

Briary Curriculum Map- Years One and Two Cycle B 2021-2022

| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
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| Title | Amazing to be me | To Infinity and Beyond | To The Rescue | All creatures Great and Small | Where in the world? | Explorers- All Aboard! |
| Memorable Experiences | Visit to Reculver Beach Cinema Trip | Christmas performance | Visit to RNLI Station/ Whitstable Harbour. | Visit to Canterbury College animal centre. (EKC) | | Visit to Quex Park |
| Outdoor Learning | Seasons walk | | Seasons walk | Pond Dipping | Seasons walk | |
| Class Texts | The Snail and the Whale. | Beegu Man on the Moon | Song of the Sea-Film unit The Story of Grace Darling The Secret of Black Rock | Wombat Goes Walkabout One Blue Planet | Lila and the Secret of Rain. The Day the Crayons Quit | A Necklace of Raindrops. |
| Writing aims | To explore, interpret and respond to a picture book <ul style="list-style-type: none"> ☐ To explore narrative setting, plot and characters ☐ To broaden understanding and use of appropriate vocabulary ☐ To write short recounts from fictional personal experiences ☐ To sequence events to write a short narrative based on a known model | To explore a high quality picture book which allows children to put themselves inside the story and empathise with characters and their issues and dilemmas <ul style="list-style-type: none"> ☐ To engage with illustrations throughout a picture book to explore and recognise the added layers of meaning these can give to our interpretation of a text ☐ To explore themes and issues, and develop and sustain ideas through discussion, enabling children to make connections with their own lives ☐ To develop creative responses to the text through drama, poetry, storytelling and artwork | <ul style="list-style-type: none"> • To engage and inspire children to engage with literature and narrative. • To develop creative responses to the text through drama, storytelling and artwork. • To develop empathy and explore wider themes through a narrative text. • To deepen knowledge of the world through enquiry and cross-curricular research stimulated by a narrative text. • To enrich vocabulary and understanding of the impact of language on readers and audience. • To write with confidence for real purposes and audiences. | To write for meaning and purpose in a variety of non-narrative forms <ul style="list-style-type: none"> • To know where information can be found in non-fiction texts • To know that information can be retrieved from a variety of sources • To use talk to give explanations and opinions • To identify some of the features of non-fiction texts • To sustain relevant listening, responding to what they have heard with relevant comments and questions • To use vocabulary influenced by books • To enjoy an increasing range of books • To compose and perform own poetry | To explore, interpret and respond to a picture book <ul style="list-style-type: none"> • To explore narrative setting, plot and characters • To broaden understanding and use of well-chosen vocabulary • To sequence events to retell a narrative • To write simple non-chronological reports | To be able to write from the perspective of a character in a story <ul style="list-style-type: none"> • To respond to images in a powerful picture book • To consider what motivates the actions and choices of individuals in different situations • To use art as a stimulus for writing |

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| | | <ul style="list-style-type: none"> ☒ To consider the ways in which illustrations can deepen and enrich the meaning of a text and enhance the reader experience ☒ Children sustain listening, responding to what they have heard with relevant comments and questions ☒ To develop reader response by exploring interpretations of themes, plots and characters' actions and motivations through discussion and reflection ☒ To explore the story through a variety of teaching approaches including artwork, drama and roleplay ☒ To write in role in order to explore and develop empathy for characters ☒ Children develop understanding through reading and responding to a range of non-fiction texts ☒ To write in a range of forms suited to different purposes and audience ☒ To reflect on reading through keeping a reading journal ☒ To write in role in order to explore and develop empathy for characters | | | | |
| Writing-transcript/ composition | <p>Draft and write by composing and rehearsing sentences orally;</p> <ul style="list-style-type: none"> ☒ Sequence sentences to form short | <p>say out loud what they are going to write about</p> <ul style="list-style-type: none"> ☒ compose a sentence orally before writing it | <p>Role on the Wall</p> <ul style="list-style-type: none"> ☒ Information Writing in a range of forms ☒ Personal Narrative ☒ Thought Bubbles ☒ Questions and suggestions | <p>draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally;</p> | <p>Draft and write by composing and rehearsing sentences orally</p> <ul style="list-style-type: none"> ☒ Sequence sentences to form short narratives | <p>Plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary</p> |

