

Curriculum Map – Proposed areas of study, changes may be made to respond to the needs of children, current events and unexpected learning opportunities.  
 (Two year rolling program to start September 2015 )  
 Year 1 Year A

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
The big Question	<b>Time Detectives</b> What's the evidence? (History focus)	<b>Active Planet</b> How does the world change? (Geography focus)	<b>Materials matter</b> Materials matter – how and why? (Science focus)
WOW start  Three Queens	<b>Nursery Rhymes past and present.</b> <b>Kings and Queens past and present in real life and stories. The Queen of hearts Alice in wonderland. Queen Victoria, Queen Elizabeth 1 and 2<sup>nd</sup>.</b>	<b>An investigation into space</b>	<b>What's all around us?</b> <b>Investigate our environment.</b>
English	Families – timelines, who is in our family Lists, labels captions (the royal family)titles (names and labels) Lists labels and captions – labelling what is a label name label sense of identity our name everyone else's name what is important about a name. – Stories for thinking Robert Fisher names of Family members Name the characters in the nursery rhyme. Names of humans, names of animals – linked to nocturnal and time.  Speaking and listening – family what sounds are used for whose names in the clangers family. Listen and respond.  Big book of families /Once there were Giants	All about space linked with Neil Armstrong Non- fiction – fact finding missions Look at and compare the different planets What makes earth? How did it begin – volcanic action  Books – whatever next /Aliens love underpants / Wallace and Gromit	How things grow and change? What materials enable this growth? Fiction the very hungry caterpillar/ Narrative- adventure  Books – The very hungry Caterpillar/ Bean diary /Jack and the beanstalk /bog babies
Phonics	Letters and sounds Phase 4/5	Letters and Sounds Phase 5	Letters and sounds Phase 5
Mathematics	Names: data handling most common names now and in the past – is there a link between names and Royalty past and present?	<b>Rising Stars - Shapes seen in Space/ positional language of planets/ weighting materials found on earth ie different rocks – rocks from Volcano's compared to rocks found around our environment. Building models to explore 3d shapes Rockets to the moon. Design rocket with patterns. Who can make repeated patterns to decorate your Rocket? How long does it take to get to the moon? Climb a Volcano?</b>	Rising Stars
Science	Naming animals – what time of day are we likely to see them? What do they eat? Structure of animals of humans our senses	Gravity / changing materials Tides/ seasons /Oceans Season for planting seeds – light touch	Plant and animals growth metamorphosis Environments (materials) needed to enable growth. Food needed raw food and

	<p>/animals senses in the day / night how this influences us.</p> <p>Seasons day length shortening days in the autumn /winter. Dark and light</p> <p>Equinox to focus on season Autumn 22/23<sup>rd</sup> September/ Winter /Spring /Summer</p> <p>Book Owl babies funny bones</p>	Making rockets fly! Mixing materials.	<p>processed food – changes with bread, cakes</p> <p>Caring for our environment – Recycling</p>
Art and Design	<p>Artists illustrating nursery rhymes. Victorian artists depicting the time. Waterhouse, Crane William Morris</p> <p>Van Gogh –self- portrait/ the passing of time a starry night.</p> <p>Giacometti – 1901 – 1966 where in our time line? Look at art in the Reign of Elizabeth 1 as a comparison.</p>	<p>Drawings of space/ colours of space</p> <p>Weaving planets using colours of the planets</p>	<p>Andy Goldsworthy</p> <p>Richard Long revisit Giacometti</p> <p>Georgia O’Keefe/Angie Lewin - plants</p>
Design Technology	<p>Making toys from the past. Rocking horse sculpted horses from drift wood/wire /other materials. Structure of a horse. Compare with the structure of humans Albert Giacometti</p> <p>Book : the magic horse</p>	<p>Design a comet travelling across the sky. How to make rockets?</p> <p>Wallace and Gromits visit to the moon</p> <p>Book: comet in Moomin land</p>	<p>Constructing suitable homes/ environments for growth. Making a small greenhouse/bug hotel –What materials are needed?</p>
Computing	<p>Use programs to access nursery rhymes past and present – Family groups such as the clangers, teletubbies ,</p> <p>Set up files with their names, create and store family focus within files</p>	Accessing the internet & being safe	<p>understand what algorithms are; how they are implemented as programs on digital devices and that programs execute by following precise and unambiguous instructions</p>
Geography	<p>Queen of England/ next king prince of wales / Mary Queen of scots rival to Elizabeth 1 song bonny prince Charles – countries and cap cities of UK. Compare where kings and Queens tend to live in the cities we live in village/town. Key human features capital cities. Introducing seasons autumn</p>	<p>Key human factors</p> <p>Place Knowledge – where in space/universe</p> <p>Where in the world?</p> <p>Weather patterns and time zones</p>	<p>Compare plants in different countries – plant in the rainforest compared to plants in England. Tawstock /Cairnes north western Australia – contrasting location.</p>

