

# St Vincent's Year 1-2 Curriculum Knowledge Map 2023-24

	Year A			Year B		
	Autumn 1	Spring 1	Summer 1	Autumn 2	Spring 2	Summer 2
<b>Value</b>	We are compassionate, caring and loving.	We are respectful of the dignity and wishes of the individual.	We are stewards of our environment and one another.	We believe in practical, hands-on hard work and learning from our mistakes.	We do not judge others.	We build relationships based on trust.
<b>Driving Question</b>	How can we show compassion, care and love to those in need?	Why should we show respect for others and how can we do this?	How can we be stewards of our environment and of one another?	In what practical ways can we learn from our mistakes?	Why should we not judge others?	How can we build trusting relationships?
<b>Catholic Social Teaching</b>	Solidarity and peace  Care for God's Creation	Preferential option for the poor  Life and Dignity of the Human Person	Life and Dignity of the Human Person  Care for God's Creation	The Dignity of Work and the Rights of Workers  Call to Family, Community, and Participation	The Dignity of Work and the Rights of Workers  Preferential option for the poor	Solidarity and peace  Call to Family, Community, and Participation
<b>Possible Cultural Capital Development Opportunities</b>	A local area visit looking at trees and plants. Planting and taking care of them	Trip to a safari park - focus on animals and their habitats	Transport - bus ride to a train station with a tube stimulation ride Butterfly garden - taking care of a living things	Great fire of London day - visitor	Visitors - musical group  Trip to Hertfordshire Zoo - talk on animal diets	Sightseeing bus - Recognising London landmarks
<b>Possible Racial Justice Equality and Diversity (RJED) opportunities</b>	Who was Mary Seacole and what did she do? Why did schools used to only learn about Florence Nightingale?	Look at the discoveries of Charles Henry Turner - animals can have complex thoughts	Explore how Bessie Coleman was treated and how she showed resilience to be the first lady to fly.	Explore the life and poetry of Benjamin Zephaniah, how he learned from mistakes and showed his talents.	Discuss the importance of Rosa Parks and Roy Hackett.	Discuss the life and impact of Ignatius Sancho on being able to vote in elections. (1729-1780)
<b>Religious Education</b>	See separate 3-year cycle taken from Margaret Carswell Scheme of Work					
<b>English (Write Stuff Units /Key texts)</b>	<b>Poetry, Rhyming:</b> When I am By Myself by Eloise Greenfield  <b>Non Fiction, Information text:</b> Plants by DK	<b>Non Fiction, Instructions:</b> How to make a bird feeder Habitat  <b>Narrative story:</b> - The storm whale	<b>Poetry, free verse:</b> If I Were in Charge of the World by Judith Viorst  <b>Narrative story, Irish Myth:</b> Song Of The Sea by StudioCanal	<b>Nonfiction, Diary:</b> Great Fire of London, diary entry  <b>Poetry, List Poem:</b> Firework night by Andrew Collett	<b>Nonfiction, Biography:</b> Malala's Magic Pencil by Malala Yousafzal  <b>Narrative, Adventure:</b> The Building Boy by Ros Montgomery and David Litchfield	<b>Narrative, story:</b> The Train Ride by June Crebbin  <b>Poetry, Humorous:</b> Desk Diddler by Michael Rosen
<b>Focus Writing Genre</b>	<b>Poetry</b> <b>Information text</b>	<b>Instructions</b> <b>Narrative: Story</b>	<b>Poetry</b> <b>Narrative: Myth</b>	<b>Diary</b> <b>Poetry</b>	<b>Biography</b> <b>Narrative: Adventure</b>	<b>Narrative: Story</b> <b>Poetry</b>
<b>Maths</b>	<b>Year 1</b> - Place value within 10, addition and subtraction within 10, shape, consolidation  <b>Year 2</b> - Place value, addition and subtraction, shape  Go on a living/non-living things hunt. Record results	<b>Year 1</b> - Place value within 20, addition and subtraction within 20, place value within 50, length and height, mass and volume  <b>Year 2</b> -Money, multiplication and division, length and height, mass, capacity and temperature	<b>Year 1</b> multiplication and division, fractions, position and direction, place value within 100, money, time, consolidation  <b>Year 2</b> -fractions, time, statistics, position and direction, problem solving	<b>Year 1</b> - Place value within 10, addition and subtraction within 10, shape, consolidation  <b>Year 2</b> - Place value, addition and subtraction, shape	<b>Year 1</b> - Place value within 20, addition and subtraction within 20, place value within 50, length and height, mass and volume  <b>Year 2</b> -Money, multiplication and division, length and height, mass, capacity and temperature	<b>Year 1</b> multiplication and division, fractions, position and direction, place value within 100, money, time, consolidation  <b>Year 2</b> -fractions, time, statistics, position and direction, problem solving

	using the tally method. Use addition skills to evaluate results.	Compare coin values of the pound and the Euro.	Create a table/bar chart to present information gathered on sustainability.	Nets of cubes and other 3D shapes for London houses (Great fire of London)	Use measuring skills to create a life size labelled human body. Measure length of each body part and record in table.	Look at Ancient Greek coins. Compare coins then and now and the value of each.