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| | <p>narratives; ☑ In narrative create settings, characters and plot; ☑ Write for different purposes including about fictional personal experiences and fictional narratives;</p> | <p>☑ sequence sentences to form short narratives ☑ re-read what they have written to check that it makes sense discuss what they have written with the teacher or other pupils ☑ read aloud their writing clearly enough to be heard by their peers and the teacher ☑ draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally ☑ sequence sentences to form short narratives ☑ write for different purposes including about fictional personal experiences, poetry, non-fiction and real events ☑ reread and evaluate writing to check it makes sense and make simple revisions ☑ read writing aloud with appropriate intonation to make the meaning clear</p> | <p>☑ Diary entry in role ☑ Stream of Consciousness ☑ Poetry ☑ Persuasive argument ☑ Letters and notes ☑ Recipes and Instructions ☑ Book Review ☑ Book Trailer</p> | <p>☑ sequence sentences to form short narratives; ☑ write for different purposes including about fictional personal experiences, poetry, non-fiction and real events; reread and evaluate writing to check it makes sense and make simple revisions; ☑ read writing aloud with appropriate intonation to make the meaning clear; ☑ use new and familiar punctuation correctly; ☑ use sentences in different forms; ☑ expand noun phrases to describe and specify; ☑ use past and present tense correctly and consistently; ☑ use simple conjunctions to link subordinate and co-ordinating clauses.</p> | <p>☑ In narrative create settings, characters and plot ☑ Write for different purposes including fictional narratives and information ☑ Reread writing to check it makes sense and make simple revisions ☑ Discuss and evaluate what they have written with the teacher or other pupils ☑ Read aloud what they have written with appropriate intonation to make the meaning clear</p> | <p>and grammar. ☑ Draft and write by composing and rehearsing sentences orally; ☑ In narrative create characters and plot; ☑ Draft and write arguments based on themes explored in a text</p> |
| <p>Spelling and phonics See phonics planning and NNS termly overviews for content.</p> | <p>Phase 3 consolidation/(40-60M) Phase 4.cvcc/ccvc/ccvcc/cccvcc NNS Block 1</p> | <p>Phase 5c NNS Block 2</p> | <p>Phase 5b NNS Block 3</p> | <p>Phase 5b/5a NNS Block 4</p> | <p>Phase 5 a NNS Block 5</p> | <p>Phase 5a/Phase 6 NNS Block 6</p> |
| <p>Reading</p> | <p>Ongoing weekly plans plus daily story with Book Talk focus using FANTASTICS and Reading Rainbow.</p> | | | | | |

