

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? 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?	What is your school made of?	How can we look after this? (Dinosaurs) Where does everything in my packed lunch come from? (Plants)	How do I keep myself 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? Where do the leaves go in the winter?	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? Why can't a Meerkat live in the North Pole?	Who are our heroes? (Princess Diana and Nelson Mandela)	What was it like when the queen came to the throne in 1953?	Why do we love to be beside the sea-side.
Geog.	<u>UNDERSTANDING THE WORLD</u>			<u>UNDERSTANDING THE WORLD</u>								Where would you prefer to live, England or Africa?

PE	Safe use of large outdoor equipment Small games equipment Throwing, retrieving and catching.	Movement Gymnastics	Games Dance	Ball skills Team Games	Gymnastics Striking and fielding	Summer games	Dance Ball skills Team Games	Gym Ball Skills Striking and fielding	Athletics Developing Partner work	Gymnastics Throwing and catching, games	Gymnastics Dance	Athletics 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

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>Rocket cards – sliders and levers</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>