

Curriculum Map Hawks Year 1 & 2 - YEAR A 2025 - 2026

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic Name	Glorious Gloucestershire		London Life		Kings and Queens	
Science	Year 1 <u>Term 1 & 2: Animals including humans</u> Key question - Which parts of my body help me explore the world around me? <u>Sticky Knowledge</u> - I can label the following parts of my body: head, face, neck, shoulders, arms, elbows, hands, fingers, chest, stomach, hips, legs, knees, feet, toes. - I know that I have 5 senses: sight, smell, hearing, touch and taste. - I use my eyes to see, my nose to smell, my ears to hear and my skin to feel. - I often use my hands and fingers to feel things with, but I can feel with many parts of my body. <u>Disciplinary knowledge</u> - I ask questions about what something is or how it works or why something happens (e.g. How can I taste my food?). - I make comparisons (e.g. Who has the longest arm?). - I measure using non-standard units (e.g measuring arm length in unifix cubes). - I record measurements in prepared tables. - I carry out pattern seeking enquiries (e.g. Do people with big hands have big feet?). Key question - How are animals similar and different to each other <u>Sticky Knowledge</u> - I can describe different animals using the key vocabulary for this unit and saying what is similar and different. - I can name the following animals: shark, goldfish, clown fish, blackbird, robin, wren, dog, cat, horse, cow, common lizard, grass snake, frog, toad, common newt. - I know that carnivores eat other animals, herbivores eat plants and omnivores eat plants and other animals. - I know a fox is an omnivore, an owl is a carnivore and a horse is a herbivore. <u>Disciplinary knowledge</u> - I can group animals according to their features (I compare objects using my own observations to classify and group). - I use secondary sources (e.g. identification sheets) to name living things. - With support, I suggest answers to questions using my observations and my experience of the world around me. (e.g. what clues are there about what different animals eat?)		Year 1 <u>Term 1 & 2: Materials and their properties</u> Key question - What is a material and why are different materials used for different purposes? <u>Sticky Knowledge</u> - I can name a variety classroom and household objects and state the material they are made from (including objects made from multiple materials e.g. scissors). - I know some materials are natural and some are man-made. - I recognise and name the following materials: wood, plastic, glass, metal, rock, brick, paper, water, cardboard. - I know that water can be ice (solid), water (liquid) or water vapour (gas). - I use the following adjectives to describe properties of materials: hard, soft, smooth, rough, waterproof, absorbent, flexible, rigid, magnetic, transparent, opaque <u>Disciplinary knowledge</u> - I explore the world around me using my senses and magnifying glasses. - I use my observations to suggest answers to questions about what something is or how it works or why something happens (e.g. why are scissors made out of metal and plastic?) - I can sort and group materials based on their properties e.g hard, soft, flexible etc. (I compare objects using my own observations to classify and group). Key question - Which material makes the best umbrella? <u>Sticky Knowledge</u> - I know that scientists carry out enquiries to answer questions. - I know that scientists use their results from an enquiry to help them answer questions - I can describe the properties of different types of plastic (bubble wrap, cling film, rigid plastic), paper, cardboard, metal (foil). - I can explain which of the above materials would make the best umbrella based on these properties and what I have observed in an enquiry. <u>Disciplinary knowledge</u> - I answer questions developed by my teacher through a scenario. (e.g. Which material makes the best umbrella?) - I give suggestions for things that can be changed in an enquiry. (e.g material, size, amount of water) - I use photographs, videos, drawings and writing to record observations. - I use my observations to suggest answers to questions.		Year 1 <u>Term 1: Plants</u> Key question - Which plants and trees grow in our local area? <u>Sticky Knowledge</u> - I can draw and label a plant showing the following parts: roots, stem, leaves, flower. - I can draw and label a tree showing the following parts: roots, trunk, branches, leaves, blossom. - I can identify and name the following flowering plants: snowdrop, daffodil, dandelion, clover, bluebell, daisy. - I can identify and name the following trees: sycamore, oak, beech, hawthorn, hazel, horse chestnut. <u>Disciplinary knowledge</u> - I make observations over time (e.g. growth of a sunflower) - I look closely at shape, colour and size. I notice changes. - I use my observations to help with identification (e.g. shape of leaves, colour of flowers). - I record pictograms using my data. (e.g. Which is the most common leaf?) - I identify most frequent / best / worst from my data. (e.g. Which is the most common leaf?) <u>Term 2: Seasonal Changes</u> Key question - How do the seasons affect daily life? <u>Sticky Knowledge</u> - I know that there are four seasons in the United Kingdom: Spring, Summer, Autumn and Winter. - I know that daylight hours are longest in the middle of summer and that they get shorter through Autumn and winter until the mid-winter when daylight hours begin to lengthen again. - I know the weather changes with the seasons. It is usually colder and rainier in winter and hotter and drier in summer. - I can describe how deciduous trees change with the seasons. - I can describe other changes with the seasons e.g. fewer minibeasts, some animals hibernate and less plant growth when it is colder. <u>Disciplinary knowledge</u> - I ask questions about why something happens. - I make observations over time (e.g. How does a tree in the school grounds look different in each season?)	

