

# English

# Class 1

## EYFS

Communication and Language	30-50 Months	40-60 Months	Early Learning Goals
Listening and Attention	<ul style="list-style-type: none"> <li>•Listens to others one to one or in small groups, when conversation interests them. •Listens to stories with increasing attention and recall. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. •Focusing attention – still listen or do, but can shift own attention. • Is able to follow directions (if not intently focused on own choice of activity).</li> </ul>	<ul style="list-style-type: none"> <li>•Maintains attention, concentrates and sits quietly during appropriate activity. •Two-channelled attention – can listen and do for short span.</li> </ul>	<p>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.</p>
Understanding	<ul style="list-style-type: none"> <li>•Understands use of objects (e.g. "What do we use to cut things?") •Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. •Responds to simple instructions, e.g. to get or put away an object. •Beginning to understand 'why' and 'how' questions.</li> </ul>	<ul style="list-style-type: none"> <li>•Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. •Able to follow a story without pictures or props. •Listens and responds to ideas expressed by others in conversation or discussion.</li> </ul>	<p>Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>
Speaking	<ul style="list-style-type: none"> <li>•Beginning to use more complex sentences to link thoughts (e.g. using and, because). •Can retell a simple past event in correct order (e.g. went down slide, hurt finger). •Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. •Questions why things happen and gives explanations. Asks e.g. who, what, when, how. •Uses a range of tenses (e.g. play, playing, will play, played). •Uses intonation, rhythm and phrasing to make the meaning clear to others. •Uses vocabulary focused on objects and people that are of particular importance to them. •Builds up vocabulary that reflects the breadth of their experiences. •Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.</li> </ul>	<ul style="list-style-type: none"> <li>Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. •Uses language to imagine and recreate roles and experiences in play situations. •Links statements and sticks to a main theme or intention. •Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. • Introduces a storyline or narrative into their play</li> </ul>	<p>Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>
Literacy			
Reading	<p>Enjoys rhyming and rhythmic activities. •Shows awareness of rhyme and alliteration. •Recognises rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. •Beginning to be aware of the way stories are structured. •Suggests how the story might end. • Listens to stories with increasing attention and recall. •Describes main story settings, events and principal characters. •Shows interest in illustrations and print in books and print in the environment. •Recognises familiar words and signs such as own name and advertising logos. • Looks at books independently. • Handles books carefully. •Knows information can be relayed in the form of print. • Holds books the correct way up and turns pages. •Knows that print carries meaning and, in English, is read from left to right and top to bottom.</p>	<p>Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. •Begins to read words and simple sentences. •Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books. •Knows that information can be retrieved from books and computers.</p>	<p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>

EYFS Writing			
	<ul style="list-style-type: none"> <li>• Sometimes gives meaning to marks as they draw and paint.</li> <li>• Ascribes meanings to marks that they see in different places.</li> </ul>	<ul style="list-style-type: none"> <li>• Gives meaning to marks they make as they draw, write and paint.</li> <li>• Begins to break the flow of speech into words.</li> <li>• Continues a rhyming string.</li> <li>• Hears and says the initial sound in words.</li> <li>• Can segment the sounds in simple words and blend them together.</li> <li>• Links sounds to letters, naming and sounding the letters of the alphabet.</li> <li>• Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.</li> <li>• Writes own name and other things such as labels, captions.</li> <li>• Attempts to write short sentences in meaningful contexts.</li> </ul>	<p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>
Phonics			Phases 1-4 Phonics over the year.

Commented [LC1]:

## Year 1 ENGLISH

### Spoken Language

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and build vocabulary and knowledge
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- gain, maintain and monitor the interest of the listener(s)

### Reading

#### Word Reading

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading

#### Comprehension

Pupils should be taught to:

- \* develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.

## Writing

### Transcription

Pupils should be taught to: spell: • words containing each of the 40+ phonemes already taught • common exception words • the days of the week • name the letters of the alphabet: Pupils should be taught: • naming the letters of the alphabet in order • using letter names to distinguish between alternative spellings of the same sound • add prefixes and suffixes: • using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs • using the prefix un– • using –ing, –ed, –er and –est where no change is needed in the spelling of root words (e.g. helping, helped, helper, eating, quicker, quickest) • apply simple spelling rules and guidelines, as listed in Appendix 1 • write from memory simple sentences dictated by the teacher that include words taught so far. Spellings should be corrected as seen in the teacher handbook. Children should be given weekly spellings to learn based on their phase or stage.

