

Great Horwood Church of England School Curriculum Mapping Cycle A & B

Year 1 and 2 Cycle A Curriculum

(last updated: 14.8. 24)

	Autumn		Spring		Summer	
Cross Curricular Topic Theme 2025-2026	Unique you and me!	Fear and Fire!	Towers, Tunnels and Turrets!	There's no place like home!	The Secret Scented Garden! Assessments	Pupil initiated: (July)
Writing texts	<p>On Sudden Hill (acceptance of someone new)</p> <p>The Darkest Dark</p> <p>(Poetry) Mirror – R Rooney</p> <p>Me when I'm good and not good (Poem)</p>	<p><i>Concept: Fear &amp; escape</i> Owl Babies</p> <p>My Name is not a Refugee</p> <p>The Great Fire of London</p>	<p><i>Concept: Traditional tales</i> Jack &amp; the Beanstalk</p> <p>Jim &amp; the Beanstalk</p> <p>Grandad's Secret Giant by David Litchfield</p>	<p>The Three Little Pigs</p> <p>The Three Little Wolves &amp; the Big Bad Pigs.</p> <p>Where the Wild Things Are.</p>	<p>The Last Wolf by Mini Grey</p> <p>The Tale of Two Beasts by Fiona Robertson</p> <p>The Great Paper Caper by Oliver Jeffers</p>	<p>Chosen pupil topics:</p> <p>2023-2024 – Cleanup!</p> <p>2024-2025 Superheroes</p> <p>2025-2026 - ??</p>
Writing Opportunities	<p>Cheer up messages</p> <p>Instruction messages</p> <p>Writing labels</p> <p>Persuasive description</p> <p>Excuses writing</p> <p>Recount of big event</p> <p>Writing comparisons</p> <p>Writing lists</p>	<p>Speech &amp; thought bubbles</p> <p>List writing</p> <p>Question writing</p> <p>Recount writing</p>	<p>Mood graphs</p> <p>Retelling a story</p> <p>Advert writing</p> <p>Menu writing</p> <p>Letter writing</p> <p>Descriptive writing</p> <p>Narrative -own story</p>	<p>Writing sequels</p> <p>Writing different endings</p> <p>Creating a fantasy story</p> <p>Information writing</p>	<p>Writing invitations</p> <p>Letter</p> <p>Writing lists</p> <p>Recount of events</p> <p>Report writing of incident</p> <p>Writing an apology</p> <p>Instruction writing</p>	
Super Six Reading texts:	<p>What makes me a me</p> <p>We're All Wonders</p> <p>Hair</p> <p>Begu</p> <p>Dylan – a dog with Dyslexia</p> <p>The Kindest Red – Ibtihaj Muhammad (world views)</p> <p>Belonging and believing</p>	<p>Samuel Pepys diary</p> <p>A Walk in London</p>	<p>The Dragon Machine</p> <p>Tell me a Dragon</p> <p>The Selfish Giant</p> <p>Smartest Giant in Town</p> <p>Inside the Villains</p> <p>Clotilde Perrin</p> <p>Belonging and believing</p> <p>My Jewish family</p>	<p>A House that once was</p> <p>The way home for wolf</p> <p>House held up by trees</p>	<p>The Three Little Aliens and the Big Bad Robot.</p> <p>We Travel so Far.</p> <p>Tadpole's Promise</p>	<p>In my mosque – M O Yuksel (world views)</p> <p>Belonging and believing series e.g.</p> <p>My Muslin family</p> <p>My Hindu family</p>