	I classify using a simple prepared table.		- I use my observations to suggest answer to questions. - I explore the word around me using my senses.
Science (cont.)	Year 2 Term 1 & 2: Animals including Humans Key question – How can we keep our bodies and minds healthy? <u>Sticky Knowledge</u> - I know that humans need to eat a balanced diet to stay healthy. - I can draw a healthy plate of food, naming different foods in each section of the Eatwell Guide. - I can describe the changes to my body when I exercise and how exercise keeps me healthy. - I can list 3 ways to maintain good hygiene and how this helps me stay healthy. - I can list 3 ways of helping keep my mind healthy. <u>Disciplinary knowledge</u> - I help plan how to use resources to answer questions using different enquiry types. (comparative test – Which exercise raises heart rate most?, Grouping and classifying- how can we group food?) - I give suggestions for things that can be changed and things that should stay the same in an enquiry. (E.g. type of exercise, length of time etc.) - I use stop watches to help me make observations. - I record measurements in tables. - I can identify best and worst from my data. Key question – What do animals, including humans, need to survive and grow? <u>Sticky Knowledge</u> - I know that animals, including humans need water, food and air to survive and grow. - I know that a habitat is where an animal lives and it provides the animal with air, water, food and shelter. - I know that animals, including humans have offspring that grow into adults. Young animals may be called different names and may look different to their parents. - I know that mammals usually have live young and birds, reptiles and amphibians usually lay eggs. - I can describe the life cycle of a human and of a frog. <u>Disciplinary knowledge</u> - I ask questions about similarities, differences and changes (e.g. Which animals have live young and which animals lay eggs?). - I use my observations to suggest answers to questions about similarities, difference and changes (e.g. What is similar and different between the life cycle of a frog and the life cycle of a human?) - I use secondary sources e.g. books to find out information and answer questions. (e.g. What is	Year 2 Term 1: Living things and their habitats Key question – What do all living things have in common? <u>Sticky Knowledge</u> - I can state whether something is alive or dead or has never been alive and give reasons for my ideas. - I know that living things move, grow, feed, need air, get rid of waste, react to their surroundings. - I can explain what a food chain is and give an example. - I can identify a consumer and a producer in a food chain. <u>Disciplinary knowledge</u> - I use my observations to answer questions about similarities, differences and changes. - I compare objects using my own observations and by testing to classify and group and identify. - I classify using tables and sorting rings. - I am beginning to use observations to suggest answers to questions. - I use photographs, drawings and writing to record observations. Term 2: Uses of everyday materials Key question – What makes a material good for its job? <u>Sticky Knowledge</u> - I can identify the materials an object is made from (metal, wood, plastic, brick, rock, paper, cardboard). - I describe the properties of materials and why these properties make the material good for its job, using the adjectives hard, soft, smooth, rough, flexible, rigid, opaque, transparent, translucent, waterproof, reflective, non-reflective. - I can make recommendations about which materials are suitable for different purposes based on their properties. - I can describe how to change the shape of some solid objects. <u>Disciplinary knowledge</u> - I ask questions about similarities, differences and changes. - I use my observations to answer questions about similarities, difference and changes. - I help plan how to answer questions using different enquiry types. - I give suggestions for things that can be changed and things that should stay the same in an enquiry. - I am beginning to use observations to suggest answers to questions.	