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| <p>Speaking and Listening</p> | <p>Participate in discussion about what is read, taking turns and listening to what others say; <input type="checkbox"/> Ask relevant questions to extend their understanding and build vocabulary and knowledge; <input type="checkbox"/> Listen and respond appropriately to adults and peers; <input type="checkbox"/> Articulate and justify answers and opinions; <input type="checkbox"/> Use spoken language to develop understanding; <input type="checkbox"/> Speak audibly and fluently with an increasing command of Standard English; <input type="checkbox"/> Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama</p> | | <p><input type="checkbox"/> Participate in discussion about what is read, taking turns and listening to what others say; <input type="checkbox"/> Listen and respond appropriately to adults and peers; <input type="checkbox"/> Ask relevant questions; develop understanding through imagining and exploring ideas in discussion, role-play and drama.</p> | | <p>Re-enactment through Dance and Drama <input type="checkbox"/> Debate and Discussion <input type="checkbox"/> Readers Theatre</p> | | <p>Listen and respond appropriately to adults and peers; <input type="checkbox"/> ask relevant questions to extend knowledge and understanding; <input type="checkbox"/> consider and evaluate viewpoints, attending to and building on the contributions of others; <input type="checkbox"/> participate in discussions, performances, role play, improvisations and debate about what has been read; <input type="checkbox"/> use spoken language to develop understanding through imagining and exploring ideas.</p> | | <p>Participate in discussion about what is read, taking turns and listening to what others say <input type="checkbox"/> Ask relevant questions to extend their understanding and build vocabulary and knowledge <input type="checkbox"/> Listen and respond appropriately to adults and peers <input type="checkbox"/> Articulate and justify answers and opinions <input type="checkbox"/> Use spoken language to develop understanding <input type="checkbox"/> Speak audibly and fluently with an increasing command of Standard English <input type="checkbox"/> Participate in performances, role-play and improvisations <input type="checkbox"/> Use spoken language to develop understanding through imagining and exploring ideas in discussion, role-play and drama</p> | | <p>Participate actively discussion and debate; <input type="checkbox"/> Use spoken language to develop understanding through imagining and exploring ideas in role play drama and dance; <input type="checkbox"/> Select and use appropriate registers for effective communication.</p> | | | |
| <p>Maths</p> | <p>Number:Place Value Numbers to 20 Numbers to 100</p> | <p>Number: Addition and Subtraction Y1 Numbers with 20 (including recognising money.) Y2 Numbers within 100 (including money.)</p> | <p>Number: Y1 place value to 50 and multiplication. Y2 multiplication</p> | <p>Number: Y1 division and consolidation. Y2 Division</p> | <p>Y1 Place value to 100 Y2 Statistics</p> | <p>Measurement: Length and height</p> | <p>Geometry: Y1 shape and consolidation Y2 Properties of shape.</p> | <p>Number: Y1 Fractions and consolidation Y2 Fractions</p> | <p>Consolidation</p> | <p>Geometry: Position and direction</p> | <p>Measurement: Time</p> | <p>Problem solving and efficient methods.</p> | <p>Measurement: Y1 weight and volume. Y2 Mass, capacity and temperature</p> | <p>Consolidation And investigations</p> |
| <p>Science</p> | <p>B5) The human body has a number of systems, each with its own function B 5.2 Identify, name, draw and label the basic parts of the</p> | | <p>C1) Different rocks have different properties and the formation of soil fossils can be explained. C 2) Materials have physical</p> | | <p>B2.1 Habitats provide living things with what they need B 2.2.2 Identify and name a variety of plants and animals in their habitats, including micro habitats</p> | | <p>B2.2.3 Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food B4b) Life exists in a</p> | | <p>B2.2.4 Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy B4a) Life exists in a variety of forms and goes through cycles –</p> | | | | | |

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| | <p>human body and say which part of the body is associated with each sense</p> | <p>properties which can be investigated and compared C 3) The physical properties of materials determine their uses C 4) Materials can exist in different states and that these states can sometimes be changed</p> <p>C.2.1 Distinguish between an object and the material from which it is made LINK 2.3.1</p> <p>C.2.2 Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock .2.3 Describe the simple C. physical properties of a variety of everyday materials C .2.4 Compare and group together a variety of everyday materials on the basis of their simple physical properties</p> | | <p>variety of forms and goes through cycles – Animals</p> <p>B.4b.1 Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals B.4b.2 Identify and name a variety of common animals that are carnivores, herbivores and omnivores B5.1 Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> | Plants | |
| <p>P2) Day, night, month, seasonal change & year are caused by the position and movement of the Earth .2.1 Observe changes across the four seasons. P .2.2 Observe and describe weather associated with the seasons and how day length varies. (Terms 1.3.& 5)</p> | | | | | | |
| History | | <p>Exploring celebrations that happen in our own families, communities and beyond. Begin to describe similarities and differences in artefacts. Use a range of sources to find out characteristic features of the past. Sequence artefacts closer together in time sequence events, Sequence a collection of artefacts.</p> <p>sequence photos etc from different periods of their life.</p> <p>Be able to identify different ways to represent the past</p> | <p>The life of Grace Darling. The history of sea Rescue. RNLI Sequence events or objects in chronological order. Begin to identify different ways to represent the past (e.g. photos, stories, adults talking about the past) (photos, BBC website.) Sort artefacts “then” and “now”. Confidently describe similarities and differences through drama – develop empathy and understanding (hot seating, sp. and listening). Compare pictures or photographs of people or events in the past. Use of time lines discuss the effectiveness of sources.</p> | | | <p>Explorers – Percy Powell-Cotton, George Forrest, David Attenborough Why people did things in the past? Use as wide a range of sources as possible - speaking and listening (links to literacy). Ask and answer questions related to different sources and objects. Find out about people and events in other times through collections of artefacts Use a source – why, what, who, how, where to ask questions and find answers.</p> |
| Geography | <p>My Places Using pictures and maps to explore real and imaginary places. Locality and maps/aerial photos of school,</p> | | <p>Whitstable visit- Geographical enquiry Compare coastal vicinity to Reculver. Observe and record e.g. identify buildings on a street – memory</p> | | <p>Human and physical features of Kenya. Compare and contrast to previous studies(Term 1&3contrast to previous study (terms 1&3)</p> | |

