



St. Matthew's CE Primary School Integrated Curriculum Map 2023-2024 Year ONE/TWO – CYCLE B

Autumn				Spring				Summer																
<p>Once upon a time in the deep, dark woods...</p> <p>KEY QUESTION:</p> <p>How can you tell wrong from right?</p>				<p>London's Burning!</p> <p>KEY QUESTION:</p> <p>Why did London burn?</p>				<p>Toads in Trouble!</p>  <p>YEAR 2 GLOBAL ADVOCACY ASSEMBLY</p> <p>KEY QUESTION:</p> <p>Is it our responsibility to protect the Natterjack Toad?</p>				<p>Discovering Dinosaurs</p> <p>KEY QUESTION:</p> <p>Should we remember Mary Anning?</p>				<p>Commotion in the Ocean!</p>  <p>YEAR 1 GLOBAL ADVOCACY ASSEMBLY</p> <p>KEY QUESTION:</p> <p>Does the ocean matter?</p>				<p>Home Sweet Home</p> <p>KEY QUESTION:</p> <p>What makes the place we live in special?</p>				
Choice	Fear	Rights	Adversity	Failure	Resilience	Change		Beauty		Responsibility	Stewardship	Strength	Prejudice	Passion			Diversity	Care			Belonging	Community		
7 weeks RE – 1 week linked to School Harvest Celebrations				5 weeks RE – 1 week (not at end of term)				6 weeks RE – week 3				6 weeks RE – link to school Easter Celebrations				5 weeks RE – week 1				7 Weeks RE – week 1				

RE	SCIENCE	DT - FOOD	GEOGRAPHY	HISTORY	DESIGN TECH	SCIENCE	R.E.	SCIENCE	GEOGRAPHY	R.E.		HISTORY	DESIGN TECH	R.E.		GEOGRAPHY	R.E.	ART		GEOGRAPHY	R.E.	HISTORY	
Computing		Art		Computing		Art		Art	Computing			Computing		Art		Science (LS)	Computing			Science (LS)	Computing		
Music				Music				Music				Science (LS)				Music				Music		Art	
<u>SPIRITUALITY</u> OURSELVES				<u>SPIRITUALITY</u> OTHERS				<u>SPIRITUALITY</u> WORLD AND BEAUTY				<u>SPIRITUALITY</u> OTHERS				<u>SPIRITUALITY</u> WORLD AND BEAUTY				<u>SPIRITUALITY</u> BEYOND			

<ul style="list-style-type: none"> Using Traditional Stories to explore qualities of characters that are important and what qualities we have? is it okay to upset or hurt someone else – even if they are not the same as us? 	<ul style="list-style-type: none"> explore what life was like for others in the past. How is it the same and how is it different from our own lives. Did they have the same values as us in the past? How can making mistakes help us? Is it important to care and protect each other? How can we learn from the past? Is resilience important? 	<ul style="list-style-type: none"> What is the same and what is different about living things? Do we need the living things around us? Is it important to care for our environment (world) and the living things in it? How can we make a difference? 	<ul style="list-style-type: none"> What made Mary Anning so special for her time? Why were women treated differently from men? Is it right to treat people differently because they are not the same e.g. gender, race, class, colour etc? 	<ul style="list-style-type: none"> Exploring the amazing variety of life to be found in our oceans. Is there a problem with our oceans? Is it important to look after the ocean? How can we help? 	<ul style="list-style-type: none"> How do we know right from wrong? What can we do when we get things wrong? What do you do if you think someone is doing something that is wrong? Does God love people who do wrong things?
HOOK <ul style="list-style-type: none"> Exploring our own Deep Dark Woods DRAMA in the woods! Acting out traditional stories involving woods! 	HOOK <ul style="list-style-type: none"> London Homework Project Tardis (Time Travel) Setting fire to materials 	HOOK <ul style="list-style-type: none"> Jim the frog Visit from ARC Trust Frog spawn? 	HOOK <ul style="list-style-type: none"> Open Box production Library visit (to deliver our books – mini buses needed) CLASS TRIP <ul style="list-style-type: none"> Open Box Theatre 	HOOK <ul style="list-style-type: none"> Homework Project: What can you find out about ‘The Sea’? CLASS TRIP <ul style="list-style-type: none"> Blue Reef and the Seaside 	HOOK <ul style="list-style-type: none"> Travelling back in time to the 1930s when the school roof burnt down. CLASS TRIP <ul style="list-style-type: none"> Blackmoor village
PROJECT OUTCOME <ul style="list-style-type: none"> Presentation of work to parents (Assembly) 	PROJECT OUTCOME <ul style="list-style-type: none"> The Great Fire of Blackmoor Information books about the Great Fire of London/Blackmoor 	PROJECT OUTCOME <ul style="list-style-type: none"> Natterjack Toad Extravaganza (Parents and guests invited to see our work) 	PROJECT OUTCOME <ul style="list-style-type: none"> Visit to Borden Library to present our own poetry books and stories. 	PROJECT OUTCOME <ul style="list-style-type: none"> Art Exhibition 	PROJECT OUTCOME <ul style="list-style-type: none"> Presentation to the school about our history.

