




# ST.FRANCIS' CATHOLIC PRIMARY SCHOOL


## CURRICULUM MAP 2019/20

### YEAR GROUP 1 & 2 YEAR A

| CLASS TOPIC  | Autumn 1  | Autumn 2  | Spring 1   | Spring 2  | Summer 1  | Summer 2   |
|--|---|---|--|---|---|--|
| <b>Animal Antics</b><br>(Penguins, Possums and Pigs)   | <b>Fighting Fit</b>   | <b>Family Album</b>   | <b>Growth &amp; Green Fingers</b>  | <b>Great Outdoors</b>   | <b>Robots</b>   |  |
| <p><b>AUTHOR STUDY/CLASS READ</b></p>  | <ul style="list-style-type: none"> <li>Books by Oliver Jeffers</li> </ul> <p><b>Lost and Found</b></p> <p><b>The Moose Belongs to Me</b></p> <ul style="list-style-type: none"> <li>Books by Julia Donaldson</li> </ul> <p><b>Snail and the Whale &amp; Trolls</b></p> <p><b>Superworm</b></p> <p><b>The Ugly 5</b></p> <p><b>Pig up my nose-</b><br/>John Dougherty</p> <p>The Animals Went in Two by Two - <b>traditional poem.</b></p> <p><b>Class read:</b> Mr Majeika books – Humphrey Carpenter</p> | <p><b>Prince Cinders –</b><br/>Babette Cole</p> <p><b>Paper Bag Princess –</b><br/>Robert Munsch</p> <p><b>Jack and the Baked Beanstalk –</b> Colin Stimpson</p> <p><b>Three Little Wolves and the Big Bad Pig –</b> Eugene Trivizas</p> <p><b>Class read:</b><br/>Rev olting Rhymes- Roald Dahl.</p> | <ul style="list-style-type: none"> <li>A selection of traditional folk tales</li> </ul> <p><b>Little Red Riding Hood –</b> Brothers Grimm</p> <p><b>Snow White and the Seven Dwarfs.</b></p> <p><b>Hansel and Gretel</b></p> <p><b>The Scarecrows' Wedding –</b> Julia Donaldson</p> <p><b>Class read:</b><br/>Charlie and the Chocolate Factory – Roald Dal</p> | <p><b>Jack and the Beanstalk</b></p> <p><b>Oliver's Vegetables -</b><br/>Alison Bartlett &amp; Vivian French</p> <p><b>Handa's Surprise -</b> Eileen Browne</p> <p><b>The Enormous Turnip -</b> Aleksey Nikolayevich Tolstoy</p> <p><b>Class Read:</b><br/>The Enchanted Forest - Enid Blyton</p> | <p><b>Monkey Puzzle –</b><br/>Julia Donaldson</p> <p><b>The Lion Inside –</b><br/>Rachel Bright</p> <p><b>The Koala Who Could –</b> Rachel Bright</p> <p><b>Goat and Donkey in the Great Outdoors –</b> Rachel Bright</p> <p><b>Class read:</b><br/>The Sheep Pig - Dick King Smith</p> | <p><b>No-bot –</b> Paul Linnett &amp; Sue Hendra</p> <p><b>The Three Little Aliens and the Big Bad Robot -</b> Margaret McNamara</p> <p><b>Harry and the Robots –</b> Ian Whybrow</p> <p><b>Robot Dog –</b> Mark Oliver</p> <p><b>Origins - The story of a lone robot from the Literacy Shed website (<a href="#">here</a>).</b></p> <p><b>Class read:</b> The Giraffe and the Pelly</p> |



