

ST.FRANCIS' CATHOLIC PRIMARY SCHOOL

CURRICULUM MAP 2019/20

YEAR GROUP 1 & 2 YEAR A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
CLASS TOPIC	Animal Antics	Fighting Fit and Florence Nightingale	Family Album and Victorian Study	Growth & Green Fingers	Great Outdoors and Rainforests	Robots and recycling
Living, Feeling, Dreaming Big Question 	How do we treat animals and how should they be treated?	Is everybody fit and does everybody have access to the food and care they need?	Diverse families What makes a family?	What problems can farmers face?	What is it like to live in Brazil?	How have robots helped change the world? How can they help maintain the world?
Ethical thinking 	Kindness and care for animals. The need for compassion and the need for animals alongside humans.	Always appreciate our NHS and Emergency Service. Some countries do not have access to this. Consider and be thankful to people who help us and keep us safe.	How do our Kenyan Penpals live? What are their homes like and what is life like?	Land and climate around the world Fairtrade- explore growing conditions and climate change issues-link to Ladauto Si, Fratelli Tutti +CAFOD	Thriving Rainforest video clip vs deforestation and impact on animals which live in rainforests	Reduce, Reuse, Recycle What role does technology play in recycling? Why is recycling important?



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<p>Extraordinary Ending</p> 	<p>Fundraise for the RSPCA or adopt a class animal WWF-vote</p>	<p>Collect for a local foodbank and take the food there in the minibus to see the work the foodbank does first hand.</p>	<p>Art gallery to show family/self-portraits and multicultural art –linked with Art topic</p>	<p>Year 1 and 2 lead the Fairtrade fortnight, selling the products and give away leaflets to persuade families to buy Fairtrade products</p>	<p>Create and present an assembly to persuade others to help and raise awareness-put this on our website</p>	<p>Make a green screen news reader report in pairs about robots and the use of AI</p>
<p>Interest generator</p> <p>Hook to inspire/topic launch/ Stickability- what will we remember? <i>Real life links to the topic.</i></p> 	<p>Michael-RSPCA local education officer to visit school with animals and explains his job and the need for animal welfare charities</p> <p>Local farmer brings an animal to school and gives talk on how to look after animals</p>	<p>Dress as Florence Nightingale to visit the children and tell of her experience as a nurse from the past. Introduce the topic.</p> <p>Explain the situation of hospitals at the time and that the children will be visited by a modern nurse soon</p>	<p>Pictures of our Kenyan Penpals with their family and homes.</p> <p>Compare and contrast</p>	<p>CAFOD visit from Christine to present and hold workshop on climate change, Fairtrade and how this affects growing conditions and lifestyles.</p>	<p>Go to local environmental project (Longridge cluster) to plant trees. Find other places to plant trees</p> <p>Visit Beacon Fell for Forest school education day. What is the importance of green spaces in urban environments?</p>	<p>Eureka Trip- Human body/ robotics.</p> <p>Lego Coding Kits</p>



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



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GENRES	Stories by the same author.	Traditional Tales with a Twist	Traditional tales	Narrative based on model text with innovation of character(s) and setting.	Stories with Familiar Settings	Stories with Fantasy Settings
	<p>Narrative based on a model text.</p> <p>Non- chronological report- information poster and an animal description.</p> <p>Poem on a theme- weather & seasons.</p>	<p>To write an innovated traditional tale with a twist.</p> <p>Instructions How to make Christmas biscuits & decorations Instructions for a new playground game.</p> <p>Letter- Write a letter as a character.</p>	<p>Innovative story based on a model text.</p> <p>Recount Family events, such as Christening and Weddings.</p> <p>Invitations</p>	<p>Comic books/illustrated books</p> <p>Instructional writing- How to make a cress head.</p> <p>How to make a smoothie/ fruit salad.</p> <p>Traditional rhymes Recite a poems and rhymes off by heart.</p>	<p>Non-fiction Texts: Booklets Create a fact file for an animal.</p> <p>Create a booklet how to stay safe in the great outdoors.</p> <p>Traditional Rhymes- Create a senses/ sound poem.</p>	<p>A fantasy story featuring their own robot model as the central character</p> <p>Recounts School trip Making robot/object.</p> <p>Poems to Learn by Heart, select from: I'm a little Robot by Robert Hiedbreder on the Rableather website (here). My Robot poem by Gareth Lancaster on the Fizzy Funny Fuzzy website (here). Robot Rumpus by Sean Taylor (written in rhyme). Robots, Robots Everywhere! by Sue</p>