### Composition

Pupils should be taught to: • write sentences by: • saying out loud what they are going to write about • composing a sentence orally before writing it • sequencing sentences to form short narratives • re-reading what they have written to check that it makes sense • discuss what they have written with the teacher or other pupils • read aloud their writing clearly enough to be heard by their peers and the teacher.

### Vocabulary, Grammar and Punctuation

Pupils should be taught to: • develop their understanding of the concepts by: • leaving spaces between words • joining words and joining sentences using and • beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark • using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' • using the grammatical terminology in discussing their writing.

### Handwriting

Pupils should be taught to: • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place. All letters to end with joining tail. • Leading line (starting from the line) should be taught to more able writers when appropriate. • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

MATHEMATICS

EYFS

Class 1

Mathematics	30-50 Months	40-60 Months	Early Learning Goals
<p><b>Numbers</b></p>	<ul style="list-style-type: none"> <li>•Uses some number names and number language spontaneously. •Uses some number names accurately in play. •Recites numbers in order to 10. •Knows that numbers identify how many objects are in a set.</li> <li>•Beginning to represent numbers using fingers, marks on paper or pictures. •Sometimes matches numeral and quantity correctly. •Shows curiosity about numbers by offering comments or asking questions. •Compares two groups of objects, saying when they have the same number. •Shows an interest in number problems. •Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. •Shows an interest in numerals in the environment. •Shows an interest in representing numbers. •Realises not only objects, but anything can be counted, including steps, claps or jumps.</li> </ul>	<ul style="list-style-type: none"> <li>•Recognise some numerals of personal significance. •Recognises numerals 1 to 5. •Counts up to three or four objects by saying one number name for each item. •Counts actions or objects which cannot be moved. •Counts objects to 10, and beginning to count beyond 10. •Counts out up to six objects from a larger group*</li> <li>Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. •Counts an irregular arrangement of up to ten objects. •Estimates how many objects they can see and checks by counting them. •Uses the language of 'more' and 'fewer' to compare two sets of objects. •Finds the total number of items in two groups by counting all of them. •Says the number that is one more than a given number. •Finds one more or one less from a group of up to five objects, then ten objects. • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. •Records, using marks that they can interpret and explain. •Begins to identify own mathematical problems based on own interests and fascinations</li> </ul>	<p>Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.</p>
<p><b>Shape, Space and Measures</b></p>	<ul style="list-style-type: none"> <li>Shows an interest in shape and space by playing with shapes or making arrangements with objects.</li> <li>•Shows awareness of similarities of shapes in the environment.</li> <li>•Uses positional language.</li> <li>•Shows interest in shape by sustained construction activity or by talking about shapes or arrangements.</li> <li>•Shows interest in shapes in the environment.</li> <li>•Uses shapes appropriately for tasks.</li> <li>•Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes.</li> <li>•Selects a particular named shape.</li> <li>•Can describe their relative position such as 'behind' or 'next to'.</li> <li>•Orders two or three items by length or height.</li> <li>•Orders two items by weight or capacity.</li> <li>•Uses familiar objects and common shapes to create and recreate patterns and build models.</li> <li>•Uses everyday language related to time.</li> <li>•Beginning to use everyday language related to money.</li> <li>•Orders and sequences familiar events.</li> <li>•Measures short periods of time in simple ways.</li> </ul>	<p>Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p>

