



Curriculum Map - a subject overview for 3 years (detailing the relevant curriculum elements covered)

Science (Understanding the world)	Curriculum Map - a subject overview for 3 years (detailing the relevant curriculum elements covered)					
	Autumn Terms		Spring Terms		Summer Terms	
Year R	<p>Health & Hygiene Observes the effects of activity on their bodies. Talk about ways to stay healthy.</p>	<p>Using Our Senses</p>	<p>Animals & Habitats Can talk about things they have observed. Show care and concern for living things and environment.</p>	<p>Gardens & Growth Develop an understanding of growth and changes over time. Make observations of plants.</p>	<p>Materials (Castles) Can talk about why things happen and how they work.</p>	<p>Water exploration Make observations and explain why some things occur.</p>
<p>On-going: sand and water play, magnets, toys, movement, indoor and outdoor environments</p>						
Year 1	<p>Animals Identify and name common fish, amphibians, reptiles, birds and mammals. Name animals that are carnivores, herbivores and omnivores.</p> <p>Materials Know the material an object is made from. Identify and name a variety of everyday materials. Describe physical properties of everyday materials. Compare and group materials based on properties.</p>		<p>Investigative skills Asking simple questions and recognising they can be answered in different ways. Observing closely. Using their observations and ideas to suggest answers to questions.</p>	<p>Plants Identify and name common wild and garden plants. Describe the basic structure of a variety of common flowering plants and trees.</p>	<p>Being healthy Describe the importance of exercise, right amounts of food and hygiene</p> <p>Humans Draw and label the basic parts of a human and associate these parts with each sense.</p>	
<p>Seasonal Changes Unit Observe changes across the four seasons and changes in length of a day.</p>						
Year 2	<p>Animals including humans Know that animals have offspring that grow into adults. Learn about and describe the basic needs of animals for survival.</p>	<p>Materials Identify and compare suitability of everyday materials for particular uses. Find out how shapes of solid objects can be changed by squashing, bending, twisting and stretching.</p>	<p>Investigation skills Observing closely, using simple equipment. Gathering and recording data to help answer questions. Identifying and classifying Perform simple tests.</p>		<p>Plants Asking simple questions and recognising they can be answered in different ways. Observe and describe how seeds and bulbs grow. Find out how plants need water, light and suitable temperature to grow and stay healthy.</p>	<p>Habitats Explore and compare differences between things that are living, dead and never been alive. Identify and name plants and animals in their habitats. Use simple food chains to show how animals get their food.</p>



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Computing (Understanding the world)						
	Autumn Terms		Spring Terms		Summer Terms	
Year R	Exploring Devices Knows how to operate simple equipment. Shows an interest in making things work.	Dragging & Clicking Knows how to operate simple equipment. Shows an interest in making things work.	Adding text Knows that information can be retrieved from a computer.	Bee-bots & programming skills Shows an interest in technological toys. Shows skills in making toys work.	Understanding instructions & making things happen Knows that information can be retrieved from a computer. Completes a simple program on the computer.	Saving & printing Knows that information can be retrieved from a computer. Select and use technology for particular purposes.
Year 1	We are Illustrators (E-book) Use technology safely and respectfully. Use technology to create, organise and store.	We are Creators (digital card) Recognise common uses of technology beyond school. Use technology to create, organise and store and retrieve.	We are Programmers (range of toys) Create and de-bug simple programs. Know that programs work by following precise and unambiguous instructions.	We are Directors (filming recipe) Recognise common uses of technology beyond school. Use technology to create, store and retrieve digital content.	We are Researchers (internet images) Use technology safely and respectfully. Keep personal information private, know where to go for help and support.	We are Producers (talking books) Recognise common uses of technology beyond school. Adventure Game Use logical reasoning to predict the behaviour of simple programs. Know that algorithms are programs on digital devices.
Year 2	We are Photographers Recognise common uses of technology beyond school. Use technology to retrieve digital content.	We are Game Testers Understand what algorithms are. Know that programs work by following precise and unambiguous instructions.	We are Astronauts (Scratch) Use technology to create, manipulate and store. Create and de-bug simple programs. Know that algorithms are programs on digital devices.	We are Researchers (PowerPoint) Use technology safely and respectfully. Use technology to create, organise and manipulate.	We are Programmers (Lego Wedo) Create and de-bug simple programs. Know that programs work by following precise and unambiguous instructions.	We are Zoologists (Data collection) Recognise common uses of technology beyond school. Use technology purposefully to create, organise, store and retrieve content.