<p><u>KEY TEXT DRIVERS:</u> <u>YEAR ONE:</u></p> <p><u>To entertain:</u> Honestly, Red Riding Hood was Really Rotten by Trisha Speed Shaskan <u>Outcome:</u></p> <ul style="list-style-type: none"> • To write a narrative telling the story of LRRH. <p><u>To describe:</u> The True Story of the 3 Little Pigs! by Jon Scieszka <u>Outcome:</u></p> <ul style="list-style-type: none"> • To write a twisted tail description of wolves. <p><u>YEAR TWO:</u> <u>To Inform: (description)</u></p> <ul style="list-style-type: none"> • Into the Woods by Anthony Browne <u>Outcome:</u> Wolf Facts to share in our Worship <u>To entertain: (narrative)</u> 	<p><u>KEY TEXT DRIVERS:</u> <u>YEAR ONE:</u></p> <p><u>To entertain (Poetry):</u> Fireworks Poems by Andrew Fusek Peters <u>Outcome:</u></p> <ul style="list-style-type: none"> • To write a shape poem about fireworks. <p><u>To inform:</u> Ways into History: The Great Fire of London <u>Outcome:</u></p> <ul style="list-style-type: none"> • To write a chronological report about the GFOL. <p><u>YEAR TWO:</u> <u>To inform: (report)</u></p> <ul style="list-style-type: none"> • A Walk in London by Salvatore Rubbino <u>Outcome:</u> Writing a newspaper report of THE GREAT FIRE OF BLACKMOOR to 	<p><u>KEY TEXT DRIVERS:</u> <u>YEAR ONE:</u></p> <p><u>To describe (Poetry):</u> The Secret Poem by Pie Corbett <u>Outcome:</u></p> <ul style="list-style-type: none"> • To write a descriptive poem about the school's pond. <p><u>To inform:</u> Frog: Tadpole to Frog (Life-Cycle) Camilla De La Bedoyere <u>Outcome:</u></p> <ul style="list-style-type: none"> • To write an informative leaflet about Natterjack Toads and how to save them. <p><u>To inform:</u> Superfrog by Michael Foreman <u>Outcome:</u></p> <ul style="list-style-type: none"> • To Write a narrative about Super Tadpole. <p><u>YEAR TWO:</u> <u>To Inform</u></p> <ul style="list-style-type: none"> • The Bee Book by Charlotte Milner <u>Outcome:</u> A non-chronological report (leaflet) informing 	<p><u>KEY TEXT DRIVERS:</u> <u>YEAR ONE:</u></p> <p><u>To entertain:</u> How To Grow A Dinosaur by Caryl Hart <u>Outcome:</u></p> <ul style="list-style-type: none"> • To write a story about Mary Anning and how to FIND a dinosaur. <p><u>To instruct:</u> The Fossil Girl by Catherine Brighton <u>Outcome:</u></p> <ul style="list-style-type: none"> • Looking for people to help find fossils for Mary Anning's Museum: to instruct others about how to find fossils. <p><u>YEAR TWO:</u> <u>To entertain: (Poetry)</u></p> <ul style="list-style-type: none"> • Dragons and Other Beastie Poems <u>Outcome:</u> To write our own poem following the style of a 'Kennings Poem'. 	<p><u>KEY TEXT DRIVERS:</u> <u>YEAR ONE:</u></p> <p><u>To entertain: (Poetry)</u> Commotion in the Ocean by Giles Andreae <u>Outcome:</u></p> <ul style="list-style-type: none"> • To write a rhyming poem about the ocean and present it with music. (<i>Commotion in the Ocean</i>) <p><u>To describe:</u> The Lonely Beast by Chris Judge <u>Outcome:</u></p> <ul style="list-style-type: none"> • To describe a journey across the sea bed. (<i>The lonely beast</i>) <p><u>YEAR TWO:</u> <u>To recount</u></p> <ul style="list-style-type: none"> • Video Text: Bubbles <u>Outcome</u> To recount the journey of the little girl. <p><u>To Instruct</u></p>	<p><u>KEY TEXT DRIVERS:</u> <u>YEAR ONE:</u></p> <p><u>To describe (Poetry):</u> Pirate Poems by David Harmer <u>Outcome:</u></p> <ul style="list-style-type: none"> • To write an acrostic poem for the word Pirate. <p><u>To describe:</u> The Pirates Next Door by Johnny Duddle <u>Outcome:</u></p> <ul style="list-style-type: none"> • To re-write the story in your own neighbourhood. <p><u>To inform:</u> The Night Pirates by Peter Harris <u>Outcome:</u></p> <ul style="list-style-type: none"> • To persuade someone in a letter whether sharks really deserve their fearsome reputation. <p><u>YEAR TWO:</u> <u>To inform</u></p> <ul style="list-style-type: none"> • Tidy by Emily Gravett <u>Outcome</u> An information leaflet about how to keep our school grounds clean, tidy and safe.
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- The Three Little Wolves and the Big Bad Pig by Eugene Trivizas