Year 2 Term 1 & 2: Plants (& Living Things and their habitats) Key question – What animals and plants live in our school grounds? <u>Sticky Knowledge</u> - I can describe habitats (e.g. woodland and garden) and micro-habitats (e.g. in bushes, under logs, in trees) found within the school grounds. - I can list some animals that live in the school habitats and micro-habitats (e.g. woodlice, spiders, worms, robins, blackbirds, squirrels). - I can identify and name the following plants and trees that live in the habitats in school grounds (from Y1 – snowdrop, daffodil, dandelion, clover, bluebell, daisy, sycamore, oak, beech, hawthorn, hazel, horse chestnut, holly). - I can choose an animal, name its habitat and describe how the features of that animal make it suitable to the habitat. <u>Disciplinary knowledge</u> - I use magnifying glasses to help me make careful observations. - I make observations over time (e.g. which micro-habitat do the woodlice choose after 2, 5 and 10 minutes?) - I carry out pattern seeking investigations (e.g. Which conditions do woodlice prefer to live in? or Which habitat do worms prefer – Where can I find the most worms?) - I use tally charts and record pictograms and block charts of my data. Key question – Where and how does a plant grow best? <u>Sticky Knowledge</u> - I know that all plants grow from either seeds or bulbs. - I know that seeds or bulbs need water, soil and nutrients to germinate. - I know that all plants need water, light and a suitable temperature to grow and stay healthy. - I know that different plants need different temperatures to grow e.g. a sunflower seed needs a warmer temperature than a daffodil bulb and so are planted at different times of the year. - I can describe the life cycle of a plant using the words seed, bulb, seedling, mature plant, flower, fruit. <u>Disciplinary knowledge</u> - I make observations over time (e.g. By how much does a sunflower grow each week? Or What happens to my bean after I have planted it?)

	similar and different about caring for a petdog and a petlizard?)		- I carry out pattern seeking investigations (e.g. Do bigger seeds grow into bigger plants?) - I begin to use equipment to take measurements (e.g. a ruler) and I begin to use standard measures. (e.g. cm to measure plant growth) - I am beginning to use observations, measurements or research to suggest answers to questions.
History	Key question - What makes Gloucestershire special? National Curriculum link: Significant historical events, people and places in their own locality & The lives of significant individuals in the past who have contributed to national and international achievements. <u>Sticky Knowledge</u> - I can explain who Edwin Budding was (lawnmower). - I can explain the impact the wool industry had on Gloucestershire. - I can explain how woollen mills were powered in the past. - I can explain a key event that happened in Gloucestershire. - I know when the Battle of Tewkesbury was.	Key question - What was the Great Fire of London? National Curriculum link: Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London] & The lives of significant individuals in the past who have contributed to national and international achievements <u>Sticky Knowledge</u> - I know when and where the fire started. - I can explain why the fire spread so quickly. - I know how and when people tried to put the fire out. - I know how many people died in the Great Fire of London. - I can explain what happened after the fire. - I know who Thomas Farriner, King Charles II and Samuel Pepys are and what they contributed during this time.	Key question - What makes a monarch? National Curriculum link: Changes within living memory & 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 <u>Sticky Knowledge</u> - I can explain what a monarch is. - I can explain who Queen Elizabeth I was. - I can place some important British monarchs onto a timeline. - I can explain who Queen Elizabeth II was and who King Charles III is. - I can explain what a jubilee and a coronation is. - I can explain how food that people ate in the 15th century is different to the present day.