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						Flies (written in rhyme). Jumpstart Poetry by Pie Corbett.
<p>MULTI-MODAL WRITING/ CROSS-CURRICULAR</p> 	<p>Labelling body parts of animals and describe their features.</p> <p>Animal fact books in the shape of their chosen animal</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>Diary-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>OUTDOOR LEARNING</p> 	<p>Nature and field journals: <i>Observing changes over time of plants and animals</i></p> <p>Weather - Observe daily weather patterns in Goosnargh.</p>	<p>Science Investigation - Lessons outside exploring heart rate. How muscles need energy? Learn how different food sources are grown and processed. Pod/ Millennium- create a human figure using natural materials.</p>	<p>Local environment changes -How buildings have/ have not changed over time.</p> <p>Playground games compare past and present.</p> <p>Nature and field journals: <i>Observing changes over time of plants and animals</i></p>	<p>Forest school - Environmental art and planting - Observing plants within the school grounds and at Cobble Hey</p>	<p>Millennium Forest- Create dens and use natural materials to construct shelter for animals.</p>	<p>Animals and Habitats - Grouping and classifying animals found within school environment- chickens, rabbits, birds, insects etc.</p> <p>Nature and field journals: <i>Observing changes over time of plants and animals</i></p>
<p>LOCAL LINK</p> 	<p>Is it hot or cold where we live in the UK? Local farm and own school enterprise- chickens and eggs</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 Nature walk/ trail</p>	
<p>NATIONAL LINK</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 London- significant buildings e.g. houses of Parliament, Tower of London.</p>	<p>Research where food is grown and transported e.g. journey of baked beans.</p>		

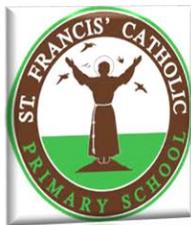


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	<p>similarities and differences.</p> <p>How do animals adapt and live in hot and cold places around the world?</p>	<p>sustainability for their sport.</p>				
<p>GLOBAL LINK</p> 	<p>UK North pole/South Pole</p>	<p>World athletes - look at what they do to give them the best energy/ sustainability for their sport.</p>	<p>Children discuss similarities and differences amongst their own families and compare with another country e.g. Kenya links.</p>		<p>Africa Australia Brazilian Rainforest</p>	<p>Robotics around the world and their uses</p>
<p>VISITS/VISITORS</p> 	<p>Harris Museum Masterpiece Sculpture day- whole school Art Day.</p>	<p>A visit from Nurse/Doctor/ Dentist/sports specialist Visit a local farm (Cobble Hey)</p> <p>Volunteers- Mrs Eastham. Sewing with pupils to produce Christmas cards/gifts.</p>	<p>Safety Week – range of safety visitors</p>	<p>Myerscough College visit – learn about planta and planting.</p>	<p>Waddacar scout camp – outdoor learning Beacon Fell – orienteering and outdoor learning</p>	<p>Zoo trip</p> <p>Eureka- Human body/ robotics.</p>