Outcome:

Writing our own story with a 'twist' on the original.

To Instruct

- Jack and the Baked Beanstalk by Colin Slimpson

Outcome:

Instructions on how to make a healthy omlette.

give to parents and to local newspaper.

To recount

- The Baker's Boy and the Great Fire of London by Tom and Tony Bradman

Outcome

A recount from a spectators point of view

To describe

- A year full of poems

Outcome:

A descriptive winter/ Christmas poem

others about Natterjack Toads.

To persuade (letter)

- The Bee Book by Charlotte Milner

Outcome

To write a letter to the Head Teacher and Governors to persuade them to let us build a habitat for toads and frogs/improve the bee garden.

To entertain (narrative)

- Hodgeheg by Dick King-Smith

Outcome

To write own adventure about a toad going out to solve a problem.

To entertain (narrative)

- Dinosaur Land: The magic Fossil by M J Misra.

Outcome:

To write our own narrative adventure.

To Inform

- How Dinosaurs really work by Alan Snow

Outcome

A non-chronological report about a new dinosaur.

- The Storm Whale by Benji Davies

Outcome

Instructions about how to get the whale back to sea.

To entertain

- Lost and Found by Oliver Jeffers

Outcome:

To write a story of how the penguin came to be at the boy's front door.

To entertain

- The Night Gardener by The Fan Brothers

Outcome

An innovated story about something wonderful happening in the woods of St Matthews.

To instruct

- On Sudden Hill by Linda Sarah and Benji Davies

Outcome

Instructions on how to make a monster creature.

- A first Poetry Book by Pie Corbert (Pirates: how to be a Pirate

Outcome:

To use the structure of the poem to create their own poem (*Pirates...*)

To entertain: (narrative)

- The Lighthouse Keeper's Lunch by Ronda and David Armitage.

Outcome:

Innovate narrative with a new arrival! (*The*

					<i>lighthouse keeper's lunch)</i>
RELIGIOUS EDUCATION <u>YEAR ONE</u> <ul style="list-style-type: none"> • God What do Christians believe God is like? <u>YEAR TWO</u> <ul style="list-style-type: none"> • Celebration HARVEST – Christianity SUKKOT – Judaism	RELIGIOUS EDUCATION <u>YEAR ONE:</u> <ul style="list-style-type: none"> • Light as a symbol: Hanukah and Advent <u>YEAR TWO:</u> <ul style="list-style-type: none"> • Incarnation: Why is Christmas important to Christians? 	RELIGIOUS EDUCATION <u>YEAR ONE:</u> <ul style="list-style-type: none"> • Creation: Who made the world? <u>YEAR TWO:</u> <ul style="list-style-type: none"> • Remembering: Passover	RELIGIOUS EDUCATION <u>YEAR ONE:</u> <ul style="list-style-type: none"> • Welcoming: Easter and Palm Sunday <u>YEAR TWO:</u> <ul style="list-style-type: none"> • Salvation: Why does Easter matter to Christians? 	RELIGIOUS EDUCATION <u>YEAR ONE:</u> <ul style="list-style-type: none"> • Specialness: Special Books for Christians and Jews <u>YEAR TWO:</u> Special Places <ul style="list-style-type: none"> • Christianity – Church • Judaism - Synagogue 	RELIGIOUS EDUCATION <u>YEAR ONE:</u> <ul style="list-style-type: none"> • Remembering: Shabbat, What do Jews remember when they celebrate Shabbat? <u>YEAR TWO:</u> <ul style="list-style-type: none"> • Gospel What is the good news that Jesus brings?
SCIENCE <u>Materials</u> (refer to science HAM) <ul style="list-style-type: none"> • There are different materials • Materials can be changed by physical force. 	SCIENCE <u>Materials</u> (refer to science HAM) <ul style="list-style-type: none"> • Different materials have different properties. • Materials have describable properties 	SCIENCE <u>Animals</u> (refer to science HAM) <ul style="list-style-type: none"> • Animals have senses to help individuals survive. All animals eventually die • Animals move in order to survive. • Animals need food to survive • All animals eventually die. • Animals reproduce new animals when they reach maturity. • Animals grow until they reach maturity and then do not grow any longer. 	SCIENCE (Longitudinal Study) Studying plants and animals in their habitat over a year. <u>Variation and Evolution</u> <ul style="list-style-type: none"> • Seasonal Changes and/or Environmental changes and how these affect the organisms that live in that habitat • How organisms change with the seasons. • The affects of human induced environmental change. • The effect of short-term changes like drought or cold. • The effect of growing plants under glass/poly tunnels. <u>YEAR ONE:</u> <ul style="list-style-type: none"> • Our Pond Project <u>YEAR TWO:</u> Bee Garden		

