

Dartmouth Academy Curriculum Map

Class 1-2 2019-20



| Class 1-2 | Autumn | | Spring | | Summer | |
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| | Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| Focus | <p>Vile Victorians</p>  <p>The reign of Queen Victoria was an era of astonishing progress and prosperity for Britain. It was the age of the railway and feats of engineering; of manufacturing and trade; of numerous discoveries in science and medicine, and the age of empire, when Britain ruled half the world. They may have looked all prim and proper, but the Victorians were a jolly naughty bunch who could be vicious, violent and villainous. The children will learn about different aspects</p> | <p>The Great Fire of London</p>  <p>The Great Fire of London of September 1666 was one of the most famous incidents in Stuart England. It was the second tragedy to hit the city in the space of a year. Just as the city was recovering from the Great Plague, the inhabitants had to flee the city once again - this time not as a result of a disease, but the result of a human accident. We will be looking at what life was like in the 17th Century and comparing it with life now, the key events of the fire, how we</p> | <p>What a Wonderful World!</p>  <p>Children will develop global awareness by looking in detail at the position of the seven continents and five oceans of the world; they will compare weather in different continents to the weather in Britain. Children continue to build on their map skills developed in Year 1 using atlases, world maps and globes more widely, along with using aerial photographs to recognise human and physical features including important and famous landmarks.</p> | <p>All Dressed Up - India</p>  <p>Have you ever seen an elephant in a dress? Or a giraffe in a pair of jeans? Of course not, because unlike animals, only humans wear clothes. Clothes are an important part of our lives. They can keep us warm or cool. We can wear different colours and designs and change them for different occasions, we can follow the latest fashions - and even make them ourselves! There are traditional clothes and modern fashion that differs all around the world. We will be learning all about the</p> | <p>World War II VE Day</p>  <p>VE Day - or 'Victory in Europe Day' - marks the end of World War Two (WW2) when fighting against Nazi Germany in Europe came to an end. We will be learning about the key events of the war, who was involved, what life was like back then, how the war affected Plymouth and what life was like after.</p> | <p>A Day in the Life</p>  <p>It can be fun to imagine what we want to do when we grow up. The world is full of lots of different and exciting jobs, but we should remember to celebrate the things we can do now - the hobbies and interests that we enjoy, and the learning we do at school to help us achieve our goals. We will be learning all about jobs and careers in our local area, our country and across the world.</p> |

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| | <p>of Victorian life, what it was like for the rich and the poor and will compare it with Elizabethan times and with life today.</p> | <p>know about it and what happened after.</p> | | <p>clothes we like to wear and what people wear in India.</p> | | |
| <p>English Writing</p> | <p>Fiction: Stories in Familiar Settings <i>No Bot, The Robot With No Bottom</i> by Sue Hendra</p> <p>Non-Fiction: Recounts <i>The Train Ride</i> by June Crebbin</p> | <p>Fiction: Traditional Tales <i>Little Red Riding Hood</i> (Nosy Crow; illustrated by Ed Bryan)</p> <p>Non-Fiction: Instructions <i>Recipe writing</i></p> | <p>Fiction: Stories Involving Fantasy <i>Daisy Doodles</i> by Michelle Robinson et al.</p> <p>Fiction: Quest and Adventure Stories <i>Traction Man is Here</i> by Mini Grey</p> <p>Non-Fiction: Information Texts <i>Amelia Earhart Biographies</i></p> | <p>Fiction: Traditional Tales from a Variety of Cultures <i>Don't Spill the Milk!</i> by Christopher Corr and Stephen Davies</p> <p>Non-Fiction: Information Texts <i>Grow your own lettuce.</i></p> | <p>Fiction: Stories by the Same Author & Non-Fiction: Postcards and Letters <i>The Day the Crayons Quit</i> by Drew Daywalt</p> | <p>Non-Fiction: Information Texts <i>Knights</i> by Annabelle Lynch</p> |
| <p>Guided Reading</p> | <p>Fiction: <i>Izzy Gizmo</i> by Pip Jones</p> | <p>Fiction: <i>The Deep Dark Wood</i> by Algy Craig Hal</p> | <p>Fiction: <i>Eliot, Midnight Superhero</i> by Anne Cottringer</p> | <p>Fiction: <i>Rooster Wore Skinny Jeans</i> by Jessie Miller</p> | <p>Fiction: <i>The Conquerors</i> by David McKee</p> | <p>Fiction: <i>Cottonwool Colin</i> by Jeanne Willis</p> |