## YEAR 1 MATHEMATICS

<b>Number</b>			
<b>Number and Place Value</b>	<b>Addition and Subtraction</b>	<b>Multiplication and Division</b>	<b>Fractions</b>
a) count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number b) count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens c) given a number, identify one more and one less d) identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least e) read and write numbers from 1 to 20 in numerals and words	a) read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs b) represent and use number bonds and related subtraction facts within 20 c) add and subtract one-digit and two-digit numbers to 20, including zero d) solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ .	solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	a) recognise, find and name a half as one of two equal parts of an object, shape or quantity b) recognise, find and name a quarter as one of four equal parts of an object, shape or quantity
<b>Measurement</b>			
a) compare, describe and solve practical problems for: • lengths and heights [for example, long/short, longer/shorter, tall/short, double/half] • mass/weight [for example, heavy/light, heavier than, lighter than] • capacity and volume [for example, full/empty, more than, less than, half, half full, quarter] • time [for example, quicker, slower, earlier, later] b) Measure and begin to record the following: • lengths and heights • mass/weight • capacity and volume • time (hours, minutes, seconds) c) Recognise and know the value of different denominations of coins and notes d) sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening] e) recognise and use language relating to dates, including days of the week, weeks, months & years f) tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.			
<b>Geometry</b>			
<b>Properties of Shapes</b>	<b>Position and Direction</b>	<b>Statistics</b>	
a) Recognise and name common 2-D and 3-D shapes, including: • 2-D shapes [for example, rectangles (including squares), circles and triangles] • 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]. b) identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line	a) describe position, direction and movement, including whole, half, quarter and three-quarter turns	a) interpret simple pictograms, tally charts, block diagrams and simple tables	

Science Curriculum Map

Class 1

Cycle A 2020-2021					
<p><b>Ourselves</b></p> <p>ANIMALS, INCLUDING HUMANS</p> <ul style="list-style-type: none"> <li>Identify, name, draw and label the <u>basic parts of the human body</u> and say which part of the body is associated with each sense.</li> </ul>	<p><b>Toy Box</b></p> <p>FORCES</p> <ul style="list-style-type: none"> <li>Understand that pushes and pulls are examples of forces.</li> </ul> <p>(Non-Statutory)</p> <p>Humanities focus.</p>	<p><b>Homes</b></p> <p>EVERYDAY MATERIALS (building and construction)</p> <ul style="list-style-type: none"> <li>distinguish between an object and the material from which it is made</li> <li>identify and name a variety of everyday materials, including <u>wood, rock, glass, metal</u>, water, and plastic.</li> <li>describe the simple physical properties of a variety of everyday materials</li> <li>compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul>	<p><b>Fur, Feet and Feathers</b></p> <p>ANIMALS: (Pets / Farm/ Birds)</p> <ul style="list-style-type: none"> <li>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> </ul>	<p><b>Into the Woods</b></p> <p>PLANTS</p> <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 plants, including <u>trees</u>.</li> </ul>	<p><b>Dinosaur Roar</b></p> <p>ANIMALS, INCLUDING HUMANS cont.</p> <ul style="list-style-type: none"> <li>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals.)</li> </ul>
SEASONAL CHANGES: • Observe changes across the four seasons * observe and describe weather associated with the seasons and how day length varies					
Cycle B 2019-2020					
<p><b>Marvellous Me</b></p> <p>ANIMALS, INCLUDING HUMANS</p> <ul style="list-style-type: none"> <li>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each <u>sense</u>.</li> </ul>	<p><b>Material World</b></p> <p>EVERYDAY MATERIALS (Clothing)</p> <ul style="list-style-type: none"> <li>distinguish between an object and the material from which it is made</li> <li>identify and name a variety of everyday materials, including <u>fabrics, plastic</u>, glass, wood, metal, water, and rock</li> <li>describe the simple physical properties of a variety of everyday materials</li> <li>compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul>	<p><b>Cold Places (Frozen)</b></p> <p>ANIMALS, INCLUDING HUMANS</p> <ul style="list-style-type: none"> <li>Identify and name a variety of common animals including fish, birds and mammals</li> <li>identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>describe and compare the structure of a variety of common animals (<u>fish, birds and mammals</u>.)</li> </ul>	<p><b>Gardener's World</b></p> <p>PLANTS</p> <ul style="list-style-type: none"> <li>Identify and name a variety of common (local) wild and garden plants, including deciduous and evergreen trees</li> <li>identify and describe the basic structure of a variety of common <u>flowering plants</u>.</li> </ul> <p>ANIMALS:</p> <ul style="list-style-type: none"> <li>Identify and name a variety of common animals including <u>birds and minibeasts</u>.</li> </ul>	<p><b>Hot Places</b></p> <p>PLANTS (North America)</p> <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, (found in hot places).</li> </ul> <p>ANIMALS:</p> <ul style="list-style-type: none"> <li>Identify and name a variety of common animals including, amphibians, <u>reptiles</u>, birds and mammals</li> </ul>	<p><b>Buckets and Spades</b></p> <p>ANIMALS: (Sea Creatures)</p> <ul style="list-style-type: none"> <li>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>describe and compare the structure of a variety of common animals (<u>fish, amphibians, reptiles, birds</u> and mammals)</li> </ul>

