

Lavington Park Federation - Graffham CE Infant and Duncton CE Junior Schools
ENQUIRY BASED LONG TERM CURRICULUM MAP – Graffham CE Infant School



Cycle A	Autumn Term 2018		Spring Term 2019		Summer Term 2019	
	ONCE UPON A TIME WHAT IF THE PIGS CHOSE DIFFERENT MATERIALS FOR THEIR HOUSES?	FIRE FIRE! WHAT IF THERE WAS NO FIRE?	PLANET EARTH WHAT IF MEERKATS WANTED TO LIVE IN ICELAND? Visiting – Meerkats	SPACE WHAT IF YOU COULD GO ON HOLIDAY TO THE MOON? Trip – Science Museum	HEROES AND VILLAINS WHAT IF SPIDERMAN WAS LOST IN GRAFFHAM?	MINIBEASTS WHAT IF YOU WERE THE SIZE OF AN ANT? Visit – Zoolab
Key Text	The Three Little Pigs	The Great Fire	Meerkat Mail	Man on the Moon	The Twits	Superworm
Science	Year 1 - Materials and Senses Year 2 – Uses of everyday materials	Year 1 – Seasonal Change Year 2 - Investigating Materials	Animals including humans	Year 2 - Living things and their habitats	Year 1 and 2 Plants	Plants
		Year 1 – Seasonal Change		Year 1 – Seasonal Change		Year 1 – Seasonal Change
Humanities and Computing	HISTORY Year 1 Chronological Understanding Explain how they have changed since they were born Knowledge Interpretation Describe the difference between the present and the past in own and other people's lives Year 2 Chronological Understanding Use phrases and words like: before, after, past, present, then and now; with historical meaning. Knowledge Interpretation Compare how things in their life are different to when their parents and their grandparents were their age Historical Enquiry Answer questions by asking an older person	HISTORY – Year 1 Chronological Understanding Place objects/events in order and explain that some objects belonged to the past Historical Enquiry Ask questions about an artifact and give a plausible explanation about what it was used for in the past– Year 2 Chronological Understanding Sequence a set of events in chronological order and give reasons for the order Knowledge Interpretation Recount interesting facts from historical events Think of reasons why things happened the way they did Historical Enquiry Research a famous event that happened in Britain. Answer questions by using a specific source such as a nonfiction book		HISTORY – Famous inventors Thomas Edison Year 1 Knowledge Interpretation Explain how some people from the past have helped our lives be better today. Historical Enquiry Find answers to some simple questions about the past from different sources of information Year 2 Chronological Understanding Sequence a set of events in chronological order and give reasons for the order Historical Enquiry Research the life of a famous person from the past and Answer questions by using a specific source such as a nonfiction book	HISTORY – Year 1 Knowledge Interpretation Explain how some people from the past have helped our lives be better today. Year 2 Historical Enquiry Research the life of a famous person from the past. Historical Enquiry Answer questions by using a specific source such as a nonfiction book or asking an older person Think why there might be differences in the way things are retold	



