Curriculum Map

Autumn Term 1

MARVELLOUS ME

English

To take part in shared activities with an adult and part of a small group

- Understand and experience that stories and reading can give pleasure
- To be able to recall and understand information that they have read or has been read to them
- Develop everyday vocabulary relating to emotions, experiences and concepts taught
- To develop confidence and resilience as writers and feel safe to plan and write sentences to communicate their ideas. To use basic sentence punctuation and to apply their phonic knowledge to spelling.
- To use their imagination to have and express an idea
- To sequence events in a story To predict what will happen next
- To express an opinion — to understand that not everything has to be bright or wrong



Maths

- **Place Value**
  Year 2/3
- To recognise 10s and 1s, to compare numbers, to order numbers, count in 2s, 5s, 10s and 3s
- **Addition and Subtraction**
- Fact families, number bonds, add three one digit numbers, add to the next number across ten
- **Year 1**
- Counting on from any number, find one more, counting forwards and backwards within 10
- Understand the place value of digits up to 20 and beyond, compare numbers using comparative language: less than, greater than, equal to. Order numbers

1 2 3 4 5 6 7 8 9 10

PSHE

Marvellous Me *(Elmer – David McKee)*

- I can identify what makes me special.
- I can identify similarities and work as part of a team.
- I can understand how to be kind and why it is important.
- I know the ways in which we are different and I know how to make my class welcoming.

Being yourself and Inclusion

Along came a different (Tom McLaughlin)
Can I join your club? (John Kelly and Steph Laberis)

- To help someone accept difference. I know we are different.
- I can tell you ways we are different.
- I know why some people are afraid of differences.
- To welcome different people.
- I know how to join a group of friends.
- I know how to accept anyone into my group.
- I know that we will feel happier if we are all friends.
- I can help people to accept differences.
- I know how to express what I think and feel

Science

Animals, including humans

Year 1

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores.

Year 2

- Notice that animals, including humans, have offspring which grow into adults
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.



Art & Design / Design Tech

Arcimboldo/Picasso

- To develop resilience to use different resources and media to express their ideas and experiences.
- To develop drawing skills using a step by step approach.
- To experiment with shape and colour and look at art work by Kandinsky and Mondrian.
- Explore Andrew Goldsworthy as an artist and sculptor.



PE – Team games

- Participate in team games, developing simple catching and throwing.
- Awareness of Personal Space.



Phonics & SPaG

- Read Write Inc Interventions
- To apply phonic knowledge and skills as the route to decode words
- Respond speedily to the correct sound to graphemes
- To punctuate sentences using a capital letter and full stop, question marks and exclamation marks.

Read Write Inc. Phonics

SPaG

Learning Experiences & Educational Visits

- Swimming
- Cinema Trip



Geography KS1

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.
- Exploring my city Coventry: key physical landmarks
- Explore a contrasting rural location
- Explore basic features of a map – locate four countries of UK
- Identify seasonal patterns and changes.

History KS1

- Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.
- They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.



Key Vocabulary

Different specific subject vocabulary introduced within each topic.

PROTECTIVE BEHAVIOURS – OUR GOLDEN THREAD THROUGHOUT EVERYTHING WE DO

- We all have the right to feel safe all of the time.
- We can recognise our feelings and body signals.
- We can talk to trusted adults and get help.
- We respect our bodies and other people's bodies.
- It's OK to say NO we have boundaries and personal space.
- We ask for help if something worries or upsets us.
- We make safe choices online and offline.
- We are kind, inclusive and look out for others.