Sapphire Class Curriculum Map (Cycle 1)

		Autumn How have stories changed over time?	Spring How has exploring changed the way we view the world?	Summer How has our local area inspired creativity?
	Reason why this topic has been chosen	We are keen to reignite a love of fairytales in our children	Shackleton's story is still relevant today because it teaches about leadership (linking to SHINE) and climate change	The Shipston Wool Fair takes place on Bank Holiday Monday in May each year. A Sheep and Wool Fair was held every year up to the mid 1800s. The original name for the town meant sheep-wash town
READING	Texts	The True Story of the Three Little Pigs by Jon Skieszka The Last Wolf by Mini Grey Wolves by Emily Gravett Tidy by Emily Gravett	Shackleton's Journey by William Grill 10 Reasons to Love a Penguin by Catherine Barr The Emperor's Egg by Martin Jenkins The Penguin Who Wanted to Find Out By Jill Tomlinson	The Sheep Pig by Dick King-Smith Rumpelstiltskin by Susanna Davidson Wallace and Gromit: A Close Shave by Nick Park
	Word reading	Phonics programme: Letters and Sounds/LCP Individual reading books that are matched to the phonics that children know		
	Comprehension	Texts to include:- poetry, key stories, traditional stories, fairy stories and non-fiction. Questions that allow children to access all of the content domains for their Key Stage		
WRIT	Transcription	Phonics/Spelling Programme – Read Write Inc Spelling		
	Composition	Short narratives Recounts Reports Instructions Persuasion Poetry		

I N G	VGP	Word	Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as –ful, –less (A fuller list of suffixes can be found in the year 2 spelling section in English Appendix 1) Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs	Formation of nouns using a range of prefixes [for example super–, anti–, auto–] Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]
		Sentence	Subordination (using when, if, that, because) and co-ordination (using or, and, but) Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon] How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command	Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of]
		Text	Correct choice and consistent use of present tense and past tense throughout writing Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]	Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play]
		Punctuation	Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]	Introduction to inverted commas to punctuate direct speech
		Terminology for pupils	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma	preposition, conjunction word family, prefix clause, subordinate clause direct speech consonant, consonant letter vowel, vowel letter inverted commas (or 'speech marks')

Speaking and Listening		• listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary • articulate and justify answers, arguments and opinions • give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings • maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • speak audibly and fluently with an increasing command of Standard English • participate in discussions, presentations, performances, role play, improvisations and debates • gain, maintain and monitor the interest of the listener(s) • consider and evaluate different viewpoints, attending to and building on the contributions of others • select and use appropriate registers for effective communication.	
M A T H S	Number and place value	• count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward • recognise the place value of each digit in a two-digit number (10s, 1s) • identify, represent and estimate numbers using different representations, including the number line • compare and order numbers from 0 up to 100; use <, > and = signs • read and write numbers to at least 100 in numerals and in words • use place value and number facts to solve problems	• count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number • recognise the place value of each digit in a 3-digit number (100s, 10s, 1s) • compare and order numbers up to 1,000 • identify, represent and estimate numbers using different representations • read and write numbers up to 1,000 in numerals and in words • solve number problems and practical problems involving these ideas

	Addition and subtraction	• solve problems with addition and subtraction:
		  • using concrete objects and pictorial representations, including those involving numbers, quantities and measures
		  • applying their increasing knowledge of mental and written methods
		• recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
		• add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
		  • a two-digit number and 1s
		  • a two-digit number and 10s
		  • 2 two-digit numbers
		  • adding 3 one-digit numbers
		• show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot
		• recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems
			• add and subtract numbers mentally, including:
			  • a three-digit number and 1s
			  • a three-digit number and 10s
			  • a three-digit number and 100s
			• add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction
			• estimate the answer to a calculation and use inverse operations to check answers
			• solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction

	Multiplication and division	• recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers • calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs • show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot • solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts	• recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables • write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods • solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects

	Fractions	• recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity • write simple fractions, for example $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$	• count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 • recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators • recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators • recognise and show, using diagrams, equivalent fractions with small denominators • add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$] • compare and order unit fractions, and fractions with the same denominators • solve problems that involve all of the above

	Measurement	• choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels • compare and order lengths, mass, volume/capacity and record the results using >, < and = • recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value • find different combinations of coins that equal the same amounts of money • solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change • compare and sequence intervals of time • tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times • know the number of minutes in an hour and the number of hours in a day	• measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) • measure the perimeter of simple 2-D shapes • add and subtract amounts of money to give change, using both £ and p in practical contexts • tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks • estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight • know the number of seconds in a minute and the number of days in each month, year and leap year • compare durations of events
	Shape	• identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line • identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces • identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] • compare and sort common 2-D and 3-D shapes and everyday objects	• draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them • recognise angles as a property of shape or a description of a turn • identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle • identify horizontal and vertical lines and pairs of perpendicular and parallel lines

	Position and direction	• order and arrange combinations of mathematical objects in patterns and sequences • use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise)	
	Statistics	• interpret and construct simple pictograms, tally charts, block diagrams and tables • ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity • ask-and-answer questions about totalling and comparing categorical data	• interpret and present data using bar charts, pictograms and tables • solve one-step and two-step questions [for example 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables

Science	• ask simple questions and recognise that they can be answers in different ways • observe closely, using simple equipment • perform simple tests • identify and classify • use their observations and ideas to suggest answers to questions • gather and record data to help in answering questions	• ask relevant questions and use different types of scientific enquiries to answer them • set up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gather, record, classify and present data in a variety of ways to help in answering questions • record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identify differences, similarities or changes related to simple scientific ideas and processes • using straightforward scientific evidence to answer questions or to support their findings
	Skills progression: 1.1 Ask simple questions and know answers can be given in different ways 1.2 Take observations and record findings using data loggers and thermometers 1.3 Set up simple practical enquiries 1.4 Gather, record and present data 1.5 Record findings using scientific language and labelled diagrams 1.6 Report on findings by presenting results 1.7 Use results to draw simple conclusions 1.8 Identify simple scientific ideas 1.9 Use scientific evidence to answer questions	

	Plants • observe and describe how seeds and bulbs grow into mature plants • find out and describe how plants need water, light and a suitable temperature to grow and stay healthy Everyday materials • identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses (Investigating why the two pigs houses blew down and designing a better structure) Skills progression: 2.1 Observe and describe how seeds and bulbs grow into mature plants 2.2 Explore and describe how plants need water, light and temperature to stay healthy 4.1 Identify and compare the suitability of everyday materials. Including: wood/ metal/plastic/glass/brick/rock/paper/ cardboard 4.2 Explore how solid objects can be changed shape by squashing, bending, twisting and stretching	Living things and their habitats • explore and compare the differences between things that are living, dead, and things that have never been alive • identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • identify and name a variety of plants and animals in their habitats, including micro- habitats • 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 Animals, including humans • 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) • describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene (Linked to life and survival in Antarctica for the animals that live there and Shackleton when he explored) Skills progression: 3.1 Understand that animals have offspring which grow into adults 3.2 Understand the basic needs of animals for survival 3.3 Understand the importance of hygiene, exercise and eating different types of food 6.1 Classify into living, dead and never been alive 6.2 Identify and name a variety of plants and animals in their habitats including micro-habitats 6.3Identify that most living things live in habitats to which they are suited. 6.4 Describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other 6.5 Describe how animals obtain their food from plants and other animals using the idea of a simple food chain and identify different sources of food	Forces and magnets • compare how things move on different surfaces • notice that some forces need contact between two objects, but magnetic forces can act at a distance • observe how magnets attract or repel each other and attract some materials and not others • compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials • describe magnets as having two poles • predict whether two magnets will attract or repel each other, depending on which poles are facing Skills progression: 9.1 Compare how things move on different surfaces 9.2 Understand that some forces need contact but magnets can work from afar 9.3 Observe how magnets attract or repel different materials 9.4 Compare and group materials according to their magnetic properties 9.5 Describe magnets as having poles 9.6 Predict whether 2 magnets will attract or repel each other