	<p>GEOGRAPHY Year 1 - Identify the 4 countries making the United Kingdom and name their capital cities Year 2 - Point out on a globe or an atlas, the equator, the north and south poles, the world's 7 continents and 5 oceans</p>	<p>GEOGRAPHY Year 1 Find where they live on a map of the UK Year 2 Describe key features of a place, using words like, beach, coast, forest, hill, mountain, ocean, and valley (London/Chichester)</p>	<p>GEOGRAPHY Year 1 - Explain the main features of a hot and cold place. Explain what they might need if they lived in a very hot or a very cold country (Science links) Year 2 - Describe a place outside Europe using geographical words</p>	<p>GEOGRAPHY Year 1 - Keep a weather chart and answer questions about the weather. Year 2 - Explain how people might spoil an area or make it better</p>	<p>GEOGRAPHY Year 1 - Explain how the weather changes with each season Year 2 Explain what facilities a town or village might need</p>	<p>GEOGRAPHY Year 1 – Find where they live on a map of the UK Year 2 - Say what they like and don't like about the local area and a different area that they have studied</p>
	<p>COMPUTING Year 1 Use simple instructions (left/right forwards/backwards, up/down) to control a programmable toy Year 2 Create and debug a simple program</p>	<p>COMPUTING Year 1 - Word process ideas using a keyboard, (including using spacebar, back space, enter, shift and arrow keys) Year 2 - Recognise common uses of information technology beyond school</p>	<p>COMPUTING Year 1 - Capture images with a camera and record a sound and play it back Year 2 Use technology to create, organise and store digital content</p>	<p>COMPUTING Year 1 Enter information into a template to make a graph and say what the results on the graph show Year 2 Retrieve and manipulate digital content stored previously (e.g. make a slide show from text and pictures previously saved)</p>	<p>COMPUTING Year 1 Predict the outcome of simple instructions Year 2 Use logical reasoning to predict the behaviour of a simple program and use precise and unambiguous instructions to change it if necessary</p>	<p>COMPUTING Year 1 - Tell someone else what the school e-safety Code of Conduct means Year 2 - Use technology safely and respectfully. Know that personal information should be kept private; know what to do about something upsetting on the internet)</p>
	<p>DESIGN TECH - Year 1 – Explore mechanisms (e.g. levers, sliders, wheels and axles) Year 2 – Use mechanisms, such as levers, sliders, wheels and axles, in their products</p>	<p>DESIGN TECH – Designing Year 1 Create a design and describe how it works by using pictures, diagrams, models and words Year 2 Develop their designs by including detail about resources and features</p>	<p>DESIGN TECH Evaluating Year 1 Say what went well with their work Year 2 Explain what went well and what they would want to improve if they did it again</p>	<p>DESIGN TECH Design, make and evaluate a Rocket Year 1 – Join materials or components together in different ways Year 2 - Explain why they joined things together in a certain way (materials/components)</p>	<p>DESIGN TECH Year 1 Cut food safely and say why it is important to make sure surfaces are clean Year 2 Say where food comes from and prepare different simple healthy dishes</p>	<p>DESIGN TECH Design, make and evaluate a bug habitat. Year 1 – Build structures Year 2 - Explore how structures can be made stronger, stiffer or more stable</p>
Creative	<p>ART – Autumn/Spring/Summer Year 1 Describe what they think and feel about their own work and another artist's work Year 2 Create a piece of work in response to another artist's work and then suggest how to make it even better</p>					
	<p>ART Year 1 Name the primary colours and mix them to create secondary colours Year 2 Make tints by adding white and tones by adding black</p>	<p>ART Year 1 Make different kinds of shapes by cutting, rolling and coiling materials such as clay, dough or plasticine Year 2 Adding further detail to clay or dough models, understanding about the finish</p>	<p>ART Year 1 Draw lines of different shapes and thickness Year 2 Use charcoal, pastels and different grades of pencil (4B, 8B HB) when drawing</p>	<p>ART Year 1 Join fabric together using simple stitches Year 2 Join fabric by sewing and add further detail using stitches</p>	<p>ART Year 1 Print a pattern on to different materials Year 2 Create a print using different techniques (pressing, rolling, rubbing and stamping)</p>	<p>ART Year 1 Use a simple painting program to create a picture Year 2 Use a range of simple IT mark-making tools (e.g. brush and pen tools)</p>
	<p>MUSIC Year 1 Use their voice to speak, sing and chant Year 2 Follow the melody (tune) when they sing</p>	<p>MUSIC Year 1 Copy sounds and repeat short rhythmic patterns</p>	<p>MUSIC Year 1 Make different sounds with their voice and instruments Year 2 Choose particular sounds</p>	<p>MUSIC Year 1 Make a sequence of sounds and represent the sounds by using pictures</p>	<p>MUSIC Year 1 Say how a piece of music makes them feel</p>	<p>MUSIC Year 1 Understand some musical words and listen out for these particular</p>



		Year 2 Play simple rhythmic patterns on an instrument keeping a steady pulse	by using their voice or instruments to create an effect	Year 2 Use symbols to represent sounds and make connections between notations and musical sounds	Year 2 Say whether they like or dislike a piece of music with reasons	things when listening to music Year 2 Use musical words to describe what you like and dislike
Physical and wellbeing	PE Year 1 Copy actions and skills with some coordination and care Year 2 Repeat and explore actions with control and co-ordination	PE Year 1 Choose skills and actions that suit the activity Year 2 Vary skills, actions and ideas, linking them in ways that suit the activities	PE Year 1 Talk about what they have done. Describe what other people did Year 2 Talk about what is different between what they did and what someone else did Say how they could improve	PE Year 1 Talk about what they have done. Describe what other people did Year 2 Talk about what is different between what they did and what someone else did Say how they could improve	PE Year 1 Describe how their body feels before, during and after an activity Year 2 Describe how their body feels during different activities	PE Year 1 Explain why you need to stay safe Year 2 Show someone how to exercise safely
	PSHE – New Beginnings Year 1 – Say what they like and dislike, what is fair and unfair, what is right and wrong Year 2 - . Deal with their feelings in a positive way	PSHE – Zones of regulations Year 1 Begin to understand own feelings Year 2 Recognise own emotions and use strategies to deal with different emotions	PSHE – Getting on and Falling out/Peer Mediation Year 1 Share their views and opinions Year 2 Understand that others have different views and opinions. Show care for other people’s opinions	PSHE – Going for Goals Year 1 Make simple choices to improve their health and well being Year 2 Explain how to keep themselves safe and make choices to improve their health and well being	PSHE – Good to be me/Working with others Year 1 Listen to other people and play or work co-operatively Year 2 Understand that bullying is wrong and that we should respect peoples’ beliefs, customs and cultures	PSHE – Changes Year 1 Set own goals for the future Year 2 Discuss own goals for the future explain reasons for having these.
	RE – The Good Samaritan Year 1 - Talk about a religious story Year 2 - Retell stories from different religions	RE – Celebrations Why is Diwali important to Hindus? Year 1 - Explain why a person, book, object or place is special Year 2 - Know that different people believe in different things	RE – Special People Year 1 - Respond to things that they find interesting or puzzling and give their own views about them Year 2 - Respond sensitively to other people’s experiences and feelings	RE – Places of worship My Special place Year 1 - Talk about how they feel during religious events or after a religious story Year 2 - Explain the importance of stories and festivals to different religious groups	RE – Beliefs Bible story - David and Goliath. Year 1 - Respond to things that they find interesting or puzzling and give their own views about them Year 2 - Respond sensitively to other people’s experiences and feelings	RE – Belonging Year 1 Talk about what is important to them Year 2 Identify what is important to themselves and other people