Geography	Key question - Why do people use maps? National Curriculum link: 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 & use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. <u>Sticky Knowledge</u> - I know that we live in the countryside. - I can draw an aerial view map of my classroom to show where everything is. - I can label an aerial view floor plan of the school. - I can draw a map of the school grounds. - I can use Google Maps to locate where I live and draw a route to school from where I live.	Key question - What is London like? National Curriculum link: Use world maps, atlases and globes to identify the United Kingdom and its countries & identify seasonal and daily weather patterns in the United Kingdom. <u>Sticky Knowledge</u> - I know that England is in the UK. - I can name some of the key landmarks of London. - I can describe the seasonal changes and weather patterns of London. - I can name the countries in the UK. - I can explain what a capital city is and name the ones in the UK	Key question - What continents and oceans make up our world? National Curriculum link: Name and locate the world's seven continents and five oceans, 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 <u>Sticky Knowledge</u> - I know that the United Kingdom is in Europe. - I can name and locate the 7 continents. - I can name and locate the 5 oceans and seas. - I can compare our capital city and the capital city of Spain. - I can compare a small area of the UK with a contrasting non-EU country.

Computing (Purple Mash)	<u>Year 1</u> Online safety Exploring Purple Mash Lego Builders		<u>Year 1</u> Internet Safety Day Maze Explorers Animated Stories Coding		<u>Year 1</u> Spreadsheets Pictograms Technology Outside School	
	<u>Year 2</u> Online Safety Coding Creating Pictures		<u>Year 2</u> Internet Safety Effective Searching Making Music		<u>Year 2</u> Spreadsheets Presenting Ideas	
Art & Design (Access Art)		Paint, Surface and Texture: Exploring Watercolour		Print, Colour and Collage: Exploring the World through Monoprint		Working in 3D: Making Birds
DT (Kapow)	Cooking and Nutrition: Smoothies		Structures: Baby Bear's Chair		Textiles: Pouches	
RE (Glos. RE Syllabus)	1.1 What do Christians believe God is like?	1.6 Who is Muslim and how do they live? (Part 1)	1.6 Who is Muslim and how do they live? (Part 2)	1.7 Who is Jewish and how do they live? (Part 1)	1.7 Who is Jewish and how do they live? (Part 2)	1.8 What makes some places sacred to believers?
PSHE (SCARF)	Me and My Relationships Why we have classroom rules. Our feelings. Feelings and Bodies. Our ideal classroom. (1) How are you feeling today? Let's all be happy.	Valuing Difference Same or different? Unkind, tease or bully? Harold's school rules. What makes us who we are? My special people. How do we make others feel?	Keeping Safe Healthy me. Super sleep. Who can help? (1) Harold's picnic. How safe would you feel? What should Harold say?	Rights and Respect Harold's wash and brush up. Harold's money. How should we look after our money? Getting on with others. When I feel like erupting. Feeling safe.	Being My Best Harold learns to ride his bike. Pass on the praise! Harold has a bad day. You can do it! My day. Harold's postcard - helping us to keep clean and healthy.	Growing and changing (RSE) <u>Year 1</u> Changes - Life Cycles Changes - Human Life Cycle Being Unique Personal Hygiene Keeping privates private (SCARF lesson) <u>Year 2</u> Similarities & Differences - Body Parts Where Do Babies Come From? Changes - Physical Changes - Becoming Independent
PE	(Forest School) Principles of Play (Y2) Dance: Animals - D2S, Funny Bones - SS	Gymnastics (Y1) FUNdamentals of Movement (Y2)	Dance: Great Fire of London - D2S/SS Multi-sport (Y2)	Ball Skills (Y1) Gymnastics (Y2)	Dodgeball Orienteering	Athletics (Y2) Shonkball
Music (Sparkyard)	Move to the Beat - Exploring Pulse and Rhythm Time to Play - Exploring Pulse and Rhythmic Patterns (KSI Nativity)		Exploring Sounds Musical Moods and Pictures		High and Low - Exploring Pitch Patterns with Pitch - Exploring Pitch and Melody	