

Mission Statement Motto: *Building relationships with God and each other, working hard in faith and hope to give our best in all things*  
*Respect, Honesty, Tolerance, Justice, Forgiveness*

## Holy Cross Catholic Primary School

### Key Stage 1 Curriculum Map 2023-2024 (Cycle B)

Year Group – 1 / 2

Intent-

At Holy Cross Catholic Primary School we work hard to provide a curriculum that is embedded within our core values to ensure our children thrive academically, spiritually, physically, culturally and emotionally to ensure they are well prepared for their next stage of education and life in 21st century Britain. We strive to support our children and families in their language and social skills development by providing a rich and varied curriculum that motivates and engages learners. Our curriculum celebrates the diversity of our school community and offers a wide range of experiences to develop their understanding of the world. Through building relationships with God and each other; we ensure our children work hard in faith and do their best in all things.

Subject	Autumn		Spring		Summer
Topic Title	Into the Woods		Bright Lights, Big City		Go Wild!
Main Topic Theme	Geography- Local Area	History – Dilkes wood and Belhus Mansion	Geography- London	History – The Great Fire of London	Science – Animals and their Habitats
School Value Focus	Respect	Honesty	Tolerance	Justice	Forgiveness Mission Statement
Home Learning Link	Sending post - Postcard/Letter	Recounting visits to the park	London Landmarks	Bread making – Different types of bread	Research a favourite animal and it's habitat
Reading Texts	Year 1 - Knuffle Bunny Where the Wild Things Are Yr 2 - If all the world were Traction Man		Year 1 - Katie in London Rapunzel Year 2 - Diary of a Killer Cat The Paper Bag Princess		Year 1 - The Snail and The Whale The Pirates Next Door Clean up Year 2 – Clean Up The Pirate Crusher
English Writing Texts	Year 1- Naughty Bus, Astro Girl, I want my hat bac, Send for a Superhero. Year 2- Goldilocks, Wolves, The Journey Home, We are Water Protectors		Year 1- Beegu, Leo and the Octopus, Stanley's Stick, Dinosaurs and all that Rubbish Year 2- Grandad's Camper, Tadpole's Problem, The Minpins, The Bear Under the Stairs		Year 1- Lost and Found, Yeti and the Bird, Dedaji's Paintbrush, The Magic Bed Year 2- The Dragon Machine, Toys in Space, The Great Fire of London, Rosie Revere
Maths link	Sorting grouping	Shapes in the environment	Currency - money	Measuring – capacity and weight	Graphs
Cultural entitlement – including possible visits / visitors	Local walk – Dilkes park	Local walk – Dilkes park/Belhus Mansion - Picnic in the woods	Visit to London via train	Great Fire of London Enrichment Day at school	Visit to a Zoo/Wildlife Sanctuary Visit Home of Alfred Russel Wallace 'The Dell', Grays (seek permission) or Home of Charles Darwin (Down House, Kent)