				LIGHT: *Identify different sources of light including the sun. (Non-Statutory)	
SEASONAL CHANGES: • Observe changes across the four seasons * observe and describe weather associated with the seasons and how day length varies					
<b>Across all year groups scientific knowledge and skills should be learned by working scientifically.</b>					

History Curriculum Map

Class 1

Cycle A 2020-2021					
Ourselfs	Toy Box	Homes	Fur, Feet and Feathers	Into the Woods	Dinosaur Roar
<u>Key events in the past:</u> Our birthdays <u>Significant individuals in Britain's past:</u> LS Lowry & Guy Fawkes <u>Significant historical events:</u> Remembrance; Bonfire Night	<u>Key events in the past:</u> How toys have changed <u>Significant individuals in Britain's past:</u> Queen Victoria (doll's houses) <u>Significant historical events:</u> Prince Albert's Christmas tree.	<u>Key events in the past:</u> How homes have changed <u>Significant individuals in Britain's past:</u> Brunel <u>Significant historical events:</u> Stow Horse Fair	<u>Key events in the past:</u> How farming has changed Horses to tractors. <u>Significant individuals in Britain's past:</u> Beatrix Potter (Gloucester) <u>Significant historical events:</u> Stow Horse Fair	<u>Key events in the past:</u> How old is an oak tree? Changes past living memory.	<u>Key events in the past:</u> How did the dinosaurs die out?  <u>Significant historical events:</u> Discovery of first dinosaur bones in Oxford.
Cycle B 2019-2020					
Marvellous Me	Material World	Frozen	Gardener's World	Hot Places	Buckets and Spades
<u>Key events in the past:</u> My family –changes in living memory <u>Significant individuals in Britain's past:</u> Edith Cavell and Guy Fawkes <u>Significant historical events:</u> Remembrance; Bonfire Night	<u>Key events in the past:</u> How clothes have changed: long to short dresses <u>Significant individuals in the past:</u> Coco Chanel	<u>Key events in the past:</u> The discovery of the polar regions. <u>Significant individuals in Britain's past:</u> Captain Scott of the Antarctic <u>Significant historical events:</u> Finding the South Pole	<u>Key events in the past:</u> How gardening tools have changed from scythes to strimmers. <u>Significant individuals in Britain's past:</u> Sir David Attenborough <u>Significant historical events:</u> Chelsea Flower Show	<u>Key events in the past:</u> British colonisation of North America. <u>Significant individuals in Britain's past:</u> Pocahontas <u>Significant historical events:</u> Pocahontas marries John Rolfe and moves to England..	<u>Key events in the past:</u> How seaside holidays have changed <u>Significant individuals in Britain's past:</u> Mary Anning, selling fossils.

Geography Curriculum Map

Class 1

Cycle A 2020-2021					
Ourselfs	Toy Box	Homes	Fur, Feet and Feathers	Into the Woods	Dinosaur Roar
Our Town: Look at a map of the UK and find Stow. Route to school. Significant landmarks. Use aerial photographs and maps	London, Balmoral – Where did the Queen live? • Investigate the countries and capitals of the United Kingdom.	Look at the types of homes in Stow. Look at the new homes being built. Use aerial photographs. • Use fieldwork and observational skills	Farming – Land use around Stow. Use basic geographical vocabulary to refer to and describe key physical and human features of locations.	Weather – how this affects plants. • Explore weather and climate in the United Kingdom • Use world maps, atlases and globes.	Where did the dinosaurs roam? Look at different terrains.  Investigate the world's continents and oceans.
Cycle B 2019-2020					
Marvellous Me	Material World	Frozen	Gardener's World	Hot Places	Buckets and Spades
Around our School. Make simple maps and plans. • Use aerial photographs. • Use fieldwork and observational skills	Weather – Which type of clothing is best? Explore weather and climate in the United Kingdom. Paris – Home of Fashion. Investigate countries and capitals	Weather – • Explore weather and climate around the world: Arctic & Antarctic  • Use world maps, atlases and globes. • Use simple compass directions: North and South Poles Investigate the world's continents and oceans.	• Explore weather and climate in the United Kingdom : best conditions for growth • Use basic geographical vocabulary to refer to and describe key physical features of locations: stream, hill, pond etc.	Weather • Explore weather and climate around the world: North America Compare and contrast a small area of the United Kingdom with that of a non-European country.	• Use basic geographical vocabulary to refer to and describe key physical and human features of locations: Seaside • Use world maps, atlases and globes. *Investigate the world's continents and oceans.