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| <p>Maths</p> | | <p><i>Week 1 - 3: Number and Place Value</i></p> <p><i>Week 4 - 9: Addition and Subtraction</i></p> <p><i>Week 9 - 12 : Place value to 50 and multiplication.</i></p> | <p><i>Week 1-2: Division.</i></p> <p><i>Weeks 3-4 : Y1 - Place value to 100. Y2 - Statistics</i></p> <p><i>Week 5- : Measurement length and height.</i></p> | <p><i>Week 6- 7 : Geometry - Property of shape.</i></p> <p><i>Week 8-11: Fractions</i></p> | <p><i>Week 1: Geometry - Position and direction.</i></p> <p><i>Week 2-3 : Measurement : Time</i></p> <p><i>Week 4-5 : Problem solving and efficient methods.</i></p> | <p><i>Week 6-8 : Measurement Y1: Weight and volume Y2: Properties of shape.</i></p> <p><i>Week 9- 12 : Consolidation.</i></p> |
| <p>Science</p> <p><i>Seasonal changes will be observed over the year.</i></p> | <p><i>Rising Star - Switched On 'Healthy Me'</i></p> <p><i>I can observe closely.</i></p> <p><i>I can perform simple tests.</i></p> <p><i>I can identify and classify.</i></p> <p><i>I can use observations and ideas to suggest answers to questions.</i></p> <p><i>I can gather and record data in answering questions.</i></p> | <p>Materials</p> <p><i>distinguish between an object and the material from which it is made</i></p> <p><i>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</i></p> <p><i>describe the simple physical properties of a variety of everyday materials</i></p> <p><i>compare and group together a variety of everyday materials on the basis of their simple physical properties.</i></p> | <p>Animals (inc humans)</p> <p><i>Identify and name common, animals, birds, fish, amphibians, reptiles and mammals.</i></p> <p><i>Identify carnivores, herbivores and omnivores.</i></p> <p><i>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</i></p> | <p>Plants</p> <p><i>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</i></p> <p><i>identify and describe the basic structure of a variety of common flowering plants, including trees.</i></p> | <p>Living things and their habitats</p> <p><i>explore and compare the differences between things that are living, dead, and things that have never been alive</i></p> <p><i>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</i></p> <p><i>identify and name a variety of plants and animals in their habitats, including microhabitats</i></p> <p><i>describe how animals obtain their food from plants and other animals, using the idea</i></p> | <p>Plants</p> <p><i>observe and describe how seeds and bulbs grow into mature plants</i></p> <p><i>find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</i></p> |

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| | | | | | of a simple food chain, and identify and name different sources of food. | |
| History | Vile Victorians | The Great Fire of London | | | World War II VE Day | |
| | <i>Show an awareness of the past, using common words and phrases relating to the passing of time. (Chronological understanding)</i> | <i>Show an awareness of the past, using common words and phrases relating to the passing of time. (Chronological understanding)</i> | | | <i>Show an awareness of the past, using common words and phrases relating to the passing of time. (Chronological understanding)</i> | |
| | <i>Describe where people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods. (Chronological understanding)</i> | <i>Describe where people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods. (Chronological understanding)</i> | | | <i>Describe where people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods. (Chronological understanding)</i> | |
| | <i>Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. (Historical enquiry)</i> | <i>Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. (Historical enquiry)</i> | | | <i>Ask and answer questions, choosing and using parts of stories and other sources to show that he/she knows and understands key features of events. (Historical enquiry)</i> | |
| | <i>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is</i> | <i>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is</i> | | | <i>Show understanding of some of the ways in which we find out about the past and identify different ways in which it is</i> | |