# ST.FRANCIS' CATHOLIC PRIMARY SCHOOL CURRICULUM MAP 2019/20 YEAR GROUP 1 & 2 YEAR A


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|   |  |  |  |  |   | and Me – Roald Dahl  |
| <p style="text-align: center;"><b>GENRES</b></p>  | <p><b>Stories by the same author.</b></p> <p><b>Narrative based on a model text.</b></p> <p><b>Non-chronological report-</b> information poster and an animal description.</p> <p><b>Poem on a theme-</b> weather &amp; seasons.</p> | <p><b>Traditional Tales with a Twist</b><br/>To write an innovated traditional tale with a twist.</p> <p><b>Instructions</b><br/>How to make Christmas biscuits &amp; decorations<br/>Instructions for a new playground game.</p> <p><b>Letter-</b> Write a letter as a character.</p> | <p><b>Traditional tales</b><br/>Innovative story based on a model text.</p> <p><b>Recount</b><br/>Family events, such as Christening and Weddings.</p> <p><b>Invitations</b></p> | <p><b>Narrative based on model text with innovation of character(s) and setting.</b></p> <p><b>Comic books/Illustrated books</b></p> <p><b>Instructional writing-</b> How to make a cress head.<br/><br/>How to make a smoothie/ fruit salad.</p> <p><b>Traditional rhymes</b><br/>Recite a poems and rhymes off by heart.</p> | <p><b>Stories with Familiar Settings</b></p> <p><b>Non-fiction Texts: Booklets</b><br/>Create a fact file for an animal.<br/><br/>Create a booklet how to stay safe in the great outdoors.</p> <p><b>Traditional Rhymes-</b><br/>Create a senses/ sound poem.</p> | <p><b>Stories with Fantasy Settings</b><br/>A fantasy story featuring their own robot model as the central character</p> <p><b>Recounts</b><br/>School trip<br/>Making robot/object.</p> <ul style="list-style-type: none"> <li>▪ <b>Poems to Learn by Heart, select from:</b><br/>I'm a little Robot by Robert Hiedbreder on the Rableather website (<a href="#">here</a>).</li> <li>▪ My Robot poem by Gareth Lancaster on the Fizzy Funny Fuzzy website (<a href="#">here</a>).</li> <li>▪ Robot Rumpus by Sean Taylor (written in rhyme).</li> </ul> |



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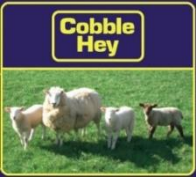

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|  |  |  |   |  |   | <ul style="list-style-type: none"> <li>■ Robots, Robots Everywhere! by Sue Fliess (written in rhyme).</li> <li>Jumpstart Poetry by Pie Corbett.</li> </ul>  |
| <p><b>MULTI-MODAL WRITING/ CROSS-CURRICULAR</b></p>  | <p>Labelling body parts of animals and describe their features.</p> <p>Cloud and sun writing templates</p> <p>Fact books about animals – make DT models of animals studied</p> <p>North wind and rain story- pop up book</p> | <p>Use drama to re-tell traditional tale.</p> <p>Healthy menu</p> <p>Human body healthy template</p> <p>Keeping a food diary</p> <p>In P.E. write a sequence of exercises to keep our bodies fit</p> | <p>Write instructions for a playground game from the past</p> <p>Create an invitation to a wedding or baptism</p> <p>Mother's Day cards</p> | <p><b>Diary</b>-Tracking plant growth- cress head/sunflower.</p> <p>Labelling parts of a flower, using a labels and a range of real tree/flowers</p> <p>Writing about plants growth and best conditions to survive.</p> <p>Creative Easter cards</p> | <p>Use drama to re-tell stories</p> <p>Write lists of equipment needed for an expedition –</p> <p>Create an expedition belt with essentials</p> <p>Description writing of den building.</p> | <p>Labelling human body.</p> <p>Write about purposes of parts in the human body e.g. skeleton-support.</p> <p>Instructions how to control robot – make a DT robot</p> <p>Description of made up robot – Robot template</p> <p>Create a poster advertising robot/ packaging.</p> |