				Visit from a Firefighter	
<b>Cultural diversity link</b>	Letters around the world – Family living abroad	Fairy tales from around the world	Chinese New Year celebrations in London	Diversity within emergency services	Alfred Russel Wallace (Local history) Study of non-European country – Ecuador, Galapagos Islands
<b>Science</b>	Yr 1 Science <b>Everyday Materials</b> <b>Seasonal Changes</b> (ongoing throughout the year) Yr 2 Science <b>Uses of Everyday Materials.</b> <b>Living Things and their Habitats</b> (4 weeks in Autumn term and 4 weeks in Summer Term)		Yr 1 Science <b>Animals, including Humans</b> <b>Seasonal Changes</b> (ongoing throughout the year) Yr 2 Science <b>Animals, including Humans</b> <b>Plants</b> (4 weeks in Spring term and 4 weeks in Summer Term)		Yr 1 Science <b>Plants</b> <b>Seasonal Changes</b> (ongoing throughout the year) Yr 2 Science <b>Living Things and their Habitats</b> (4 weeks in Autumn term and 4 weeks in Summer Term) <b>Plants</b> (4 weeks in Spring term and 4 weeks in Summer Term)
<b>RE Come and See</b>	Y1) Families, Belongings, Waiting Y2) Beginnings, Signs and Symbols, Preparations		Y1) Special People, Meals, Change Y2) Books, Thanksgiving, Opportunities		Y1) Holidays and Holy days, Being Sorry, Neighbours Y2) Spread the Word, Rules, Treasures
<b>Geography</b> To take place the 1 <sup>st</sup> half of each term.	<b>Where are the nearest woods?</b> <b>Human and Physical</b> - Identify seasonal and daily weather patterns in the UK <b>Fieldwork</b> - Use compass directions to describe features and routes on a map (Local park – Dilkes) <u><b>Weather and climate*</b></u> (Oddizzi)		<b>What is it like to live in London?</b> <b>Locational knowledge</b> – Use maps to identify the UK and its countries (Focus on London) Cultural celebrations in London – Chinese New Year <u><b>United Kingdom*</b></u> (Oddizzi)		<b>Where do our favourite animals live?</b> <b>Place Knowledge</b> - Understand geographical features by contrasting the UK with a non-European country -Ecuador <b>Human and Physical</b> - Identify location of hot and cold areas of the world in relation to the Equator and North and South poles <u><b>Hot and cold places</b></u> (Oddizzi)
<b>History</b> To take place the 2 <sup>nd</sup> half of each term.	<b>Was Dilkes Park better in the past than it is today?</b> <b>Local History Study:</b> Changes within living memory Dilkes Woods Belhus Mansion Capability Brown		<b>What happened during the Great Fire and how do we know?</b> <b>Events beyond living memory</b> – Great Fire of London 1666 Samuel Pepys		<b>Who are the greatest naturalists and what did they do?</b> <b>Lives of significant individuals</b> – Charles Darwin, Alfred Russel Wallace (local history link) and David Attenborough.

<b>Art &amp; Design</b> To take place the 1st half of each term. <i>More than one famous artist can be studied over the course of the year.</i>	<b>Formal element Yr. 2 unit</b> <b>Skills: Pattern, texture and tone</b>  Pattern, texture and tone: creating printed patterns using everyday objects, taking rubbings using different media and creating 3D drawings.	<b>Painting and mixed media Yr. 1 unit – linked artist Jasper Johns</b> <b>Skills: Collage</b>  Exploring colour mixing through paint play, using a range of tools to paint on different surfaces and creating paintings inspired by Jasper Johns.	<b>Sculpture and collages Yr. 1 unit – linked artist Louise Bourgeois</b> <b>Skills: Collage</b>  On the theme of the natural world, children create sculptures, collages, 3D models of creatures and a giant spider sculpture, inspired by Louise Bourgeois.
<b>Design Technology</b> To take place the 2 <sup>nd</sup> half of each term.	<b>Fairground wheel – Yr. 2 unit</b> <b>Programme of Study: Design and Making Mechanisms</b>  Design and create a functional Ferris wheel, learn how different components fit together so that the wheel rotates, and the structure stands freely.	<b>Textiles: Pouches</b> <b>Programme of Study: Textiles</b>  Learn how to sew a running stitch ready to design, make and decorate a pouch using a template.	<b>Fruit and Vegetables – Yr. 1 unit</b> <b>Programme of Study: Cooking and Nutrition</b>  Learn to distinguish between fruit and vegetables and where they grow. Design a fruit and vegetable smoothie and accompanying packaging.
<b>Music</b> To take place alternate weeks with PSHE	<b>Year 1: Hey You!</b> Old School Hip Hop Option to make up (compose) your own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing or 80s Hip Hop culture in general. Historical context of musical styles.  Rhythm in the <b>Christmas Nativity</b>  <b>Year 2: Hands, Feet, Heart</b> South African styles, South African music and Freedom Songs. Nelson Mandela as a famous and influential person in our lifetimes. Historical context of musical styles.  <b>Christmas Nativity</b>	<b>Year 1: In The Groove</b> Six different styles of music used here - Blues, Latin, Folk, Funk, Baroque, Bhangra that link to history, geography, countries and cultures. Ourselves. Historical context of musical styles.  <b>Round And Round</b> Latin Bossa Nova, Film music, Big Band Jazz, Mashup, Latin fusion, Latin American style of music – Countries from around the world. Film music. Historical context of musical styles.  <b>Year 2: I Wanna Play In A Band</b> Rock, Teamwork, working together. The Beatles. Historical context of musical styles.  <b>Zootime</b> Reggae Animals, poetry and the historical context of musical styles.	<b>Year 1: Your Imagination</b> Film, Pop, Musicals Using your imagination and creating your own lyrics.  <b>Reflect, Rewind and Replay</b> Western Classical Music and your choice from Year 1 Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.  <b>Year 2: Friendship Song</b> Pop, Soul, Film, Musicals, Friendship and being kind to one another.  <b>Music Festival</b>
<b>Computing</b>	<b>Year 1: Improving mouse skills and algorithms unplugged.</b> <b>Online safety</b>	<b>Year 1: Rocket to the moon and programming robots.</b> <b>Online Safety</b>	<b>Year 1: Digital imagery and introduction to data,</b> <b>Online safety</b>