Cycle B	Autumn Term 2019		Spring Term 2020		Summer Term 2020	
	PETER PAN WHAT IF YOU COULD MAKE PIXIES DUST?	ICE AND WATER WHAT IF YOU WERE A RICH PASSENGER ON THE TITANIC?	DOWN UNDER WHAT IF THE FOREST DISAPPEARED?	INVENTIONS AND POTIONS WHAT IF YOU COULD MAKE YOUR OWN MAGIC POTION?	THE GREAT OUTDOORS WHAT IF PLANTS DIDN'T HAVE SEEDS?	FOOD GLORIOUS FOOD WHAT IF YOU COULD DESIGN YOUR PERFECT MEAL?
Hooks	Pirate dressing up day				Trip – Arundel Wetlands	
Key Text	Peter Pan	Titanic Texts	Where the forest meets the sea	George's Marvellous Medicine	10 Seeds	Oliver's Vegetables
WORKING SCIENTIFICALLY	Year 1 asking simple questions Year 2 asking simple questions and recognising that they can be answered in different ways	Year 1 identifying and classifying Year 2 using their observations and ideas to suggest answers to questions	Year 1 performing simple tests Year 2 performing simple tests	Year 1 identifying and classifying Year 2 identifying and classifying – using venn diagrams	Year 1 observing closely, using simple equipment Year 2 begin to use a scientific equipment	Year 1 begin to record results from simple tests Year 2 gathering and recording data to help in answering questions.
Science	Year 1 - Materials and Senses distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials Year 2 – Uses of everyday materials identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.	Year 1 – Materials and Senses compare and group together a variety of everyday materials on the basis of their simple physical properties Year 1 – Seasonal Change observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies Year 2 - Investigating Materials	Year 1 – Animals including humans identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) identify and name a variety of common animals that are carnivores, herbivores and omnivores Year 2 - Animals including humans notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	Year 1 - Animals including humans Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Year 1 – Seasonal Change observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies Year 2 - Living things and their habitats explore and compare the differences between things that are living, dead, and things that have never been alive identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other	Year 1 Plants identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Year 2 plants observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	Year 1 Plants identify and describe the basic structure of a variety of common flowering plants, including trees Year 1 – Seasonal Change observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies Year 2 Plants identify and name a variety of plants and animals in their habitats, including micro-habitats describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.



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	<p>GEOGRAPHY Treasure Maps Year 1 - Identify the 4 countries making the United Kingdom and name their capital cities Year 2 - Point out on a globe or an atlas, the equator, the north and south poles, the world's 7 continents and 5 oceans</p>	<p>GEOGRAPHY Year 1 Find where they live on a map of the UK Year 2 Describe key features of a place, using words like, beach, coast, forest, hill, mountain, ocean, and valley (Southampton/Chichester)</p>	<p>GEOGRAPHY Year 1 - Explain the main features of a hot and cold place. Explain what they might need if they lived in a very hot or a very cold country (Science links) Year 2 - Describe a place outside Europe using geographical words</p>	<p>GEOGRAPHY Year 1 - Keep a weather chart and answer questions about the weather. Year 2 - Explain how people might spoil an area or make it better</p>	<p>GEOGRAPHY Year 1 - Explain how the weather changes with each season Year 2 Explain what facilities a town or village might need</p>	<p>GEOGRAPHY Year 1 – Find where they live on a map of the UK Year 2 - Say what they like and don't like about the local area and a different area that they have studied</p>
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	their products	Year 2 Develop their designs by including detail about resources and features	Year 2 Explain what went well and what they would want to improve if they did it again	Year 2 - Explain why they joined things together in a certain way (materials/components)	Year 2 Say where food comes from and prepare different simple healthy dishes	more stable
	ART – Autumn/Spring/Summer Year 1 Describe what they think and feel about their own work and another artist’s work Year 2 Create a piece of work in response to another artist’s work and then suggest how to make it even better					
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