		<ul style="list-style-type: none"> There are many different animals with different characteristics. 			
	HISTORY <u>Fire of London</u> <ul style="list-style-type: none"> Events beyond living memory that are significantly nationally. Compare aspects of life in different periods. <i>Tardis Time Travelers</i> <i>Timelines</i> <i>Weald and Downland Museum (Houses in the Past)</i> <i>Living like a Stuart Day</i> <i>How did London change as a result of the fire?</i> 		HISTORY <u>Mary Anning</u> <ul style="list-style-type: none"> Events beyond living memory that are significantly nationally and globally. The lives of significant individuals in the past who have contributed to national and international achievements. Compare aspects of life in different periods. <i>Why is Mary Anning significant?</i> <i>Why was she unusual for her time? How was her life different to ours?</i> <i>Where does Mary fit into our timeline? Where do dinosaurs fit?</i> <i>How can we find out about the past? Using different sources to find out more about Mary and Dinosaurs.</i> <i>How are these events represented?</i> 		HISTORY <u>Local Study</u> <ul style="list-style-type: none"> significant historical events, people and places in their own locality. Links to Captain Tom Adlam (Local War Hero) Link to School Hall collapsing and rebuilding of new school.
GEOGRAPHY Human and physical <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to: key physical and human features. 		GEOGRAPHY Geographical skills <ul style="list-style-type: none"> Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. 		GEOGRAPHY Locational knowledge <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans Name, locate and identify characteristics 	GEOGRAPHY Place knowledge <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical

<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • Use simple compass directions and locational and directional language to describe the location of features and routes on a map. • Devise a simple map and use to construct basic symbols in a key. 		<ul style="list-style-type: none"> • Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment. • <i>Where do Natterjack Toads live?</i> • <i>Why are they at threat?</i> • <i>Where could we build a pond?</i> • <i>Landscapes</i> • <i>Where else do they thrive?</i> 		<p>of the four countries and capital cities of the UK and its surrounding seas.</p> <p>Human and physical</p> <ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the UK and the locaton of hot and cold areas of the world in realation to the Equator and the North and South Poles. <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • Use world maps etc to identify the UK and its countries, continents and oceans studied at this stage. • Use simple compass directions and locational and directional language. 	<p>geography of a small area of the UK and of a small area in a contrasting non-european country.</p> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • Use world maps etc to identify the UK and its countries, continents and oceans studied at this stage. • 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... Devise a simple map and use basic symbols in a key
<p><u>FOOD TECHNOLOGY</u> <u>Healthy and varied diet</u></p> <ul style="list-style-type: none"> • Use the basic principles of a healthy and varied diet to prepare dishes • Understand where food comes from. 	<p><u>DESIGN TECHNOLOGY</u> <u>TEXTILES: Templates and joining technique</u></p> <ul style="list-style-type: none"> • Considering use and purpose of materials used to build houses • Designing and building their own Stuart House. 		<p><u>DESIGN TECHNOLOGY</u> <u>Mechanisms: wheels and axels</u></p> <ul style="list-style-type: none"> • Making a vehicle to carry 'bones' for Mary Anning (Flintstones) 		<ul style="list-style-type: none"> •