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<p style="text-align: center;">MATHS</p> 	<p>Number & Place Value Addition Subtraction Measurement- length/height 2D & 3D shapes</p>	<p>Sequencing and Sorting Fractions Capacity & Volume Money Time 2D and 3D shape</p>	<p>Number & Place Value Measurement- Mass/weight Sequencing and Sorting Counting and money Multiplication Division</p>	<p>Addition and Subtraction Fractions Position & Direction Time</p>	<p>Number & Place value Statistics- Addition & Subtraction Capacity, Volume & Temperature. Fractions Position & Direction- Time 2D & 3D shapes</p>	<p>Time Multiplication Division Statistics- Finding the Difference, Measurement- Length, weight & Mass. Sorting & Sequencing.</p>
<p style="text-align: center;">SCIENCE</p> 	<p>Seasonal Changes - Describe weather associated with seasons and how day length varies. Observe changes across the four seasons. Animals: Describe and compare the structure of a variety of common animals.</p>	<p>Animals Animal Survival and Growth (Humans) - Notice that humans have offspring, which grow into adults. Find out about and describe the basic needs of humans, for survival (water, food and air)</p>	<p>Materials Properties – Everyday Materials Distinguish between an object and the material from which it is made. (Houses from 3 Little Pigs or Charlie's from Roald Dahl-build him new house) <i>Identify and name a variety of everyday materials, including</i></p>	<p>Plants: Common Names and Basic Structure - Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of</p>	<p>Habitats What are the characteristics of living things? Identifying living and non-living things Indicators of living things Defining a habitat Simple food chains What is a microhabitat? Rainforest animals Rainforest plants</p>	<p>Animals and Humans/Senses - Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Recognise that humans are animals.</p>



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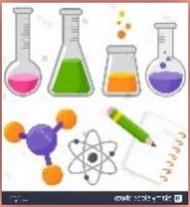
	<p>Group animals based on their different features e.g. wings, fur, scales etc.</p> <p>Identify and name some animals that live in hot/cold countries.</p> <p>Nature and field journals: <i>Observing changes over time of plants and animals.</i></p>	<p>Health – How we Grow and Stay Healthy Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Medicines can be useful when we are ill. Medicines can be harmful if not used properly.</p>	<p><i>wood, plastic, glass, metal, water, rock (and brick, paper and cardboard).</i></p> <p><i>Describe the simple physical properties of a variety of everyday materials.</i></p> <p><i>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</i></p> <p><i>Building for purpose</i> <i>Which materials are waterproof?</i> <i>Deciding the best material to build with based on waterproofness</i> <i>What material could I use to build a wall?</i> <i>Designing a wall</i></p>	<p>common flowering plants, including trees e.g. stem, root, leaves, petals.</p> <p>Pupils have the opportunity to 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>Conditions in a rainforest Urban environments Urban animals Importance of green spaces</p>	<p>Compare and describe differences in their own features (eye, hair, skin colour, etc.)</p> <p>Recognise that humans have many similarities.</p> <p>Nature and field journals: <i>Observing changes over time of plants and animals</i></p>
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			<p><i>Planning an experiment to test waterproofness</i></p>			
<p>WORKING SCIENTIFICALLY</p> 	<p>Working Scientifically by:</p> <p>Comparing and contrasting animals and humans at first hand or through videos and photographs. To describe animals and how they identify and group them. Asking questions about what things animals [humans] need for survival and what humans need to stay healthy. To group animals according to what they eat. Recording their findings using charts. Observing natural objects closely, using magnifying glasses. Comparing and contrasting familiar plants and describe how they are able to identify and group them. Drawing diagrams showing the parts of different plants including trees. Keeping records of how plants have changed over time, for example the leaves falling off trees and buds opening. Comparing and contrasting what they have found out about different plants. 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? Investigating waterproof clothing as an explorer. Using their senses to compare different textures, sounds and smells.</p>					
<p>GEOGRAPHY</p> 	<p>Human and Physical Geography - Undertaking fieldwork, Identify seasonal and daily weather patterns in the UK.</p>		<p>Locational Knowledge - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom</p>		<p>Understanding Brazil</p> <p>Where is Brazil? Why do people visit Brazil? What are the features of cities in Brazil?</p>	