<b>Science</b>	<p><b>Y1- Plants:</b> Identify a selection of different plants and trees and begin to grow a flower from a seed (England's national flower: English Rose)</p> <p>What do seeds need to grow and how do we care for God's creation?</p>	<p><b>Y2 - Living things and their habitats:</b> Describe how different habitats are suited to different animals and plants - how can we protect natural habitats?</p> <p>Compare differences between living/dead/things that have never been alive.</p>	<p><b>Y1- Seasonal changes</b> - observe changes across the 4 seasons including how day length varies</p> <p><b>Y1 - Animals including humans</b> Draw and label the basic parts of the human body.</p> <p>Identify and name common animals: fish, amphibians, reptiles, birds, mammals Identify and name carnivores, herbivores and omnivores</p> <p><b>Y2 - Animals including humans</b> Offspring grows into adults. Basic needs for survival. Butterfly life cycles. Importance of exercise, healthy eating, and hygiene.</p>	<p><b>Working scientifically:</b> The Great Fire of London - Experiment - What variables are needed to create and sustain a fire? (The fire triangle). Make predictions before performing and observing simple tests.</p> <p>"Why did the great fire of London spread rapidly?" How could it have been stopped?</p>	<p><b>Animals including Humans –</b> The human body: name the human parts &amp; senses. Exploring the basic needs of humans and animals.</p> <p>Looking at diets of the past and how they have changed over time.</p> <p>What do different animals eat and why - looking at the basic food chain.</p>	<p><b>Everyday Materials -</b> <i>London landmarks -</i></p> <p>Identify and name a variety of everyday materials, linking to London landmarks/buildings</p> <p>Describe, compare and group together a variety of everyday materials on the basis of their physical properties</p> <p>Build a London landmark - how can we change materials by squashing and bending everyday materials? How can different materials be grouped?</p>
<b>History</b>	<p><b>Historical Events</b> <b>Lifestyles of people in the past</b></p> <p><b>Event: Crimean War (1853-1856)</b> <i>How are plants or art/music used in medicine for patient treatment/recovery?</i></p> <p><i>Who was Mary Seacole?</i> <i>Who was Florence Nightingale?</i> <i>Jane Colden - botanist.</i></p>	<p><b>Finding out about the past (enquiry)</b></p> <p><i>What impact did Charles Darwin and discoveries in the Galapagos Islands have on Science/Society?</i></p> <p><i>Look at the discoveries of Charles Henry Turner - animals can have complex thoughts</i></p>	<p><b>Finding out about the past (chronology)</b></p> <p>How have modes of transport changed over time and why?</p> <ul style="list-style-type: none"> <li>• <i>History of TFL</i></li> <li>• <i>History of flight - Amelia Erheart and Bessie Coleman</i></li> <li>• <i>Local Study: Hatfield aerodrome.</i></li> <li>• <i>Anne Spencer</i></li> <li>• <i>Historical Event: Man's First Moon Landing 1969.</i></li> </ul>	<p><b>Historical events</b></p> <p>What does the evidence tell us about <i>the Great Fire of London 1666?</i> <i>How did the Great Fire of London start and what was its impact?</i></p>	<p><b>Lifestyles of people in the past</b></p> <p>What significant changes happened in the USA during the 1960s? <i>Look at the impact of significant people from civil rights movements worldwide like Rosa Parks, Martin Luther King, Anne Spencer &amp; other significant people.</i></p>	<p><b>Significant historical people</b></p> <p><i>How have the lives of significant people in the past contributed to national and international achievements? Compare the lives of different periods such as Queen Elizabeth II and King Henry VIII.</i></p>
<b>Geography</b>	<p><b>Locational knowledge</b></p> <p>To describe, compare and contrast features of localities in the UK, oceans and continents - focusing on National Flowers of the UK.</p>	<p><b>Place knowledge</b></p> <p>To describe, compare and contrast Mill Hill, UK with the Galapagos Islands, Non-European country.</p>	<p><b>Sustainability</b></p> <p>To identify, elaborate on and evaluate the effects of pollution and litter in the local environment we live in.</p>	<p><b>Geographical skills and fieldwork</b></p> <p>To develop Map skills (using symbols and a simple key) to locate landmarks and create maps to identify a range of geographical, human or</p>	<p><b>Human and Physical geography</b></p> <p>Identify seasonal and daily weather patterns in the UK and rainforest climate located near the equator.</p>	<p><b>Geographical enquiry</b></p> <p>Write riddles based on using maps and simple street plans to locate London landmarks and features (in the locality and further afield).</p>

		To identify the key features of the local area then compare features of localities in the UK.		physical features such as where the great fire of London happened.  To carry out a small local survey - use a compass to give directions to get from A to B in our school grounds etc.	Use observations and evidence to begin to describe deforestation and the impact it is having on the rainforests.  Locate Rainforests on world maps, annotating countries and continents.	
