

FOUNDATION STAGE AND KEY STAGE ONE CURRICULUM MAP 2017

| | Nursery | | | Reception | | | Year 1 | | | Year 2 | | |
|--------------|---------------------------------------|--------|--------|---------------------------------------|--------|--------|--|--|--|---|--|--|
| | Autumn | Spring | Summer | Autumn | Spring | Summer | Autumn | Spring | Summer | Autumn | Spring | Summer |
| Sci. | <u>UNDERSTANDING THE WORLD</u> | | | <u>UNDERSTANDING THE WORLD</u> | | | What questions would you ask a zoo keeper? Where do the leaves go in the winter? What buildings could we create? | Why do we want to explore the universe? (Armstrong and Peake) Why does it go dark earlier in the winter? | Which plants would Little Red Riding Hood find in our school? Why can't a Meerkat live in the North Pole? | What is your school made of? | Why do we love to be beside the seaside? Why would a dinosaur not make a good pet? | How will 5 day help me to be healthy? |
| IT | <u>UNDERSTANDING THE WORLD</u> | | | <u>UNDERSTANDING THE WORLD</u> | | | Using programmable toys – code.org programming Filming the steps of a recipe - Computational thinking Logging on and logging off | Illustrating an eBook – Greeting card design Creativity 2Create A Story – 3 little Aliens Finding images using the web – London pictures – search and import - Computer networks | Producing a talking book - Communication/ Creating a card electronically – productivity Minecraft Character Creation | Programming on screen – code.org - programming Exploring how computer games work - Computational thinking Researching – Diana/Mandela | Taking, selecting and editing digital images - creativity Researching a topic - networks Binary questioning Introducing emails Minecraft allotments | Communicating clues - Communication/ Recording bug hunt data – productivity Scratch debugging Photography |
| Hist. | <u>UNDERSTANDING THE WORLD</u> | | | <u>UNDERSTANDING THE WORLD</u> | | | What toys do people love? What buildings could we create? | Why do we want to explore the universe? (Armstrong and Peake) Where did the wheels on the bus go? | Why do we remember the titanic? Which plants would Little Red Riding Hood find in her school? | What would the lonely beast find exciting about our town? | Who was famous when your mum and dad were little? | What was it like when the queen came to the throne in 1953? |
| Geog. | <u>UNDERSTANDING THE WORLD</u> | | | <u>UNDERSTANDING THE WORLD</u> | | | | | | | | |

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| PE | Safe use of large outdoor equipment Small games equipment Throwing, retrieving and catching. | Movement Gymnastics | Games Dance | Gymnastics Dance | Gymnastics Dance | Gymnastics Outdoor games | Dance Gymnastics | Dance Hockey | Games Gymnastics | Gymnastics Dance | Gymnastics Dance | Gymnastics Outdoor games |
| RE | I am special Diwali Christmas | Stories Jesus told Easter | Friendship Prayer Prayer in other faiths | Hanukkah Christmas Harvest, | Stories Jesus heard Easter | My special places Special times – family celebrations | Harvest God and creation Christmas gifts and gift bringers | Baptism Birth rites Easter celebrating new life | Jesus was special Saints and followers | The Bible Special books The journey to Bethlehem | Jesus friend to everyone Easter symbols Ascension and Pentecost | The church Places of worship |
| PSHE | SEAL -New Beginnings SEAL -Getting on Falling Out & Say No to Bullying | | SEAL- Relationships SEAL-Changes Caring for living things, Growth and change, Feelings, Getting ready for change – meeting my new teacher. | SEAL -New Beginnings SEAL - Getting on Falling Out & Say No to Bullying News and Family, | SEAL- Going for Goals SEAL- Good to be Me All about me, People who help us, Caring for living things, Growing, Changes, | SEAL- Relationships SEAL- Changes Growing Transition to Year 1, | SEAL -New Beginnings SEAL - Getting on Falling Out & Say No to Bullying My family The senses Personal hygiene | SEAL- Going for Goals SEAL- Good to be Me Friendship Recycling Money | SEAL- Relationships SEAL-Changes Healthy eating Keeping safe – medicines Road safety | SEAL -New Beginnings SEAL -Getting on Falling Out & Say No to Bullying Emotions and feelings | SEAL- Going for Goals SEAL- Good to be Me Healthy lifestyles – exercise Keeping safe at home and in the local environment People who have made a difference – famous | SEAL- Relationships SEAL-Changes Life processes – body awareness & life cycles Diversity and difference |