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	My Christian family					
<b>Phonics (Year 1)</b>	<p><b>Review Phase 3 GPCs:</b> ai ee igh oa oo ar or ur oo ow oi ear air er /z/ s –es words with two or more digraphs e.g. queen thicker</p> <p><b>Phase 4: CVCC CCVC CCVCC CCCVC</b> Phase 4 with long vowels</p> <p><b>Phase 5:</b> /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each</p>	<p><b>Phase 5 graphemes:</b></p> <p><b>Week 1:</b> /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn</p> <p><b>Week 2:</b> /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he</p> <p><b>Week 3:</b> /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute</p> <p><b>Week 4:</b> /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw</p> <p><b>Week 5:</b> Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue</p>	<p><b>Phase 5 graphemes:</b></p> <p><b>Week 1:</b> Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue</p> <p><b>Week 2:</b> /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone</p> <p><b>Week 3:</b> /l/ le al apple metal /s/ c ice /v/ ve give</p> <p><b>Week 4:</b> /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey</p> <p><b>Week 5:</b> /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey</p>	<p><b>Phase 5 graphemes:</b></p> <p><b>Week 1:</b> /ur/ or word /oo/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk</p> <p><b>Week 2:</b> /ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father*</p> <p><b>Week 3:</b> /or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there</p> <p><b>Week 4:</b> /ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor</p> <p><b>Week 5:</b> /c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze</p>	<p><b>Phase 5 graphemes:</b></p> <p><b>Week 1:</b> ay play a-e shake ea each e he</p> <p><b>Week 2:</b> ie pie i-e time o go o-e home</p> <p><b>Week 3:</b> ue blue rescue ew chew new u-e rude cute aw claw</p> <p><b>Week 4:</b> ea head ir bird ou cloud oy toy</p> <p><b>Week 5:</b> ea head ir bird ou cloud oy toy</p> <p><b>Week 6:</b> ph phone wh wheel ie shield g giant</p>	<p><b>Phase 5 graphemes:</b></p> <p><b>Week 1:</b> /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer</p> <p><b>Week 2:</b> /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large</p> <p><b>Week 3:</b> /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large</p> <p><b>Week 4:</b> /or/ augh our oar ore daughter pour oar more review</p> <p><b>Week 5:</b> review</p>

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<p><b>NC Spelling words</b></p>	<p><b>Year 1: Word list 1</b> Pre-fix un Multi syllable words</p> <p><b>Year 2: Word list 7</b> J spelled g ge and dge S spelled c N spelled kn and gn /or/ door floor poor water /o/ because /oa/ most only both Old gold cold hold told /ie/ find kind mind behind child wild climb eye</p>	<p><b>Year 1: Word list 2</b> Er est suffixes</p> <p><b>Year 2: Word list 8</b> Long I spelled y Vowel suffixes: Ed ing er est and y to words There, their, they're /ar/ half after fast last past father class grass pass plant path bath /ee/ even people money /s/ Christmas</p>	<p><b>Year 1: Word list 3</b> Ing ed er suffixes to verbs</p> <p><b>Year 2: Word list 9</b> Wr Le el il and al at end of words Or spelled a before l and ll "u" sound spelled O Consonant Suffixes ~ment, ~ness, ~ful, ~less ~ly contractions ay/ great steak break /oo/ move prove improve beautiful who /oul/ could should would /er/ every everybody</p>	<p><b>Year 1: Word list 4</b> S and es plurals</p> <p><b>Year 2: Word list 10</b> Long I spelled ey "o" spelled a after w and qu "or" spelled a after w "zj" spelled s <b>Possessive apostrophe for singular nouns</b> e/ Children again any many /i/ pretty beautiful busy /h/ who whole</p>	<p><b>Year 1: Word list 5</b> Ch or tch at end of words</p> <p><b>Year 2: Word list 11</b> <b>Tion suffixes</b> <b>Homophones</b> <b>Here, hear, One, won to, too, two, see, sea</b> ow/ hour /z/ busy clothes /sh/ sugar sure /air/ parents /th/ clothes</p>	<p><b>Year 1: Word list 6</b> Revise and consolidate learning this term to prepare children for Y2</p> <p><b>Year 2: Word list 12</b> <b>Homophones:</b> <b>bare, bear</b> <b>sun, son be, bee</b> <b>blue, blew</b> night, knight quite, quiet</p> <p>Revise and consolidate learning this term to prepare children for KS2</p>
<p><b>Grammar &amp; Punctuation</b></p>	<p><b>Year 1:</b> Use of pronouns 'I'. Use finger spaces between words. Use a capital letter for the start of the sentence.</p> <p><b>Year 2:</b> Use words that are thoughtful and ambitious with specific technical vocabulary used in non-narrative writing. Use capital letters and full stops mostly correctly. Mostly use exclamation marks and question marks accurately to demarcate sentences.</p>		<p><b>Year 1:</b> Use the conjunction 'and' to join ideas in a sentence. Use a full stop accurately. Begin to use punctuation such as exclamation marks and question marks. <b>Sequencing sentences to form short narratives.</b></p> <p><b>Year 2:</b> Use expanded noun phrases to describe, expand and specify. Use subordinating conjunctions: when, if, that or because. Use capital letters for personal pronouns.</p>		<p><b>Year 1:</b> Introduce and may attempt to use other conjunctions such as 'but' and 'or'. Make sure that word choices are relevant to context using word mats to support this. Use adjectives to add detail to sentences.</p> <p><b>Year 2:</b> Use sentences with different forms: statements, exclamations, questions and commands. Use coordinating conjunctions: or and but. Use present and past tenses correctly and consistently including progressive forms. Use adjectives, adverbs and expanded noun phrases to add detail and specify. Begin to use commas to separate things in a list. Sometimes use apostrophes for singular possession.</p>	