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R.E. (Understanding the world)						
	Autumn Terms		Spring Terms		Summer Terms	
Year R	Harvest & saying 'Thank you' Recognises and describes special times with family. Talk about significant events in own experience.	Birthdays & Birth of Jesus Show an interest in the lives of people familiar to them. Recognises and describes special events with family.	Stories from the Bible Know some of the things that make them unique. Show an interest in different ways of life.	Spring/ Easter Know similarities and differences between traditions. Enjoy joining in with family customs and routines.	Specialness (Muslim) Know similarities and differences between themselves, others, families and traditions.	Stories Jesus told Show an interest in different ways of life. Confident to speak about their own opinions.
Year 1	Community & Belonging Understand why the church is a special place to Christians & the importance of baptism. Learn about the symbols associated with Harvest.	Christmas through Light & Advent Celebrate the birth of Jesus. Learn about the symbols associated with Christmas.	Stories about Jesus Explore key stories about Jesus and miracles. Know that Jesus is a special person.	Easter Explore the significance of the Easter story to Christians. Learn about the themes of new life, sadness and joy.	Muslim & Christian Prayer rituals Learn about the significance of the prayer rituals for Muslims. Note similarities & differences between the rituals.	Religious Festivals Explore a range of important religious festivals and compare to Christian ones. Learn about the symbols and celebrations linked to festivals.
Year 2	Special Places Understand the significance of why some places are special to people. Know how Christians worship. Learn about the symbols associated with Harvest.	Christmas through Angels Celebrating the significance of Angels to the birth of Jesus. Know why Jesus is a special person.	Life of Muhammad & Muslim Ways of Life Know that Allah is the One True God to Muslims. Understand the importance of the key values of home, respect & responsibility.	Easter Understand the importance of the Easter story to Christians. Learn about the symbols & celebrations associated with Easter.	Christian and Muslim Customs Know the importance of the Bible and Qur'an as special books.	Creation Stories & Celebrating Nature Understand the Christian idea of God as a creator. Explore alternative creation stories.

Within Key Stage 1 the five core skills of enquiry are taught throughout each separate unit: Communicate, Apply, Enquire, Contextualise & Evaluate.



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History (Understanding the world)	Curriculum Map - a subject overview for 3 years (detailing the relevant curriculum elements covered)					
	Autumn Terms		Spring Terms		Summer Terms	
Year R	<p style="text-align: center;">Personal History</p> <p>Ask questions about aspects of their familiar world. Show an understanding of change over time.</p>	<p style="text-align: center;">Remembrance Day</p> <p>Talks about why things happen.</p>	<p style="text-align: center;">Finding out about the past</p> <p>Talks about why things happen. Show an understanding of change over time.</p>		<p style="text-align: center;">Changes over time People/Places/Roles</p> <p>Talk about change. Looks closely at patterns and change.</p>	<p style="text-align: center;">Historical Ships in Portsmouth</p> <p>Talk about change. Looks closely at similarities and differences.</p>
Year 1		<p style="text-align: center;">Toys</p> <p>Changes within living memory.</p> <p style="text-align: center;">Unknown Soldier, Guy Fawkes & Grace Darling</p> <p>Events commemorated through anniversaries. Significant historical events.</p>	<p style="text-align: center;">Lord Nelson & HMS Victory</p> <p>Significant historical events and people in own locality.</p> <p style="text-align: center;">Battle of Trafalgar</p> <p>Events beyond living memory significant nationally.</p> <p style="text-align: center;">Pirates</p>		<p style="text-align: center;">Explorers</p> <p style="text-align: center;">Scott of Antarctica & Captain Cook</p> <p>Significant historical people who have contributed to international achievements</p>	<p style="text-align: center;">Inventors</p> <p style="text-align: center;">Alexander Graham Bell, William Caxton & Tim Berners-Lee</p> <p>Changes within living memory.</p>
Year 2	<p style="text-align: center;">Charles Dickens</p> <p>Significant people in own locality.</p> <p style="text-align: center;">Victorian Era</p> <p>Significant historical events and people in own locality. Compare aspects of life in a different era.</p>	<p style="text-align: center;">Remembrance Day</p> <p>Events commemorated through anniversaries.</p> <p style="text-align: center;">Florence Nightingale</p> <p>Compare aspects of life. Significant individual known for national achievements.</p>	<p style="text-align: center;">Pioneers</p> <p style="text-align: center;">Neil Armstrong & Richard Branson</p> <p>Comparison of significant individuals known for international achievements.</p>	<p style="text-align: center;">Great Fire of London & Great Plague</p> <p>Events beyond living memory significant nationally and globally.</p>		



