

Reception, Year 1 and Year 2: Curriculum: Route A and Route B

Route A	Autumn	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Geography	<p>What is my place like?</p> <p>Our school is in the city of Durham. We live in England which is part of the United Kingdom. The weather can change throughout the day. To have a basic understanding of the difference between location and place.</p>		<p>Why is my world wonderful?</p> <p>The 5 oceans of the world are the Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean and the Southern Ocean. The 7 continents (land masses) are Europe, Asia, Africa, North America, South America, Australasia and Antarctica. Physical features are significant natural features in the landscape and give some examples. Human features are significant artificial features in the landscape and give some examples.</p>	<p>Wherever next?</p> <p>To locate the hot and cold areas of the world in relation to the equator and the North and South Poles. Locate hot and cold countries near/on the Equator and the North/South Pole. To identify physical and human features on/near the North and South Pole. To identify physical and human features on/near the Equator. To identify seasonal weather change and to daily weather patterns.</p>		
History		<p>How has communication changed over time?</p> <p>The appearance and capability of phones have changed during living memory Morse Code was developed to allow messages to be transmitted over long distance. The telephone was invented so people could talk to each other over long distances and it was invented by Alexander Graham Bell.</p>			<p>Significant people from history: Beatrix Potter.</p> <p>Beatrix Potter was born in London in 1866 and died in 1943 Her first book, 'The Tale of Peter Rabbit' was published in 1901 and it included pictures. Beatrix potter was a significant person as she was one of the first women to have her books published, she made her books accessible to children and her books are still sold</p>	<p>Who has helped make history?</p> <p>Children know that Captain Cook was a famous explorer from the North East of England. Captain Cook is famous as he changed the way people thought about the world as he accurately plotted areas of land such as Australia. Captain Cook also recorded customs of native people in the countries he explored. Children know that Ibn Battuta is a famous great explorer who travelled for</p>

		The world-wide web was invented to allow people to access information more easily. Braille is a form of written communication for people who are blind.			worldwide now (they even make cartoons about them). Conservation work was very important to Beatrix Potter and she gifted some of her land to people (National Trust) who would protect it for both animals and plants.	29 years and he is important as the record of his journeys provide interesting information (insights) and record into how people in the past lived.
Maths	Please see long term maths plan – as maths is taught in single year groups					
Science	Identify and Name Common Plants & Trees identify and describe the basic structure of a variety of common flowering plants, including trees (P Y1) Structure of Common Plants and Trees identify and name a variety of common wild and garden plants, including deciduous and evergreen trees	Living and Dead Explore and compare the differences between things that are living, dead, and things that have never been alive	Human Bodies and the Needs of Humans and Animals identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (AH Y1) find out about and describe the basic needs of animals, including humans, for survival (water, food and air)	Habitats 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 (LT Y2) identify and name a variety of plants and animals in their habitats, including microhabitats	Growing 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 identify and name a variety of plants and animals in their habitats, including microhabitats	Growing Animals notice that animals, including humans, have offspring which grow into adults .
Computing	Computer Science I understand that a command is an instruction. I understand that commands have to be given in a specific order. I know that an algorithm is a series of commands with a specific goal.	Technology around us I know that technology is something that can help us. I know that computers and tablets are examples of technology. I can talk about my own use of technology give examples.	Digital photography I know that different devices can be used to capture photographs. I can say when a picture may be unclear. I know that the images I see may not be real – they may be edited.		Pictograms I am beginning to understand what the term 'data' means. I know what the term 'attribute' means and can use this to help me organize data. I understand why some information should not be shared.	Computer Science I know that algorithms are a sequence of commands with a specific goal. I can create and debug simple programs using a floor robot. I can explain what a program will do.
D&T		Sliders and levers Generate ideas based on simple design criteria and		Textiles:		Preparing fruit and vegetables.