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| | <p>represented. (Historical enquiry)</p> <p>Describe changes within living memory and aspects of change in national life. (Historical interpretations)</p> <p>Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries. (Historical interpretations)</p> <p>Use a wide vocabulary of everyday historical terms. (Organisation and communication)</p> <p>Speak about how he/she has found out about the past. (Organisation and communication)</p> <p>Record what he/she has learned by drawing and writing. (Organisation and communication)</p> <p>Discuss the lives of significant people in the past who have contributed to national and international</p> | <p>represented. (Historical enquiry)</p> <p>Describe events beyond living memory that are significant nationally or globally e.g. the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries. (Historical interpretations)</p> <p>Use a wide vocabulary of everyday historical terms. (Organisation and communication)</p> <p>Speak about how he/she has found out about the past. (Organisation and communication)</p> <p>Record what he/she has learned by drawing and writing. (Organisation and communication)</p> | | | <p>represented. (Historical enquiry)</p> <p>Describe changes within living memory and aspects of change in national life. (Historical interpretations)</p> <p>Describe significant historical events, people and places in his/her own locality. (Historical interpretations)</p> <p>Use a wide vocabulary of everyday historical terms. (Organisation and communication)</p> <p>Speak about how he/she has found out about the past. (Organisation and communication)</p> <p>Record what he/she has learned by drawing and writing. (Organisation and communication)</p> <p>Discuss the lives of significant people in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods. (Understanding of</p> | |
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| | <p>achievements and use some to compare aspects of life in different periods. (Understanding of events, people and changes)</p> | | | | <p>events, people and changes)</p> | |
| <p>Geography</p> | | | <p>What a wonderful world.</p> <p>name and locate the world's seven continents and five oceans</p> <p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> | <p>All dressed up - India</p> <p>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</p> | | |
| <p>Computing</p> | <p>We are Online Behaviour experts</p> | | <p>We are Photographers</p> | | <p>We are Games Testers</p> | |

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| | <p><i>I know I need to keep my personal information private (e-Safety)</i></p> <p><i>I can recognise how others use technology outside of school (Computers)</i></p> | | <p><i>I can use different software programs and discuss the benefits of their usage (Using Computers)</i></p> <p><i>I can find, open, edit and save files I am working on (Using Computers)</i></p> | | <p><i>I can predict the behaviour of a programmed toy, clearly relating each action to part of an algorithm (Coding)</i></p> <p><i>I can create a simple program to perform a task (Coding)</i></p> <p><i>I can create and debug simple programs (Coding)</i></p> <p><i>I can find and fix simple bugs in programs (Coding)</i></p> <p><i>I can understand that programs run by following clear instructions (Coding)</i></p> | |
| <p>Design Technology</p> | | <p><i>Design purposeful, functional, appealing products for himself/herself and other users based on design criteria. (Processes)</i></p> <p><i>Generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups and, where appropriate, information and</i></p> | | <p><i>Design purposeful, functional, appealing products for himself/herself and other users based on design criteria. (Processes)</i></p> <p><i>Generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups and, where appropriate, information and</i></p> | | <p><i>Understand the need for a variety of food in a diet. (Cooking and Nutrition)</i></p> <p><i>Understand that all food has to be farmed, grown or caught. (Cooking and Nutrition)</i></p> <p><i>Use a wider range of cookery techniques to prepare food safely. (Cooking and Nutrition)</i></p> |

