

F1 Curriculum Map 2020-2021

Term	Autumn One	Autumn Two	Spring One	Spring Two	Summer One	Summer Two				
Theme / Project	Who am I? (child focused)	Who am I? (animal focus)	What are the woods and who lives there?		Have you ever been to the seaside?					
Over-riding theme:	Transport: How would we get there?			How would we travel to the woods?						
	How do we travel to school? How would we travel to the farm / zoo?		How would we travel to the woods?		How would we travel to the seaside / on holiday / in the sea?					
Hooks into learning & stories	Tour of school (FS / KS1 / outdoor) But Martin! (similarities and differences) Goldilocks and the Three Bears (family) The Three little pigs (houses)	Come to school dressed as your favourite animal. Funnybones – The Pet Shop Old McDonald had a farm / Oh dear! Dear Zoo! Animal non-fiction	Trip to the woodland area of the field / Going on a Bear Hunt The Very Hungry Caterpillar The Bad Tempered Ladybird Mad about Mini-beasts We're going on a Bear Hunt Owl Babies The Owl who was afraid of the Dark The Gruffalo Stick Man My Friend Teddy / Teddy Bear's Picnic Woodland animal / mini-beast non-fiction	Sharing holiday photographs Lucy and Tom at the seaside Commotion in the Ocean Tiddler Rainbow Fish Sharing a Shell The Lighthouse Keeper's... (collection) Seaside / Under the sea non-fiction						
Role Play Theme	Home Corner / House of the Bears		Woodland (camping / bird watching hut / woods)		Seaside (Beach / Fish and Chip Shop)					
Celebrations People who help us	Faces paper plate collages	Animals visit the classroom (virtual software) Fire Engine visit / Vet visit	Growing and releasing caterpillars / butterflies. Growing flowers / plants / vegetables Teddy Bear's Picnic Police officer visit	Seaside Day (with family) ' <i>Wath C of E by the sea</i> ' Fundraiser – adopt a sea turtle Paramedic visit						
Educational Visits	Meet a creature / Wentworth Garden Centre Farm		Sherwood Forest Hawks of Steele (bird visit in school)							
Music / Singing / Nursery Rhymes	"Old McDonald had a farm" "Let's go to the zoo..."		"We're going on a bear hunt" "The Gruffalo" "Teddy Bear's Picnic"		"We're all going on a summer holiday" "Under the Sea" (with dance)					
EYFS Curriculum (to 2012 descriptors)										
Personal, Social and Emotional	Making Relationships: Makes friends, asks and invites others to join in play, talks to others while playing alongside them, talks about family and friends from outside of school, plays as part of a larger group, responds to the speech and actions of others who they are playing with / alongside, makes friends and forms good relationships with adults.									