History		• the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (Ernest Shackleton, Captain Cook) • events beyond living memory that are significant nationally or globally Skills progression: 1.1 Ask and answer questions about the past 1.3 Use stories, pictures and online sources to find out about the past 1.5 Compare elements of the past with the present 2.2 Explore why significant people are remembered 2.4 Compare the lives of significant figures from the past 3.1 Place events and artefacts in order on a timeline 4.2 Identify key events in a nation's history	• events beyond living memory that are significant nationally or globally (new craft industry - tapestry) • significant historical events, people and places in their own locality (Shipston Wool Fair, tapestry weaving in Barcheston, Shipston-on-Stour by William and Robert Sheldon, use of stagecoaches to transport wool) Skills progression: 1.1 Ask and answer questions about the past 1.3 Use stories, pictures and online sources to find out about the past 1.5 Compare elements of the past with the present 2.3 Describe changes that have happened in the locality of the school 3.1 Place events and artefacts in order on a timeline

Geography	• use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key (Create own map of the school) Skills progression: 1.1 Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features 2.1 Identify geographical similarities and differences by studying human and physical geography of an area in the UK 3.1 Devise a simple map; use and construct basic symbols in a key	• use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • name and locate the world's 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 • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (Plot Shackleton's crew journey in Endurance/the James Caird) Skills progression: 1.1 Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features 1.2 Name and locate the 7 continents and 5 oceans 1.3 Name and locate characteristics of the 4 countries and capitals of the UK 1.4 Use world maps, atlases and globes to identify the UK and other continents 2.1 Identify geographical similarities and differences by studying human and physical geography of an area in the UK 2.2 Contrast an area of the UK with a non-European country	

DT	Design • design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria Technical knowledge • build structures, exploring how they can be made stronger, stiffer and more stable (Design a house) Skills progression: 2.1 Cut materials safely using tools provided 2.4 Demonstrate a range of cutting joining techniques (such as gluing, hinges or combining materials to strengthen) 3.1 Diagnose faults in battery operated devices 5.1 Practise drilling, screwing, gluing and nailing to make and strengthen products	Cooking and Nutrition • use the basic principles of a healthy and varied diet to prepare dishes • understand where food comes from Skills progression: 1.2 Use different cutting techniques safely and peel/grate food items safely 1.3 Measure and weigh ingredients 1.4 Map where our food comes from 7.5 Select from a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics	Design • design purposeful, functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria Technical knowledge • explore and use mechanisms in their products (Wool weaving, make a wood product e.g. friendship bracelet) Skills progression: 7.1 Design products with a clear purpose and an intended user 7.3 Make products, refining the design process as work progresses 7.5 Select from a wide range of materials and components, including construction materials, textiles and ingredients according to their characteristics

Art and Design **Discover an Artist Day**	Discover an Artist Day: Van Gogh Starry night - make autumn version with pumpkin Other art work: woodland collage Skills progression: 1.1 Develop simple ideas from given starting points 8.2 Use some of the ideas studied to create pieces	Discover an Artist Day: Colour tone. Colour field artist Georgia O'Keefe. Link colour, shape and line to emotions Other art work: repeating pattern design, penguin chalk art, life-sized penguin collage, underwater batik Skills progression: 2.2 Paint neatly and carefully without gaps or messy edges 2.3 Mix primary colours to make secondary ones. Create colour wheels 3.3 Fold, crumple, tear and overlap papers. Work on different scales 5.1 Draw lines of different sizes and thicknesses 7.2. Use batik resist techniques	Discover an Artist Day: Local sculpture artist Jude Tucker Other art work: pencil drawing of a sheep, lino art to show texture, William Morris tapestry art/Sheldon tapestries Skills progression: 6.1 Use repeating or overlapping shapes 6.2 Mimic print from the environment (e.g. wallpaper) 6.3 Make printing blocks (e.g. from coiled string glued onto a block) 6.4 Press, rub, roll and stamp to make prints 7.1 Use weaving to create a pattern 8.2 Use some of the ideas studied to create pieces