Use of vegetables grown in school garden to create a healthy meal for Mr Wolf.					
<u>MUSIC</u> <u>Dynamics, Timbre, Structure.</u> <ul style="list-style-type: none"> Using planning for 'Forest'. Yr2 – LISTEN2ME 	<u>MUSIC</u> <u>Dynamics</u> <ul style="list-style-type: none"> The Great Fire of London (Dynamics) Yr2 – LISTEN2ME 	<u>MUSIC</u> <u>Dynamics</u> <ul style="list-style-type: none"> Adapt 'Remembrance' unit Yr2 – LISTEN2ME 	<u>MUSIC</u> <u>Timbre</u> <ul style="list-style-type: none"> Adapt Grace Darling unit Barnaby Bear Workshop Yr2 – LISTEN2ME 	<u>MUSIC</u> <u>Structure and Timbre</u> <ul style="list-style-type: none"> Follow plan for 'Jolly Rogers' Yr2 – LISTEN2ME Creating Music to accompany poems they have written. 	
<u>ART</u> To use a range of materials creatively to design and make products. <ul style="list-style-type: none"> Use sculpture to develop and share their ideas, experiences and imagination. Develop art and design techniques in using texture, shape, form <i>Paper and Paste wolf masks and using a range of materials to create features</i> <i>Making wolves out of pieces of nature: nature pictures</i> 	<u>ART</u> To use a range of materials creatively to design and make products. <ul style="list-style-type: none"> to use drawing and painting to develop and share their ideas, experiences and imagination <i>Sketching buildings at the Weald and Downland Museum</i> <i>Colour collages</i> 	<u>ART</u> To use a range of materials creatively to design and make products. <ul style="list-style-type: none"> to use drawing and painting to develop and share their ideas, experiences and imagination <i>Observational drawings of Natterjack Toads</i> <i>Toad sculptures</i> <i>Toad art gallery</i> <i>Painting toads using different size brushes</i> <i>Painting stones with acrylic paint</i> 	<u>ART</u> To use a range of materials creatively to design and make products. <ul style="list-style-type: none"> Use sculpture to develop and share their ideas, experiences and imagination. to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <i>Using a range of materials to create dinosaur skeletons.</i> <i>Clay Fossils</i> <i>Dinosaurs hatching out of paper plate eggs</i> 	<u>ART</u> To use a range of materials creatively to design and make products. <ul style="list-style-type: none"> To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <i>Collage – to create underwater worlds.</i> <i>Puppet show made out of an old shoe box</i> <i>Water bottle fish</i> <i>Paperplate jellyfish</i> 	<u>ART</u> To use a range of materials creatively to design and make products. <ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <i>Comparing and identifying similarities and differences of how different artists have portrayed sea scapes.</i>

					<ul style="list-style-type: none"> Using ideas to create their own seascape picture.
<u>COMPUTING</u> <u>YEAR ONE</u> Multi-media and word processing <u>YEAR TWO</u> Multi-media and word processing	<u>COMPUTING</u> <u>YEAR ONE</u> Digital media <u>YEAR TWO</u> Digital media	<u>COMPUTING</u> <u>YEAR ONE</u> Programming <u>YEAR TWO</u> Communication and collaboration	<u>COMPUTING</u> <u>YEAR ONE</u> Communication and collaboration <u>YEAR TWO</u> Programming	<u>COMPUTING</u> <u>YEAR ONE</u> Data <u>YEAR TWO</u> Data	<u>COMPUTING</u> <u>YEAR ONE</u> E-safety <u>YEAR TWO</u> E-safety
<u>HEARTSMART/PSHE</u> <ul style="list-style-type: none"> Let's get Heart Smart 	<u>HEARTSMART/PSHE</u> <ul style="list-style-type: none"> Don't forget to let love in 	<u>HEARTSMART/PSHE</u> <ul style="list-style-type: none"> Too Much Selfie isn't Healthy! 	<u>HEARTSMART/PSHE</u> <ul style="list-style-type: none"> Don't Rub it in, Rub it Out! 	<u>HEARTSMART/PSHE</u> <ul style="list-style-type: none"> Fake is a mistake 	<u>HEARTSMART/PSHE</u> <ul style="list-style-type: none"> No way through isn't true

Subjects:	Eng	Ma	Sci	D&T	Comp	His	Geo	Art	Mus	PE	RE	PSHE	P4C
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Spirituality:	Ourselves	Others	The world and beauty	Beyond
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