	<p>Self-confidence and self-awareness: Talking about and choosing their own activity in continuous provision, entering the setting independently and with confidence, choosing different activities and areas of provision independently, finding the resources they need to do an activity / play in provision, enjoying helping adults and receiving praise, talking about home, asking adults for help and engaging with adults in talk</p> <p>Managing feelings and behaviours: Developing relationships with adults, understands and talk about feelings, aware of feelings and how feelings can change / how feelings can be hurt, understands that what they do can change the feelings of others for better / worse Taking turns, sharing, waiting for their turn and waiting for help, can change their behaviour to suit the situation, including new situations and experiences.</p>			
Physical	<p>Moving and Handling: Drawing big lines / circles with arms / large tools on large surfaces, standing on one foot, running between obstacles, holding and using tools including pencils, scissors, malleable materials equipment, walking down stairs (including when carrying an object), catching balls, moving in different ways, mark making / drawing / letter formation.</p> <p>Health and Self-care: Eating / drinking snack, going to the toilet, washing and drying hands, putting on / taking off / fastening coat, telling adults how they feel (tired / hungry etc), using equipment safely</p> <p>Physical Education sessions: moving safely around a space, changing direction, speed and height of movement, gross motor stretching / mark making, dough disco, 'squiggle while you wiggle', moving to music.</p>			
Communication and Language	<p>Listening and attention: listening to others (adults and peers) one-to-one, in small and larger groups. Listening to, joining in with and remembering stories, facts. Following directions.</p> <p>Understanding: Understanding use of objects, sentences with multiple parts (and), 'who', 'what', 'where' in questions, simple concepts (size), position, responds to directions and instructions and understands how' and 'why questions.</p> <p>Speaking: Begins to use complex sentences (includes 'and', 'because', adds information, retells past events, ask questions and give explanations, changes intonation, rhyme or phrase to alter and share meaning, uses specific vocabulary, uses imaginative language in play.</p>			
Literacy	<p>Reading: book handling, turning pages, recognising where print begins / where we begin reading, knowing we read from right to left, finger pointing to words as they are read, remembering what has been read to them, joining in with familiar/repetitive stories, retelling stories they have heard, recalling characters, events, setting, making predictions based on the pictures, telling stories through the pictures, beginning to recognise familiar words, simple letter-sound matching, being able to hear and say initial sounds, CVC segmenting and blending, recognising <i>the, to, I, no, go</i>.</p> <p>Writing: making marks, giving marks meaning, differentiating marks, name writing, letter formation, letter-sounds matching, hearing initial sounds and matching to letters, spelling CVC words, spelling tricky words (<i>the, to, I, no, go</i>).</p> <p>Squiggle while you wiggle / Helicopter Stories / Jungle Journeys</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Mark making (gross and fine motor) Name writing Spoken sentences / supported writing; <i>I am...</i> <i>I have... (what I look like)</i> <i>My family are...</i> <i>I live... / My house...</i> Labelling animals / animal babies / animal homes / animal sounds Labelling autumn objects</td> <td style="width: 33%;">Mark making (gross and fine motor) Name writing Initial sounds for woodland features / animals / mini beasts Labelling woodland features / animals / mini-beasts Christmas cards Labelling / initial sounds for winter / spring objects Easter cards Sequencing events in stories</td> <td style="width: 33%;">Mark making (gross and fine motor) Name writing Initial sounds for seaside/ under the sea features / animals Labelling seaside/ under the sea / animals Simple CVC sentences Tricky word sentences Mother's day cards Labelling / simple 'summer' sentences Sequencing events in stories</td> </tr> </table>	Mark making (gross and fine motor) Name writing Spoken sentences / supported writing; <i>I am...</i> <i>I have... (what I look like)</i> <i>My family are...</i> <i>I live... / My house...</i> Labelling animals / animal babies / animal homes / animal sounds Labelling autumn objects	Mark making (gross and fine motor) Name writing Initial sounds for woodland features / animals / mini beasts Labelling woodland features / animals / mini-beasts Christmas cards Labelling / initial sounds for winter / spring objects Easter cards Sequencing events in stories	Mark making (gross and fine motor) Name writing Initial sounds for seaside/ under the sea features / animals Labelling seaside/ under the sea / animals Simple CVC sentences Tricky word sentences Mother's day cards Labelling / simple 'summer' sentences Sequencing events in stories
Mark making (gross and fine motor) Name writing Spoken sentences / supported writing; <i>I am...</i> <i>I have... (what I look like)</i> <i>My family are...</i> <i>I live... / My house...</i> Labelling animals / animal babies / animal homes / animal sounds Labelling autumn objects	Mark making (gross and fine motor) Name writing Initial sounds for woodland features / animals / mini beasts Labelling woodland features / animals / mini-beasts Christmas cards Labelling / initial sounds for winter / spring objects Easter cards Sequencing events in stories	Mark making (gross and fine motor) Name writing Initial sounds for seaside/ under the sea features / animals Labelling seaside/ under the sea / animals Simple CVC sentences Tricky word sentences Mother's day cards Labelling / simple 'summer' sentences Sequencing events in stories		

Maths	<p>Number: Number songs to develop number order, number recognition, value awareness – how much?, 1:1 counting / matching numeral to quantity, using ‘more’ and ‘less’ to describe amounts / noticing changes to quantities, subitising – drawing amounts (dice patterns), recognising when amounts are the same / different and how to make this happen, how to represent the same amount in different ways, counting stationary objects</p> <p>Shape, Space and measure: Noticing patterns (dots, stripes, spirals etc), describing objects and talking about their size, sequencing 3 simple events / knowing event order, 2D shape names, using shapes to create pictures / models / arrangements, describing position of objects, noticing shapes in the environment and categorising them together, describing objects and talking about their size.</p>
Understanding the World	<p>People and Communities: recognises and talk about their family and friends, talks about the things they enjoy doing as a family, talks about themselves and their home, imitates actions from home, has own friends, understands that things connect them to others, talks about special events and experiences, shows an interest in different jobs and ways of living.</p> <p>The World: Enjoys play with small word models, notices and comments on the features of their environments, comments on and asks questions about where they live or experience in the natural world, talk about aspects of the natural world they have experienced, talks about how things work, understands change, decay and growth, shows care and concern for living things and the environment.</p> <p>Technology: makes toys work using pulleys, knobs, buttons etc, operates simple technology and understands how it works, knows what computer technology is (including tablets) and that we can get information from them.</p>
Expressive Arts and Design	<p>Exploring and using media and materials: sings songs, moves rhythmically, mixes paints and explores colour, taps simple rhythms, makes and changes music, sings to self, builds and constructs using, various materials and resources, uses lines to enclose a space and create simple drawing / representations of familiar things, finds ways to connect, knows about tools and how to use them.</p> <p>Being Imaginative: engages in role play based on first hand experiences and learning, imaginative play, gives meaning to marks, sings to self, moves to music, moves rhythmically, imitates adults, uses resources to aid and enhance imaginative role play, pretends objects are real life things.</p>