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<p><b>Maths</b></p>	<p style="text-align: center;"><b>Year 1:</b></p> <p style="text-align: center;">Number: Place Value (within 10) Number bonds to 10 Number: Addition and Subtraction (within 10) Geometry: 2D &amp; 3D Shape Number: Place Value (within 20) Problem Solving Data sorting</p> <p style="text-align: center;"><b>Year 2:</b></p> <p style="text-align: center;">Number: Place Value 1-100 Number bonds to 20 Compare and order numbers 1-100 Number: Addition and Subtraction Measurement: Money Number: Multiplication and Division</p>		<p style="text-align: center;"><b>Year 1:</b></p> <p style="text-align: center;">Number: Addition and subtraction (within 20) Number bonds to 20 Number: Place Value (within 50) Measurement: Length and Height Measurement: Mass and Volume</p> <p style="text-align: center;"><b>Year 2:</b></p> <p style="text-align: center;">Number: Multiplication and Division Statistics: interpret and construct simple graphs and charts Measurement: Standards units; Length &amp; height Measurement: Standard units; Mass and Volume Temperature Geometry: Property of Shapes Number: Fractions</p>		<p style="text-align: center;"><b>Year 1:</b></p> <p style="text-align: center;">Number: Multiplication and Division 2,5 &amp; 10 times tables Number: Fractions Geometry: Position and Direction Measurement: Money Number: Place Value (within 100) Measurement: Time</p> <p style="text-align: center;"><b>Year 2:</b></p> <p style="text-align: center;">Measurement: Length and Height Geometry: Position and Direction Measurement: Time Measurement: Mass, Capacity and Temperature Consolidation and Problem solving</p>	
<p><b>Science (Kapow mixed age planning)</b></p>	<p style="text-align: center;">Cycle A</p> <p style="text-align: center;">Animals including humans: Life cycles &amp; health  (Life cycle of Great Crested Newt)</p>	<p style="text-align: center;">Cycle B</p> <p style="text-align: center;">Materials: everyday materials</p>	<p style="text-align: center;">Cycle A</p> <p style="text-align: center;">Plants: Introduction to plants</p>	<p style="text-align: center;">Cycle A</p> <p style="text-align: center;">Living things and their habitats  (Great Crested newts &amp; Badgers)</p>	<p style="text-align: center;">Cycle A</p> <p style="text-align: center;">Plants: Plant growth</p>	<p style="text-align: center;">Cycle A</p> <p style="text-align: center;">Making Connections</p>
<p><b>Religious Education</b></p>	<p style="text-align: center;"><b>Reality &amp; Truth (Christian Worldviews)</b></p> <p style="text-align: center;">How do Christians decide what is right?</p>	<p style="text-align: center;"><b>Community &amp; Identity (Christian Worldviews)</b></p> <p style="text-align: center;">What do most Christians celebrate together?</p>	<p style="text-align: center;"><b>Beliefs &amp; Questions (Worldviews)</b></p> <p style="text-align: center;">What does Torah mean for Jewish people?</p>	<p style="text-align: center;"><b>Community &amp; Identity (World Views)</b></p> <p style="text-align: center;">In what ways is the synagogue important to Jews?</p> <p style="text-align: center;"><b>Easter Week</b> Salvation (UC) Why does Easter matter to Christians? Emotions, Meanings and symbols</p>	<p style="text-align: center;"><b>Beliefs &amp; Questions (Christian World views)</b></p> <p style="text-align: center;">Why do most Christians call God 'creator'?</p>	<p style="text-align: center;"><b>Reality &amp; Truth (World Views)</b></p> <p style="text-align: center;">How do people know how to behave?</p>

