

Key Stage 1-Curriculum Map- 2018 - 2020

Two Year Rolling programme

Refer to National Curriculum for in depth programmes of study	Curriculum coverage over two years through thematic approach to learning						Cross Curricular Links
	YEAR ONE			YEAR TWO			
	Autumn 18 Theme: Ourselves	Spring 19 Theme: Transport	Summer 19 Theme: Jungle/ Circus	Autumn 19 Theme: My World	Spring 20 Theme: Minibeasts	Summer 20 Theme: The Seaside	
National Curriculum Subject	Please see separate mapping document for English Curriculum Coverage developed by Subject Leader						
English Text Focus:	-Oliver's Fruit Salad By Alison Bartlett -From Head to Toe by Eric Carle -My Five Senses by Alike -Wibble Wobble by Miriam Moss	-Journey Home from Grandpas by Jemima Lumley -We all go Travelling by- By Sheena Roberts -Transport range (Go facts) By Ian Rohr -The train ride By June Crebbin	-The Animal Boogie by Barefoot Books -The Tiger who came to Tea by Judith Kerr -Walking through the Jungle by Debbie Harter - <i>Rumble in the Jungle</i> by Jiles Andreae	-(POEM) The Months by Sara Coleridge - (POEM) Food Glorious Food by Roger Hurn 2003 -Going to School by Anna Civardi, Stephen Cartwright	-The Very Hungry Caterpillar by Eric Carle -Mad About Minibeasts! By Giles Andreae -Minibeasts: Ladybird First Fabulous Facts -The Bad-Tempered Ladybird by Eric Carle	-I Love Reading Little Facts 100 Words: Fun at the Seaside By Ruth Owen -Sharing a Shell by Julia Donaldson -The Rainbow Fish by Marcus Pfister -The Lighthouse keeper's lunch by Ronda & David Armitage	
Mathematics							
<i>Number</i>	Number & Place Value Addition & Subtraction <i>Through: Age, Dates, Comparing size- feet, height etc</i>	Number & Place Value Multiplication & Division <i>Through: comparing numbers of wheels, passengers</i>	Number & Place Value Fractions <i>Through: Money (paying to visit circus) counting animals, spots, fractions of food.</i>	Number & Place Value Addition & Subtraction Through: Birthday celebrations, café role plays, numbers in class / school	Number & Place Value Multiplication & Division Through: counting legs, number of insects found on a hunt	Number & Place Value Fractions	CCL English (R&W) History-time/sequencing events
<i>Measurement</i>	length& weight	mass & height	Money	time	length& weight	capacity & volume	CCL Science

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	<i>Through: body measurements, making comparisons e.g. biggest/ smallest person</i>	<i>Through: observing comparisons between different modes of transport. Link to cooking / baking bread (history)</i>	<i>Paying for tickets, creating own sweet shop and using money</i>	<i>Through: changing of seasons, school day</i>	<i>Through: body measurements, making comparisons e.g. biggest/ smallest insect</i>	<i>Through: making/ selling drinks for our own seaside stall, focus on sea and water generally.</i>	
Geometry	Properties of 2D Shape <i>Creating people, pictures using shapes, printing with hands/ feet</i>	Properties of 3D shape <i>Explore through building own transport, looking for shapes within cars, bikes etc</i>	Position & Direction- whole, half quarter, three quarter turns <i>through a journey round a circus/ observing movement of circus acts</i>	Properties of 2D Shape <i>Creating pictures of local and immediate environment inc home/ school using 2D shapes</i>	Properties of 3D shape <i>Explore through making habitat for mini beats, observing mini beats in nature.</i>	Position & Direction- whole, half quarter, three quarter turns <i>Using theme of food and beach games including balls and bats</i>	
Science	Working scientifically						Humans- CCL to PE CCL English (R&W) Ongoing work inc changing of seasons and observation of weather during daily circle time activities.
Equals Schemes Strata Online Medium planning tool (for ideas and guidance) <i>Link to theme</i>	Animals inc Humans <i>Through work about ourselves, how we grow and change and pets</i> <i>Link with Halloween by looking at human skeleton.</i> Animals inc. humans	Everyday Materials Seasonal Changes <i>Testing materials and sorting materials through exploring modes of transport focus of hard, soft, smooth ,rough link to metals, rubber from tyres etc.</i> Everyday Materials Seasonal changes	Plants <i>Through observing plants grow, change, identification of flower and leaves</i> Plants	Animals inc Humans Uses of everyday materials <i>Observing and exploring materials in the immediate environment e.g. different buildings, parts of school- choosing own material to make school uniform.</i> Animals inc. humans Everyday Materials	Living things & their Habitats <i>Link to mini beats- observing habitats in the wild and creating our own, comparing with habitats of other animals</i> Animals inc. humans	Plants <i>Through exploring plants found near the seaside and underwater (Coral, algae) growing own plants.</i> Plants	