Computing slot 1 hour per week in the afternoon.  ICT slot 1 morning session per week.	<b>Year 2:</b> What is a computer Algorithms and debugging. Online Safety	<b>Year 2:</b> Word processing Programming scratch jnr. Online Safety	<b>Year 2:</b> Stop motion  The international space station.  Online safety
<b>Physical Education Get Set</b>	<b>Year 1:</b> Yoga Target Games and Invasion Games  <b>Year 2:</b> Yoga Target Games and Invasion Games	<b>Year 1:</b> Dance Sending and Receiving and Ball Skills <b>Year 2:</b> Dance Sending and Receiving and Ball Skills	<b>Year 1:</b> Gymnastics Striking and Fielding and Athletics <b>Year 2:</b>  Gymnastics Striking and Fielding and Athletics
<b>PHSE</b>  Blocked half termly or alternated with music every other week.  TEN:TEN Journey in Love Dot Com and First Aid	<b>Year 1:</b> Story Sessions: <a href="#">Let the Children Come</a>  Session 1: <a href="#">God Loves You</a> Session 2: <a href="#">Special People</a> Session 3: <a href="#">Treat Others Well...</a> Session 4: <a href="#">...and Say Sorry</a> Session 5: <a href="#">Being Safe</a>	<b>Year 1:</b> Session 1: <a href="#">Good and Bad Secrets</a>  Session 2: <a href="#">Physical Contact</a>  Session 3: <a href="#">Harmful Substances</a>  Session 4: <a href="#">Can You Help Me? (Part 1)</a>  Session 5: <a href="#">Can You Help Me? (Part 2)</a>  Session 6: <a href="#">Journey in Love - Physical</a>	<b>Year 1:</b> Session 1: <a href="#">Three In One</a>  Session 2: <a href="#">Who is My Neighbour?</a>  Session 3: <a href="#">The Communities We Live In</a>  Session 4&5: <a href="#">Journey in Love – Social, Emotional and Spiritual</a>  Session 6: <a href="#">Wellbeing and Relaxation</a>
	<b>Year 2:</b> Story Sessions: <a href="#">Let the Children Come</a>  Session 1: <a href="#">Feelings, Likes and Dislikes</a> Session 2: <a href="#">Feeling Inside Out</a> Session 3: <a href="#">Super Susie Gets Angry</a>	<b>Year 2:</b> Session 1: <a href="#">I Am Unique</a>  Session 2: <a href="#">Girls and Boys</a>  Session 3&4: <a href="#">Clean and Healthy (My Body)</a>  Session 5: <a href="#">The Cycle of Life</a>	<b>Year 2:</b> Session 1: <a href="#">Three In One</a>  Session 2: <a href="#">Who is My Neighbour?</a>  Session 3: <a href="#">The Communities We Live In</a>  Session 4&5: <a href="#">Journey in Love – Social, Emotional and Spiritual</a>

	Session 4: First Aid – Calling for Help  Session 5: First Aid – Head Injuries	Session 6: Journey in Love – Physical	Session 6: Wellbeing and Relaxation
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