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<b>History</b> (Kapow)	Start with: How am I making History	Short: The Great Fire of London. Great Horwood Fire	What is a Monarch?			How were schools different in the past?
<b>Geography</b> (Kapow)	Where am I?			What is it like here?	What is the weather like in the UK?	
<b>Place study</b>	England - London		England/Scotland - UK		Ireland/Wales - UK	
<b>Sustainability</b>	Being kind to you and me	Thanks for everything	Climate change (seasonal changes)	Where is water? World Wildlife Day 3 <sup>rd</sup> March	Why is nature special? Deforestation (Text: The Great Paper Caper)	Pupil-initiated
<b>Computing</b> (Kapow)	Computing systems & networks Improving mouse skills	Programming Algorithms unplugged	Computing systems & networks Word Processing	Programming Scratch Junior	Data handling International space station	Creating media Digital Imagery
<b>Online Safety</b> (Kapow)	E- Safety: Using the Internet Safely	E- Safety: Dealing with Emotions	E- Safety: Internet Safety Week Safer Internet Centre	E- Safety: Being kind and considerate when online	E- Safety: Sharing online	E- Safety: Revisit online safety Safer Internet centre
<b>Art and Design</b> (Kapow)	Artist Focus: Andy Warhol. Portraiture The Human Form: Exploring how bodies and faces are portrayed in Art. Creating self-portraits using different media.	Art and Design Skills: Printing 2D shapes Create an observational drawing.	Artist focus: Brendan Jamison. Clay towers, turrets and castles. Building shapes to represent castles Artist: Matisse.	Artist Focus: William Morris. Craft and design: Woven wonders Art	Sculptures and Collages. Theme: Living things - Spiders Nature Sculpture- Andy Goldworthy.	

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<b>Design and Technology</b> (Kapow)	Food: Fruit and Vegetables Making Smoothies	Design and build houses from 'The Great Fire of London'. Cooking and Nutrition- Making bakery products.	Textiles: Designing and making pouches Cooking and Nutrition Tudor Banquet.	Structures: Constructing a windmill.	Mechanisms: Making a moving story book	
<b>Music</b> (Kapow)	Keeping the Pulse My Favourite Things	Super Heroes Pitch	Fairytales – Sound Patterns	On this Island Singing	Myths and Legends - Structure	Snail & Mouse - Tempo
<b>Music Suggested Listening</b>	Unique Legends! Choose form the model music curriculum	Holst - St Paul's Suite Last Night of the Proms National Anthem – God Save the Queen	Edinburgh Tattoo Festival Traditional Scottish Music – Bag Pipes Handel - Arrival of the Queen of Sheba/Zadok the priest Walton: A Queens Fanfare/Crown Imperial	Dvorak: My Home John Denver: Take me Home Country Roads Ed Sheran: Lego House Simon and Garfunkel: Homeward Bound Madness: Our House	Delibes: Flower Duet from Lakmé Rimsky-Korsakov Flight of the Bumblebee E MacDowell: To a Wild Rose V Williams - The Wasps Louis Armstrong: What a Wonderful World Debbie Wiseman: The Glorious Garden	Welsh Male Voice choirs Traditional Musicians Tom Jones/Katherine Jenkins Ireland – Riverdance/Enya/Bill Whelan P Grainger: Londonderry Air (Danny Boy)
<b>Physical Education</b>	ABC skills - Throwing & Catching Skip2Bfit Quidditch	Dance: Step to the beat (Kapow) Ball skills Bench ball	Gymnastics Basketball	Invasion Games Orienteering	Cricket Striking & Fielding	Mini Athletics Pupil Choice
<b>PSHE/RSE</b> Kapow Mixed 1&2 Cycle A PSHE association	Family & Relationships (A)	Citizenship (A)	Economic wellbeing (A)	Safety & the changing body (A)	Health & Wellbeing (A)	Transition RSE week Christopher Winters Project
<b>Pupil safety &amp; Safeguarding</b>	School safety Playground equipment safety Forest School safety Fire Safety Be Bright Be Seen		Pet & animal safety Internet safety Week		Sun safety, applying cream/hats/skin cancer Water Safety & Drowning Prevention Railway Safety	

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<b>Character Education &amp; British Values (Jubilee Centre)</b>	Caring Helpfulness Cooperation BV: Individual Liberty	Courage Kindness BV: Rule of Law	Cleanliness Fairness Friendliness BV: Democracy	Service Project Patience Respect BV: Mutual Respect	Courtesy Forgiveness Determination BV: Tolerance	Self-Discipline Gratitude Honesty BV: All 5
<b>Wellbeing (Kapow)</b>	Wellbeing Wednesday Discover: Making Mistakes	Take notice: Sound	Wellbeing Wednesday Connect: Understanding Others	Give: Sharing	Wellbeing Wednesday Move: Gardening	Wellbeing Week Sports Day Healthy Eating
<b>End of Topic Piece</b>		Nativity Performance.	Tudor Dance and Banquet.		Art Exhibition Showcasing Andy Goldsworthy art work.	
<b>Outside the classroom; Suggested visits or visitors</b>	Forest School	Forest School	Forest School Waddesdon Manor Stowe House Hughenden Manor		Forest School	Forest School