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| Art | <p align="center"><u>EXPRESSIVE ARTS AND DESIGN</u></p> <p>Exploring & Using Media & Materials</p> <ul style="list-style-type: none"> • Explores colour and how colours can be changed. • Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. • Beginning to be interested in and describe the texture of things. <p>Being Imaginative</p> <ul style="list-style-type: none"> • Developing preferences for forms of expression. • Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. | <p align="center"><u>EXPRESSIVE ARTS AND DESIGN</u></p> <p>Exploring & Using Media & Materials</p> <ul style="list-style-type: none"> • Explores what happens when they mix colours. • Experiments to create different textures. • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. <p>Being Imaginative</p> <ul style="list-style-type: none"> • Create simple representations of events, people and objects. • Chooses particular colours to use for a purpose <p>Renaissance – Leonardo Da Vinci, Raphael, Michelangelo</p> | <p>Self portrait, primary and secondary colours.</p> <p>Baroque – Rembrandt and Ribera</p> | <p>Observational drawing and patterns.</p> | <p>3D clay work.</p> | <p>Sketching using 2B pencils</p> <p>Colour wheel</p> <p>Mixing colours and painting</p> <p>Impressionism – Monet, Degas, Van Gogh</p> | <p>Different tones and collages</p> | <p>Paper and materials</p> <p>Patterns and textures</p> <p>3D clay</p> |
| D&T | <p align="center"><u>EXPRESSIVE ARTS AND DESIGN</u></p> <p>Exploring & Using Media & Materials</p> <ul style="list-style-type: none"> • Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. • Beginning to be interested in and describe the texture of things. • Uses various construction materials. • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Joins construction pieces together to build and balance. • Realises tools can be used for a purpose. | <p align="center"><u>EXPRESSIVE ARTS AND DESIGN</u></p> <p>Exploring & Using Media & Materials</p> <ul style="list-style-type: none"> • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately. • Selects appropriate resources and adapts work where necessary. • Selects tools and techniques needed to shape, assemble and join materials they are using. <p>Being Imaginative</p> <ul style="list-style-type: none"> • Create simple representations of events, people and objects. | <p>Rocket cards – sliders and levers</p> | <p>Freestanding structures – Alien houses</p> | <p>Healthy eating – preparing fruit and vegetables</p> | <p>Flags – templates and joining techniques</p> | <p>Dinosaurs – wheels and axles</p> | <p>Preparing fruit and vegetables - sandwiches</p> |
| Music | <p align="center"><u>EXPRESSIVE ARTS AND DESIGN</u></p> <p>Exploring & Using Media & Materials</p> <ul style="list-style-type: none"> • Enjoys joining in with dancing and ring games. • Sings a few familiar songs. • Beginning to move rhythmically. • Imitates movement in response to music. • Taps out simple repeated rhythms. • Explores and learns how sounds can be changed <p>Being Imaginative</p> <ul style="list-style-type: none"> • Developing preferences for forms of expression. • Uses movement to express feelings. • Creates movement in response to music. • Sings to self and makes up simple songs. • Makes up rhythms. | <p align="center"><u>EXPRESSIVE ARTS AND DESIGN</u></p> <p>Exploring & Using Media & Materials</p> <ul style="list-style-type: none"> • Begins to build a repertoire of songs and dances. • Explores the different sounds of instruments. <p>Being Imaginative</p> <ul style="list-style-type: none"> • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. | <p>Charanga – Hey you Little angel gets her wongs</p> | <p>Charanga In the groove Rhythm in the way</p> | <p>Charanga Round and round Reflect, Rewind and Replay</p> | <p>Charanga Hands, feet, heart Babushka</p> | <p>Charanga Glockenspiel I wanna play in a band</p> | <p>Charanga Zootime Reflect, rewind, replay</p> |