

**CURRICULUM MAP: YEAR A – KEY STAGE 1/FOUNDATION STAGE – 2019 - 2020**

	Home Sweet Home – History focus	Secret Garden- Science focus	Wish You Were Here – Geography focus
Class one English	Nursery rhymes Pattern and rhyme Stories in familiar settings Pie Corbett: Term 1 - Little Red Hen Term 2 - Baby Bear and the Bee Patterns and repetitive phrases Signs, labels and lists Information texts	Poems about feelings Question poems and nursery rhymes Fantasy stories Pie Corbett: Term 3 – Stuck in the Mud Term 4 – Jasper's Beanstalk Fairy tales 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
Class two	Songs and repetitive poems/ <i>silly poems</i> Animal poems/ <i>list poems</i> 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	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 – Three Billy Goats Gruff</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> Information texts <i>Pie Corbett: Term 6 – Little Charlie</i> Letters
Maths	YR Number and place value – Numbers to 5 Addition and subtraction – Sorting Number and place value – Comparing groups Addition and subtraction – Change within 5 Measurement - Time Y1 Number – Place value (within 10 Term 1) Number – Addition and subtraction (within 10) Geometry – Shape Number – Place value (within 20 Term 2) Y2 Number – Place value Number – Addition and subtraction Measurement – Money Number – Multiplication and division	YR Addition and subtraction – Numbers to 5. Number and place value – Numbers to 10 Addition and subtraction – Addition to 10 Geometry – Shape and space Y1 Number - Addition and subtraction Number – Place value (within 50) Measurement – Length and height Measurement – Weight and volume Y2 Number – Multiplication and division Statistics Geometry – Properties of Shape Number – Fractions Measurement – Length and height	YR Geometry – Exploring patterns Addition and Subtraction Number and place value Multiplication and division Measurement Y1 Number – Multiplication and division Number – Fractions Geometry – Position and direction Number – Place value (within 100) Measurement – Money Measurement – Time Y2 Geometry – Position and direction Problem solving and efficient methods Measurement - Time Measurement – Mass, capacity and temperature Investigations

Science	<ul style="list-style-type: none"> <li>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.</li> <li>Describe and compare the structure of a variety of common animals (fish ,amphibians, reptiles, birds and mammals including pets)</li> </ul>	<ul style="list-style-type: none"> <li>Identify and name a variety of common, wild and garden plants, including deciduous and evergreen trees.</li> <li>Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> <li>Observe and describe how seeds and bulbs grow into mature plants.</li> <li>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>	<ul style="list-style-type: none"> <li>Observe changes across the four seasons.</li> <li>Observe and describe weather associated with the seasons and how day length varies.</li> <li>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</li> <li>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>
Science (to be covered across the year)	<p>Working scientifically</p> <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 their observations and ideas to suggest answers to questions</li> <li>Gather and record data to help in answering questions</li> </ul>		
History	<ul style="list-style-type: none"> <li>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</li> </ul>		<ul style="list-style-type: none"> <li>Changes within living memory. How holidays have changed.</li> </ul>
Geography		<ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> <li>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a m</li> </ul>	<ul style="list-style-type: none"> <li>Key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>Name, Locate and Identify characteristics of the four countries and capital cities of the United Kingdom and the surrounding seas.</li> </ul>
Art	<p>Drawing</p> <ul style="list-style-type: none"> <li>Use drawing to 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>Painting – Kandinsky</p> <ul style="list-style-type: none"> <li>Use painting to 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</li> </ul>	<p>Printing – William Morris</p> <ul style="list-style-type: none"> <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>Make focus – Cooking soup</p>	<p>Design focus – Cross stitch</p>	<p>Evaluation focus - Boat construction</p> <ul style="list-style-type: none"> <li>Explore and evaluate a range of existing products.</li> </ul>

	<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>	<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>	<ul style="list-style-type: none"> <li>• Evaluate their ideas and products against design criteria.</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- rhythm car.</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> </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> </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>
Religious Education	<ul style="list-style-type: none"> <li>• Being special: where do we belong?</li> <li>• why is Christmas special for Christians?</li> </ul>	<ul style="list-style-type: none"> <li>• Why is the word 'God' so important to Christians?</li> <li>• Why is Easter special to Christians?</li> </ul>	<ul style="list-style-type: none"> <li>• What places are special and why?</li> <li>• What times/stories are special and why?</li> </ul>
PHSE (PINK curriculum)	<p>Citizenship and British values –</p> <ul style="list-style-type: none"> <li>• Contributing to the life of the classroom and the school</li> <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> <p>Friends and family</p>	<p>Citizenship and British values –</p> <ul style="list-style-type: none"> <li>• Belonging to various groups and communities such as family and school</li> <li>• What improves and harms their local and natural environments and about some of the ways people look after them</li> </ul>	<p>Keeping Safe, People who help us</p> <ul style="list-style-type: none"> <li>• Road safety</li> <li>• Personal safety</li> <li>• Stranger danger</li> <li>• Sun smart</li> </ul> <p>Financial Capabilities</p> <ul style="list-style-type: none"> <li>• Monetary value and the notion of saving up for a purchase</li> </ul>

	<ul style="list-style-type: none"> <li>• Different relationships</li> <li>• The responsibilities that parents have for babies and children</li> <li>• The underwear rule (PANTS)</li> <li>• Making and keeping friends</li> <li>• Protective behaviours (understanding what makes you and others feel happy or sad)</li> <li>• Positive touch activities – the need to seek permission when we touch someone else</li> <li>• The need to be respectful of a person's personal boundaries</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>• <i>Vocab: Unique, lifecycle, birth, adulthood, reproduction, death, baby, toddler, child, teenager, adult, pregnancy, elderly, tolerance, hygiene/hygienic.</i></p>
R&SE: Y2			<ul style="list-style-type: none"> <li>• To understand that all living things originate from other living things.</li> </ul>

			<ul style="list-style-type: none"><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><li>• <i>Vocab: Reproduction, growth, independent</i></li></ul>
--	--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------