<b>ICT</b>	<b>Information Technology</b>  Digital Kindness Cards Use Canva to create and share digital kindness cards to bring joy and support to people in need, such as the elderly, hospitalised children, or those facing challenging circumstances.	<b>Digital Literacy</b>  How do we show respect to others online? Who do we talk to with concerns? How to search safely? Importance of personal information.	<b>Computer Science</b>  Write a set of instructions for a Beebot or Code-a-pillar. Focussing on what an algorithm is and how computers use them.	<b>Information Technology</b>  How can we use technology to learn from our mistakes? What technology is used outside of school and how this can be used to improve work. What technologies we could use in school to help us learn from our mistakes.	<b>Digital Literacy</b>  Create a video about why it is important to not judge others that we can show to reception children. Exploring video creation and editing. Explore how to stay safe online and what is important for children of KS1 and reception age to know when using technology.	<b>Computer Science</b>  Create a set of instructions about what it means to be a good friend. Using key vocabulary such as algorithms and debugging to push children's' understanding.
<b>DT</b>	Design, Make and Evaluate  Structures- To build structures, exploring how they can be made stronger, stiffer and more stable.  <u>Frames for leaf prints</u>	Design, Make and Evaluate  Food Technology-To use the basic principles of a healthy and varied diet to prepare a dish.  <u>Make a meal for Galapagos explorers</u>	Design, Make and Evaluate  Electrical and mechanical components.  <u>Explore how a light switch works and use it for seasonal change dance.</u>	Design, Make and Evaluate  Textiles-To select and use a wide range of materials, including textiles, according to their characteristics.  <u>Sew used/ recycled fabric from artwork to make a new piece of material.</u>	Design, Make and Evaluate  Mechanisms  <u>Make a musical instrument from natural products to make a rainforest song.</u>	Design, Make and Evaluate  Axels, pulleys and gears  <u>Plan, design and make a trustworthy London taxi</u>
<b>Art</b>	<b>Painting</b>  <i>Plan botanical flower paintings based on their natural sketches of plants.</i>  Artists: Margaret Mee, Arthur Harry Church	<b>Printing</b>  <i>Use different everyday objects to create a print of an endangered animal.</i>  Artists: Louis Masai	<b>3D modelling</b>  <i>3D mobile showing the seasons</i>  Artists: Giuseppe Arcimboldo, Roy Lichtenstein	<b>Drawing</b>  <i>Children will draw a scene of the historical event of the Fire of London.</i>  Artists: Gareth Johnson	<b>Textiles</b>  <i>Using the textile technique of collage children will design and create a self portrait.</i>  Artists: Sarah Gwyer, Bisa Butler	<b>Investigating and exploring</b>  <i>Sketch a London Landmark and look at artists who have sketched London using different artist techniques. Stephen Wiltshire</i>  Artists: Stephen Wiltshire
<b>Music</b>	<b>Singing</b>  <i>Sing with some accurate pitch (modelled first by teachers) a song celebrating nature.</i>	<b>Listening and Composing</b>  <i>Pupils will listen to classical music inspired by animals and compose their own piece of music reflecting on animal movement.</i>	<b>Performing and musicianship</b>  <i>Pupils will perform a short rhythm inspired by their learning about seasonal changes.</i>	<b>Singing</b>  <i>Pupils will sing the familiar song London's burning in a four-part round.</i>	<b>Listening and Composing</b>  <i>Pupils will compose a short piece of music to accompany a silent video of a clip or image of weather e.g. window view of rain or sun rise etc.</i>	<b>Performing and musicianship</b>  <i>Pupils will perform the familiar song London bridge is falling down in two parts as well as using percussion instruments.</i>