Computing	• understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions • create and debug simple programs (Beebot journey to the wolf's house through the forest) • use logical reasoning to predict the behaviour of simple programs • use technology purposefully to create, organise, store, manipulate and retrieve digital content • recognise common uses of information technology beyond school • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies Skills progression: 1.1 Edit and amend programmed motions of objects for directions and turns (Beebots) 1.3 Change appearance of objects using show/hide functions (Scratch Jnr) 1.5 Control sound duration and volume for an object (Scratch Jnr) 1.7 Create objects to be controlled using online draw functions (Scratch Jnr) 1.8 Find multiple user inputs to control events (Scratch Jnr) 1.10 Identify and decide when best to use single or looped events (Scratch Jnr) 1.12 Create conditions for actions by waiting for user inputs (Scratch Jnr)	• use technology purposefully to create, organise, store, manipulate and retrieve digital content • recognise common uses of information technology beyond school • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies Skills progression: 2.1 Retrieve digital content with technology 2.2 Organise and store information digitally 2.3 Can explain different uses for technology outside of school 3.1 1. Understand ways to keep ourselves safe online 3.2 Know where to go to get help when not feeling safe online	• use technology purposefully to create, organise, store, manipulate and retrieve digital content • recognise common uses of information technology beyond school • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies Skills progression; 2.1 Retrieve digital content with technology 2.2 Organise and store information digitally 2.3 Can explain different uses for technology outside of school 3.1 1. Understand ways to keep ourselves safe online 3.2 Know where to go to get help when not feeling safe online

Music	• experiment with, create, select and combine sounds using the inter-related dimensions of music • listen with concentration and understanding to a range of high-quality live and recorded music (Peter and the Wolf - assign instruments, play and then create own version for the Three Little Pigs story) Skills progression: 2.1 Create musical patterns 2.3 Mimic and generate clapping rhythms 2.4 Create sounds using dynamics 2.6 Create sequences of sounds for effects 3.1 Use notation of symbols and words to record compositions 4.1 Clap along to an identified beat 4.2 Identify changes to pitch, dynamics and tempo.	• experiment with, create, select and combine sounds using the inter-related dimensions of music • listen with concentration and understanding to a range of high-quality live and recorded music (Perform at the Easter service in church) Skills progression: 1.1 Take part in singing, following a melody accurately 1.5 Imitate pitch changes 2.1 Create musical patterns 2.3 Mimic and generate clapping rhythms 2.4 Create sounds using dynamics 2.6 Create sequences of sounds for effects 3.1 Use notation of symbols and words to record compositions 4.1 Clap along to an identified beat 4.2 Identify changes to pitch, dynamics and tempo.	• experiment with, create, select and combine sounds using the inter-related dimensions of music Skills progression: 2.1 Create musical patterns 2.3 Mimic and generate clapping rhythms 2.4 Create sounds using dynamics 2.6 Create sequences of sounds for effects
PE	Invasion Games (Netball) • Participate in team games, developing simple tactics for attacking and defending Dance • Perform dances using simple movement patterns	Gymnastics • Developing balance, agility and coordination Net and Wall Games (Tennis) • Developing balance, agility and coordination, begin to apply these in a range of activities	Striking and Fielding (Cricket) • Master basic movements including throwing and catching • Participate in team games Athletics • Master basic movements including running, jumping, throwing

RE	Why are festivals important? (2.5) Hinduism / Sikhism	Why does Christmas matter to Christians? UC Incarnation (1.3)	Why does Easter matter to Christians? UC Salvation (1.5)	What makes some places sacred? (1.5) Judaism, Christianity	What do different people believe about God? (2.1) Judaism, Christianity	What do Christians learn from the creation story? UC Creation/fall (2A.1)