

CURRICULUM MAP: YEAR C – KEY STAGE 1/FOUNDATION STAGE

	Bye Bye Barnaby Bear – Geography focus		Toy Story – Science focus		Glorious Gloucestershire – History focus	
	1	2	3	4	5	6
Class one English Class two	Nursery rhymes Pattern and rhyme Stories in familiar settings Patterns and repetitive phrases Pie Corbett: Term 1 - Little Red Hen Term 2 - Baby Bear and the Bee Signs, labels and lists Information texts		Poems about feelings Question poems and nursery rhymes Fantasy stories/Fairy tales Pie Corbett: Term 3 – Stuck in the Mud Term 4 – Jasper’s Beanstalk Instructions Information texts		Nonsense poems Action poems Traditional stories/Stories about families Pie Corbett: Term 5 – Owl Babies Term 6 Whatever Next Letters and postcards Information texts	
	Animal poems and list poems Songs and repetitive, silly poems Stories in familiar settings/ Stories involving fantasy Pie Corbett: Term 1 – Tiger who came to Tea Term 2 – Story of the Little Girl who wanted a Friend Labels, lists, signs and posters Information texts		Playing with language/bedtime poems Poetry- The sound collector/Poems with elements of fantasy and humour. Tales from a variety of cultures/traditional tales Stories in familiar settings/stories about feelings <i>Pie Corbett: Term 3 – Three Billy Goats Gruff</i> Instructions/lists Recounts		Poems on a theme/ poems to say out loud Traditional poems/ A study of a poet - Millians Fairy tales/ Traditional tales from other cultures Classic contemporary fiction/ humorous stories Information texts <i>Pie Corbett: Term 6 – Little Charlie</i> Letters	
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	Animals, including humans <ul style="list-style-type: none"> 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) 		Everyday materials and forces. <ul style="list-style-type: none"> 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. Compare and group together a variety of everyday materials on the basis of their simple physical properties. 		Plants <ul style="list-style-type: none"> Identify and name a variety of plants and animals in their habitats, including micro-habitats. 	
Working scientifically in Science (taught across year).	<ul style="list-style-type: none"> Working scientifically Ask simple questions and recognising that they can be answered in different ways Observe closely, using simple equipment Perform simple tests Identify and classify Use their observations and ideas to suggest answers to questions Gather and record data to help in answering questions 					
History	<ul style="list-style-type: none"> Understand the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used 					

			<p>to compare aspects of life in different periods. (Focus on Florence Nightingale)</p> <ul style="list-style-type: none"> • Understand significant historical events, people and places in their own locality.
Geography	<ul style="list-style-type: none"> • Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. • Use aerial photographs and plan perspectives to recognise landmarks and basic human features; devise a simple map; and use and construct basic symbols in a key. • Use simple compass directions (North, South, East and West) and locational and directional language, to describe the location and features and routes on a map. 		
Art	<p>Sculpture – Andy Goldsworthy</p> <ul style="list-style-type: none"> • Develop a wide range of art and design techniques using : form and shape • Use a range of materials creatively to design and make products 	<p>Painting, colour & texture - Constable</p> <ul style="list-style-type: none"> • Use painting to develop and share their ideas, experiences and imagination • Develop a wide range of art and design techniques using : colour and texture • 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. 	<p>Drawing, lines and patterns.</p> <ul style="list-style-type: none"> • Use drawing to develop and share their ideas, experiences and imagination • Develop a wide range of art and design techniques using : line and pattern
D.T	<p>Design focus – sewing - bears</p> <ul style="list-style-type: none"> • Design purposeful. Functional, appealing products for themselves and others based on design criteria. • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. 	<p>Make focus – baking biscuits</p> <ul style="list-style-type: none"> • Select from and use a range of tools and equipment to perform practical tasks. • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. • Understand where food comes from. • Use the basic principles of a healthy and varied diet to prepare dishes. 	<p>Evaluation focus – construction - bridges</p> <ul style="list-style-type: none"> • Explore and evaluate a range of existing products. • Evaluate their ideas and products against design criteria.
Music	<ul style="list-style-type: none"> • Listen with concentration and understanding to a range of high quality, live and recorded music • Experiment, create, select and combine sounds using the interrelated dimensions of music (duration and timbre) • Peter and the Wolf 	<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Experiment, create, select and combine sounds using the interrelated dimensions of music (pitch, dynamics and tempo) 	<ul style="list-style-type: none"> • Play tuned and un-tuned instruments musically experiment, create, select and combine sounds using the interrelated dimensions of music (texture and structure) <ul style="list-style-type: none"> • Ten Pieces – Connect it all
PE	<p>Multi-skills and Gymnastics</p> <ul style="list-style-type: none"> • Master the basic movements including running, jumping, throwing and catching as well as developing balance, agility and coordination and begin to apply these in a range of activities. 	<p>Multi-skills and Dance</p> <ul style="list-style-type: none"> • Master the basic movements including running, jumping, throwing and catching as well as developing balance, agility and coordination and begin to apply these in a range of activities • Perform dances and simple movement patterns. 	<p>Multi-skills and Games</p> <ul style="list-style-type: none"> • Master the basic movements including running, jumping, throwing and catching as well as developing balance, agility and coordination and begin to apply these in a range of activities.

