

**CURRICULUM MAP: YEAR B – KEY STAGE 1/FOUNDATION STAGE**

	All About Me – Science focus		Travelling to Kenya – Geography focus		Fire of London – History focus	
	1	2	3	4	5	6
Class one  English	Nursery rhymes Pattern and rhyme Stories in familiar settings Pie Corbett: Term 1 Handa's Surprise Term 2 Old McDonalds Farm Patterns and repetitive phrases Signs, labels and lists Information texts		Poems about feelings Question poems and nursery rhymes Fantasy stories /Fairy tales Pie Corbett: Term 3 – We're Going on a Bear Hunt Term 4 – A Mouse Book called Maisy Instructions Information texts		Nonsense poems Action poems Traditional stories /Stories about families Pie Corbett: Term 5 – Three Little Pigs Term 6 – Gingerbread Man Letters and postcards Information texts	
Class two	Animal poems/ <i>list poems</i> Stories in familiar settings Songs and repetitive poems/ <i>silly poems</i> Stories involving fantasy Pie Corbett: Term 1 – Enormous Turnip Term 2 – Story of the Brave Knight Labels, lists, signs and posters Information texts		Poetry- The sound collector/ <i>Poems with elements of fantasy and humour.</i> Playing with language/ <i>Bedtime poems</i> Tales from a variety of cultures/ <i>traditional tales</i> Stories in familiar settings/ <i>stories about feelings</i> <i>Pie Corbett: Term 3 – Story of Pirate Tom</i> Instructions/ <i>lists</i> Recounts		Traditional poems/ <i>A study of a poet - Millians</i> Poems on a theme/ <i>poems to say out loud</i> Fairy tales/ <i>Traditional tales from other cultures</i> Classic contemporary fiction/ <i>humorous stories</i> <i>Pie Corbett: Term 6 – Cat, Bramble and Heron</i> Letters Information texts	
Maths	Sequencing and place value Addition and subtraction Money and time Length, symmetry. Multiplication and fractions Doubles, halves and time 2D shape and data Number facts		Number, addition and subtractions Counting and money. Weight, time Multiplication and division. Place value and fractions Money. Measures and data.		Place value Addition and subtractions 3D shape and time. Multiplication and division. Place value Fractions and time Position and direction.	
Science	<ul style="list-style-type: none"> <li>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>Identify and name a variety of common animals that are carnivores, herbivores and omnivores (Dinosaurs – term 5/6)</li> <li>Identify, name, draw and label the basic parts of the human body and say which part of the human body is associated with each sense.</li> </ul>		<ul style="list-style-type: none"> <li>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.</li> </ul>		<ul style="list-style-type: none"> <li>Explore and compare the differences between the things that are living, dead and things that have never been alive</li> <li>Describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene</li> </ul>	
Working scientifically in Science (taught across year).	<ul style="list-style-type: none"> <li>Ask simple questions and recognising that they can be answered in different ways</li> <li>Observe closely, using simple equipment</li> <li>Perform simple tests</li> <li>Identify and classify.</li> <li>Use observations and ideas to suggest answers to questions</li> <li>Gather and record data to help in answering questions</li> </ul>					
History/ Geography			<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of an area of the UK and a small area in a contrasting non-European country (Kenya)</li> <li>Name and locate the world's seven continents and five oceans</li> </ul>		<ul style="list-style-type: none"> <li>Events beyond living memory that are significant nationally or globally (fire of London)</li> </ul>	