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Geography (Understanding the world)	Curriculum Map - a subject overview for 3 years (detailing the relevant curriculum elements covered)					
	Autumn Terms	Spring Terms		Summer Terms		
Year R	<p>Finding out & talking about our school Comments and asks questions about aspects of familiar world. Can talk about some of the things they have observed.</p>		<p>Animals and their native environments Show care and concern for living things. Make observations of animals.</p>	<p>Likes & dislikes of garden features Show care and concern for the environment. Make observations of plants. Talk about features of their environment.</p>	<p>Different homes around the world Looks closely at similarities and differences, patterns and change.</p>	<p>Types of environments Know about similarities and differences in relation to places and living things. Talk about features of their environment and how they can vary.</p>
<p style="text-align: center;">Making observations about environment and seasonal changes during Plan, Do, Review & Outdoor activities</p>						
Year 1	<p>Around our school Use simple fieldwork to study school and its grounds. Know the key physical features of the surrounding environment. Devise a simple map.</p>		<p>Compass directions Use simple compass directions and directional language. Name and locate the World's seven continents and five oceans.</p>	<p>Different countries Name and locate the four countries and capital cities of the United Kingdom. Use basic geographical vocabulary.</p>	<p>Weather Identify seasonal and daily weather patterns in UK and other hot and cold areas.</p>	
<p style="text-align: center;">On-going work on locality, UK, the wider world through news events and Community Cohesion</p>						
Year 2	<p>Our city Identify characteristics of the United Kingdom and its surrounding seas. Know key physical and human features of our city. Use appropriate geographical vocabulary.</p>			<p>Maps Use world maps, atlases and globes to identify countries, continents and oceans. Use aerial photographs to recognise landmarks. Devise a map & use and construct symbols in a key.</p>		<p>Australian Rainforest Compare similarities and differences of human and physical geography with a contrasting location. Use appropriate geographical vocabulary. Use aerial photographs to recognise landmarks.</p>
<p style="text-align: center;">On-going work on locality, UK, the wider world through news events and Community Cohesion</p>						



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Design & Technology
(Creative Development)

	Autumn Terms		Spring Terms		Summer Terms	
Year R	<p>Exploring materials and construction kits</p>		<p>Inventing and exploring during Plan, Do, Review & Golden Time</p>			
	<p>Uses one handed tools and equipment. Show good control in small movements.</p>	<p>Handles construction safely and with increasing control. Shows how to carry and store equipment safely.</p>	<p>Beginning to join (reclaimed materials) Handles tools and objects safely and with increasing control.</p>	<p>Nest making Food Uses simple tools to effect changes to materials. Practises safely measures without direct supervision.</p>	<p>Openings (Moving parts) Selects tools and techniques to shape, assemble and join. Constructs with a purpose in mind.</p>	<p>Boats (Evaluating & Adapting) Can handle tools and equipment effectively. Use and explore with materials, tools and techniques.</p>
Year 1			<p>Moving pictures Explore and evaluate a range of existing products. Explore and use levers or sliders.</p>	<p>Food Understand where food comes from. Design appealing products for themselves based on design criteria.</p>		<p>Static object Design functional products based on design criteria. Select from a wide range of materials according to their characteristics.</p>
Year 2			<p>Wheeled vehicle Explore and use wheels and axels in products. Communicate their ideas through talking & drawing. Select from a range of materials and components according to their characteristics.</p>		<p>Textiles Generate, develop and communicate their ideas through mock-ups and templates. Evaluate their ideas and products against design criteria.</p>	<p>Fridge Magnet Design appealing products for other users based on design criteria.</p> <p>Food/Fruit Cocktails Evaluate their ideas and products against design criteria.</p>



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Art (Creative Development)	Curriculum Map - a subject overview for 3 years (detailing the relevant curriculum elements covered)					
	Autumn Terms		Spring Terms		Summer Terms	
Year R	Drawing Represent their own ideas. Adapts work where necessary.	Pattern Uses simple techniques well. Adapts work where necessary. Experiment with colour. Chooses particular colours for a purpose.	Collage Experiments to create different textures. Understands that different media can be combined to create a new effect.	Paper & Paste Sculpture Manipulates materials to achieve a planned effect. Selects tools & techniques to shape and assemble.	Exploring Clay Realises tools can be used for a purpose. Manipulates materials to achieve a planned effect.	Experimenting with different media Look at the work of Kandinsky & Joan Eardley & Monet. Explores what happens when they mix colours. Uses techniques competently & appropriately.
Year 1	Observational drawing Use drawing to develop their ideas. Use Tone, Line & Shade techniques. Clay Sculpture To use sculpture to share and develop their ideas.	Colours & Colour Mixing Use painting to develop experiences and imagination. Use Colour & Pattern techniques.	Paper & Paste Sculpture Use a range of materials creatively to design. Use Shape, Form & Effect techniques. Look at the work of Philip Cox & Juan Munoz describing similarities & differences.	Abstract collage Develop a wide range of design techniques using colour & shape. Painting Learn about the work of Paul Klee making links to their own work. Use Colour, Line & Shape techniques.	Aboriginal Art Use painting to develop experiences and imagination. Textile Printing Use a range of materials creatively to design. Use Colour, Pattern & Shape techniques.	Observational drawing Use a range of materials creatively to design. Use Tone, Shape & Shade techniques.
Year 2	Collage Use materials creatively to design & make. Use Line, Shape & Colour techniques. LS Lowry Look at the work of Lowry making links to their own work.	Colour Mixing & silhouette collage Use painting to share ideas, experiences and imagination. Use Colour techniques.	Observational Drawing Look at the work of Francis Bacon & Lucian Freud describing similarities & differences between their practices and making links to their own work. Use Line, Shape, Shade & Tone techniques.	Painting Use painting to develop experiences and imagination. Colour, Shade & Tone techniques. Portraits Study the work of Pablo Picasso making links to their own work. Use Colour, Shade & Line techniques.	Mod-roc Sculpture Use sculpture to develop & share ideas and imagination. Look at the work of Terry Chipp & George Segal describing similarities & differences. Use Shape, Form & Space techniques. Tie-dye Printing Use a range of materials creatively to design & make products. Use Colour & pattern techniques.	Celebrating diversity Use drawing & painting and to develop and share their ideas, experiences & imagination. Link to Hindu festival Holi.