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| <p><b>OUTDOOR LEARNING</b></p>  | <p><b>Nature and field journals:</b> <i>Observing changes over time of plants and animals</i></p> <p><b>Weather</b> - Observe daily weather patterns in Goosnargh.</p> | <p><b>Science Investigation</b> - Lessons outside exploring heart rate.</p> <p>How muscles need energy.</p> <p>Learn how different food sources are grown and processed.</p> <p>Pod/ Millennium- create a human figure using natural materials.</p> | <p><b>Local environment changes</b> -How buildings have/ have not changed over time.</p> <p>Playground games compare past and present.</p> <p><b>Nature and field journals:</b> <i>Observing changes over time of plants and animals</i></p> | <p><b>Forest school</b> - Environmental art and planting - Observing plants within the school grounds and at Cobble Hey</p> | <p><b>Millennium Forest-</b> Create dens and use natural materials to construct shelter for animals.</p> | <p><b>Animals and Habitats</b> - Grouping and classifying animals found within school environment- chickens, rabbits, birds, insects etc.</p> <p><b>Nature and field journals:</b> <i>Observing changes over time of plants and animals</i></p> |
| <p><b>LOCAL LINK</b></p>      | <p>Is it hot or cold where we live in the UK?</p>  | <p>Local nurse to talk about medicines</p>  | <p>Compare how St Francis Primary school has changed over time- archives.</p>  | <p>Cobble Hey gardens and farm and produce shop</p>   | <p>School environment<br/>Nature walk/ trail</p>   |   |
| <p><b>NATIONAL LINK</b></p>   | <p>Is the weather the same over the UK or can it vary? Look at a live weather report notice</p>  | <p>Great Britain Sports teams, look at what they do to give them the best energy/</p>   | <p>U.K <b>London-</b> significant buildings e.g. houses of</p>   | <p>Research where food is grown and transported e.g. journey of baked beans.</p>  |  |   |



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|  | similarities and differences.   | sustainability for their sport.  | Parliament, Tower of London.  |   |   |  |
| <b>GLOBAL LINK</b><br>     | UK<br>North pole/South Pole   | World athletes - look at what they do to give them the best energy/ sustainability for their sport.  | Children discuss similarities and differences amongst their own families and compare with another country e.g. Kenya links. |   | Africa<br>Australia<br>Rainforest   | Robotics around the world and their uses   |
| <b>VISITS/VISITORS</b><br> | <b>Harris Museum Masterpiece Sculpture day</b> - whole school Art Day.  | <b>A visit from Nurse/Doctor/ Dentist/sports specialist</b><br><b>Visit a local farm</b> (Cobble Hey)<br><br>Volunteers- Mrs Eastham. Sewing with pupils to produce Christmas cards/gifts. | <b>Safety Week</b> – range of safety visitors   | <b>Myerscough College</b> visit – learn about plants and planting.                                    | <b>Waddacar scout camp</b> – outdoor learning<br>Beacon Fell – orienteering and outdoor learning  | <b>Zoo trip</b><br><b>Eureka</b> - Human body/ robotics.   |
| <b>MATHS</b><br>         | <b>Number &amp; Place Value</b><br><b>Addition</b><br><b>Subtraction</b><br><b>Measurement</b> - length/height<br><b>2D &amp; 3D shapes</b> | <b>Sequencing and Sorting</b><br><b>Fractions</b><br><b>Capacity &amp; Volume</b><br><b>Money</b><br><b>Time</b><br><b>2D and 3D shape</b>   | <b>Number &amp; Place Value</b><br><b>Measurement</b> - Mass/weight<br><b>Sequencing and Sorting</b>                        | <b>Addition and Subtraction</b><br><b>Fractions</b><br><b>Position &amp; Direction</b><br><b>Time</b> | <b>Number &amp; Place value</b><br><b>Statistics</b> - Addition & Subtraction<br><b>Capacity, Volume &amp; Temperature.</b><br><b>Fractions</b> | <b>Time</b><br><b>Multiplication</b><br><b>Division</b><br><b>Statistics</b> - Finding the Difference,<br><b>Measurement</b> - |