PSE Curriculum Map

Class 1

Cycle A 2020-2021					
Ourselfs	Toy Box	Homes	Fur, Feet and Feathers	Into the Woods	Dinosaur Roar
NEW BEGINNINGS Mindfulness SEAL- New Beginnings Citizenship and British Values School council elections School rules and class charter	GETTING ON AND FALLING OUT Keep safe pants lesson (NSPCC) Anti-Bullying, week Equalities & Cyber Bullying Counting Sleep School nurse talks for Y1 nutrition and hygiene- hand washing and teeth brushing Life caravan bespoke PSHCE session	GOING FOR GOALS Drug Education Internet safety day	RELATIONSHIPS My Body Keeping Healthy	GOOD TO BE ME Facts for Life Make Me a Superhero	CHANGES SEAL- Changes: Transition to new year group  Financial Capability Keep safe pants lesson (NSPCC)
Cycle B 2019-2020					
Marvellous Me	Material World	Frozen	Gardener's World	Hot Places	Buckets and Spades
NEW BEGINNINGS Mindfulness SEAL- New Beginnings Citizenship and British Values School council elections School rules and class charter	GETTING ON AND FALLING OUT Keep safe pants lesson (NSPCC) Anti-Bullying, week Equalities & Cyber Bullying Counting Sleep Nutrition and hygiene- hand washing and teeth brushing	GOING FOR GOALS Drug Education Internet safety day	RELATIONSHIPS My Body Keeping Healthy	GOOD TO BE ME Facts for Life Make Me a Superhero	CHANGES SEAL- Changes: Transition to new year group  Financial Capability Keep safe pants lesson (NSPCC)

PE Curriculum Map (Units from the EYFS Lancashire PE Scheme)

Class 1

Cycle A 2020-2021					
Ourselfs	Toy Box	Homes	Fur, Feet and Feathers	Into the Woods	Dinosaur Roar
Traditional Stories	Toys	Houses and Homes	Animals	Change Growth	Amazing World
Cycle B 2019-2020					
Marvellous Me	Material World	Frozen	Gardener's World	Hot Places	Buckets and Spades
Ourselfs	Party Food	Adventure Land	Colour my Magic	Journeys	Seaside

Computing Curriculum Map

Class 1

Cycle A 2020-2021					
Ourselves	Toy Box	Homes	Fur, Feet and Feathers	Into the Woods	Dinosaur Roar
<b>Using Text and Graphics</b> Create and electronic greetings card	<b>Moving Around Maps</b> Use a programmable toy	<b>Technology in our lives</b> Research using the Internet safely	<b>Handling Data</b> Create graphs and charts	<b>Using Text and Graphics</b> Create a talking book	<b>Moving on-screen</b> Use online control games and simulations
<i>E-Safety – Ongoing throughout the year with specific objectives taught at key times.</i>					
Cycle B 2019-2020					
Marvellous Me	Material World	Frozen	Gardener's World	Hot Places	Buckets and Spades
<b>Using Text and Graphics</b> Create and electronic greetings card	<b>Moving Around Maps</b> Use a programmable toy	<b>Technology in our lives</b> Research using the Internet safely	<b>Handling Data</b> Create graphs and charts	<b>Using Text and Graphics</b> Create a talking book	<b>Moving on-screen</b> Use online control games and simulations
<i>E-Safety – Ongoing throughout the year with specific objectives taught at key times.</i>					