				<p>painting, fabric crayons, stitching, sequins, buttons and ribbons.</p> <ul style="list-style-type: none"> • Know and use technical vocabulary relevant to the project. 		
Art	<p>Autumn leaves/squiggle drawing</p> <p>Different mediums can be used for drawing. Drawing techniques: continuous line, squiggles and spirals. How wax can be used to resist ink or paint and that this is a way to achieve a different colour line with watery paint.</p>	<p>Andy Goldsworthy</p> <p>Real objects can be used to create art. Art can be temporary. Art can be patterns and shapes and not necessarily a recognisable 'real life' object/image/portrait. Photography can be used to capture a temporary creation to make it permanent, as a digital or printed image. Children can explain their thinking and the decisions they made in a simple way such as 'I like these colours together', 'These leaves/stones/twigs etc could make a nice point/pile/spiral'</p>			<p>Elvet: Ducklings Dunelm: Sculptural sheep</p> <p>Images can be created by 'printing'. Adding water to a paint is a way to make it lighter.</p> <p>Sculptures need to be able to stand up and balance. Drawing, collage and sculpture can be combined. How to create texture through drawing, painting and collage.</p>	<p>Elvet: Plasticine print making. Dunelm: Colour wheel/ mini beast collage</p> <p>The primary colours are yellow, red and blue. Secondary are created by mixing 2 primary colours in equal parts. That there are Warm colours and cool colours know that the size of the brush affects the application. That when mixing, to start with the lightest colour.</p>
Music	<p>All About me</p> <p>I can listen to a range of different music. I can use my voice and hands to make music. I can clap in time to music. I can play a simple rhythm on an instrument.</p>	<p>Christmas songs: performance.</p> <p>I can sing a range of songs. I can perform and take part in the school Nativity.</p>	<p>Western Stories</p> <p>I know that the 4 sections of an orchestra are strings, brass, woodwind and percussion. I can identify specific instruments when listening to music. I can select appropriate sounds that match events, characters and feelings in a story. I can perform in front of peers.</p>		<p>Superheroes: understand and recognise and perform pitch.</p> <p>I can alter the pitch of a piece of music. I can create a pattern using two pitches. I can compose and perform a superhero theme tune.</p>	

RE	God: What do Christians believe God is like?	Incarnation: Why does Christmas matter to Christians?	Gospel: What is the good news that Jesus brings?	Salvation: Why does Easter matter to Christians?	Who am I? What does it mean to belong?	How should we care for the world and for others, and why does it matter?
PSHE	Families and Friendships. Safe Relationships. Respecting ourselves and others.		Belonging to a community. Media literacy and digital resilience. Money and work.		Physical health and mental wellbeing. Growing and changing. Keeping safe.	
English	Three little pigs. - Nursery Rhymes, songs, short stories	The elves and the shoemaker. Elvet: Story sequenced with pictures and simple sentences. Dunelm: Oral instructions. Written instructions. Letter	The princess and the pea. Elvet: Simple story with sequence of sentences. Oral instructions. Dunelm: Description Letter Poetry Story	Hansel and Gretel. Elvet: Simple story with sequence of sentences. Oral instructions. Written instructions. Dunelm: Oral instructions. Recount	Elvet: Jack and the beanstalk. Oral instructions. Written instructions. Recount Story Dunelm: Tales of Beatrix Potter. Story Poetry Recount Oral instructions	Elvet: Gingerbread man. Letter writing Dunelm: The Owl who was afraid of the dark by Jill Tomlinson. Story Written instructions Poetry
PE	Gymnastic Invasion games Fundamental Movements activities (Elvet) Dance (Dunelm)		Dance Gymnastics Invasion Games		Net/Wall Athletics Striking & fielding games	

Route B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Geography	<p>What can I find in my corner of the world?</p> <p>To have a basic understanding of the difference between location and place.</p> <p>To locate our local area (the city of Durham, North of England, United Kingdom)</p> <p>To describe the local area by considering what the place is like - considering how places make them feel and what are the best/worst things they observe in a place.</p> <p>To know what a physical feature is and to identify some in the local area – River Wear, woodland</p> <p>To know what a human feature is and to identify them in the local area - cathedral, castle, shops (estate agents – students), bridges, St Oswald’s Church and institute</p>		<p>What is our country like?</p> <p>To name the four countries of the UK - Scotland, England, Wales and Northern Ireland.</p> <p>To locate the four countries of the UK and identify characteristics of the four countries eg: know the flag for each country, the patron saint etc.</p> <p>To know the capital cities of the four countries which make up the UK - London, Edinburgh, Cardiff, Belfast, Dublin.</p> <p>To understand weather changes and patterns in the UK.</p>		<p>What might we see on holiday?</p> <p>Compare the human and physical features of Seaham, England (UK) and Masi Mara, Kenya (Africa).</p>	
History		<p>Why is Durham significant - castles, cathedrals and the Prince Bishops?</p> <p>Children know why castles are important and why Durham Castle is</p>		<p>Why does Durham have a viaduct?</p> <p>To know how trains now are different to the train created by George Stephenson.</p>		<p>All change? Holidays now and then.</p> <ul style="list-style-type: none"> - Passenger railways meant people could travel more quickly and cheaply, which meant more people could go on holiday.