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|  |  |  | Counting and money<br>Multiplication<br>Division                                    |  | Position & Direction-<br>Time<br>2D & 3D shapes   | Length, weight & Mass.<br>Sorting & Sequencing.  |
|--|--|--|---|--|---|--|
| <b>SCIENCE</b><br> | <b>Seasonal Changes -</b><br>Describe weather associated with seasons and how day length varies.<br><br>Observe changes across the four seasons.<br><br><b>Animals:</b><br>Describe and compare the structure of a variety of common animals.<br><br>Group animals based on their different features e.g. wings, fur, scales etc.<br><br>Identify and name some animals that | <b>Animals</b><br><b>Animal Survival and Growth (Humans) -</b><br>Notice that humans have offspring, which grow into adults.<br><br>Find out about and describe the basic needs of humans, for survival (water, food and air)<br><br><b>Health – How we Grow and Stay Healthy</b><br>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. | <b>Nature and field journals: Observing changes over time of plants and animals</b> | <b>Plants: Common Names and Basic Structure -</b><br>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.<br><br>Identify and describe the basic structure of a variety of common flowering plants, including trees e.g. stem, root, leaves, petals.<br><br>Pupils have the opportunity to | <b>Materials Properties – Everyday Materials</b><br>Distinguish between an object and the material from which it is made.<br><br>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, rock (and brick, paper and cardboard).<br><br>Describe the simple physical properties of a variety of everyday materials.<br><br>Compare and group together a variety of everyday | <b>Animals and Humans/Senses -</b><br>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.<br><br>Recognise that humans are animals.<br><br>Compare and describe differences in their own features (eye, hair, skin colour, etc.)<br><br>Recognise that humans have many similarities. |



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|  | <p>live in hot/cold countries.</p> <p><b>Nature and field journals:</b> <i>Observing changes over time of plants and animals.</i></p>  | <p>Medicines can be useful when we are ill.</p> <p>Medicines can be harmful if not used properly.</p> |  | <p>grow their own plant from seed to plant observing changes over a duration of time.</p> <p>Pupils learn how to look after a plant and know it's essential needs</p> | <p>materials on the basis of their simple physical properties.</p> <p><b>Sorting materials according to their properties</b><br/>Sort / Group / Compare / Classify: Properties and names of common materials.</p> | <p><b>Nature and field journals:</b> <i>Observing changes over time of plants and animals</i></p> |
| <p><b>WORKING SCIENTIFICALLY</b></p>  | <p><b>Working Scientifically by:</b></p> <ul style="list-style-type: none"> <li>Comparing and contrasting animals and humans at first hand or through videos and photographs.</li> <li>To describe animals and how they identify and group them.</li> <li>Asking questions about what things animals [humans] need for survival and what humans need to stay healthy.</li> <li>To group animals according to what they eat.</li> <li>Recording their findings using charts.</li> <li>Observing natural objects closely, using magnifying glasses.</li> <li>Comparing and contrasting familiar plants and describe how they are able to identify and group them.</li> <li>Drawing diagrams showing the parts of different plants including trees.</li> <li>Keeping records of how plants have changed over time, for example the leaves falling off trees and buds opening.</li> <li>Comparing and contrasting what they have found out about different plants.</li> <li>Perform simple tests to explore questions, for example, what is the best material for: an umbrella? Lining a dog basket? Curtains? A bookshelf? A gymnast's leotard?</li> <li>Investigating waterproof clothing as an explorer.</li> <li>Using their senses to compare different textures, sounds and smells.</li> </ul> |   |  |   |   |   |



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| <p><b>GEOGRAPHY</b></p>  | <p><b>Human and Physical Geography -</b><br/>Undertaking fieldwork, Identify seasonal and daily weather patterns in the UK.</p> <p>Identify and locate hot and cold areas of the world in relation to the equator- North &amp; South Pole.</p> <p><b>Locational Knowledge</b><br/>Name and locate the world's the seven continents and five oceans.</p> <p><b>World Mapping –</b><br/>Use a range of maps and aerial photographs to locate hot and cold areas of the planet.</p> |  | <p><b>Locational Knowledge -</b><br/>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding se</p> <p><b>Key Physical and Human Features -</b><br/>UK landmarks and seas using maps and aerial photographs.</p> <p><b>UK Mapping -</b><br/>Use a range of maps and globes (including picture maps) at different scales to identify landmarks, seas to identify features of the human and</p> |  | <p><b>Human and Physical Geography -</b><br/>Undertaking fieldwork, Identify seasonal and daily weather patterns in the local area and in the United Kingdom.<br/>Use basic geographical vocabulary to refer key physical and human features.</p> <p><b>Local Mapping</b><br/>Undertaking fieldwork, use a range of maps (including picture maps) and aerial photographs of our locality and recognise simple features on maps e.g. buildings, roads and fields – including land and seas.</p> |  |

