**FOUNDATION STAGE AND KEY STAGE ONE CURRICULUM MAP**

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|  | **NURSERY** | | | **RECEPTION** | | | **Year 1** | | | **Year 2** | | |
|  | **Autumn** | **Spring** | **Summer** | **Autumn** | **Spring** | **Summer** | **Autumn** | **Spring** | **Summer** | **Autumn** | **Spring** | **Summer** |
| **Science** | Understanding the World | Understanding the World | Understanding the World | Understanding the World | Understanding the World | Understanding the World | Sound  Light and Dark | Animals including Humans  Materials | Plants  Seasons | Materials  Changes in materials | (Forces)  Animals  Plants and growing | Healthy diets  Electricity |
| **Computing** | Mouse Point and click  Roamer and Beebot activities | Mouse Click and Drag | Keyboard- Write my name  Remote control toys | Mouse Point and Click  Roamer/Beebot  Using everyday equipment | Mouse Click and Drag | Keyboard- Write my name  Roamer activities  Typing  Programme remote control toys e.g. Beebot | Use Programmable toys  Filming | Illustrating an eBook  Finding images using the web | Produce a talking book  Create a card electronically | Programming on screen  Exploring how computer games work | Taking, selecting and editing digital images  Researching a topic | Communicating clues  Recording bug hunt data |
| **Hist** | Knowledge and Understanding of the World.  Autumn: Special Events.  Spring: Different Occupations and ways of life.  Summer: Living things and the Environment. | | | Knowledge and Understanding of the World.  Autumn: Differences and Change.  Spring: Families.  Summer: Observing plants and animals. | | | Toys of the past.  Seasonal changes. | Africa study.  A local area study of where we live. | Places in the UK.  Significant people, who made our world better. | The Great Fire of London.  Places in England. | Antarctica study.  A study of a brave significant individual such as Neil Armstrong. | The seaside long ago.  Our Local area 100 years ago |
| **Geog** |

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| **D.T** | Nursery  All year:  Exploration of colour and textures   * Explore colour through collage and printing. * Mix colours using paint. * Explore shape through cutting and gluing. * Create 3D models. * Develop painting skills. * Develop drawing skills using a variety of media. * Develop creative skills using mixed media. | | | Reception  All year:  Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | | | Year 1   * Through portraits show how people feel in paintings and drawings. * Create moods in art work. * Use pencils to create lines of different thickness in drawings. * Name the primary and secondary colours. * Create a repeating pattern in print. * Cut, roll and coil materials. * Use IT to create a picture. * Describe a piece of art work and give an opinion about the work of an artist. * Ask questions about a piece of art. | | | Year 2   * Choose and use different grades of pencil when drawing. * Use charcoal, pencil and pastel to create art. * Use a viewfinder to focus on a specific part of an artefact before drawing it. * Mix paint to create all the secondary colours. * Create brown with paint. * Create tints with paint by adding white. * Create tones with paint by adding black. * Create a printed piece of art by pressing, rolling, rubbing and stamping. * Make a clay structure, eg pot. * Use different effects within an IT paint package. * Suggest how artists have used colour, pattern and shape. * Create a piece of art in response to the work of another artist. | | |
| **Art** |
| **P.E** | Movement and following simple instructions | Gymnastics/  Dance | Games and balls skills | Movement and balancing | Gymnastics and dance | Throwing and catching games, controlling a large ball | Gymnastics  Multi-skills – Focus on ball skills aiming and striking | Dance  Multi-skills – bat and ball skills – throwing and catching | Multi-skills – Developing partner work & inventing games/point scoring | Dance  Multi-skills – Dribbling, kicking and hitting, | Gymnastics  Multi-skills – throwing, catching and aiming |  |
| **R.E** | Which stories are special and why? | Which people are special and why? | What places are special and why? | What times are special and why? | Being special: where do we belong? | What is special about our world? | Who is a Christian and what do they believe? | What makes some places sacred? | Who is Jewish and what do they believe?  What does it mean to belong to a faith community? | Who is a Muslim and what do they believe? | What can we learn from sacred books?  How and why do we celebrate special and sacred times? | How should we care for others in the world and why does it matter? |
| **Music** |  |  |  |  |  |  | * use voice to speak, sing and chant. * use instruments to perform. * clap short rhythmic patterns. * make different sounds with my voice and with instruments. * repeat short rhythmic and melodic patterns. * make a sequence of sounds. * respond to different moods in music. * say whether like or dislike a piece of music. * choose sounds to represent different things. * follow instructions about when to play and sing. | | | * sing and follow a melody. * perform simple patterns and accompaniments keeping a steady pulse. * play simple rhythmic patterns on an instrument. * sing or clap increasing and decreasing tempo. * order sounds to create a beginning, middle and an end. * create music in response to different starting points. * choose sounds which create an effect. * use symbols to represent sounds. * make connections between notations and musical sounds. * listen out for particular things when listening to music. * improve my own work. | | |