		<p>particularly important/significant (key role in transferring information with its central location etc.)</p> <p>Children know why Durham castle is located where it is (visibility, river, and defendable position).</p> <p>Children know that Durham used to part of an area called Northumbria and was a very powerful region – it had a lot of money, was a trade centre and lots of intelligent people lived there.</p> <p>The people who controlled Durham were known as the Prince Bishops and they had so much power they could influence kings.</p>		<p>George Stephenson was born in Northumberland. He was an engineer and inventor. He played a key role in the development and building of Britain's railways.</p> <p>The 'Rocket' revolutionised the way that people could travel on the railways. It won first place at a National Railway board competition as the fastest locomotive of its time.</p> <p>George Stephenson built the World's first passenger railway between Stockton and Darlington.</p>		<ul style="list-style-type: none"> - Victorians went on holiday to the British seaside as it was believed the air was good for you - Victorians would visit the seaside wearing their usual everyday clothes. - Bathing machines were used for Victorians to change in before they went into the sea. - Originally there was a separate part of the beach for men and women.
<p>Science</p>	<p>Exercise.</p> <p>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene (AH Y2)</p>		<p>Sort and Compare Materials</p> <p>Distinguish between an object and the material from which it is made (EM Y1)</p> <p>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock (EM Y1)</p> <p>describe the simple physical properties of a variety of everyday materials (EM Y1)</p> <p>compare and group together a variety of everyday materials on the basis of their simple physical properties (EM Y1)</p>	<p>Properties of Materials</p> <p>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses (EM Y2)</p> <p>find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching (EM Y2)</p>	<p>Animal Description</p> <p>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (AH Y1)</p> <p>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) (AH Y1)</p>	<p>Animal Diet</p> <p>identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Animal Food Sources</p> <p>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 (LT Y2)</p>

<p>Computing</p>	<p>Digital painting Making Music</p> <p>I know that digital devices can be used to create artwork.</p> <p>I can compare digital and non-digital artwork.</p>	<p>IT around us: Making Music</p> <p>I know that technology can be used to create music.</p> <p>I can experiment with changing the pitch of notes.</p> <p>I can use a computer to create musical patterns.</p>	<p>Computer Science: Patterns and sequencing Robots/Spheros</p> <p>I understand that a command is an instruction.</p> <p>I understand that commands have to be given in a specific order.</p> <p>I know that an algorithm is a series of commands with a specific goal.</p>		<p>Pictograms</p> <p>I am beginning to understand what the term 'data' means.</p> <p>I know what the term 'attribute' means and can use this to help me organize data.</p> <p>I understand why some information should not be shared.</p>	<p>Computer Science: Spheros</p> <p>I know that algorithms are a series of commands.</p> <p>I can create and debug simple programs using a floor robot.</p> <p>I can explain what a program will do.</p>
<p>D&T</p>	<p>Preparing fruit and vegetables</p> <p>Design appealing products for a particular user based on simple design criteria.</p> <ul style="list-style-type: none"> • Generate initial ideas and design criteria through investigating a variety of fruit and vegetables. • Communicate these ideas through talk and drawings. <p>Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely.</p> <ul style="list-style-type: none"> • Select from a range of fruit and vegetables according to their characteristics e.g. colour, texture and 		<p>Freestanding structures</p> <p>Generate ideas based on simple design criteria and their own experiences, explaining what they could make.</p> <ul style="list-style-type: none"> • Develop, model and communicate their ideas through talking, mock-ups and drawings. • Plan by suggesting what to do next. • Select and use tools, skills and techniques, explaining their choices. • Select new and reclaimed materials and construction kits to build their structures. • Use simple finishing techniques suitable 		<p>Wheels and axles</p> <ul style="list-style-type: none"> • Generate initial ideas and simple design criteria through talking and using own experiences. • Develop and communicate ideas through drawings and mock-ups. • Select from and use a range of tools and equipment to perform practical tasks such as cutting and joining to allow movement and finishing. • Select from and use a range of materials and components such as paper, card, plastic and wood according to their characteristics. 	