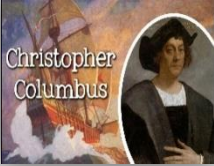




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|---|---|--|---|--|--|--|
|   | Use basic geographical vocabulary to refer to natural and human features  |  | natural features of the UK.   |  | Know that symbols mean something on maps. <ul style="list-style-type: none"> <li>Using Digimaps - Follow a route on a map starting with a picture map of the school, using directional language and NESW.</li> </ul> |  |
| <b>HISTORY</b><br> | <b>To place some parts of a story/event into chronological order using time vocabulary</b> -Using class reads and pictures.<br><br><b>BLACK HISTORY MONTH</b> |  | <b>Changes in Living Memory Chronology</b> - Recognising the distinction between past and present (e.g. the difference between photographs of themselves as a baby and now).<br><br><b>Special events we have experienced in our life time</b> e.g. | <b>History-Art in the form of Victorian artists such as Monet</b> - Study the famous artist, looking at how his historical era influenced his art. |  |  |



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|  |   |  | Royal weddings,<br>London Olympics.<br><br><b>Then and Now –</b><br>Investigate how toys<br>have changed<br>since Victorian times   |   |   |  |
| <b>MUSIC</b><br><br>      |   | <b>Christmas Hymns<br/>and Songs – linked<br/>to the Nativity Story<br/>play</b>   | <b>Charanga – Year 1<br/>HEY YOU! Hip-hop</b>   |   | <b>Charanga - Year 1 -<br/>In The Groove<br/>(Music from Around<br/>the World)</b>  |  |
| <b>COMPUTING</b><br><br> | <b>IT – Navigation -</b><br>Create, manage<br>and manipulate<br>digital content<br>Text and images<br><br>Use technology<br>purposefully to<br>create a piece of<br>work- labelling an<br>animal's features/<br>body parts. | <b>IT/CS –Programming<br/>on Purple Mash</b><br>Compose and send<br>an e-mail. Look at<br>Head teachers<br>blogs on website.<br>Messages can be<br>sent through a<br>variety of electronic<br>devices.<br><br><b>eSafety -</b> stranger<br>danger. Don't<br>share personal info. | <b>DL -Text and Images<br/>/ Use of Technology<br/>Skills -</b><br>Use a range of<br>digital devices to<br>capture and save<br>both still and<br>moving images e.g.<br>digital cameras,<br>video cameras and<br>l pads. | <b>CS – Coding<br/>using BeeBots-</b><br>direct a toy<br>around a course<br>giving clear<br>instructions for<br>another child to<br>follow.<br><br><b>Programming</b><br>Understand that<br>there are<br>different ways<br>to create or | <b>IT/DL -Digital<br/>research -</b><br>Use internet<br>appropriately for<br>task.<br><br>Find information<br><br>Know how to use<br>curser, buttons,<br>keyboard.<br><br><b>IT -Creating Digital<br/>Content</b> (Text and | <b>CS/DL – Coding on<br/>Purple Mash -</b><br>Understand that<br>algorithms are a<br>series of steps or<br>instructions to<br>achieve a specific<br>goal.<br><br>Understand that<br>devices respond to<br>commands |



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|  | <p>Able to log on and off an ICT programme e.g. Purple Mash.</p> <p>Introduce internet safety. Keep personal information private e.g. password, name, age etc.</p> <p>Use a programme with some support e.g. word, purple mash, google maps.</p> <p>Use IWB to complete a task/ activity.</p> | <p>Understand some messages can be malicious and to report to an adult.</p>   |   | <p>produce a sequence of commands, including verbal, recorded, graphical, pressing buttons and on screen methods.</p> | <p>Images) On a range of devices: ipads, laptops.</p> <p>Word: Type text, change colour/size etc.</p> <p>Paste an image into a document. Change size and move around page.</p> |  |
| <p><b>PSHE/HRSE</b></p>  | <p><b>Respectful Relationships</b></p> <p><b>Life Education Bus</b><br/>My wonderful human body/<br/>Feelings</p>   | <p><b>Friendships and People who care for me</b></p> <p><b>Anti-bullying week</b></p> <p><b>Family and People who care for me</b></p> | <p><b>Online relationships and safety</b></p> <p><b>Safety week</b></p> <p><b>Tolerance and mutual respect towards police, fire</b></p> | <p><b>Mental wellbeing</b></p> <p><b>Feelings</b><br/>How do we feel</p> <p>Communicate our feelings to others.</p>   | <p><b>Friendships and people who care for me/ Living in the wider world.</b></p> <p>How can I be a good friend</p>   | <p><b>Physical health and fitness</b></p> <p><b>Democracy</b><br/>Voting for head girl/boy School council and Eco council members.</p> |