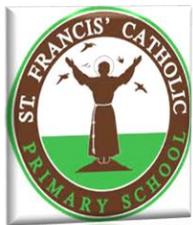


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	<p>Identify and locate hot and cold areas of the world in relation to the equator- North & South Pole.</p> <p>Locational Knowledge Name and locate the world's the seven continents and five oceans.</p> <p>World Mapping – Use a range of maps and aerial photographs to locate hot and cold areas of the planet. Use basic geographical vocabulary to refer to natural and human features</p>		<p>and its surrounding se</p> <p>Key Physical and Human Features - UK landmarks and seas using maps and aerial photographs.</p> <p>UK Mapping - Use a range of maps and globes (including picture maps) at different scales to identify landmarks, seas to identify features of the human and natural features of the UK.</p>		<p>How do experiences within Rio de Janeiro differ? How are populations within Brazil moving? What is the weather like in Brazil? How is the weather different in the UK? Who lives in the Amazon Rainforest? Why is the Amazon rainforest declining in size? What can I recognise and describe in Brazil Why is Brazil difficult to describe?</p>	
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<p style="text-align: center;">HISTORY</p>  <p>Christopher Columbus</p>	<p>To place some parts of a story/event into chronological order using time vocabulary -Using class reads and pictures.</p> <p>BLACK HISTORY MONTH-Nelson Mandela, Musicians, (OAK plans to support)</p>	<p>Florence Nightingale Study</p> <p>WHOLE SCHOOL REMEMBRANCE WEEK</p> <p>GUY FAWKES/Bonfire Night</p>	<p>Changes in Living Memory Chronology - Recognising the distinction between past and present (e.g. the difference between photographs of themselves as a baby and now).</p> <p>Changes within living memory How has life changed over time? How has music changed over the last 60 years? How have children's habits changed around playing?</p> <p>Which toys do I play with which my parents didn't have?</p>	<p>History-Art in the form of Victorian artists such as Monet - Study the famous artist, looking at how his historical era influenced his art.</p>		
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			<p>How has technology changed the way that we store and cook food?</p> <p>How has globalisation changed the food and drink that we eat?</p> <p>How has improved transport made the world more connected?</p> <p>How have the ways in which we communicate changed over time?</p>			
MUSIC 	Louis Armstrong	Christmas Hymns and Songs – linked to the Nativity Story play	Charanga – Year 1 HEY YOU! Hip-hop Changes in music since the 60s	Sound How can we describe the pitch of sounds? Difference between high and low pitch sounds	Charanga - Year 1 - In The Groove (Music from Around the World)	Sounds (Science link) The 5 senses The body part associated with each sense



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				<p>Identifying high and low pitched sounds</p> <p>How can we make and describe different sounds?</p> <p>Describing sounds based on volume and pitch</p> <p>Grouping sounds based on volume and pitch</p> <p>Making a range of sounds</p>		<p>Recording the sounds you can hear</p> <p>What is sound?</p> <p>Definition of sound</p> <p>Ordering sounds from quietest to loudest</p> <p>How do we hear?</p> <p>How we hear</p> <p>Causes of deafness</p> <p>Sign language</p> <p>How do we look after our ears?</p> <p>The zones of the ear</p> <p>How to look after each zone e.g. cleaning, protecting from loud volumes</p>
<p>COMPUTING</p> 	<p>IT – Navigation - Create, manage and manipulate digital content Text and images</p> <p>Use technology purposefully to create a piece of</p>	<p>IT/CS –Programming on Purple Mash Compose and send an e-mail. Look at Head teachers blogs on website. Messages can be sent through a</p>	<p>DL -Text and Images / Use of Technology Skills - Use a range of digital devices to capture and save both still and moving images e.g. digital cameras,</p>	<p>CS – Coding using BeeBots- direct a toy around a course giving clear instructions for another child to follow.</p>	<p>IT/DL -Digital research - Use internet appropriately for task.</p> <p>Find information</p>	<p>CS/DL – Coding on Purple Mash - Understand that algorithms are a series of steps or instructions to achieve a specific goal.</p>



