



Year A/B: B	Year Group: 1&2	Unit/Topic: Map Masters (Geography Focus)cus
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Key Texts	Reading Key Focus	Writing	Maths
<p>Once Upon a Time by John Prater; Me on the Map by Joan Sweeney (American); Follow that Map – A First Look at Mapping Skills (Exploring Our Community); Your local area: Homes by Ruth Thomson; Ways into Geography: Our Local Area by Louise Spisbury; Atlases with school.</p>	<p>Y1 - shows awareness of punctuation when reading aloud; Y2 - especially recognising alternative sounds for graphemes; discussing the sequence of events in books; All - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales; predicting what might happen on the basis of what has been read so far</p>	<p>Narrative – Fairytales/ Traditional Tales Poetry Y1 - sequencing sentences to form short narratives; Y2 - writing narratives about personal experiences and those of others (real and fictional)</p>	<p>Place Value Y1 - numbers to 20 Y2 - numbers to 100 Addition & Subtraction Y1 - Numbers within 20 (including recognising money) Y2 - Numbers within 100 (including money)</p>
Science (People & their Pets)	Computing	History	Geography
<p>-Explore and compare the differences between things that are living, dead, and things that have never been alive. -Notice that animals, including humans, have offspring which grow into adults. -Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p>	<p>We are Collectors (Computer Networks). Ask and answer binary (yes/no) N questions about their images. Chrome/ Google Slides.</p>	<p>Not covered in this unit.</p>	<p>Identify physical and human features in the local area (inc marsh, coast, cliff, woodland, school, church, hospital, recreation ground) Draw a simple 'messy map' of the local area. Understand simple directions. Draw a simple key to follow a map.</p>
Art & Design	Design & Technology (DT)	Physical Education (PE)	Music
<p>Not covered in this unit.</p>	<p>(Moving pictures - images on maps) -Suggest ideas and explain what they are going to do. -Plan the order of work before starting. -Identify simple design criteria. -Evaluate against design criteria. -Identify strengths and possible changes.</p>	<p>Dance/Throwing & Catching Master basic movements. Perform dance using simple movement patterns.</p>	<p>Percussion & Samba -Sing/chant with an awareness of other performers -Sing/chant expressively</p>

Learning to Thrive (PSHE)	French (MfL)	Religious Education (RE)
<p>-re-cap growth mindset concept and safe learning environment</p> <p>-learn about growing your brain and soaking up knowledge</p> <p>-what to do if you make a mistake</p> <p>-making an effort and what we can achieve</p> <p>Lessons to cover these concepts.</p> <p>-<i>Grow, grow, grow your brain</i></p> <p>-<i>Soaking up the learning</i></p> <p>-<i>'Oh no! I've made a mistake.'</i></p> <p>-<i>Super effort</i></p> <p>-<i>Challenge mountains.</i></p> <p>-<i>Ding, ding! How much effort?</i></p>	<p>Not taught in KS1</p>	<p>Christianity, Judaism, Hinduism</p> <p>Why is light an important symbol for Christians Jews and Hindus?</p>