	<p>taste to create a chosen product.</p> <p>Taste and evaluate a range of fruit and vegetables to determine the intended user's preferences.</p> <ul style="list-style-type: none"> • Evaluate ideas and finished products against design criteria, including intended user and purpose. <p>Understand where a range of fruit and vegetables come from e.g. farmed or grown at home.</p> <ul style="list-style-type: none"> • Understand and use basic principles of a healthy and varied diet to prepare dishes, including how fruit and vegetables are part of <i>The eatwell plate</i>. • Know and use technical and sensory vocabulary relevant to the project. 		<p>for the structure they are creating.</p> <ul style="list-style-type: none"> • Explore a range of existing freestanding structures in the school and local environment e.g. everyday products and buildings. • Evaluate their product by discussing how well it works in relation to the purpose, the user and whether it meets the original design criteria. <ul style="list-style-type: none"> • Know how to make freestanding structures stronger, stiffer and more stable. • Know and use technical vocabulary relevant to the project. 		<ul style="list-style-type: none"> • Explore and evaluate a range of products with wheels and axles. • Evaluate their ideas throughout and their products against original criteria. <ul style="list-style-type: none"> • Explore and use wheels, axles and axle holders. • Distinguish between fixed and freely moving axles. • Know and use technical vocabulary relevant to the project.
--	--	--	---	--	--

Art		The art of Matthew Ellwood		Elvet: Structures Dunelm: Houses around the world/be an architect. (sculpture)	Elvet: rock pool painting Dunelm: Drawing cartoon characters (Quentin Blake)	
Music	All About Me I can listen to a range of different music. I can use my voice and hands to make music. I can clap in time to music. I can play a simple rhythm on an instrument.		Performance: Christmas show songs. I can sing a range of songs. I can perform and take part in the school Nativity.	Animals: African call and response song. I can use instruments to represent animals. I can create and perform a traditional African call and response song. I can recognise simple notation.	Seaside/beach: to understand that music can be used to represent an environment. I can match different movements to different sounds. I can create sea sounds with my voice and body. I can compare two pieces of music.	
RE	Creation: Who made the world?	Incarnation: Who made the world?	Who is Muslim and what do they believe?	Salvation: Why does Easter matter to Christians?	What makes some places sacred to believers?	Which stories are special and why?
PSHE	Families and Friendships. Safe Relationships. Respecting ourselves and others.		Belonging to a community. Media literacy and digital resilience. Money and work.		Physical health and mental wellbeing. Growing and changing. Keeping safe.	
English	Little red Hen Elvet: Story sequences with labeled pictures. Dunelm: Simple and compound sentences. Description Recount	Rapunzel. Elvet: Story sequenced with pictures and simple sentences. Dunelm: Oral instructions. Written instructions. Letter	The hare and the tortoise. Elvet: Simple story with sequence of sentences. Oral instructions. Dunelm: Description Letter Poetry Story	Billy Goats Gruff Elvet: Simple story with sequence of sentences. Oral instructions. Written instructions. Dunelm: Oral instructions. Recount	ELVET: Goldilocks and the three Bears Oral instructions. Written instructions. Recount Story Dunelm: The Twits by Roald Dahl Story Poetry Recount Oral instructions	ELVET: Little Red Riding Hood. Letter writing Dunelm: Mrs Armitage on wheels by Quentin Blake Story Written instructions Poetry
PE	Gymnastic		Dance		Net/Wall	

	Invasion games Fundamental Movements activities (Elvet) Dance (Dunelm)	Gymnastics Invasion Games	Athletics Striking & fielding games
--	--	------------------------------	--