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| | | <p><i>communication technology. (Processes)</i></p> <p><i>Investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable. (Processes)</i></p> <p><i>Explore and use mechanisms e.g. levers, sliders, wheels and axles, in his/her products. (Processes)</i></p> <p><i>Choose appropriate tools, equipment, techniques and materials from a wide range. (Processes)</i></p> <p><i>Safely measure, mark out, cut and shape materials and components using a range of tools. (Processes)</i></p> <p><i>2 Evaluate and assess existing products and those that he/she has made using a design criteria. (Processes)</i></p> | | <p><i>communication technology. (Processes)</i></p> <p><i>Investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable. (Processes)</i></p> <p><i>Explore and use mechanisms e.g. levers, sliders, wheels and axles, in his/her products. (Processes)</i></p> <p><i>Choose appropriate tools, equipment, techniques and materials from a wide range. (Processes)</i></p> <p><i>Safely measure, mark out, cut and shape materials and components using a range of tools. (Processes)</i></p> <p><i>2 Evaluate and assess existing products and those that he/she has made using a design criteria. (Processes)</i></p> | | |
| <p>Art</p> | <p><i>Use artwork to record ideas, observations and experiences. Try out different activities and make sensible choices</i></p> | | <p><i>Use artwork to record ideas, observations and experiences. Try out different activities and make sensible choices</i></p> | | <p><i>Use artwork to record ideas, observations and experiences. Try out different activities and make sensible choices</i></p> | |

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| | <p><i>about what to do next. (Learning)</i></p> <p><i>Give reasons for his/her preferences when looking at art/craft or design work. (Learning)</i></p> <p><i>Try out different activities and make sensible choices about what to do next. (Learning)</i></p> <p><i>Know that different artistic works are made by craftspeople from different cultures and times. (Learning)</i></p> <p><i>Experiment with tones using pencils, chalk or charcoal. (Techniques)</i></p> <p><i>Represent things observed, remembered or imagined using colour/tools. (Techniques)</i></p> | | <p><i>about what to do next. (Learning)</i></p> <p><i>Give reasons for his/her preferences when looking at art/craft or design work. (Learning)</i></p> <p><i>Try out different activities and make sensible choices about what to do next. (Learning)</i></p> <p><i>Develop techniques to join fabrics and apply decorations such as a running or over stitch. (Techniques)</i></p> <p><i>He/she is able to make textured collages from a variety of media and by folding, crumpling and tearing materials. (Techniques)</i></p> | | <p><i>about what to do next. (Learning)</i></p> <p><i>Give reasons for his/her preferences when looking at art/craft or design work. (Learning)</i></p> <p><i>Try out different activities and make sensible choices about what to do next. (Learning)</i></p> <p><i>Select particular techniques to create a chosen product and develop some care and control over materials and their use. (Learning)</i></p> <p><i>Use a variety of techniques including carbon printing, relief, press and fabric printing and rubbings. (Techniques)</i></p> <p><i>Experiment with basic tools on rigid and flexible materials. (Techniques)</i></p> | |
| Music | | | | | | |
| PSHE and SMSC | <p><u>Health and Wellbeing</u></p> <p><i>What is meant by a healthy lifestyle?</i></p> <p><i>How to maintain physical, mental and</i></p> | <p><u>Health and Wellbeing</u></p> <p><i>About managing change, including puberty, transition and loss.</i></p> | <p><u>Relationships</u></p> <p><i>How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts.</i></p> | <p><u>Relationships</u></p> <p><i>How to respond to risky or negative relationships and ask for help.</i></p> | <p><u>Living in the wider world</u></p> <p><i>About respect for self and others and the importance of responsible behaviours and actions.</i></p> | <p><u>Living in the wider world</u></p> <p><i>About the importance of respecting and protecting the environment.</i></p> |