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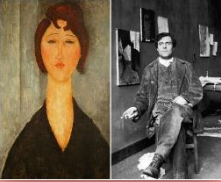
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| <p><b>Rules and choices-</b><br/>Behaviour and how choices affect others.</p> <p><b>Rule of law-</b><br/>Tolerance and mutual respect.</p> <p>Know the correct terminology for human body parts. We are all special as a creation of God.</p> <p>We are all unique and different.</p> <p>Know their responsibilities towards themselves, other people and creation.</p> <p>To respect each other and the world around us- behaviour, actions, environment.</p> | <p>Understand their part in their family. Part of a wider family of God.</p> <p>Develop relationship with God through prayer and behaviour choices.</p> <p>Understand how our bodies change, as we grow older.</p> <p>Say no to bullying<br/>Health and Wellbeing –<br/>Healthy Lifestyles,<br/>Growing and Changing</p> <p>Christmas- time to share, give and love one another.</p> | <p><b>fighters, doctors/ nurses.</b></p> <p>How to keep themselves safe from strangers in real scenarios and online.</p> <p>Know who to go to if they are worried</p> <p>Part of God's family</p> <p>Respect and love one another.</p> <p>Sensitive to the different make-up of families we are all unique and special.</p> <p>Respect each other's cultural differences, traditions and celebrations.</p> | <p>Reflect on good/ not good feelings describe and manage them.</p> <p>How do we show our feelings?</p> <p>Care about others feelings like Jesus</p> <p>How their behaviour can hurt others physically and emotionally.</p> | <p>Learn how to say sorry when they have upset or hurt someone else.</p> <p>Recognise unkind behaviour and who to tell.</p> <p><b>Individual liberty</b><br/>Money- what can we do with it and where does it come from.</p> | <p>What makes us special?<br/>Respect similarities and differences between people- everyone is unique and special.</p> <p><b>Individual Liberty</b><br/>Know that we are special and made in the image of God.</p> <p>We all have different gifts, talents and abilities. They have worth being a creation of God.<br/>Belong to a community e.g. school, parish.</p> <p>Name parts of the body. Be curious about themselves and their purpose. Respect differences.</p> |
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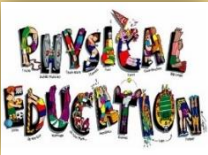
| ART   |  |   |  |  |  |   |
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|  <p style="text-align: center;"><b>Haring<br/>Modigliani<br/>Monet<br/>Wong</b></p> | <p><b>Various materials -</b><br/>Experiment with a variety of media to achieve a planned effect- seasonal pictures using paint, pencil and pastels.</p> <p>Manipulate and sculpt clay to create a 3D penguin model.</p> | <p><b>Drawing and painting part of the human body -</b><br/>Experiment with mark-making using materials such as charcoal and chalk, graphite sticks, grades of pencil and pens. Work on different scales of drawings, both individually and within groups.</p> <p>Use wooden figures to explore the proportions and lengths of limbs,</p> <p><b>Clay</b><br/>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> | <p><b>Exploring and developing ideas -</b><br/>Children create a self-portrait. Extensive drawing and painting will help children develop and improve their observational skills.<br/><b>(Study the style of artist Amedeo Modigliani)</b></p> <p><b>Investigate UK Royal Family portraits</b></p> | <p><b>Printing -</b><br/>Vegetable/ fruit printing- making patterns</p> <p><b>Observational drawing -</b><br/>Still life drawing of fruit and vegetables/ plants and trees.</p> <p><b>Victorian artists- Study style of Monet - Botanical gardens.</b></p> |  | <p><b>Exploring and developing ideas, Drawing and 3D Art -</b><br/><b>Create robots from junk (in the style of Larry Wong)</b></p> <p><b>Evaluating own and others work -</b><br/>Explore features of others robots, how might they develop their work in the future.</p> |



