

CURRICULUM MAP: YEAR B 2017-2018 – KEY STAGE 1/FOUNDATION STAGE

	All About Me – Science focus		Travelling to Kenya – Geography focus		Fire of London – History focus	
	1	2	3	4	5	6
Class one English Class two	Nursery rhymes Pattern and rhyme Stories in familiar settings Pie Corbett: Term 1 Handa's Surprise Term 2 Old McDonalds Farm Patterns and repetitive phrases Signs, labels and lists Information texts		Poems about feelings Question poems and nursery rhymes Fantasy stories /Fairy tales Pie Corbett: Term 3 – We're Going on a Bear Hunt Term 4 – A Mouse Book called Maisy Instructions Information texts Poetry- The sound collector/Poems with elements of fantasy and humour. Playing with language/Bedtime poems Tales from a variety of cultures/traditional tales Stories in familiar settings/stories about feelings Pie Corbett: Term 3 – Story of Pirate Tom Instructions/lists Recounts		Nonsense poems Action poems Traditional stories /Stories about families Pie Corbett: Term 5 – Three Little Pigs Term 6 – Gingerbread Man Letters and postcards Information texts Traditional poems/ A study of a poet - Millians Poems on a theme/ poems to say out loud Fairy tales/ Traditional tales from other cultures Classic contemporary fiction/ humorous stories Pie Corbett: Term 6 – Cat, Bramble and Heron Letters Information texts	
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, position and direction. 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	
Science	<ul style="list-style-type: none"> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores (Dinosaurs – term 5/6) Identify, name, draw and label the basic parts of the human body and say which part of the human body is associated with each sense. 		<ul style="list-style-type: none"> Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. 		<ul style="list-style-type: none"> Explore and compare the differences between the things that are living, dead and things that have never been alive Describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene 	
Working scientifically in Science (taught across year).	<ul style="list-style-type: none"> 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 observations and ideas to suggest answers to questions Gather and record data to help in answering questions 					
History/ Geography			<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of an area of the UK and a small area in a contrasting non-European country (Kenya) Name and locate the world's seven continents and five oceans 		<ul style="list-style-type: none"> Events beyond living memory that are significant nationally or globally (fire of London) 	

		<ul style="list-style-type: none"> Use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied at this key stage' 	
Art	<p style="text-align: center;">Drawing</p> <ul style="list-style-type: none"> Develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques using : line and pattern 	<p style="text-align: center;">Painting</p> <ul style="list-style-type: none"> 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 (Van Gogh) 	<p style="text-align: center;">Collage</p> <ul style="list-style-type: none"> Develop and share their ideas, experiences and imagination Develop a wide range of art and design techniques using : form and shape Use a range of materials creatively to design and make products
D.T.	<p style="text-align: center;">Design focus</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. (hand puppets) 	<p style="text-align: center;">Make focus</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 (fruit salad) 	<p style="text-align: center;">Evaluation focus</p> <ul style="list-style-type: none"> Explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria. Explore and use mechanisms in their products (leavers/winding mechanisms)
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) 	<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)
PE	<p style="text-align: center;">Multi-skills and gymnastics</p> <ul style="list-style-type: none"> 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 	<p style="text-align: center;">Multi-skills and dance</p> <ul style="list-style-type: none"> 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 Perform dances and simple movement patterns 	<p style="text-align: center;">Multi-skills and games</p> <ul style="list-style-type: none"> 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 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
R.E.	<ul style="list-style-type: none"> Being special Special times – Christmas as Jesus' birthday. 	<ul style="list-style-type: none"> Special people Special times – Easter and new life. 	<ul style="list-style-type: none"> Special places.
PHSE (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 	<p>Media Influence</p> <ul style="list-style-type: none"> Reacting to events on TV e.g terrorism, racism, inappropriate behaviour of role models Advertising e.g influence, bias, distortion 	<p>All about me</p> <ul style="list-style-type: none"> The main external parts of the bodies of humans including agreed names for sexual parts What makes each of us unique and special

	<ul style="list-style-type: none">• Rights and responsibilities Internet Safety – <ul style="list-style-type: none">• Internet safety – Online games, email/chat• Games, applications, TV, streaming• Passwords/Access codes, PINS• Appropriate websites All about me <ul style="list-style-type: none">• The changes that have taken place since being a baby• Some of the changes that will take place as a baby grows into an adult• That humans produce babies that grow into children and then into adults		<ul style="list-style-type: none">• Hygiene• Personal responsibility• Diet and exercise• Illness, wellness and balance• Introduce correct names for body parts
--	--	--	--