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	<p>work- labelling an animal's features/ body parts.</p> <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>variety of electronic devices.</p> <p>eSafety - stranger danger. Don't share personal info.</p> <p>Understand some messages can be malicious and to report to an adult.</p>	<p>video cameras and Ipads.</p> <p>.</p>	<p>Programming</p> <p>Understand that there are different ways to create or produce a sequence of commands, including verbal, recorded, graphical, pressing buttons and on screen methods.</p>	<p>Know how to use cursor, buttons, keyboard.</p> <p>IT -Creating Digital Content (Text and 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>Understand that devices respond to commands</p>
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<p>PSHE/HRSE</p> 	<p>Respectful Relationships</p> <p>Life Education Bus My wonderful human body/ Feelings</p> <p>Rules and choices- Behaviour and how choices affect others.</p> <p>Rule of law- 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,</p>	<p>Friendships and People who care for me</p> <p>Anti-bullying week</p> <p>Family and People who care for me</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 Health and Wellbeing – Healthy Lifestyles, Growing and Changing</p>	<p>Online relationships and safety</p> <p>Safety week</p> <p>Tolerance and mutual respect towards police, fire fighters, doctors/ nurses.</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>Mental wellbeing</p> <p>Feelings How do we feel</p> <p>Communicate our feelings to others.</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>Friendships and people who care for me/ Living in the wider world.</p> <p>How can I be a good friend</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>Individual liberty Money- what can we do with it and where does it come from.</p>	<p>Physical health and fitness</p> <p>Democracy Voting for head girl/boy School council and Eco council members.</p> <p>What makes us special? Respect similarities and differences between people- everyone is unique and special.</p> <p>Individual Liberty 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.</p>
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	<p>other people and creation.</p> <p>To respect each other and the world around us- behaviour, actions, environment.</p>	<p>Christmas- time to share, give and love one another.</p>	<p>Respect each other's cultural differences, traditions and celebrations.</p>			<p>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>
<p>ART</p>  <p>Haring Modigliani Monet Wong</p>	<p>Various materials - 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>Drawing and painting part of the human body - 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</p>	<p>Exploring and developing ideas - Children create a self-portrait. Extensive drawing and painting will help children develop and improve their observational skills. (Study the style of artist Amedeo Modigliani)</p> <p>Investigate UK Royal Family portraits</p>	<p>Printing - Vegetable/ fruit printing- making patterns</p> <p>Observational drawing - Still life drawing of fruit and vegetables/ plants and trees.</p> <p>Victorian artists- Study style of Monet - Botanical gardens.</p>		<p>Exploring and developing ideas, Drawing and 3D Art - Create robots from junk (in the style of Larry Wong)</p> <p>Evaluating own and others work - Explore features of others robots, how might they develop their work in the future.</p>

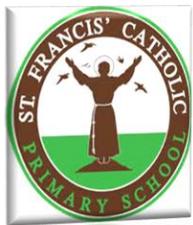


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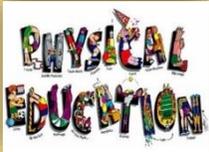
		<p>proportions and lengths of limbs,</p> <p>Clay to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination Make a clay figure using air dry clay. (Explore the work of the artist, Keith Haring)</p>				
<p>DESIGN TECHNOLOGY</p> 		<p>Textiles Sewing skill - Mrs Eastham</p> <p>Design and 3D Art Christmas cards and Christmas decoration using salt dough.</p>		<p>Food - the eatwell plate, where food comes from, principles of a healthy diet</p>	<p>Structure Use recycled materials to create a 3D model animal. To build and test a product using suitable materials.</p>	<p>3-D/ Moving parts Design, make and create a robot with moving parts</p>