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| | <p>Physical features of different environments in the stories. Reculver Visit- Geographical enquiry</p> <ul style="list-style-type: none"> Investigate their surroundings Make observations about where things are e.g. within school or local area Draw picture maps of imaginary places and from stories. (Add detail to a sketch map from aerial photograph) Use own symbols on imaginary map. Begin to understand the need for a key. Use class agreed symbols to make a simple key. Use a simple picture map to move around the school; Recognise that it is about a place. Draw around objects to make a plan. Look down on objects to make a plan view map. Follow a route on a map. Use a plan view. Use an infant atlas to locate places. | | <p>maps Use information books/pictures as sources of information. Ask geographical questions e.g. what is it like to live in this place? Use a range of sources to find out characteristic features of the past</p> <p>Express own views about a place, people, environment</p> <p>Recognise how places have become the way they are e.g. shops (patterns and processes)</p> | | <p>Location Knowledge: Learn 7 Continents and 5 Oceans. name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Postcards from different locations- Link to Crayons.</p> <ul style="list-style-type: none"> Follow directions (Up, down, left/right, forwards/backwards) Maths Cross curricular Follow directions <p>(as yr 1 and inc'. NSEW)</p> <ul style="list-style-type: none"> Learn names of some places within/around the UK. E.g. Home town, cities, countries e.g. Wales, France. Locate and name on UK map major features e.g. London, River Thames, home location, seas. Use NF books, stories, maps, pictures/photos and internet as sources of information. Investigate their surroundings. Make appropriate observations about why things happen. Make simple comparisons between features of different places. Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map) Use relative vocabulary (e.g. bigger/smaller, like/dislike) Picture maps and globes Find land/sea on globe. Use teacher drawn base maps. Use large scale OS maps. Use an infant atlas | |
| <p>Human Geography: Terms 1/3/5 Identify seasonal daily weather patterns in UK. Using maps to walk around school on seasonal walks. Place Knowledge: Similarities and differences between Beach visits term 1/ Term 3 Human and physical features. Communicate in different ways e.g. pictures/ pictograms simple maps/sketches/labelled diagrams</p> | | | | | | |
| DT | Design a fruit smoothie (Y1) Food Groups and Healthy wrap (Y2) | Mechanisms Sliders and movement (Y1) Collaborative Christmas story book./Cards | | Structures Y2 Baby bear's chair Adapt to animal enrichment/enclosure. | Textiles-Crayon hand puppet Y1/Design an explorer's pouch Y2 | |

Commented [FG1]:

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| Art and design | | | <ul style="list-style-type: none"> • Find land/sea on globe. • Use teacher drawn base maps. • Use large scale OS maps. • Use an infant atlas | | | |
| Music (Year 1 Units on Kapow) | Pulse and Rhythm (All about me) | Pitch and Tempo (superheroes) | Vocal and body sounds (By the sea) | Classical music, dynamics and tempo (Animals) | Musical Vocabulary (Under the sea) | Timbre and Rhythmic Patterns (Fairy tales) |
| Computing | Unit 1.1 Online Safety & Exploring Purple Mash. (4 weeks) | Unit 1.2 Grouping and sorting (2 weeks) Unit 1.3 Pictograms (3 weeks) | Unit 1.4 Lego Builders (3 weeks) Unit 1.5 Maze Explorers (3 weeks) | Unit 1.6 Animated Story books (5 weeks) Retelling stories/story boarding | Unit 1.7 Coding (6 weeks) | Unit 1.8 Spreadsheets (3 weeks) Unit 1.9 Technology outside school (2 weeks) |
| RHSE (Jigsaw) | Being Me in My World | Celebrating difference | Dreams and Goals | Healthy Me (Revisit term 1 learning) | Relationships | Changing Me |
| Safeguarding opportunities | Cinema trip risk assessment- Transport and road safety. Reculver trip- risk assessment Beach safety Dogs Trust visit | | Water safety- Keeping ourselves and others safe on the coast. | Keeping safe around animals- Build on Dogs Trust visit T1 | | |
| PE | | | | | | |
| RE | What does it mean to belong to a faith? | How and why do we celebrate | Who is a Christian and what do they believe? | What makes some places sacred? | | |

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| | | special and sacred times? Christmas | | |
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