

# Box CE VC Primary School

## Curriculum Map – Year R & 1

Subject		Autumn Term (term 1 & 2)		Spring Term (term 3 & 4)		Summer Term (term 5 & 6)	
Topics	A	All about me	Celebrations	Toys	Fairy tales and traditional tales	Animals	Around the World
	B	Pirates	Space	The Gruffalo	Minibeasts	Knights & Dragons	Coast & Country
English Communication and Language (C&L)  Literacy (L)	A	<p><i>Texts: Leaf Man, Funny Bones, Kipper's Birthday, Stick Man, Jolly Christmas Postman, One Snowy Night</i></p> <p>YR: Captions, retell, lists, poetry Y1: poetry, invitation, newspaper, report, fact book, retell, letter, instructions</p>		<p><i>Texts: Goldilocks, Jack and the Beanstalk, Kipper's Toy Box, Dogger, Harry and the Robot</i></p> <p>YR: Captions, retells, lists, posters, labels Y1: Instructions, diaries, retell, letters, non-chronological report, stories, lists, poetry</p>		<p><i>Texts: Superworm, Commotion in the Ocean, Dear Zoo, Noisy Farm, Granny Went to Market, Great Balloon Hullabaloo</i></p> <p>Captions, narrative, non-fiction recount, poetry, instructions, non-chronological reports</p>	
	B	<p><i>Texts: Pirate stories, space stories</i></p> <p>YR: labels, lists, letters Y1 :Story writing instructions, poetry, news report, descriptions, letters</p>		<p><i>Texts: The Gruffalo, castles, knights and dragons stories</i></p> <p>YR: labels and captions, retell, letters, poetry, descriptions, recounts, instructions Y1: labels, captions, information, story-telling, poetry</p>		<p><i>Texts: stories set in the coast and country</i></p> <p>YR: poetry, labels, invitations, retell, information texts, instructions Y1: retelling stories, instructions, information texts</p>	

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<b>Maths Mathematics (M)</b>	Year 1 <b>Term 1</b> Week 1 Place Value to 10 Week 2 Place Value to 10 Week 3 Addition and Subtraction Week 4 Addition and Subtraction Week 5 Addition and Subtraction Week 6 Place Value Week 7 Consolidation		Year 1 <b>Term 3</b> Week 1 Place Value to 20 Week 2 Place Value to 20 Week 3 Addition and Subtraction Week 4 Multiplication and Division 2s 5s 10s Week 5 Multiplication and Division Week 6 Position and Direction		Year 1 <b>Term 5</b> Week 1 Place value Week 2 Place value Week 3 Addition and Subtraction Week 4 Time Week 5 Measure		
	<b>Term 2</b> Week 1 Place Value 2s 5s 10s Week 2 Multiplication and Division Week 3 Multiplication and Division Week 4 Fractions Week 5 NFER progress tests Week 6 Fractions Week 7 Shape		<b>Term 4</b> Week 1 Money Week 2 Addition and Subtraction Week 3 Time Week 4 Shape Week 5 Measure /NFER progress test Week 6 Measure		<b>Term 6</b> Week 1 Problem Solving Week 2 Problem Solving Week 3 Place Value Week 4 Place Value Week 5 Addition and subtraction		
<b>Science Understanding the world (UTW): The world</b>	<b>A</b>	Everyday materials <i>Seasonal changes</i>		<i>Seasonal changes</i> Plants <i>Seasonal changes</i>		Animals including humans	
	<b>B</b>	Everyday materials/Light & Dark <i>Seasonal changes</i>		Animals including humans <i>Seasonal changes</i>		Plants <i>Seasonal changes</i>	
<b>Computing Understanding the world (UTW): technology</b>	<b>A</b>	Logging on/ Mouse Control Use SOW 2010 for ideas	<b>Knowsley Let's Celebrate (Rec)</b> Writing and e-mail to Santa	<b>Knowsley Little Computers (Rec)</b> Make own computer develop basic skills	<b>Coding on the computers-</b> hourofcode.com /codemonkeyjr hourofcode.com /codemonkeybeaver	<b>Knowsley Young Investigators (Y1)</b> Search web use Thinglink	<b>Knowsley Art Attack (Rec)</b>  Creating digital art, using web
		Knowsley Rec DC&T Video and class discussion	SWGFL FS/Y1 My creative work	Safer Internet Day	SWGFL FS/Y1 Sending e-mail	SWGFL FS/1 Keep it private	SWGFL FS/Y1 ABC searching
<b>Digital literacy</b>							