History  Linked through song and Rhyme.	Family timelines – who is on the throne at the time of parents grandparents great grandparents // Adults in class follow their time line back to Victorians. Compare Queens – Elizabeth 11, Victoria ( linked to memory and family connections) and in the past Elizabeth 1. Life at these times toys games songs nursery rhymes – Where have these come from What is the evidence?	Neil Armstrong - Christopher Columbus compare means of travel. How this is achieved. Tools used to enable navigation. What effects these achievements had on our culture and aspirations for the future.	Exploration into the rainforest Livingstone – source of the Nile – Sir Francis Chichester – local pioneer – single handed around the world. significant historical events, people and places in their own locality.
Languages (KS2)			
Music	Chranga Songs and rhymes	Changra	charanga
Religious Education	Where do we belong ? celebrations Significant Royal figures across the religions ie Rama & Sita /Harvest Festival/All Saints/ All souls/ Stir up day- Christian/ St Andrews Day/ St Stephen's Day	Celebrations – Easter Boxing day/ Twelfth night celebrations <a href="http://www.thelionspart.co.uk/">http://www.thelionspart.co.uk/</a> Chinese New year/ Candlemas Day/ St Valentine's day/ shrove Tuesday/Ash Wednesday/St David's Day /Maundy Thursday/Easter	Belonging – Where do we belong What do people do because they belong to a faith or belief community? How might ideas of family and community be reflected in our own lives? St Georges Day/Ascension Day/Pentecost/ St Swithun's Day
Physical Education	LEAP	LEAP	LEAP
PSHE	New beginnings /Getting to know you.	Getting on and falling out /Say no to bullying	Going for goals / Good to be me
Britishness (Democracy, rule of law, individual liberty – pupil voice, Freedom of expression, reflection, mutual respect, tolerance of those with different faiths or beliefs)	Guy fawkes – bonfire night – festivals of light – Christmas Last night of the Proms/First Day of Autumn- Autumnal equinox/Great River Race(London)Harvest Festival/World Conker championships/pearly King's and Queens Harvest Festival/ Trafalgar Day/British Summer time ends /Hallowe'en Night(All Saint's- Catholic, Samhain Celtic) All Souls/Mischief Night 5th November)/Tar Barrels –Ottery St Mary/Remembrance	Boxing day/ Twelfth night celebrations <a href="http://www.thelionspart.co.uk/">http://www.thelionspart.co.uk/</a> Plough Monday-beginning of aricultural new year. Burn's night/St Dwynwen's Day (Welsh) Candlemas Day/ St Valentine's day/ Brit awards/Jorvik Viking Festival/Shrove Tuesday/St David's Day/ St Piran's Day/Commonwealth Day/ Crufts/ St Patricks Day/Mothering Sunday/Vernal(spring)equinox/British /	Queen's Birthday 21 <sup>st</sup> April/official birthday-The trooping of the colours (June)/St Georges Day/Hop Monday (hops introduced into England by Flemish immigrants)/May Day/Ascension Day/Pentecost/Empire Day/Oak Apple Day(Charles 2) The Queens diamond Jubilee 5 <sup>th</sup> June/Royal Ascott/Father's Day/ Summer Solstice/Wimbledon Tennis Championships/Midsummers day/Henley Royal Regatta/Tynwald Day (isle of Man)/