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PSHE focus	Knowing myself / Making personal choices <i>Through: food tasting, choices of clothes, music, activities</i>	Food / exercise - healthy choices <i>Walking as a mode of transport, exploring eatwell plate and food groups.</i>	Belonging to groups <i>Stories of animals and people to reinforce ideas of groups and family</i>	Being aware in the community / ourselves <i>Work around our school and classroom- friendship and golden rules</i>	Caring / looking after our environment <i>Focussing on tidying up, caring for our playground and plants. Link to making a safe habitat for mini-beats.</i>	Personal Responsibility	CCL PE- as well as some discrete PSHE sessions PSHE targets are built into each work session in Room 3.
Sex and Relationships Education (SRE)	Physical Self. Relationships. Anti-bullying week <i>Stories to reinforce ideas of friendship, being kind and school Rules</i>	Feelings and emotions. Keeping safe. <i>Exploring, describing and coping with emotions- social stories about feelings of sadness and anger.</i>	Sexual Expression. Life choices. <i>Introducing idea of Gender, stories which support this and challenge stereotypes inc : 'Anna Banana and me' and 'Boy can he dance'</i>	Physical Self. Relationships. Anti-bullying week <i>Stories to reinforce ideas of friendship, being kind and school Rules</i>	Feelings and emotions. Keeping safe. <i>Exploring, describing and coping with emotions- social stories about feelings of sadness and anger.</i>	Sexual Expression. Life choices. <i>Introducing idea of Gender, stories which support this and challenge stereotypes</i>	CCL English (R&W, SL)
Social & Emotional Aspects of Learning (SEAL)	New Beginnings. Getting on and falling out Anti-bullying week	Going for goals. Good to be me	Relationships. Changes.	New Beginnings. Getting on and falling out Anti-bullying week	Going for goals. Good to be me	Relationships. Changes.	CCL English (R&W, SL)

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<p>Design & Technology</p>	<p>Design: Design purposeful, functional & appealing products -Generate, model & communicate ideas</p> <p><i>Making moving models related to ourselves topic including puppets, moving skeletons and clothes</i></p>	<p>Design purposeful, functional & appealing products Make: Use range of tools & materials to complete practical tasks Evaluate: Explore & evaluate existing products & own ideas</p> <p><i>Through making moving models of transport</i></p>	<p>Design purposeful, functional & appealing products Technical Knowledge Build and improve structure & mechanisms Understand where food comes from</p> <p><i>Focus on food that is sold at a circus, exploring ingredients and making our own.</i></p> <p><i>Building parts of our own circus, improving on parts made.</i></p>	<p>Design: Design purposeful, functional & appealing products -Generate, model & communicate ideas</p> <p><i>Look at favourite food packaging and design our own.</i></p>	<p>Design purposeful, functional & appealing products Make: Use range of tools & materials to complete practical tasks Evaluate: Explore & evaluate existing products & own ideas</p> <p><i>Designing and making a house for mini beasts to live in. Testing houses by placing them in nature and observing and evaluating the results.</i></p>	<p>Design purposeful, functional & appealing products Technical Knowledge Build and improve structure & mechanisms Understand where food comes from</p> <p><i>Explore objects and equipment associated with the seaside for example: Kites, lunchboxes, umbrellas, boats- design and make our own.</i></p>	<p>CCL Art & Design</p>
<p>Geography</p>	<p>Locational Knowledge: -Name & locate 7 continents and 5 oceans</p> <p>Work starting with idea of self and position in the world, jigsaw activities to help identify parts of the globe.</p>	<p>Geography skills & fieldwork: creating maps, link to theme 'Transport'</p> <p><i>Making a short journey and using pictures, symbols and marks to represent this</i></p>	<p>Place Knowledge: Explore similarities & differences between UK and the jungle</p> <p><i>Case study of African Jungle link with circus through animals found there. Exploration of climate, appearance and people found in UK and contrasting location.</i></p>	<p>Locational Knowledge: Exploring the four countries and capital cities of the United Kingdom</p> <p><i>Starting point of ourselves, school and location in UK- moving out to explore other areas of UK and Capitol cities.</i></p>	<p>Human & Physical Geography: -Use basic geographical vocabulary to refer to local & familiar features-</p> <p><i>link to Minibeasts (homes etc)</i></p>	<p>Human & Physical Geography: Explore seasonal / daily weather patterns in the UK Locational Knowledge: Exploring the (5) ocean(s)</p> <p><i>link to theme 'Seaside' through looking at when people go to the seaside, exploration of water and the sea itself.</i></p>	<p>CCL Science & Computing</p>