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<b>Computer Science</b>  <b>Information Technology</b>	<b>B</b>	Logging on/ Mouse Control Use SOW 2010 for ideas	<b>Knowsley Junior Explorers (Rec)</b> Bee bots	<b>Knowsley Pictures</b> Tell a Thousand Words (Y1) Digital camera	<b>Knowsley We are all connected (Y1)</b> Create ebook using web	<b>Coding on iPads</b> Daisy Dinosaur Beebot app Tynker Space Cadet Level 1, 2 and 3.	<b>Knowsley Fantastic Tales (Rec)</b> Retell a story using animation
		SWGFL FS/Y1 Going places safely	Knowsley DC&T Y1 Sending emails	Safer Internet Day	SWGFL FS/Y1 My creative work	Knowsley DC&T Y1 Who do you trust?	SWGFL FS/Y1 ABC searching
<b>D&amp;T Expressive arts and design (EAD): Exploring and using media and materials</b>	<b>A</b>	<b>Mechanisms</b> <b>Focus-Wheels &amp; axles</b> Eg: push/pull toys, emergency service vehicles, farm vehicles <i>(2 different ways to fix wheels, types of wheels, ways to hold free moving axles- clothes pegs/card triangles/paper straws)</i>  <b>Cooking &amp; Nutrition</b> <b>Focus-Preparing fruit or vegetables</b> Eg: vegetables for pizza toppings <i>(peeling, cutting, slicing, grating, squeezing)</i>		<b>Structures</b> <b>Focus- Freestanding structures</b> Eg: enclosures for toy farm/zoo animals, Billy Goats Gruff bridge, furniture for 3 Bears, <i>(techniques for joining sheet materials- tapes/glues, pipe cleaner joints, different patterned walls, use of construction kits)</i>		<b>Cooking &amp; Nutrition</b> <b>Focus-Preparing fruit or vegetables</b> Eg: fruit salad <i>(peeling, cutting, slicing, grating, squeezing)</i>	
	<b>B</b>	<b>Mechanisms</b> <b>Focus- Sliders &amp; levers</b> Eg: class/group storybook, poster, display <i>(simple sliders,-bridge, paper fastener pivot, side to side/up &amp; down, levers with/without slot)</i> <b>Cooking &amp; Nutrition</b> <b>Focus-Preparing fruit or vegetables</b> Eg: fruit jelly <i>(peeling, cutting, slicing, grating, squeezing)</i>		<b>Textiles</b> <b>Focus-Templates &amp; joining techniques</b> Eg: glove puppet, clothes for teddy/soft toy/class doll <i>(alternative ways of using templates/patterns, joining fabric-stapling, gluing, safety pin, pinning, sewing, finishing techniques-textile paints/fabric crayons)</i>		<b>Cooking &amp; Nutrition</b> <b>Focus-Preparing fruit or vegetables</b> Eg: vegetable salads <i>(peeling, cutting, slicing, grating, squeezing)</i>	
<b>History Understanding</b>	<b>A</b>	<b>Marvellous Me</b> <b>HA</b> Changes within Living	<b>Celebrations</b>  Historical events,	<b>Toys and Games</b> <b>KSH + HA</b> Changes within Living	<b>Fairy Tales and Traditional Tales</b>	<b>Animals</b>	<b>Around the World</b> (Geog unit) <b>HA</b>