### Year 1 and 2 Cycle B Curriculum Map

	Autumn		Spring		Summer	
<b>Cross Curricular Topic Theme 2026-2027</b>	<b>Marvellous Transport!</b>	<b>Terrific Toys!</b>	<b>Going on a Journey (Together we travel)</b>	<b>To the Moon and the Stars!</b>	<b>Water, Water Everywhere! (Assessments)</b>	<b>Pupil initiated: (July)</b>
<b>Writing Texts</b>	The Naughty Bus by Jan Oke  Rosie Revere Engineer by Andrea Beaty	Traction Man by Mini Grey  Lost in the Toy Museum: David Lucas:  The Velveteen Rabbit by Margery Williams	The Journey Home by Frann Preston-Gannon  Poetry: Goodbye winter, Hello Spring  Masai and I by Virginia Kroll	Astro Girl by Ken Wilson-Max  Space Tortoise by Ross Montgomery  The Marvellous Moon Map by Teresa Heapy	Ocean meets Sky by Eric Fan and Fan Terry  The Rhythm of the Rain – Graham Baker-Smith (Water cycle)  The Vanishing Lake by Paddy Donnelly	Chosen pupil topics:  2023-2024 – Cleanup! 2024-2025 Superheroes

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			Handa's surprise We all went on Safari	The Hundred Decker Rocket	Flooded Mariajo Ilustrajo	
<b>Writing opportunities</b>	Non-Chronological Report, Letter, Setting Description, Narrative. Explanation Text.	Character Description, Setting Description, Instructions, Recount (diary), Narrative, Letter.	Poster, Fact file, Letter (Postcard), Non-Chronological Report, Setting Description, Narrative.	Non-Chronological Report, Recount (diary), Instructions, Poetry.	Setting Description, Instructions, Recount (postcard), Character Description, Narrative, Poetry.	
<b>Super Six: Reading texts</b> Topic Diversity Inclusion Non-fiction PSHE/SMSC Classic						
<b>Phonics (Year 1)</b>	<p><b>Review Phase 3 GPCs:</b> ai ee igh oa oo ar or ur oo ow oi ear air er /z/ s -es words with two or more digraphs e.g. queen thicker</p> <p><b>Phase 4: CVCC CCVC CCVCC CCCVC</b> Phase 4 with long vowels</p> <p><b>Phase 5:</b> /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each</p>	<p><b>Phase 5 graphemes:</b> <b>Week 1:</b> /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn <b>Week 2:</b> /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he <b>Week 3:</b> /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute <b>Week 4:</b> /ee/ e-e these</p>	<p><b>Phase 5 graphemes:</b> <b>Week 1:</b> Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue <b>Week 2:</b> /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone <b>Week 3:</b> /l/ le al apple metal /s/ c ice /v/ ve give <b>Week 4:</b></p>	<p><b>Phase 5 graphemes:</b> <b>Week 1:</b> /ur/ or word /oo/ u oul awful would /air/ are share /or/ au aur oor al author dinosaur floor walk <b>Week 2:</b> /ch/ tch match /ch/ ture adventure /ar/ al half* /ar/ a father* <b>Week 3:</b> /or/ a water Schwa in longer words: different /o/ a want /air/ ear ere bear there <b>Week 4:</b></p>	<p><b>Phase 5 graphemes:</b> <b>Week 1:</b> ay play a-e shake ea each e he <b>Week 2:</b> ie pie i-e time o go o-e home <b>Week 3:</b> ue blue rescue ew chew new u-e rude cute aw claw <b>Week 4:</b> ea head ir bird</p>	<p><b>Phase 5 graphemes:</b> <b>Week 1:</b> /ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer <b>Week 2:</b> /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large <b>Week 3:</b> /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large <b>Week 4:</b></p>