		<ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied at this key stage'</li> </ul>	
Art	<p style="text-align: center;">Drawing</p> <ul style="list-style-type: none"> <li>Develop and share their ideas, experiences and imagination</li> <li>Develop a wide range of art and design techniques using : line and pattern</li> </ul>	<p style="text-align: center;">Painting</p> <ul style="list-style-type: none"> <li>Develop and share their ideas, experiences and imagination</li> <li>Develop a wide range of art and design techniques using : colour and texture</li> <li>Learn about 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 (Van Gogh)</li> </ul>	<p style="text-align: center;">Collage</p> <ul style="list-style-type: none"> <li>Develop and share their ideas, experiences and imagination</li> <li>Develop a wide range of art and design techniques using : form and shape</li> <li>Use a range of materials creatively to design and make products</li> </ul>
D.T.	<p style="text-align: center;">Design focus – sewing – hand puppets</p> <ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and others based on design criteria.</li> <li>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> </ul>	<p style="text-align: center;">Make focus – fruit salad</p> <ul style="list-style-type: none"> <li>Select from and use a range of tools and equipment to perform practical tasks.</li> <li>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li> <li>Understand where food comes from</li> <li>Use the basic principles of a healthy and varied diet to prepare dishes.</li> </ul>	<p style="text-align: center;">Evaluation focus - buckets</p> <ul style="list-style-type: none"> <li>Explore and evaluate a range of existing products.</li> <li>Evaluate their ideas and products against design criteria.</li> <li>Explore and use mechanisms in their products (leavers/winding mechanisms).</li> </ul>
Music	<ul style="list-style-type: none"> <li>Listen with concentration and understanding to a range of high quality, live and recorded music</li> <li>Experiment, create, select and combine sounds using the interrelated dimensions of music (duration and timbre)</li> <li>Ten pieces – Peter Grimes</li> </ul>	<ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>Experiment, create, select and combine sounds using the interrelated dimensions of music (pitch, dynamics and tempo)</li> </ul>	<ul style="list-style-type: none"> <li>Play tuned and un-tuned instruments musically</li> <li>Experiment, create, select and combine sounds using the interrelated dimensions of music (texture and structure)</li> <li>Ten Pieces – Horn Concerto</li> </ul>
PE	<p style="text-align: center;">Multi-skills and gymnastics</p> <ul style="list-style-type: none"> <li>Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination and being to apply these in a range of activities</li> </ul>	<p style="text-align: center;">Multi-skills and dance</p> <ul style="list-style-type: none"> <li>Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination and being to apply these in a range of activities</li> <li>Perform dances and simple movement patterns</li> </ul>	<p style="text-align: center;">Multi-skills and games</p> <ul style="list-style-type: none"> <li>Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination and being to apply these in a range of activities</li> <li>Participate in team games developing simple tactics for attacking and defending</li> <li>Sarah Shaw dance workshop.</li> </ul>
Computing	<ul style="list-style-type: none"> <li>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support where they have concerns about content or contact on the internet or other technologies</li> <li>Recognise common uses of information technology beyond school</li> </ul>	<ul style="list-style-type: none"> <li>Understand what algorithms are; how they are implemented as programs on digital devices; and that programmes execute by following precise and unambiguous instructions</li> <li>Create and debug simple programs</li> <li>Use logical reasoning to predict the behaviour of simple programs</li> </ul>	<ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul>
R.E.	<ul style="list-style-type: none"> <li>What does it mean to belong to a faith community?</li> <li>What do Christians believe God is like?</li> </ul>	<ul style="list-style-type: none"> <li>Who is Jewish and how do they live?</li> </ul>	<ul style="list-style-type: none"> <li>Who do Christians say made the world?</li> <li>How should we care for the world and for others and why does it matter?</li> </ul>
PHSE (PINK curriculum)	<p style="text-align: center;">Citizenship and British values –</p> <ul style="list-style-type: none"> <li>Contributing to the life of the classroom and the school</li> </ul>	<p style="text-align: center;">Media Influence</p> <ul style="list-style-type: none"> <li>Reacting to events on TV e.g terrorism, racism, inappropriate behaviour of role models</li> <li>Advertising e.g influence, bias, distortion</li> </ul>	<p style="text-align: center;">All about me</p> <ul style="list-style-type: none"> <li>Personal responsibility</li> <li>Diet and exercise</li> <li>Illness, wellness and balance</li> </ul>

	<ul style="list-style-type: none"> <li>• Group and class rules and understand how these rules help them</li> <li>• Rights and responsibilities</li> </ul> <p>Internet Safety –</p> <ul style="list-style-type: none"> <li>• Internet safety – Online games, email/chat</li> <li>• Games, applications, TV, streaming</li> <li>• Passwords/Access codes, PINS</li> <li>• Appropriate websites</li> </ul>		
R&SE: Reception			<ul style="list-style-type: none"> <li>• To understand what personal responsibility is.</li> <li>• To value their body, including physical achievements and capabilities.</li> <li>• To know the adults who are responsible for looking after them.</li> <li>• To recognise personal needs and act on them where appropriate.</li> <li>• To understand basic hygiene routines, including toileting and washing.</li> </ul>
R&SE: Y1			<ul style="list-style-type: none"> <li>• To understand what a cycle is (link to science).</li> <li>• To understand changes happen constantly as we grow.</li> <li>• To understand the life cycles of humans and animals.</li> <li>• To understand the different stages of the human lifecycle.</li> <li>• To understand that humans, like other animals, change over time.</li> <li>• To value their own body and recognise its capabilities and uniqueness.</li> <li>• Recognise that people are similar in some ways and different in others.</li> <li>• To learn basic information about how the body works and ways of looking after it.</li> <li>• To know how to keep themselves clean.</li> </ul> <p>• <u>Vocab:</u> Unique, lifecycle, birth, adulthood, reproduction, death, baby, toddler, child, teenager, adult, pregnancy, elderly, tolerance, hygiene/hygienic.</p>
R&SE: Y2			<ul style="list-style-type: none"> <li>• To understand that all living things originate from other living things.</li> <li>• To understand that humans produce babies that grow into children and then into adults.</li> <li>• To consider ways they have changed physically since they were born.</li> <li>• To consider physical changes that will take place as they move from childhood to adulthood.</li> <li>• To consider their responsibilities now and compare these to when they were younger.</li> <li>• To understand the choices that they are able to make in order to keep themselves healthy.</li> </ul> <p>• <u>Vocab:</u> Reproduction, growth, independent</p>