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<p><b>the world (UTW): People and communities</b></p>	<p>Memory -</p> <p><b>Continuity and Change</b> Cause and consequence <b>Similarities, difference</b> and significance</p> <p>Historical events, people, places in own locality: <i>I can tell you information about Box (Box Tunnel: Brunel)</i></p> <p><b>Key Vocab:</b> A long time ago Same/ different Change People Lives Past/ now Modern Old New Yesterday Modern Past/ present/ future Memory Information similarity, difference lives memorial monument</p> <p><b>Suggested texts:</b> A House That Once Was - Julie Fogliano/Lane Smith Wilfred Gordon McDonald Partridge - Mem Fox What's in your Pocket Peg - Penny Byrne</p>	<p>people, places in own locality</p> <p><b>KSH + HA</b> Remembrance day</p> <p><b>KSH</b> Gun Powder Plot</p> <p>Continuity and Change <b>Cause and consequence</b> Similarities, difference and significance</p> <p><b>Key Vocab:</b> A long time ago Same/ different Change People Lives Modern Past/ present/ future Memory Information similarity, difference lives memorial monument</p> <p><b>Significant historical events, people and places in own locality:</b> Local impact museum buildings</p> <p><b>Suggested texts:</b> 'Where the Poppies Now Grow' By Hilary Robinson</p>	<p>Memory</p> <p><b>Continuity and Change</b> Cause and consequence <b>Similarities, difference and significance</b></p> <p><b>Key Vocab:</b> A long time ago Same/ different Change People Lives Past/ now Modern Old New Yesterday Modern Past/ present/ future Memory Information similarity, difference lives memorial monument</p>			<p>History link: Florella Benjamin, 'Coming to England'</p> <p><b>BQ - How are our local area and Pointe-a-Pierre (in Trinidad) the same and different?</b></p> <p>Continuity and Change <b>Cause and consequence</b> <b>Similarities, difference and significance</b></p> <p><b>Key Vocab:</b> A long time ago Same/ different Change People Lives Modern Past/ present/ future Memory Information similarity, difference lives memorial monument</p> <p><b>Suggested texts:</b> Wangari's Trees of Peace - Jeanette Winter</p>
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	<p><b>B</b></p> <p><b>Pirates</b> <b>HA</b> Lives of significant individuals - Grace O'Malley</p> <p>Continuity and Change <b>Cause and consequence</b> Similarities, difference and <b>significance</b></p> <p><b>Geog: Collins: How does the weather affect our lives?</b></p> <p><b>Key Vocab:</b> A long time ago Same/ different Change People Lives Past/ now Modern Old New Yesterday Modern Past/ present/ future Memory Information similarity, difference lives</p> <p><b>Significant individuals:</b> contribution national international achievements aspects of life explorer</p>	<p><b>Space</b> <b>KSH</b> Lives of significant individuals - Neil Armstrong.</p> <p>Continuity and Change Cause and consequence Similarities, difference and <b>significance</b></p> <p><b>Suggested texts:</b> Field Trip to the Moon Jeanne Willis and John Hare</p> <p>Trailblazers: Neil Armstrong Alex Woolf and Nina Jones</p> <p><b>Key Vocab:</b> A long time ago Same/ different Change People Lives Past/ now Modern Old New Yesterday Modern Past/ present/ future Memory Information similarity, difference lives</p> <p><b>Significant individuals:</b> contribution national</p>			<p><b>Castles, Knights and Dragons</b> <b>HA + KSH BQ - Why did they build castles a long, long time ago?</b></p> <p>Events beyond living memory - Castles</p> <p><b>Continuity and Change</b> <b>Cause and consequence</b> <b>Similarities, difference and significance</b></p> <p><b>Key Vocab:</b> A long time ago Same/ different Change People Lives Past/ now Modern Old New Yesterday Modern Past/ present/ future Memory Information similarity, difference lives memorial monument</p> <p><b>Events beyond living memory:</b> significant nationally globally key features of events Parliament</p>	<p><b>Coast to Country</b> (Geog unit)</p> <p>Link: Historical events, people, places in own locality: <i>I can tell you information about Box.</i></p> <p><b>Continuity and Change</b> <b>Cause and consequence</b> <b>Similarities, difference and significance</b></p> <p><b>Key Vocab:</b> A long time ago Same/ different Change People Lives Past/ now Modern Old New Yesterday Modern Past/ present/ future Memory Information similarity, difference lives memorial monument</p> <p><b>Significant historical events, people and places in own locality:</b> Local impact museum buildings</p>
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		international achievements aspects of life explorer inventor		
Geography Understanding the world (UTW)	A	<u>Locational/human and physical</u> Collins - What is the Geography of where I live?	<u>Human and physical</u> <ul style="list-style-type: none"> <li>- Weather symbols (feeling towards the weather)</li> <li>- Explore the weather each morning</li> <li>- Discussion on favourite weathers (splashing in puddles/snowmen)</li> <li>- Discuss fairy tales/what do our characters need to wear?</li> <li>- Explore how animals behave different during different seasons</li> <li>- Describe and identify seasonal weather patterns and changes</li> </ul> Evidence: <ul style="list-style-type: none"> <li>- Junk modelling to create umbrellas, sun hats, paddling pools etc.</li> <li>- Weather themed dens</li> <li>- Role play of different areas they would visit in different weathers.</li> </ul>	<u>Locational/map skills/place knowledge</u> <ul style="list-style-type: none"> <li>• To recognise symbols and begin to draw simple maps</li> <li>• Use directional language (near and far; left and right) to explain a route</li> </ul> Locate familiar places, four nations and main cities of the UK.  Identify and locate the seven continents and five oceans on a world map. Directional language <b>Fieldwork – map skills</b> <a href="http://geography.org.uk">Base Maps (geography.org.uk)</a> <a href="http://geography.org.uk">Artful Maps (geography.org.uk)</a>
	B	<u>Human and Physical/place knowledge</u> Collins - How does the weather affect our lives?	<u>Place knowledge/field work</u> <ul style="list-style-type: none"> <li>- To begin to recognise simple symbols</li> <li>- To begin to draw simple maps for The Gruffalo</li> <li>- Explore the school grounds (aerial photos - identify human and physical features (Gruffalo's journey through the school grounds)</li> <li>- Use directional language for the route the Gruffalo goes on (near and far; left and right)</li> <li>- Explore terrestrial photographs to recognise landmarks</li> <li>- Locate UK on a map of the countries of Europe</li> </ul> Evidence: <ul style="list-style-type: none"> <li>- Simple maps for the Gruffalo</li> <li>- Draw or colour map symbols</li> <li>- Label features on an aerial map of the school</li> </ul>	<u>Locational/human and physical</u> Collins - Why do we love being beside the seaside so much?
RE Understanding the world (UTW): People and communities	A	C UC concept: <b>Incarnation</b> 'Why do Christians perform Nativity plays at Christmas?' unit F2 <span style="color: green;">C&amp;J</span> Yr F2 <i>Special people - What makes people</i>	C UC concept: <b>Salvation</b> 'Why do Christians put a cross in an Easter garden?' unit F3	C UC concept: <b>God/Creation</b> 'Why is the word God so important to Christians?' unit F1 <span style="color: cyan;">H</span> Yr F2 <i>Special times - How do people celebrate?</i>

