

## Curriculum Map – Year R/1/2

### Year A

These themes are the Umbrella. Please follow the children's interests - for example Animals could cover Dinosaurs / sea animals / farm - going with each child's choice.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Length 21-22</b>	35 days 7 weeks	35 days 7 weeks	29 days 6 weeks	29 days 6 weeks	28 days (2 BH) 6 weeks	34 days 7 weeks
	<b>Talk and Tales</b> What makes you - you?	<b>Guess who?</b>	<b>Tall Tower - How?</b> <b>Big tractor - why?</b>	<b>Animals</b> Are animals the same in South America?	<b>Towers, Tunnels and Turrets</b> Who will need rescuing?	<b>Film</b>
<b>Memorable Experience/ Trips / Role Play</b>	Inside and outside role play - children guide. One should be a home corner / babies etc. Walk of the local area	Range of dressing up clothes - linked to a range of themes - pupil led - what do the children want?	Construction / transport	Animal tea party	Visit to Leeds castle	Trip to a cinema / outside cinema experience
<b>Suggested texts EYFS</b>	<b>Traditional tales</b> Gingerbread Man, Three Little Pigs, Goldilocks and the Three Bears, Little Red Riding Hood, Jack and the Beanstalk etc.	<b>Familiar texts/Texts with rhyme</b> We're Going on a Bear Hunt (POR) - links to mapping local area The Gruffalo (POR) Other texts linked to dressing up preferences, e.g. Supertato for superheroes etc.	<b>Modern Texts</b> Naughty Bus (POR) The Train Ride (POR) Non-fictions texts linked to Great Fire of London and construction/transport	<b>Stories from other cultures</b> The Tiger Who Came to Tea Slowly, Slowly, Slowly said the Sloth (set in Amazon Rainforest) Handa's Surprise Other Animals based stories, e.g. Monkey Puzzle, Little Red Hen, etc.	<b>Fairy tales</b> Cover a range of fairy tales involving towels, castles, etc. E.g. Rapunzel, Cinderella, Sleeping Beauty, The Princess and the Pea, etc.	<b>Fantasy story</b>  <i>(to be decided as depends on choice of film for each class)</i>
<b>Suggested texts Y1/2</b>	<b>Traditional tales + Alternatives</b> Hansel & Gretel and Little Red (alternatives by Bethan Woolvin units available on LS+), The TRUE story of the 3 Little Pigs, Three Little Wolves and the Big Bad Pig, The Jolly Postman (POR) Revolt Rhymes	<b>Familiar/Modern texts</b> Where the Wild Things Are (POR) - could link to mapping as well as the dressing up theme? Traction Man is Here (POR)	<b>Modern Texts</b> The Robot and the Bluebird (POR) - could link with construction theme? Naughty Bus (POR) Non-fictions texts linked to Great Fire of London and construction/transport	<b>Stories from other cultures</b> <a href="#">English KS1: Where The Night Came From</a> - Brazillian Tale Zeraffa Giraffa (POR)	<b>Alternative fairy tales</b> Rapunzel by Bethan Woolvin (POR) Prince Cinders (LS+) The Paper Bag Princess, Princess Smartypants, Each Peach Pear Plum etc.	<b>Author Study/Fantasy Story</b> Roald Dahl texts e.g. James and the Giant Peach (film), Esio Trio (BBC film), George's Marvellous Medicine (Could also link to science) The Magic Finger (POR)
<b>Science (Year 1) Working scientifically across all.</b>	<b>Everyday Materials (build the homes of characters / 3 little pigs)</b> <b>Seasonal Changes (Autumn)</b>	<b>Animals (senses)</b> <b>Seasonal Changes (Winter)</b> Plus Plants - ready for Summer - planting of bulbs.	<b>Everyday Materials</b>	<b>Animals</b> <b>Seasonal Changes (Spring)</b>	<b>Plants</b> Text: The Bee Who Spoke (POR) <b>Seasonal Changes (Summer)</b>	<b>Working scientifically</b>
<b>Science (Year 1/2 Kingswood)</b>	<b>Year 1 – Animals inc. Humans (Grouping animals)</b>	<b>Year 1 – Seasons (Autumn)</b> <b>Year 1 – Seasons (Winter)</b>	<b>Year 2 - Living things (habitats)</b>	<b>Year 2 - Living things (food chains)</b>	<b>Year 1 – Seasons (Spring)</b> <b>Working scientifically</b>	<b>Year 1&amp;2 - Plants</b> <b>Year 1 – Seasons (Summer)</b>
<b>History</b>	<b>Changes in living memory inc. speaking to people about their memories</b> <b>Compare their changes baby to now with a famous figure - how is it different growing up?</b>		<b>How did the great fire change London ?</b> <b>Significant events beyond living memory - How did the great fire of London happen? Why?</b> Text: The Great Fire of London - anniversary edition <b>Significant individual - King Charles II</b>		<b>Significant events/ people/ places in own locality - Leeds Castle</b>  <b>Monarchs - Leeds castle</b>	
<b>Geography</b> Seasonal weather patterns - on - going		<b>What is my local area like?</b> <b>Local Mapping and Labelling including fieldwork</b> <b>Child's choice of character - make a map - where will they hide - using local features.</b>	<b>Mapping</b> 4 countries of the UK and their capital cities and surrounding seas	<b>Contrasting Locality and physical/human features</b> South America <b>Location of hot and cold areas in relation to equator</b>	<b>Mapping</b> 4 countries of the UK and their capital cities and surrounding seas	<b>Locational Knowledge</b> Name and locate 5 continents and 7 oceans.
<b>DT</b>	<b>Make Food Technology</b> Cooking - inc. cutting, grating and spreading (making flavoured porridge?)	<b>Technical Knowledge</b> <b>Mechanisms</b> Slides and levers (pop up cards for Christmas? Guess Who game board?)			<b>Design</b> Design purposeful, appealing products - making stronger and stable (A new tower for a princess / modern castle?)	
<b>Art</b>	<b>Drawing - pencils, charcoal, chalk inc. Self Portraits</b>		<b>3D - more than junk modelling.</b> What skills are being developed?  <i>Line shape and texture</i>	<b>Painting - mixing colours and experimenting with colour, painting, using paintbrushes</b>	<b>Clay/Plasticine - Pots etc...</b>  To go in the castle.	<b>Drawing - pencils, charcoal, chalk inc. Self Portraits (how changed)</b> <b>IT art - creating art using IT technology</b>

### Curriculum Map – Year R/1/2

<b>Music</b>	Pitch and composition <a href="#">Kapow Y1 unit</a>	Use voices expressively.	Experiment with / create and combine sounds	Listening, playing untuned instruments	Use voices expressively	Listen with concentration.....
<b>RE</b>	See Additional guidance for your school					
<b>Computing</b>	E-Safety	Use technology purposefully - make a character.	<b>Programming</b>	E-safety	<b>Programming</b>	Use technology purposeful.
<b>PSHE</b>	<b>Living the wider world</b>	<b>Health and Well-being</b>	<b>Relationship</b>	<b>Living in the wider world</b>	<b>Relationships</b>	<b>Health and Well-being</b>