RE Curriculum Map

Class 1

Cycle A 2020-2021					
Ourselfs	Toy Box	Homes	Fur, Feet and Feathers	Into the Woods	Dinosaur Roar
1:1 What do Christians believe God is like? 1:2 Who do Christians say made the world? Harvest 1:3 Why does Christmas matter to Christians?		1: 5 Why does Easter matter to Christians? 1.10 What does it mean to belong to a faith community?		1:7 Who is Jewish and how do they live? 1: 8 What makes some places sacred to believers?	
Cycle B 2019-2020					
Marvellous Me	Material World	Frozen	Gardener's World	Hot Places	Buckets and Spades
F1. Whis is the word 'God' so important to Christians? Harvest F2: Why is Christmas special for Christians?		F3: Why is Easter special for Christians? F4: Being Special- Where do we belong?		F6: Which stories are special and why? F5 Which places are special and why?	

Music Curriculum Map

Class 1

Cycle A 2020-2021					
Ourselfs	Toy Box	Homes	Fur, Feet and Feathers	Into the Woods	Dinosaur Roar
Learn and perform songs for Harvest and Remembrance Make Music Gloucestershire: Hey You!	Learn and perform songs with percussion for the Nativity performance and Carol Services Make Music Gloucestershire: Rhythm in the way we walk	Make Music Gloucestershire: In the groove	Learn and perform songs with percussion for Class Assembly and Easter Tea Make Music Gloucestershire: Round and Round	Make Music Gloucestershire: Your Imagination	Make Music Gloucestershire: Reflect, Rewind and Replay
Cycle B 2019-2020					
Marvellous Me	Material World	Frozen	Gardener's World	Hot Places	Buckets and Spades
Learn and perform songs for Harvest and Remembrance Make Music Gloucestershire: Me	Learn and perform songs with percussion for the Nativity performance and Carol Services Make Music Gloucestershire: My Stories	Make Music Gloucestershire: Everyone!	Learn and perform songs with percussion for Class Assembly and Easter Tea Make Music Gloucestershire: Our World	Make Music Gloucestershire: Big Bear Funk	Make Music Gloucestershire: Reflect, Rewind and Replay
Ongoing singing practice from our Infant Assembly songbooks: A calendar of Songs, All About Me, Songs for Everyday, Maths Songs etc.					

Art and Design Curriculum Map

Class 1

Cycle A 2020-2021					
Ourselfs	Toy Box	Homes	Fur, Feet and Feathers	Into the Woods	Dinosaur Roar
Drawing	Painting	Printing	Textiles	Collage	Sculpture
Schulz	Magritte/ Kandinsky	William Morris			Aardman / Caro
Cycle B 2019-2020					
Marvellous Me	Material World	Frozen	Gardener's World	Hot Places	Buckets and Spades
Printing	Textiles	Sculpture	Painting/ Drawing	Collage	Drawing / Painting
Warhol		Aardman	Seurat / Miro		Lowry / Hiroshige

Design Technology Curriculum Map

Class 1

Cycle A 2020-2021					
Ourselfs	Toy Box	Homes	Fur, Feet and Feathers	Into the Woods	Dinosaur Roar
Introduce Construction Kits / Creative Area/ Sand play/ Healthy Eating	Design and make a simple toy. Make Christmas decorations & cards	Design and make a simple structure – eg a home from straw/ sticks / bricks for The Three Little Pigs	Discuss origins of foods eg. milk. Make a milkshake. Make Easter decorations & cards	Discuss origins of fruits. Prepare a fruit salad.	Use a simple mechanism to make a moving picture. Make a dinosaur jelly.
Cycle B 2019-2020					
Marvellous Me	Material World	Frozen	Gardener's World	Hot Places	Buckets and Spades
Introduce Construction Kits / Creative Area / Sand play / Healthy Eating	Textiles – Stow sheep – origins of wool. Make Christmas decorations & cards	Design and make a simple structure – eg. a mini igloo from sugar lumps. Make ice sculptures using silicone moulds.	Discuss origins of vegetables. Prepare a vegetable soup. Make Easter decorations & cards	Design and make a sun shelter / den. Design and make fruit ice lollies/ smoothies.	Sand sculptures. Design and make seaside themed mobiles. Make homemade 'penny lick' icecream.