			<ul style="list-style-type: none"> Participate in team games, developing simple tactics for attacking and defending.
Computing	<ul style="list-style-type: none"> 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 Recognise common uses of information technology beyond school 	<ul style="list-style-type: none"> Understand what algorithms are; how they are implemented as programs on digital devices; and that programmes execute by following precise and unambiguous instructions Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs 	<ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content
Religious Education	<ul style="list-style-type: none"> Who is a Muslim and how do they live? Why does Christmas matter to Christians? 	<ul style="list-style-type: none"> Who is a Muslim and how do they live? Why does Easter matter to Christians? 	<ul style="list-style-type: none"> What is the "good news" Christians believe Jesus brings? What makes some places sacred to believers?
PSHE (PINK Curriculum)	<p>Citizenship and British values –</p> <ul style="list-style-type: none"> Contributing to the life of the classroom and the school Group and class rules and understand how these rules help them Rights and responsibilities <p>Internet Safety –</p> <ul style="list-style-type: none"> Internet safety – Online games, email/chat Games, applications, TV, streaming Passwords/Access codes, PINS Appropriate websites <p>Social Issues</p> <ul style="list-style-type: none"> Issues of interest/relevance to their locality 	<p>Kindness and anti-bullying</p> <ul style="list-style-type: none"> Different types of unkind behaviour The difference between isolated incidents of unkind behaviour and bullying Identifying acts of kindness Exploring how kindness benefits all involved 	<p>Keeping safe, people who help us</p> <ul style="list-style-type: none"> Recognise that our feelings can affect the way we behave Identify where we can go when we need to feel safe Identify who we can speak to about our feelings Drugs and their uses (medicines are drugs that are intended to help us)
R&SE: Reception			<ul style="list-style-type: none"> To understand what personal responsibility is. To value their body, including physical achievements and capabilities. To know the adults who are responsible for looking after them. To recognise personal needs and act on them where appropriate. To understand basic hygiene routines, including toileting and washing.
R&SE: Y1			<ul style="list-style-type: none"> To understand what a cycle is (link to science). To understand changes happen constantly as we grow. To understand the life cycles of humans and animals. To understand the different stages of the human lifecycle. To understand that humans, like other animals, change over time. To value their own body and recognise its capabilities and uniqueness. Recognise that people are similar in some ways and different in others. To learn basic information about how the body works and ways of looking after it. To know how to keep themselves clean.

			<ul style="list-style-type: none"> • <u>Vocab</u>: Unique, lifecycle, birth, adulthood, reproduction, death, baby, toddler, child, teenager, adult, pregnancy, elderly, tolerance, hygiene/hygienic.
R&SE: Y2			<ul style="list-style-type: none"> • To understand that all living things originate from other living things. • To understand that humans produce babies that grow into children and then into adults. • To consider ways they have changed physically since they were born. • To consider physical changes that will take place as they move from childhood to adulthood. • To consider their responsibilities now and compare these to when they were younger. • To understand the choices that they are able to make in order to keep themselves healthy. • <u>Vocab</u>: Reproduction, growth, independent