Knight; The Giant of Jum; Wolves; One Candle; The Pirate Cruncher; Jolley Roger's and the Monster's Gold	Y1: Sam and Dave Dig a Hole; The Bog Baby; Grandpa; Gorilla; On the Way Home Y1/2: Voices in the Park; The Day the Crayons Quit; Mr Majeika Y2: Flat Stanley; The Tear Thief; Fantastic Mr Fox	Y1: The Name Jar; Beegu; The Lighthouse Keeper's Lunch; The Colour Monster Y1/2: The Hodgeheg; The Worst Witch Y2: Mr Penguin and The Lost Treasure; The Enchanted Wood
English	<p>Key texts are used as a context to teach reading and comprehension skills, as well as writing skills. In addition, pupils will read poetry and non-fiction texts each term.</p> <p>Year 1 pupils have a daily phonics lesson, followed by reading practice sessions three times per week. We use the Little Wandle Letters and Sounds phonics programme. From the spring term, Year 2 are introduced to longer, chapter texts.</p> <p>Handwriting, spelling, grammar and punctuation skills as studied and practised continuously and developed further through writing composition units that are taught over the year:</p> <ul style="list-style-type: none"> • Narrative: stories with a familiar setting based on personal experience; stories with a central character; stories with imaginary/ fantasy settings; traditional stories • Poetry: pattern & rhyme; poems on a theme; poems using the senses • Non-fiction: recount a visit or event; information texts; letters to inform and persuade; instructions; a simple explanation 		
Maths	<p>The principal focus of mathematics teaching in Key Stage 1 is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. This should involve working with numerals, words and the four operations, including with practical resources [for example, concrete objects and measuring tools].</p> <p>At this stage, pupils should develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. Teaching should also involve using a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money. By the end of Year 2, pupils should know the number bonds to 20 and be precise in using and understanding place value. An emphasis on practice at this early stage will aid fluency. Pupils should read and spell mathematical vocabulary, at a level consistent with their increasing word reading and spelling knowledge at Key Stage 1.</p> <p>We follow the White Rose Maths scheme as per our long term plan and have an additional daily fluency session.</p>		
Science	Animals including <u>humans</u> – All about me (1) Health and survival (2)	<u>Animals</u> including humans- All about animals (1) Life cycles (2)	Introduction to plants (1) Plants growth and care (2)
Computing	Moving a robot (1.5) Writing short algorithms and programs for floor robots and predicting program outcomes. Programming animations (1.6) Designing and programming the movement of a character on screen to tell stories.	Digital writing (1.3) Using a computer to create and format text, before comparing to writing non-digitally. Making music (2.3) Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.	Robot algorithms (2.5) Creating and debugging programs, and using logical reasoning to make predictions. Programming quizzes (2.6) Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.
History	Local History: How has our school changed over time? Who was Ernest Stevens and why is he significant? (Continuity and change Significance)	Who was Robert Falcon Scott and what were his achievements? Scott and Matthew Henson polar expeditions (Similarity and difference Significance)	Why was the First Flight significant? History of Flight and the Wright Brothers and Amelia Earhart -events beyond living memory that are globally significant. (Similarity and difference Significance)
Geography	Use world maps, atlases and globes to identify the United Kingdom and its countries. Fieldwork to study local area Use simple compass directions	How do weather patterns change where we live? Where are hot and cold areas of the world?	What are the human and physical features of holiday destinations?
Art Curriculum is being revised	Painting – Beach Scenes inspired by artists such as Degas, Monet, Derain, Turner Focus on mixing to create shades and tones, as well as	Drawing	Sculpture – clay tiles



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	textures. Exploring the effect of different brush sizes and types.		
D.T. inc. Food	Mechanisms – Sliders and Levers: DM - Christmas cards using slider Christmas figure	Freestanding structures: DM - Investigate stable structures to develop skills and knowledge to build a 'stable' structure.	
R.E.	Caring for others Light and Dark: Christmas, Hannukah and Diwali	Places of worship The story of Easter	Special Books Special Times and ceremonies
PSHE & Healthy Schools	Who looks after me? Safety and everyday risks	The Internet in everyday life Belonging to a group Money- needs and wants	Staying healthy Growing older Safety in different environments
PE	Agility- footwork patterns Balance – on one leg Gymnastics - movement and body shapes.	Agility- jumping and landing Balance – seated balance Dance – explore shape patterns	Agility- jumping and landing Balance – seated balance Athletics – running and field events
Music	(2) Ourselves: EXPLORING SOUNDS Performance - SINGING	(2) Weather: EXPLORING SOUNDS (2) Water: PITCH	(2) Number: BEAT (2) Pattern: BEAT
Trips or visits	Visit to Mary Stevens Park	Church visit Library visit	RAF Museum

Science

It would be better to take the two animal units from the Spring and put them into spring in Cycle B. Then we can bring Seasonal Changes and Living Things and their habitats into this Spring cycle as they will fit much better with the geography.

To make sure we don't create gaps in pupils knowledge, in 23/24 we can do one half term of animals and life cycles combined (reducing some of the content where it is covered elsewhere), bring in the Seasonal changes with the geography topic and a few lessons on animals/habitats (habitats are covered again in Cycle A).

July 2023 – I have decided to leave the science as it is. Seasonal changes are covered in the Geography objectives and it builds on from learning in the EYFS. By leaving the science unit in the other cycle, pupils can revisit knowledge and it will support their remembering.