Music
(Creative Development)

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	Autumn Terms		Spring Terms		Summer Terms	
Year R	Boomwhackers Pitch <small>Move rhythmically. Tap out simple repeated rhythms.</small>	Tuned Percussion Duration <small>Explores the different sounds of instruments. Make simple music.</small>	Tuned Percussion Dynamics <small>Explores the different sounds of instruments. Make simple music.</small>	Mini-Steel Pans Tempo <small>Explores the different sounds of instruments. Make simple music.</small>	Djembe Drums Structure <small>Explores the different sounds of instruments. Make simple music.</small>	Play, Clap and Sing <small>Joins in with dancing games. Build up a repertoire of songs.</small>
Year 1	Tuned Percussion Duration & Notation <small>Experiment & create sounds. Select & combine sounds.</small>	Tuned Percussion Pitch & Texture <small>Experiment & create sounds. Select & combine sounds.</small>	Recorders Controlling sounds <small>Play tuned instruments musically.</small>	Mini-Steel pans Texture & Structure <small>Play tuned instruments musically. Combine sounds.</small>	Djembe drums Structure <small>Play tuned instruments musically. Experiment & create sounds.</small>	Play, Clap and Sing Rhythm & Pitch <small>Use voices expressively and creatively.</small>
Year 2	Tuned & Untuned Percussion Duration <small>Experiment & create sounds. Select & combine sounds.</small>	Tuned Percussion Pitch & Texture <small>Experiment & create sounds. Select & combine sounds.</small>	Ocarinas Timbre & Structure <small>Play tuned instruments musically.</small>	Mini-Steel pans Texture & Structure <small>Play tuned instruments musically. Combine sounds.</small>	Djembe Drums Structure <small>Play tuned instruments musically. Create & combine sounds.</small>	Leavers Performance Rhythm & Pitch <small>Use voices expressively and creatively.</small>

Children listen with concentration & understanding to a range of high quality live & recorded music weekly through whole school & year group assemblies.



Physical Education

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	Autumn Terms		Spring Terms		Summer Terms	
Year R	BEAM Travels with confidence. Show good control of movements.	Dance Experiments with different ways of moving. Negotiates space successfully.	Gym Travelling Jumps off an object & lands. Travels with confidence & skill.	Dance Experiments with different ways of moving. Negotiates space successfully.	Games Ball Skills Shows increasing control throwing, catching or kicking.	Games Sportsmanship Shows increasing control over objects pushing, patting, throwing & catching.
<p style="text-align: center;">Short block of swimming sessions is provided for some children who have never been in water.</p>						
Year 1	Games Ball Skills Master basic throwing & catching movements.	Gym Balance Develop balance, agility & coordination.	Dance Traditional/Country Dancing Perform dances using simple movement patterns.	Gym Sequences Develop balance, agility & coordination.	Dance Contemporary Perform dances using simple movement patterns. Apply balance, agility & coordination skills.	Outdoor Games/ Athletics Participate in team games. Master basic running & throwing movements.
<p style="text-align: center;">Weekly swimming lesson for all Year 1 children focuses on confident, proficient and competent strokes as well as swimming a short distance.</p>						
Year 2	Games Ball Skills Master basic throwing & catching movements.	Gym Inverted balances Apply balance, agility & coordination skills.	Dance Traditional/Country Dancing Perform dances using simple movement patterns.	Dance Contemporary Perform dances using simple movement patterns. Apply balance, agility & coordination skills.	Gym Levels Transition Control balance, agility & coordination.	Creating Games/ Athletics Participate in team games developing simple tactics for defending & attacking.
<p style="text-align: center;">Weekly swimming lesson for all Year 2 children focuses on confident, proficient and competent strokes as well as swimming a short distance.</p>						