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		<i>special?</i>				
	B	<b>C</b> UC concept: <b>Incarnation</b> 'Why do Christians perform Nativity plays at Christmas?' unit F2 <b>B, C, I, H, S</b> Yr F2 <i>Special people - What can we learn from stories?</i>		<b>C</b> UC concept: <b>Salvation</b> Why do Christians put a cross in an Easter garden?' unit F3	<b>C</b> UC concept: <b>Gospel</b> 'What is the good news that Jesus brings?' unit 1.3 Yr F2 <b>C, I, J</b> <i>Special places - What makes places special?</i>	
<b>Art and Design</b> Expressive arts and design (EAD)	A	Painting		Sculpture		Printing
	B	Drawing		Painting		Sculpture
<b>Music</b> Expressive arts and design (EAD): Exploring and using media and materials	A	Singing from memory & responding expressively to music Unit 2 - Nursery Rhymes 1		Story telling Unit 4		Duration Unit 5 - Counting songs
	B	Timbre, duration and dynamics Unit 1 - Exploring Sounds		Rhythmic pattern of words and songs Unit 3 - Nursery Rhymes 2		Moving to music Unit 6
<b>PE</b> Physical Development (PD)	A	<b>Games - RealPE - Foundation Unit 1</b> <b>Parachute Games</b> (LCP R Sense of Space)	<b>Games - RealPE - Foundation Unit 2</b> <b>Dance -</b> Movement 1 (LCP F)	<b>Games - RealPE - Foundation Unit 3</b> <b>Gymnastics -</b> Travelling (VS)	<b>Games - RealPE - Foundation Unit 4</b> <b>Games- Using</b> equipment (LCP R)	<b>Games - RealPE - Foundation Unit 5</b> Sports Day Practice Athletics - running skills. Sports Day Practice
	B	<b>Games - RealPE - Foundation Unit 1</b> <b>Parachute Games</b>	<b>Games - RealPE - Foundation Unit 2</b> <b>Gymnastics -</b> Stretching and Curling (VS)	<b>Games - RealPE - Foundation Unit 3</b> <b>Dance - Magic Toys</b> (LCP KS1)	<b>Games - RealPE - Foundation Unit 4</b> <b>Games - Games</b> Activities( LCP KS1)	<b>Games - RealPE - Foundation Unit 5</b> Sports Day Practice <b>Athletics -</b> throwing skills.
<b>PSHE</b> Personal, social and emotional development (PSED)	A	Valuing Difference R- I'm special you're special	Being My Best YR	Valuing Difference R- Same and different	Growing and Changing YR	Valuing Difference 1- It's not fair
	B	Valuing Difference 1- School Rules	Me and My Relationships YR	Valuing Difference R- Same and different families	Growing and Changing Y1	Valuing Difference R- Kind and Caring
						Keeping Myself Safe Y1  Rights and Responsibilities Y1

