**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 | SoundLight and Dark | Animals including HumansMaterials | PlantsSeasons | MaterialsChanges in materials | (Forces)AnimalsPlants and growing | Healthy dietsElectricity |
| **Computing** | Mouse Point and clickRoamer and Beebot activities | Mouse Click and Drag | Keyboard- Write my nameRemote control toys | Mouse Point and ClickRoamer/BeebotUsing everyday equipment | Mouse Click and Drag | Keyboard- Write my nameRoamer activitiesTypingProgramme remote control toys e.g. Beebot | Use Programmable toysFilming  | Illustrating an eBookFinding images using the web | Produce a talking bookCreate a card electronically | Programming on screenExploring how computer games work | Taking, selecting and editing digital imagesResearching a topic | Communicating cluesRecording 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** | NurseryAll 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.
 | ReceptionAll 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.
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| **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 | GymnasticsMulti-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 | DanceMulti-skills – Dribbling, kicking and hitting,  | GymnasticsMulti-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.
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