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<p>History</p>	<p>Continuous daily teaching of chronological understanding through timelines/sequence of events</p> <p>Key Individuals Comparing 'ourselves' with lives of significant historical figures, -Significant local people</p> <p>Key Events e.g. Bonfire night Events of local importance- Guy Fawkes</p>	<p>Continuous daily teaching of chronological understanding through timelines/sequence of events</p> <p>Key Events Events of local importance- Roberts bakery (local history over time)</p>	<p>Continuous daily teaching of chronological understanding through timelines/sequence of events</p> <p>Key Individuals Comparing 'ourselves' with lives of significant historical figures explorers such as Christopher Columbus.</p>	<p>Continuous daily teaching of chronological understanding through timelines/sequence of events</p> <p>Key Events Events of local importance- Salt Museum (local history over time)</p>	<p>Continuous daily teaching of chronological understanding through timelines/sequence of events</p> <p>Key Individuals Significant local people. Beatles?60's era.</p>	<p>Continuous daily teaching of chronological understanding through timelines/sequence of events</p> <p>Key Individuals Focus on old and new by looking at old seaside pictures (Blackpool) compare with today.</p>	<p>CCL English (R&W, SL)</p> <p>CCL Maths</p> <p>CCL Computing</p>
<p>Music</p>	<p>Continuous music provision: within circle time/ transition music/ session starters/ Sing songs</p> <p>Focus: -Play tuned & untuned instruments musically-</p> <p>link to making personal choices and expressing opinions about music.</p>	<p>Continuous music provision: within circle time/ transition music/ session starters/ Sing songs</p> <p>Focus: -Listen & understand live and recorded music</p> <p>Music created with a transport theme. Using parts of vehicles to create our own music.</p>	<p>Continuous music provision: within circle time/ transition music/ session starters/ Sing songs</p> <p>Focus: -Make and combine sounds musically</p> <p>Listen and comment on music associated with the Circus. Recreated sounds that we can hear.</p>	<p>Continuous music provision: within circle time/ transition music/ session starters/ Sing songs</p> <p>Focus: -Play tuned & untuned instruments musically</p> <p>link to making personal choices and expressing opinions about music.</p>	<p>Continuous music provision: within circle time/ transition music/ session starters/ Sing songs</p> <p>Focus: -Listen & understand live and recorded music</p> <p>Music created with a nature theme. Listening to sounds found in nature. Using natural resources to compose own pieces of music.</p>	<p>Continuous music provision: within circle time/ transition music/ session starters/ Sing songs</p> <p>Focus: -Make and combine sounds musically</p> <p>Recreating sounds of a sea-side using a range of instruments.</p>	<p>CCL Computing</p> <p>CCL English (SL)</p> <p>CCL Science</p> <p>CCL PSHE</p>

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PE	<p>Master basic movements (running, jumping, throwing and catching)</p> <p>Competence in a broad range of physical activities</p> <p><i>KS1/KS2 PE coaching – grant funded</i></p>	<p>Engage in competitive sport</p> <p>Team games and tactic development</p> <p><i>KS1/KS2 PE coaching – grant funded</i></p>	<p>Lead a healthy lifestyle</p> <p>Create movement and patterns</p> <p><i>KS1/KS2 PE coaching – grant funded</i></p>	<p>Master basic movements (running, jumping, throwing and catching)</p> <p>Competence in a broad range of physical activities</p> <p><i>KS1/KS2 PE coaching – grant funded</i></p>	<p>Engage in competitive sport</p> <p>Team games and tactic development</p> <p><i>KS1/KS2 PE coaching – grant funded</i></p>	<p>Lead a healthy lifestyle</p> <p>Create movement and patterns</p> <p><i>KS1/KS2 PE coaching – grant funded</i></p>	
<p>RE Focus:</p> <p>Refer to separate planning for RE Curriculum developed by Subject Leader</p>	<p>Judaism</p> <p>Hannukah</p>	<p>Christianity</p> <p>Special roles, features of a Church, Symbols Easter.</p>	<p>Christianity</p> <p>Jesus as a special person who changed the lives of followers.</p>	<p>Christianity</p> <p>The Christmas Story.</p>	<p>Christianity</p> <p>The Bible – OT and NT stories. Place in worship. Easter.</p>	<p>Christianity</p> <p>Jesus as caring and helping – miracles etc Christian Values</p>	<p>CCL PSHE</p> <p>CCL English (R&W, SL)</p> <p>CCL Art & Design D&T</p>