	Sunday/Armistice Day/Lord Mayor Show/Prince of Wales Birthday/ The State opening of Parliament/BBC Children in need/ Stir up day- Christian/St Andrews Day/Royal Variety Performance/Winter Solstice/St Stephen's Day/New Year's Eve	/summertime begins/ Maundy Thursday/ palm Sunday/Easter	Orange Men's Day (July 12 <sup>th</sup> )/Swan Upping/St Swithun's Day
Possible trips and visitors	Visit to Barnstaple to view how we decorate our towns as part of our celebration of Christmas.	Space dome to visit school.	Visit to Garden – Rosemoor <b>What is in our Soil the materials we walk on.</b>
Wow Celebration with parents	Celebration of sense of self and belonging through our celebrations. (How light is used)	Our visit to Space	Forest delights – Rainforest /Tawstock woods a reflection of life.

Rec Year A

Area of Learning	Key learning Intention	Autumn	Spring	Summer
<b>The Big question</b>		<b>Time Detectives</b> What's the evidence? (History focus)	<b>Active Planet</b> How does the world change? (Geography focus)	<b>Materials matter</b> Materials matter – how and why?(Science focus)
<b>Wow Day</b>	<b>Kings and Queens past and present in real life and stories.</b>	<b>Exploring Artefacts from the past</b>  <b>(Museum visiting school)</b>	<b>An investigation into Space</b>	<b>Investigate our environment.</b>
<b>Personal, social and Emotional development</b> Making Relationships self - confidence and self - awareness Managing feelings and behaviour	MR• Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. SC/SA• Confident to talk to other children when playing, and will communicate freely about own home and community. MFB• Can usually adapt behaviour to different events, social situations and changes in routine.	<b>Getting to Know each other</b> <b>Different relationships</b> <b>Family time lines (now and in the past)</b> <b>When we were younger</b>  <b>Characters in Nursery rhymes who is in their family?</b>	All about space linked with Neil Armstrong – Being with people in a small space for a long time – need to get on with each other. What skills do they need?	<b>Explore the need/importance for comfortable homes and places to live.</b> <b>Being safe and secure – how this enables us to make good relationships. Feeling safe enables positive behaviour.</b>
<b>Communication and Language</b> Listening and attention Understanding Speaking	• Is able to follow directions (if not intently focused on own choice of activity).LA • Responds to simple instructions, e.g. to get	<b>Instructing using stopwatches voice games</b> <b>When we were younger</b> <b>Holiday news – Design own books (cover)</b>  <b>Lists labels and captions – labelling what is a label name label sense of identity our name everyone else's name what is important about</b>	<b>All about Space – What we see in the sky – Stars planets – Our Star – the Sun /plant the moon</b>	How things grow and change? What materials enable this growth? Fiction the very hungry caterpillar/ Narrative- adventure – short stories how do we

