



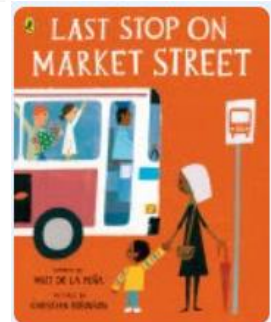
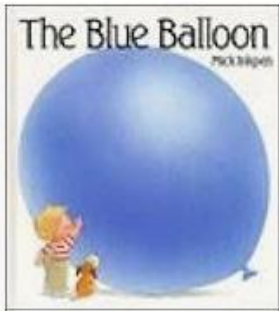
CURRICULUM MAP

MONET CLASS - Years 1 and 2

SPRING A 2025



English



Poetry – Blue balloon

Yr 1 - Read some simple poems. Build and select vocabulary.

Yr 2 - Read and review a range of poems. Write their own poems using carefully selected vocabulary.

Narrative with repeated refrains – Last stop at Market Street

Yr 1 – To choose appropriate words and phrases to describe. To re-tell familiar stories with events in sequence.

Yr 2 – To use expanded noun phrases to describe and specify. To expand sentences using the co-ordinating conjunctions or, and, but and subordinating conjunctions if, that, because. To form adjectives using suffixes -ful, -less

Non -Fiction – No Chronological Report – Seasons

Yr 1 - To write simple facts and sub-headings.

Yr 2 - To use research, subheadings and technical vocabulary to write facts to compare and contrast changing seasons.

Recount - The Queen's Hat

Yr 1 - To write simple phrases using prepositions. Explore onomatopoeia.

Yr 2 - To write a range of different sentence types; using prepositions, repetition and onomatopoeia.

Little Wandle phonics has a section which supports parents and this can be found [here](#).

Year 1 Spring 1

| | Phase 5 graphemes | New tricky words |
|--------|---|--------------------------------|
| Week 1 | /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder | any many again |
| Week 2 | /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone | who whole where two |
| Week 3 | /l/ le al apple metal /s/ c ice /v/ ve give | school call different |
| Week 4 | /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey | thought through friend work |
| Week 5 | Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa | |

Year 2 Spring 1

| | Unit | Coverage | Prickly spellings | Homophones |
|--------|------|---|-------------------|--------------|
| Week 1 | 1 | Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/? | once two | knight/night |
| Week 2 | | | | |
| Week 3 | 2 | Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y? | any many | one/won |
| Week 4 | | | | |
| Week 5 | 3 | Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words? | Review | where/wear |










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MONET CLASS - Years 1 and 2

SPRING A 2025



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|--|--|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--|
| <p style="text-align: center;">Maths</p> <div style="text-align: center;">  </div> <p style="text-align: center;">Counting to 50</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td></tr> <tr><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td>32</td><td>33</td><td>34</td><td>35</td><td>36</td><td>37</td><td>38</td><td>39</td><td>40</td></tr> <tr><td>41</td><td>42</td><td>43</td><td>44</td><td>45</td><td>46</td><td>47</td><td>48</td><td>49</td><td>50</td></tr> </table> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | <p>Year 1 – Addition and Subtraction (within 20) Add by counting on within 20. Add ones using number bonds. Find and make number bonds to 20. Double and near doubles. Subtract ones using number bonds. Subtraction: counting back and finding the difference. Related facts.</p> <p>Year 1 – Place Value (within 50) Count from 20 to 50. Count by making groups of tens. Count by making groups of tens & ones. Partition into tens & ones. The number line to 50. 1 more, 1 less.</p> <p>Year 2 – Shape Sort 2-D shapes. Count faces, edges and vertices on 3-D shapes. Make patterns with 2-D and 3-D shapes.</p> <p>Year 2- Money Count pence. Count pounds as notes and coins. Choose notes and coins to make amounts. Make the same amount. Compare amounts of money. Calculate with money. Make a pound. Find change.</p> <p>Y2- Multiplication and Division Recognise, make and add equal groups. Introduce the multiplication symbol. Multiplication sentences. Use arrays. Make equal groups by sharing and grouping.</p> |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: center;">Science</p> <div style="text-align: center;">  </div> | <p>Seasonal Changes The children will learn about the seasons, seasonal changes and typical seasonal weather and events. They will focus on measuring the weather and the role of a meteorologist. The children will begin to learn about the science of day and night and recognise that the seasons have varying day lengths in the UK. The children will compare and contrast the seasons.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: center;">RE</p> | <p>Islam – Mercy and Compassion How do Muslims show that Allah is compassionate and merciful? The children will learn that the names 'Allah' and 'Muhammad' are important to Muslims. They will learn about what Muslims learn about compassion by listening to the story of Muhammad and the crying camel. They will also learn about Ramadan as an important time of year and that because Muslims believe Allah is a God of compassion they show compassion to others.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: center;">Geography</p> <div style="text-align: center;">  </div> | <p>Bright Lights, Big City The children will explore the physical and human characteristics of the United Kingdom. They will understand that the United Kingdom is made up of four countries, all with their own capital city. They will undertake a detailed exploration of the characteristics and features of the capital city of England, London. They will make a comparison with the alternative capital city Kuala Lumpur, Malaysia.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: center;">Art and Design</p> <div style="text-align: center;">  </div> | <p>Taxi This design unit teaches children about wheels, axles and chassis and how they work together to make a vehicle move. Children will explore and experiment with different materials culminating in designing and creating their own moving model taxi.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p style="text-align: center;">Computing</p> <div style="text-align: center;">  </div> | <p>Year 1 - Moving a robot – Beebot This project introduces children to early programming concepts e.g. using individual commands, identifying what each floor robot command does and using that knowledge to start predicting the outcome of programs. They are also introduced to algorithms.</p> <p>Year 2 - Robot algorithms This project develops an understanding of instructions in sequences and the use of logical reasoning to predict outcomes. Children will use commands in</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