# ST.FRANCIS' CATHOLIC PRIMARY SCHOOL

## CURRICULUM MAP 2019/20

### YEAR GROUP 1 & 2 YEAR A

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|  |   | Make a clay figure using air dry clay.<br><b>(Explore the work of the artist, Keith Haring)</b>   |  |  |  |   |
| <b>DESIGN TECHNOLOGY</b><br><br>   |   | <b>Textiles</b><br>Sewing skill - Mrs Eastham<br><br><b>Design and 3D Art</b><br>Christmas cards and Christmas decoration using salt dough.   |  | <b>Food - the eatwell plate,</b> where food comes from, principles of a healthy diet   | <b>Structure</b><br>Use recycled materials to create a 3D model animal.<br><br>To build and test a product using suitable materials.   | <b>3-D/ Moving parts</b><br>Design, make and create a robot with moving parts   |
| <b>PHYSICAL EDUCATION</b><br><br> | <b>Fundamental movement skills:</b><br>Running, hopping, skipping, jumping, rolling, galloping.<br><br><b>Ball skills:</b><br>Throwing, catching, rolling, sending and receiving. Aim a ball/beanbag at a variety of targets. | <b>Games</b><br><br>Understanding simple tactics.<br><br><b>Travelling:</b><br>Skipping, hopping, running, walking, galloping.<br><br><b>Ball skills</b><br><b>Sending:</b> Roll a ball underarm. Throw a ball overarm. | <b>Gymnastics</b><br><br><b>Travelling:</b><br>Travel in a variety of ways including jogging, skipping, galloping, hopping, walking forwards and backwards.<br><br><b>Hands and feet:</b><br>Bunny hop, frog jumps, caterpillar.<br><br><b>Shape</b> | <b>Developing skills</b><br><br><b>Travelling-</b><br>Hands and feet e.g. frog, bear, caterpillar, crocodile and bunny.<br><br><b>Shape</b><br>Wide, thick, tuck<br><br><b>Rolling</b> | <b>Developing skills</b><br><br><b>Travelling:</b><br>Skipping, hopping, running, walking, galloping.<br><br><b>Sending</b><br>Throw an object over arm and underarm.<br><br><b>Aiming at a target</b> | <b>Developing skills</b><br><br><b>Dance</b><br>Linking a combination of steps using different body shapes and movements exploring different levels. Perform a dance showing a beginning, middle and end. |



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## CURRICULUM MAP 2019/20

### YEAR GROUP 1 & 2 YEAR A

|  |  |   |   |   |   |   |
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|  |  | <p>Aiming at different targets and equipment.</p> <p><b>Attacking and Defending strategies:</b><br/>Understand concept of aiming. Use a feint to try and win a net type game.</p> <p>Two feet to two feet for height with shape</p> | <p>Create a variety of body shapes including wide, thin, tuck, dish, arch.</p> <p><b>Rolling</b><br/>Perform a variety of rolling actions including: egg roll, teddy bear roll and pencil roll.</p> <p><b>Balance</b><br/>Perform balances on four and three points using small and large parts of the body.</p> <p><b>Jumping</b><br/>Two feet to two feet, two to one and one to two.</p> <p><b>Presentation:</b><br/>Link simple combinations of three or four actions to devise a short</p> | <p>Rolling on back, pencil and egg rolls.</p> <p><b>Jumping</b><br/>Two feet to two feet</p> <p><b>Equipment</b><br/>Handle small and large apparatus</p> <p><b>Dance</b><br/>Applying and linking skills. Create and link simple combinations of steps/sequences- actions, travel and balance.</p> | <p>Throw an object into a net, hoop given target.</p> <p><b>Receiving</b><br/>Catching a ball at different heights.</p> <p><b>Attacking and defending strategies</b><br/>Ball games<br/>Team games.<br/>Throw and hit an object into a space.</p> | <p><b>Athletics</b><br/><b>Sports day</b><br/>Travelling<br/>Jumping<br/>Throwing</p> <p>Learn sportsmanship and healthy competition.</p> |
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