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<b>School Garden</b>		Pick autumn fruiting raspberries. Cut back summer fruited raspberry canes and tie in new canes. Cut all autumn fruiting raspberry canes to 10cm.		Weed and mulch. Feed if necessary. Chit and plant potatoes. Top up soil and water.		Pick summer fruiting raspberries and yellow raspberries. Water if dry and keep weed free. Top up soil of potatoes, water and harvest late June.	
<b>Values</b>	<b>A</b>	Responsibility	Sharing (Generosity)	Trust	Forgiveness	Wisdom	Courage
	<b>B</b>	Perseverance	Peace	Truthfulness	Thankfulness	Compassion	Friendship

### Schemes of work:

- **Phonics** - Letters and Sounds
- **Writing genres** - Writing Exciting Sentences, The Ultimate Guide to Non-Fiction Writing, 50 Ways to retell a Story - Alan Peat
- **Spelling** - Hampshire Recovery Curriculum, Spelling Shed
- **Grammar and punctuation** - Writing Exciting Sentences
- **Reading** - Big Cats, Reading Vipers
- **Maths** - White Rose, NCETM and Ready to Progress Wiltshire mastery documents, Nrich, TT Rock Stars, Numbots, Number Sense Maths
- **Science** - Kent Science Scheme of Work
- **Design Technology** - School scheme of work
- **Art** - Drawing is a Class Act, Painting is a Class Act by Meg Fabian and the 'Steps in Art' books
- **Computing** - Knowsley computing scheme of work, SWGfL, BBC Dance Mat Typing
- **Geography** - Geographical Association, Collins
- **History** - History Association, Key Stage History
- **Music** - Sounds of Music
- **PE** - REAL PE, Val Sabin and LCP
- **PSHE** - SCARF
- **RE** - Understanding Christianity, Discovery RE