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		<p>/oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw <b>Week 5:</b> Grow the code: /igh/ ie i i-e /ai/ ay a a-e /oa/ oa o o-e /ee/ e ie e-e ea /oo/ /yoo/ ew u-e u ue</p>	<p>/u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey <b>Week 5:</b> /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey</p>	<p>/ur/ ear learn /r/ wr wrist /s/ st sc whistle science Schwa at the end of words: actor <b>Week 5:</b> /c/ ch school /sh/ ch chef /z/ /s/ ce se ze freeze</p>	<p>ou cloud oy toy <b>Week 5:</b> ea head ir bird ou cloud oy toy <b>Week 6:</b> ph phone wh wheel ie shield g giant</p>	<p>/or/ augh our oar ore daughter pour oar more review <b>Week 5:</b> review</p>
<b>NC Spellings (InnovatEducat ion)</b>	<p><b>Year 1: Word list 1</b> Pre-fix un Multi syllable words</p> <p><b>Year 2: Word list 7</b> J spelled g ge and dge S spelled c N spelled kn and gn /or/ door floor poor water /o/ because /oa/ most only both Old gold cold hold told /ie/ find kind mind behind child wild climb eye</p>	<p><b>Year 1: Word list 2</b> Er est suffixes</p> <p><b>Year 2: Word list 8</b> Long I spelled y Vowel suffixes: Ed ing er est and y to words There, their, they're /ar/ half after fast last past father class grass pass plant path bath /ee/ even people money /s/ Christmas</p>	<p><b>Year 1: Word list 3</b> Ing ed er suffixes to verbs</p> <p><b>Year 2: Word list 9</b> Wr Le el il and al at end of words Or spelled a before l and ll "u" sound spelled O Consonant Suffixes ~ment, ~ness, ~ful, ~less ~ly contractions ay/ great steak break /oo/ move prove improve beautiful who /oul/ could should would /er/ every everybody</p>	<p><b>Year 1: Word list 4</b> S and es plurals</p> <p><b>Year 2: Word list 10</b> Long I spelled ey "o" spelled a after w and qu "or" spelled a after w "z" spelled s <b>Possessive apostrophe for singular nouns</b> e/ Children again any many /i/ pretty beautiful busy /h/ who whole</p>	<p><b>Year 1: Word list 5</b> Ch or tch at end of words</p> <p><b>Year 2: Word list 11</b> <b>Tion suffixes</b> <b>Homophones</b> <b>Here, hear, One, won to, too, two, see, sea</b> ow/ hour /z/ busy clothes /sh/ sugar sure /air/ parents /th/ clothes</p>	<p><b>Year 1: Word list 6</b> Revise and consolidate learning this term to prepare children for Y2</p> <p><b>Year 2: Word list 12</b> <b>Homophones:</b> <b>bare, bear</b> <b>sun, son be, bee</b> <b>blue, blew</b> night, knight quite, quiet  Revise and consolidate learning this term to prepare children for KS2</p>
<b>Grammar &amp; Punctuation (InnovatEducat ion)</b>	<p><b>Year 1:</b> Use of pronouns 'I'. Use finger spaces between words. Use a capital letter for the start of the sentence.</p> <p><b>Year 2:</b> Use words that are thoughtful and ambitious with specific technical vocabulary used in non-narrative writing. Use capital letters and full stops mostly correctly.</p>		<p><b>Year 1:</b> Use the conjunction 'and' to join ideas in a sentence. Use a full stop accurately. Begin to use punctuation such as exclamation marks and question marks. <b>Sequencing sentences to form short narratives.</b></p> <p><b>Year 2:</b></p>		<p><b>Year 1:</b> Introduce and may attempt to use other conjunctions such as 'but' and 'or'. Make sure that word choices are relevant to context using word mats to support this. Use adjectives to add detail to sentences.</p> <p><b>Year 2:</b> Use sentences with different forms: statements, exclamations, questions and commands.</p>	