	<p>or put away an object.U</p> <p>Can retell a simple past event in correct order (e.g. <i>went down slide, hurt finger</i>).</p> <ul style="list-style-type: none"> <li>• Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.</li> </ul>	<p>a name. – Stories for thinking Robert Fisher</p> <p>Sounds of names – Clangers what sounds are used for whose names.</p>		<p>change when we grow?</p> <p>Books – The very hungry Caterpillar/ Bean diary /Jack and the beanstalk /bog babies</p>
<p><b>Physical Development</b></p> <p>Moving and handling</p> <p>Health and self - care</p> <p>(Leap into life)</p>	<p>Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors.</p> <p>Draws lines and circles using gross motor movements.MH</p> <p>Can tell adults when hungry or tired or when they want to rest or play.</p> <p>Can tell adults when hungry or tired or when they want to rest or play.</p> <ul style="list-style-type: none"> <li>• Can usually manage washing and drying hands.</li> </ul>	<p>Making own watches clocks massive clock</p> <p>Alice in wonderland</p> <p>Sequencing the day</p> <p>Moving our bodies in certain ways time limited</p> <p>Letter formation –circles and enclosed lines.</p> <p>Enclosed lines becoming objects in pictures and mark making.</p>	<p>Travelling through under over spaces – Astronauts moving in small spaces-</p> <p>Adjusting speed and control of movements – changing directions – negotiating space.</p> <p>Tracing journey of rockets using line to explore movement. – linked with writing anti clockwise and lines large and small scale .</p> <p>Importance of begin healthy in space – compared to being healthy on land.</p> <p>Benig safe in a strange environment (space) compared to being healthy on the earth.</p>	<p>Growing plants – handling seeds – fine motor skills</p> <p>building different environments large and small scale – small worlds and dens and camps</p>
<p><b>Literacy</b></p> <p>Reading</p> <p>Fiction /non –fiction</p>	<p>Enjoys rhyming and rhythmic activities.</p> <ul style="list-style-type: none"> <li>• Shows awareness of rhyme and alliteration.</li> <li>• Recognises rhythm in spoken words.</li> </ul> <p>Describes main story settings, events and</p>	<p>List labels and captions</p> <p>Sounds of our names</p> <p>Families in fiction Oxford reading tree</p> <p>family / Funny bones family / families from the past. Alfie and family - times at home Judith Kerr</p>	<p>All about Space – What we see in the sky – Stars planets – Our Star – the Sun /plant the moon</p> <p>Discuss about where we are in the world universe –</p> <p>All about space linked with Neil Armstrong</p>	<p>How things grow and change? What materials enable this growth? Fiction the very hungry caterpillar/ Narrative- adventure – short stories</p>

	principal characters.		Non- fiction – fact finding missions  Look at and compare the different planets  What makes earth? How did it begin – volcanic action	Books – The very hungry Caterpillar/ Bean diary /Jack and the beanstalk /bog babies
Writing	Sometimes gives meaning to marks as they draw and paint. Ascribes meanings to marks that they see in different places.	<b>Names family names</b> <b>Handwriting patterns</b> <b>Nursery rhyme characters and refrains</b>	<b>All about the planets stars – fact finding missions</b> <b>Story adventures to the Moon /planets stars</b> <b>Changing world/s – Volcano’s – dinosaurs</b>	<b>About plants and growth – Diaries instructions – Adventure in the rainforest/jungle.</b>
Phonics	<b>Names</b>	Phase 1/ letters and sounds  The sound in our names how many syllables clapping our names link the phonemes in our names with the satpin	Phase 3 /4 Letters and sounds	Phase4 /5 letters and sounds
<b>Mathematics</b> Number	<ul style="list-style-type: none"> <li>• Uses some number names and number language spontaneously.</li> <li>• Uses some number names accurately in play.</li> <li>• Realises not only objects, but anything can be counted, including steps, claps or jumps.</li> </ul>	Sequencing number linked with numbers in the environment ie clock. Where can you see different numbers around the classroom? What numbers? Number hunt. Time link numbers with the time it takes and can tie how many jumps. Stopwatches Patterns and shapes in crowns and buildings	Distance /counting the stars –problems around large numbers – counting groups /adding and subtracting/ Estimating and counting /more and fewer/ finds one more one less / begin to establish own problems connected with the concept of space.	Counting groups- adding subtracting/ one more /less problem solving – vegetables in the garden mathematical focus around observation of plants different petal on flowers /wings on bugs etc
<b>Mathematics</b> Shape space measure	Measures short periods of time in simple ways.  Orders and sequences familiar events.	Sequencing Time	Shapes seen in Space/ positional language of planets/ weighting materials found on earth ie different rocks – rocks from Volcano’s compared to rocks found around our environment. Building models to explore 3d shapes Rockets to the moon. Design rocket with patterns. Who can make repeated patterns to decorate your Rocket?	Measures /weighing/ capacity – making food ie bread/cakes Size and shape of fruit veg recording growth of fast growing plants ie sunflowers / cress/ beans