<p><b>PE</b></p>	<p><b>Gymnastics</b> Travel through a space copying and choosing a series of actions in a sequence with a beginning and end.</p> <p>Follow simple instructions.</p> <p><b>Games</b> Throw with an underarm technique and roll a ball.</p> <p>Hit an object with a piece of equipment with increasing accuracy. Play a simple catching game with two hands in a small group.</p> <p><b>Dance</b> Copy and repeat simple movements while moving bodies in response to music.</p> <p>Choose the speed at which the body moves in response to music.</p>	<p><b>Running</b> Begin to run increasing distances using different choices for stride lengths while maintaining balance.</p> <p>Run short distances with long strides.</p> <p>Run long distances with short strides.</p> <p>Run increasing distances of 40m, 80m and 150m.</p> <p><b>Dance</b> Create a small dance with simple movements that describe animals on the Galapagos Islands (Charles Darwin e.g.</p> <p>Copy and repeat movements in time with music.</p> <p>Choose the level in which our body moves, speed and direction.</p>	<p><b>Athletics</b> <b>Jumping</b> Be able to perform and sequence different jumps, such as two feet to two feet, two feet to one foot, one foot to the same foot or one foot to the opposite</p> <p>Understand how the body helps us to run and jump (Human anatomy) by understanding how we use our legs during running.</p> <p><b>Dance</b> Create a short routine that uses movements such as tapping feet, marching, swinging arms.</p>	<p><b>Games</b> Play simple ball games in a small group that shows a knowledge of different throwing techniques for distance and accuracy.</p> <p>Use different techniques for throwing at targets with different heights and investigate ways to achieve further throws.</p> <p><b>Dance</b> Follow a simple routine to London's burning that involves small body movements by copying simple movements and linking them together in a sequence.</p>	<p><b>Running</b> Complete an obstacle course while jogging and sprinting in a straight line and along a curved line.</p> <p>Run at different paces, describing how this makes our bodies feel and why this is.</p> <p><b>Dance</b> Respond to different styles of dance with simple movements that show the development of music over the last 50 years.</p>	<p><b>Athletics</b> <b>Throwing</b> Look at the life of Jesse Owens and take part in activities that involve running, throwing and changing direction at speed with objects.</p> <p>Combine different jumps together with some fluency and control and begin to use hurdles.</p> <p><b>Dance</b> Make and join a sequence with two or three different movements (Dance to count on Me by Bruno Mars).</p>
<p><b>PSHE</b></p>	<p><b>Anti-bullying/Friendships -</b></p> <p><b>Underwear rule</b></p> <p><b>Religious Understanding -</b></p>	<p><b>Me, my body, my health</b></p> <p><b>Emotional Wellbeing</b></p>	<p><b>Life Cycles</b></p> <p><b>Life Online</b></p> <p><b>Living in the Wider World</b></p>	<p><b>Mental Health and wellbeing</b></p> <p><b>Underwear rule</b></p> <p><b>Religious Understanding</b></p>	<p><b>Religious Understanding</b></p> <p><b>Personal Relationships</b></p> <p><b>Keeping Safe</b></p>	<p><b>Religious Understanding</b></p> <p><b>Living in the Wider World</b></p>
<p><b>MFL: Italian</b></p>	<p>Greetings introducing yourself Classroom language Seasons: Autumn - Colours The School objects -Numbers up to 10 Christmas: Toys</p>	<p>Italian culture: La Befana Seasons: Winter - Spring Farm animals - What colour is it? Carnival, Easter: Count the eggs.</p>	<p>Italian Food and Favourite Food Storytelling – Castle and family Nursery Rhymes and Songs – Main parts of the body Seasons: Summer</p>	<p>Greetings introducing yourself Classroom language My pencil-case colours of the objects Number in Autumn context up to twelve Christmas: Traditional Food</p>	<p>Italian culture: La Befana Seasons: Winter Days of the week Storytelling - Wild animals St. Valentine Carnival Easter Card</p>	<p>Season: Summer and flowers Family tree Pet animals and body parts Sports and games</p>