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	Mostly use exclamation marks and question marks accurately to demarcate sentences.		Use expanded noun phrases to describe, expand and specify. Use subordinating conjunctions: when, if, that or because. Use capital letters for personal pronouns.		Use coordinating conjunctions: or and but. Use present and past tenses correctly and consistently including progressive forms. Use adjectives, adverbs and expanded noun phrases to add detail and specify. Begin to use commas to separate things in a list. Sometimes use apostrophes for singular possession.	
<b>Maths (White Rose)</b>	<p style="text-align: center;"><b>Year 1:</b></p> <p style="text-align: center;">Number: Place Value (within 10) Number bonds to 10 Number: Addition and Subtraction (within 10) Geometry: 2D &amp; 3D Shape Number: Place Value (within 20) Problem Solving Data sorting</p> <p style="text-align: center;"><b>Year 2:</b></p> <p style="text-align: center;">Number: Place Value 1-100 Number bonds to 20 Compare and order numbers 1-100 Number: Addition and Subtraction Measurement: Money Number: Multiplication and Division</p>		<p style="text-align: center;"><b>Year 1:</b></p> <p style="text-align: center;">Number: Addition and subtraction (within 20) Number bonds to 20 Number: Place Value (within 50) Measurement: Length and Height Measurement: Mass and Volume</p> <p style="text-align: center;"><b>Year 2:</b></p> <p style="text-align: center;">Number: Multiplication and Division Statistics: interpret and construct simple graphs and charts Measurement: Standards units; Length &amp; height Measurement: Standard units; Mass and Volume Temperature Geometry: Property of Shapes Number: Fractions</p>		<p style="text-align: center;"><b>Year 1:</b></p> <p style="text-align: center;">Number: Multiplication and Division 2,5 &amp; 10 times tables Number: Fractions Geometry: Position and Direction Measurement: Money Number: Place Value (within 100) Measurement: Time</p> <p style="text-align: center;"><b>Year 2:</b></p> <p style="text-align: center;">Measurement: Length and Height Geometry: Position and Direction Measurement: Time Measurement: Mass, Capacity and Temperature Consolidation and Problem solving</p>	
<b>Science (Kapow – mixed age planning)</b>	<p><b>Use of Everyday Materials (B)</b></p> <p>Identify and name a range of materials including wood, metal, plastic, glass, brick, rock, paper and cardboard. Know why a material might or might not be used for a specific job. Know how materials can be changed by squashing, bending, twisting and stretching.</p>	<p><b>Animals: sensitive bodies (B)</b></p> <p><b>Seasonal Changes (ongoing)</b></p> <p><b>Autumn &amp; Winter</b></p> <p><b>Consider swapping these two over</b></p>	<p>Animals including humans: Comparing Animals (B)</p>	<p>Forces, Earth &amp; Space: Seasonal changes (A) Seasonal Changes (ongoing) Spring</p>	<p>Living things and their habitats: Microhabitats (B) (Great Crested Newts &amp; Badgers)</p>	<p>Making connections (B) Seasonal Changes (ongoing) Summer Growing plants Review lessons on plants from Cycle A</p>

## Great Horwood Church of England School Curriculum Mapping Cycle A & B

<b>Religious Education</b>	Beliefs & Questions (Worldviews) What do different Jewish people believe about God?  Belonging and believing My Jewish family	Beliefs & Questions (Christian Worldviews) How do Christians find out what God is like?  Belonging and believing My Christian family	Reality and Truth (Worldviews) What are the best reasons for following a leader?  Belonging and believing series e.g. My Baha family My Sikh family My Buddhist family	Community & identity (Christian Worldviews) Why do many Christians meet together regularly and what do they do? Belonging and believing My Christian family	Community & Identity (Worldviews) How and why is Shabbat important to some Jewish people in Britain?  Belonging and believing My Jewish family	Reality & Truth (Christian Worldviews) What questions do stories in the Bible make us want to ask?
<b>History (Kapow)</b>	What is History? Short  How did we learn how to fly?	How have toys changed?		How have explorers changed the world?		
<b>Geography (Kapow)</b>	What is it like to live in Shanghai?		Would you prefer to live in a hot or cold place?		What can you see at the coast?	
<b>Place Study</b>	China		Tanzania/Kenya		UK- England.	
<b>Sustainability</b>	Our changing world!	Where does this come from?	Linking local wildlife  The Journey Home by Frann Preston-Gannon Climate change/ice/environmental issues	Reusable rockets Electric vehicles World Wildlife Day 3 <sup>rd</sup> March	Clean oceans Plastics in the water system Mans impact on SeaLife	Pupil-initiated
<b>Computing (Kapow)</b>	Computing systems & networks What is a computer?	Programming Beebots	Creating media Stop motion	Skills showcase Rocket to the moon	Programming Algorithms & debugging	Data Handling Introduction to data
<b>Online Safety (Kapow)</b>	E-Safety: What happens when I post online?	E-Safety: How do I keep my details safe online?	E-Safety Internet Safety Week Safer Internet Centre	E-Safety: Is it my choice?	E-Safety: Is it all true?	E-Safety: Who should I ask?
<b>Art and Design (Kapow)</b>	Artist Focus: <b>Map it out!</b> Using techniques to work creatively with materials.	Artist Focus: <b>Tell a Toy story!</b> <b>Toy story!</b> Observational drawings of toys.	Formal elements of Art: Pattern, Texture and Tone	<b>Artist Focus: Van Gogh</b> <b>A Starry Night</b> Sculpture and 3D: Paper play	Landscapes using different media Theme: The Seaside	