	<ul style="list-style-type: none"> <li>• Uses everyday language related to time.</li> </ul>		How long does it take to get to the moon? Climb a Volcano?	
<p><b>Understanding the World</b></p> <p>people and communities</p> <p>the world</p> <p>Technology</p>	<ul style="list-style-type: none"> <li>• Shows interest in different occupations and ways of life.</li> <li>Talks about why things happen and how things work.</li> <li>• Developing an understanding of growth, decay and changes over time.</li> <li>.</li> <li>Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. T</li> </ul>	<p>When we were younger human growth and changes – once there were giants. (book)</p> <p>Shifts and occupations – people who work during the day/night</p> <p>Past and present toys linked with victorian and Elizabethan toys and games.</p> <p>Shifts Seasons day length shortening days in the autumn /winter. Dark and light</p> <p>Cameras/ CD players for selecting music and nursery rhymes</p>	<p>All about space linked with Neil Armstrong Non- fiction – fact finding missions</p> <p>Look at and compare the different planets What makes earth? How did it begin – volcanic action</p> <p>Gravity / changing materials</p> <p>Tides/ seasons /Oceans</p> <p>Season for planting seeds – light touch</p> <p>Making rockets fly! Mixing materials.</p>	<p>Where we live. How we live compared to more primitive life in the rainforest</p> <p>Plant and animals growth metamorphosis</p> <p>Environments (materials) needed to enable growth. Food needed raw food and processed food – changes with bread, cakes</p> <p>Caring for our environment – Recycling</p> <p>Digital camera to record growth/ reading temperature of soil / ovens /rain gauges to ensure plants have enough water.</p>
<p><b>Creative Development</b></p> <p>Exploring and using media and materials</p> <p>Being imaginative</p>	<ul style="list-style-type: none"> <li>• Enjoys joining in with dancing and ring games.</li> <li>• Sings a few familiar songs.</li> <li>• Beginning to move rhythmically.</li> <li>• Imitates movement in response to music.</li> <li>• Taps out simple repeated rhythms.</li> </ul>	<p>Old songs – grandparents sing to children</p> <p>Nursery rhymes – Each peach pear plum</p> <p>Clapping Rhymes Artist who illustrated these Rhymes</p> <p>Giacometti Human family sculptures</p> <p>Drawings and paintings of family</p> <p>Self- portraits – Vangogh</p> <p><a href="http://www.brainpickings.org/">http://www.brainpickings.org/</a> -</p> <p>alice in wonderland</p>	<p>Picturing space through time Henry Russell + other artist depicting space.</p> <p><a href="http://www.brainpickings.org/2014/10/31/cosmigraphics-michael-benson/">http://www.brainpickings.org/2014/10/31/cosmigraphics-michael-benson/</a></p> <p>Drawings of space/ colours of space</p> <p>Weaving planets using colours of the planets</p> <p>Making large planets to display in classroom</p>	<p>Andy Goldsworthy</p> <p>Richard Long</p> <p>Georgia O’Keefe</p> <p>Angie Lewin</p>



	<ul style="list-style-type: none"> <li>• Developing preferences for forms of expression.</li> <li>• Uses movement to express feelings.</li> <li>• Creates movement in response to music.</li> <li>• Sings to self and makes up simple songs.</li> <li>• Makes up rhythms.</li> </ul>		<p>The Planet Suit – drawing to music</p> <p>Adventures to the moon plants stars volcano's – different lands – language,music dance – Capture imagined experiences using a range of media</p>	
Britishness (Democracy, rule of law, individual liberty – pupil voice, Freedom of expression, reflection, mutual respect, tolerance of those with different faiths or beliefs)	<b>See Y1 planning</b>			
Possible trips and visitors		<p><b>Museum Visit to school</b></p> <p>Visit to Barnstaple to view how we decorate our towns as part of our celebration of Christmas.</p>	<p><b>Planetarium visit to school</b></p> <p>How can our woods be like space? Aliens in Woods.</p>	<p><b>Rosemoor Gardens</b></p> <p>What is in our Soil the materials we walk on.</p>
Wow Celebration with parents		Celebration of sense of self and belonging through our celebrations. (How light is used)	<b>Wow- Aliens in the Class room</b>	Forest delights – Rainforest /Tawstock woods a reflection of life.