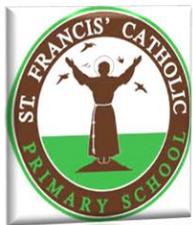


ST.FRANCIS' CATHOLIC PRIMARY SCHOOL

CURRICULUM MAP 2019/20

YEAR GROUP 1 & 2 YEAR A

<p style="text-align: center;">PHYSICAL EDUCATION</p> 	<p>Fundamental movement skills: Running, hopping, skipping, jumping, rolling, galloping.</p> <p>Ball skills: Throwing, catching, rolling, sending and receiving. Aim a ball/beanbag at a variety of targets.</p>	<p>Games</p> <p>Understanding simple tactics.</p> <p>Travelling: Skipping, hopping, running, walking, galloping.</p> <p>Ball skills Sending: Roll a ball underarm. Throw a ball overarm.</p> <p>Aiming at different targets and equipment.</p> <p>Attacking and Defending strategies: Understand concept of aiming. Use a feint to try and win a net type game.</p>	<p>Gymnastics</p> <p>Travelling: Travel in a variety of ways including jogging, skipping, galloping, hopping, walking forwards and backwards.</p> <p>Hands and feet: Bunny hop, frog jumps, caterpillar.</p> <p>Shape Create a variety of body shapes including wide, thin, tuck, dish, arch.</p> <p>Rolling Perform a variety of rolling actions including: egg roll, teddy bear roll and pencil roll.</p> <p>Balance</p>	<p>Developing skills</p> <p>Travelling- Hands and feet e.g. frog, bear, caterpillar, crocodile and bunny.</p> <p>Shape Wide, thick, tuck</p> <p>Rolling Rolling on back, pencil and egg rolls.</p> <p>Jumping Two feet to two feet</p> <p>Equipment Handle small and large apparatus</p> <p>Dance Applying and linking skills.</p>	<p>Developing skills</p> <p>Travelling: Skipping, hopping, running, walking, galloping.</p> <p>Sending Throw an object over arm and underarm.</p> <p>Aiming at a target Throw an object into a net, hoop given target.</p> <p>Receiving Catching a ball at different heights.</p> <p>Attacking and defending strategies Ball games Team games. Throw and hit an object into a space.</p>	<p>Developing skills</p> <p>Dance Linking a combination of steps using different body shapes and movements exploring different levels. Perform a dance showing a beginning, middle and end.</p> <p>Athletics Sports day Travelling Jumping Throwing</p> <p>Learn sportsmanship and healthy competition.</p>
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ST.FRANCIS' CATHOLIC PRIMARY SCHOOL

CURRICULUM MAP 2019/20

YEAR GROUP 1 & 2 YEAR A

		Two feet to two feet for height with shape	Perform balances on four and three points using small and large parts of the body. Jumping Two feet to two feet, two to one and one to two. Presentation: Link simple combinations of three or four actions to devise a short gymnastics sequence.	Create and link simple combinations of steps/sequence s- actions, travel and balance.		
RELIGIOUS EDUCATION 	God's Great Plan Story of Creation The First People God's World Noah's Ark St. Francis' Feast Day	Mary, Our Mother The Annunciation Mary visits Elizabeth Advent The birth of Jesus Visit of the Shepherds Mary is our Mother	Families & Celebrations Presentation of the Jesus in the Temple Jesus and his Family Jesus in the Temple Our Church Family Sacrament of Baptism	Following Jesus Jesus chooses Disciples Jesus teaches the Disciples to pray The Good Samaritan Jesus goes to Jerusalem Good Friday	The Resurrection Easter Jesus rose from the dead Jesus appears to the Disciples Jesus eats with the Disciples Jesus and Thomas Jesus return to Heaven	Miracles Helping Others Cure of the Paralysed Man Cure of the Blind Man The Wedding at Cana



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

	<i>Creation</i>	<i>Advent</i>	<i>Epiphany</i>	<i>Easter</i>	<i>Pentecost</i>	<i>Stories of Jesus' miracles</i>
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