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| | <p><i>emotional health and wellbeing.</i></p> <p><i>How to manage risks to physical and emotional health and wellbeing.</i></p> <p><i>Ways of keeping physically and emotionally safe.</i></p> | <p><i>How to make informed choices about health and wellbeing and to recognise sources of help with this.</i></p> <p><i>How to respond in an emergency</i> <i>To identify different influences on health and wellbeing.</i></p> | <p><i>How to recognise and manage emotions within a range of relationships.</i></p> <p><i>How to recognise risky or negative relationships including all forms of bullying and abuse.</i></p> | <p><i>How to respect equality and diversity in relationships.</i></p> | <p><i>About rights and responsibilities as members of families, other groups and ultimately as citizens.</i></p> <p><i>About different groups and communities.</i></p> <p><i>To respect diversity and equality and how to be a productive member of a diverse community.</i></p> | <p><i>About where money comes from, keeping it safe and the importance of managing it effectively.</i></p> <p><i>The part that money plays in people's lives.</i></p> <p><i>A basic understanding of enterprise.</i></p> |
| <p>RE</p> | | <p><i>Who is Jewish and how do they live?</i></p> <p><i>I can consider what is meaningful to me.</i></p> <p><i>I can learn the special objects to Jewish people.</i> <i>I can learn what the mezuzah is.</i></p> <p><i>I can learn what the Shema is.</i></p> <p><i>I can learn what a mezuzot is.</i></p> <p><i>I can decide on my own important messages.</i></p> <p><i>Why does Christmas matter to Christians? What is the good news that Christians believe Jesus brings?</i></p> | <p><i>Who is Jewish and how do they live?</i></p> <p><i>I can learn what Shabbat is.</i></p> <p><i>I can learn the traditional Shabbat greeting.</i></p> <p><i>I can reflect on what Jewish people do on Shabbat.</i></p> <p><i>I can learn the story of David and Goliath.</i></p> <p><i>I can learn the story of Chanukah.</i></p> <p><i>I can reflect on the importance of Chanukah.</i></p> <p><i>Who do Christians say made the world?</i></p> | <p><i>What makes some places sacred to believers?</i></p> <p><i>I can understand the terms 'holy' and 'sacred'.</i> <i>I can identify a place of worship sacred to Christians.</i></p> <p><i>I can identify a place of worship sacred to Jewish people.</i></p> <p><i>I can identify a place of worship sacred to Muslims.</i></p> <p><i>I can compare and contrast places of worship.</i></p> <p><i>I can compare religious places of worship to</i></p> | <p><i>How should we care for others and the world and why does it matter?</i></p> <p><i>I can understand the Christian belief that each person is valuable.</i> <i>I can recognise caring actions.</i></p> <p><i>I can understand Jesus' teachings about being a good neighbour.</i></p> <p><i>I can understand the meaning of the story the Good Samaritan.</i></p> <p><i>I can recount the story of Genesis.</i></p> <p><i>I can understand the meaning in the story of Genesis.</i></p> | <p><i>What does it mean to belong to a faith community?</i></p> <p><i>I can explore the concept of belonging.</i></p> <p><i>I can understand symbols of Christian belonging.</i></p> <p><i>I can understand symbols of Muslim belonging.</i></p> <p><i>I can understand symbols of Jewish belonging.</i></p> <p><i>I can learn about Christian baptism.</i></p> <p><i>I can learn how a baby is welcomed in Islam.</i></p> |

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| | | | | <p><i>non-religious special places.</i></p> <p><i>Why does Easter matter to Christians?</i></p> | <p><i>What do Christians believe god is like?</i></p> | |
| <p>PE</p> | <p><i>Term 1: real PE Unit 1: Floor Movement Patterns</i> <i>Term 2: real PE Unit 4: Ball Skills with PE Coach</i></p> <ul style="list-style-type: none"> <i>participate in team games, developing simple tactics for attacking and defending</i> <i>master basic movements including developing balance, agility and co-ordination, and begin to apply these in a range of activities</i> | <p><i>Term 3: real PE Unit 3: Dynamic Balance</i> <i>Term 4: real PE Unit 5: Coordination with Equipment</i></p> <ul style="list-style-type: none"> <i>perform dances using simple movement patterns</i> <i>master basic movements including running, jumping, throwing and catching</i> | <p><i>Term 5: Taekwondo</i> <i>Term 6: Swimming</i></p> <ul style="list-style-type: none"> <i>swim competently, confidently and proficiently over a distance of at least 25 metres</i> <i>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</i> <i>perform safe self-rescue in different water-based situations</i> | | | |