

Curriculum Map Hawks Year 1 & 2 – YEAR B 2024 - 2025

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic Name	Toys		Superheroes		Seaside	
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		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)		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?)	

	around me. (e.g. what clues are there about what different animals eat?) I classify using a simple prepared table.	- I use photographs, videos, drawings and writing to record observations. - I use my observations to suggest answers to questions.	- I use my observations to suggest answer to questions. - I explore the word around me using my senses.
Science (cont.)	Year 2 <u>Term 1 & 2: Animals including Humans</u> 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 <u>Term 1: Living things and their habitats</u> 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. <u>Term 2: Uses of everyday materials</u> 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 <u>Term 1 & 2: Plants (& Living Things and their habitats)</u> 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 needs 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 pet dog and a pet lizard?)		- 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 – How have toys changed over time? National Curriculum link: Develop an awareness of the past, using common words and phrases relating to the passing of time. Changes within living memory. <u>Sticky Knowledge</u> - I know that toys have changed since my parents and grandparents were children. - I know that toys during the Victorian time were mainly made of wood, paper and metal. - I know that life was very different in the Victorian times and know that girls and boys played with different toys. - I know that modern toys are mainly made of plastic because it is usually safer and easier to make things with. - I know that modern toys can use electricity to work. Computers and consoles were invented in the 20th century.	Key question – What makes someone a ‘superhero’? National Curriculum link: Events beyond living memory that are significant nationally or globally. Significant people in locality. The lives of significant individuals in the past who have contributed to national and international achievements. <u>Sticky Knowledge</u> - I know that Edward Jenner created vaccinations and lived in Berkeley. - I know that William Wilberforce helped fight to abolish slavery. - I know that Amelia Earhart was the 1st female aviator to fly solo across the Atlantic ocean. - I know about a local hero (Adventureman – Jamie McDonald) and the impact they have had on other's lives.	Key question – How have seaside holidays changed over time? National Curriculum link: Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. Significant historical events and places in their own locality. <u>Sticky Knowledge</u> - I know that people have been going on seaside holidays for over a hundred years. - I know that the railway made it cheaper and easier for people and their families to travel to the seaside. - I know that fairgrounds, buckets and spades and donkey rides have been enjoyed by people for over a hundred years. - I know that Weymouth was the first seaside resort in Britain and was established more than 200 years ago. - I know that Punch and Judy was a popular puppet show featuring Mr Punch, his wife, a crocodile and some sausages.
Geography	Key question – What is the impact of weather on living things? National Curriculum link: Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <u>Sticky Knowledge</u> - I can compare England to a contrasting country. - I know that lots of toys are built in China because of the cheap labour. - I know the equator impacts a country's weather conditions. - I know how weather conditions impact the lives of people and animals. - I know that global warming is causing the polar ice caps to melt quicker. This will impact the animals living in these countries.	Key question – Why do people use maps? National Curriculum link: use simple compass directions and locational and directional language to describe the location of features and routes on a map. 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. <u>Sticky Knowledge</u> - I know that a map is a drawing of an actual place that uses lines and symbols to represent real-life objects. - I know that people have used maps for hundreds of years to help them travel from place to place. - I know people use a compass to help them position and use a map accurately. - I know the main points of a compass are north, south, east and west.	Key question – What are the features of the seaside? National Curriculum link: Use basic geographical vocabulary. Name, locate and identify characteristics of the four 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 <u>Sticky Knowledge</u> - I know the United Kingdom is made of 4 countries. - I know that seashores sit along the coastline. - I know that coasts have many different features such as caves, cliffs and beaches. - I can explain what an island is and describe how jobs may be different near the coast. - I can explain some simple differences between Weston-Super-Mare and Stroud. - I can make comparisons to a country in the Southern hemisphere.

Computing (Purple Mash)	<u>Year 1</u> Online safety Exploring Purple Mash Lego Builders <u>Year 2</u> Online Safety Coding Creating Pictures		<u>Year 1</u> Internet Safety Day Maze Explorers Animated Stories Coding <u>Year 2</u> Internet Safety Effective Searching Making Music		<u>Year 1</u> Spreadsheets Pictograms Technology Outside School <u>Year 2</u> Spreadsheets Presenting Ideas	
Art & Design (Access Art)		Drawing & Sketchbooks: Explore and Draw	Print, Colour and Collage: Exploring the World through Monoprint		Working in 3D: Stick Transformation Project	
DT (Kapow)	Cooking and Nutrition: Balanced Diet			Mechanisms: Making a Moving Story Book		Textiles: Puppets
RE (Glos. RE Syllabus)	1.2 Who do Christians say made the world?	1.3 Why does Christmas matter to Christians?	1.10 What does it mean to belong to a faith community?	1.5 Why does Easter matter to Christians?	1.4 What is the good news Christians believe Jesus brings?	1.9 How should we care for the world and for others, and why does it matter?
PHSE (SCARF)	Me and My Relationships Thinking about feelings Our special people balloons (Valuing Difference) Good friends How are you listening? Being a good friend Types of bullying Don't do that	Valuing Difference Who are our special people? It's not fair! When someone is feeling left out An act of kindness Solve the problem	Keeping Safe Harold loses Geoffrey What could Harold do? Good or bad touches? I don't like that. Fun or not? Should I tell?	Rights and responsibilities Around and about the school Taking care of something Basic first aid Playing games Harold saves for something special How can we look after our environment?	Being My Best I can eat a rainbow Eat well Catch it! Bin it! Kill it! Harold's bathroom What does my body do? Basic first aid	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	Principles of Play (Y2) Dance: Toys – D2S	Gymnastics (Y1) - BTBF FUNdamentals of Movement (Y2)	Dance: Superheroes Multi-sport (Y2)	(Y2 Forest School) Ball Skills (Y1) Gymnastics (Y2)	(Year 1 Forest School) Dodgeball Orienteering	Athletics (Y2) Shonkball
Music (Charanga)	Pulse, Rhythm and Pitch	KS1 Nativity	Dance, Sing and Play!	Recognising Different Sounds	Learning to Listen	Exploring Improvisation