## Great Horwood Church of England School Curriculum Mapping Cycle A & B

			Artist: Giuseppe Arcimboldo- animal portraits.	Creating 3D shapes and structures using familiar materials		
<b>Design and Technology (Kapow)</b>	Mechanisms: Wheels and axles, Design a moving toy/vehicle.	Textiles: Designing and making puppets	Structures: Design and make a chair for Baby Bear	Mechanism: Making a moving alien monster Design and sew a rocket.	Food: a balanced diet. Design and make a picnic for a beach visit	
<b>Music (Kapow)</b>	Instruments – Musical storytelling	Musical Me - Pitch The Nutcracker	Call and response Theme: animals	Space – contrasting dynamics	Under the sea Musical Symbols	Seaside - Dynamics
<b>Music Listening</b>	Vivaldi - Four Seasons Autumn Sherman: Chitty Chitty Bang Bang Beatles: Yellow submarine	The Nutcracker Tchaikovsky Faure - Berceuse from Dolly Suite Vivaldi - Four Seasons Winter	Coleridge-Taylor - Symphonic Variations on an African Air 1906 Colonel Hathi Elephant March from The Jungle Book John Barrie - Born Free /Out of Africa Zimmer: The Lion King	Holst – The Planets – Mars John Williams – ET theme Vivaldi - Four Seasons Spring Beethoven; Moonlight Sonata Debussy: Clair de Lune	Vaughan Williams - Fantasia on Sea songs Ethel Smyth - Overture from The Boatswain’s Mate Handel: Hornpipe Water Music	Vivaldi - Four Seasons Summer England – Folk songs – Greensleeves Brass Bands H Parry: Jerusalem
<b>Physical Education</b>	ABC skills Throwing & Catching Skip2Bfit Quidditch	Dance (Kapow) Ball skills Dodgeball	Gymnastics Basketball	Football Box2B fit	Mini Athletics Striking & Fielding	Multi-sports Pupil choice
<b>PSHE/RSE Kapow Mixed 1 &amp; 2 Cycle B (Kapow/PSHE association)</b>	Family & relationships (Cycle B)	Citizenship (Cycle B)	Safety & the changing body (Cycle B)	Economic Wellbeing (cycle B)	Health & Wellbeing (cycle B)	Transition RSE week Christopher Winters Project
<b>Pupil Safety &amp; Safeguarding</b>	School safety Playground equipment safety Forest School safety Fire Safety Be Bright Be Seen		Pet & Animal safety Internet safety Week		Sun safety, applying cream/hats/skin cancer Water Safety & drowning Prevention Railway Safety	
<b>Character Education &amp; British Values (Jubilee centre)</b>	Caring Helpfulness Cooperation BV: Individual Liberty	Courage Kindness BV: Rule of Law	Cleanliness Fairness Friendliness BV: Democracy	Service Project Patience Respect BV: Mutual Respect	Courtesy Forgiveness Determination BV: Tolerance	Self-Discipline Gratitude Honesty BV: All 5

### Great Horwood Church of England School Curriculum Mapping Cycle A & B

Wellbeing (Kapow)	Wellbeing Wednesday Discover: Perseverance	Take notice: Colour Expression	Wellbeing Wednesday Connect: Compliments	Give: Generosity	Wellbeing Wednesday Move: Nature Walk	Wellbeing Week Sports Day Healthy Eating
End of Topic Piece		Open classroom to show work around transport and toys.		Perform space music performance.		
Beyond the classroom; Suggested visits or visitors	Transport Museum. Place of worship	Visit to the Toy Museum	Zoo/ Eco Dragon farm.	Space Museum Planetarium	Beach Day!	Trip or visit related to pupil-initiated topic

#### Planning Links:

English: [InnovatEducation](#) (register for free resources and genre progressions)

Maths: White Rose Maths (school login)

Phonics: Little Wandle

Kapow: <https://www.kapowprimary.com/dashboard/>

PSHE Association: [PSHE Association | Charity and membership body for PSHE education \(pshe-association.org.uk\)](#) (school login)

RE: ODBE planning 2019 Scheme and 2023 New Scheme

Character Education: Jubilee Centre Primary Programme of Study [Primary Programme of Study \(jubileecentre.ac.uk\)](#)

Other plans and skills and knowledge documents will be uploaded to the GHWTeaching Subject leads