

St. Andrew's - a Good Samaritan School. Making a difference so all can flourish



St Andrew's C of E Primary School

Ready, Respectful, Safe



With Faith, Hope & Love we can achieve greater things.

Year N Curriculum Map (Year B)

	Autumn		Spring		Summer	
Topic	Marvellous Me	Splashing Around	Let's Build Together	Me and My Shadow	If You're Healthy & You Know It	Animal Antics
Now Press Play						
Literacy Texts	My first day Ourselves Owl Babies Just like my mum Guess how much I love you Where's My Teddy? Non-fiction books	Under the sea We need water In the water The water story Non-fiction books	Introduction to Read/Write/Inc Three Little Pigs If I built a house How a house is built? Non-fiction books	RWI Bear Shadow Me and my shadow The day I met my shadow Non-fiction books	RWI The Chocolate Monster I can eat a Rainbow Lighthouse keepers Lunch The Busy Body Book Non-fiction books	RWI Dear Zoo Farmer Duck Giraffes can't dance Monkey puzzle Non-fiction books
Reading	(Assessments) Read individual letters by saying the sounds for them Begin to join in and sing songs	Enjoy sharing books with an adult Repeat words and phrases from familiar stories	Engage in extended conversations about stories, learning new vocabulary Enjoy an increasing range of books	To be able to hold a book and turn the pages Tune into rhymes	PHONICS - Tune into sounds Read individual letters by saying the sounds for them	PHONICS - Tune into sounds Read individual letters by saying the sounds for them Oral Blending Name the different parts of a book
Writing - Fiction Non-Fiction Plays Poetry		Enjoy drawing freely	Wiggle me into a Squiggler Stage 1 Early stages of mark making and physical development used in writing	Drawing Club Add some marks to their drawings, which they give meanings to e.g 'That says Mummy'	Squiggle me into a Writer Stage 3 Final stage looking at letter formation	Begin to write their name/ Write some or all of their name.

			<p>Drawing Club</p> <p>Make marks on their picture to stand for their name</p>		<p>Begin to write some letters</p> <p>Use some of their print and letter knowledge in their early writing e.g. write 'm' for mummy</p>	
<p>Maths Number ongoing</p>	<p><u>Colour</u> <u>Puzzles</u> <u>Size</u></p> <ul style="list-style-type: none"> Compare sizes, weights etc. using gesture and language 'bigger/little/smaller', Complete inset puzzles 	<p><u>Sorting, Matching, Classifying</u></p> <ul style="list-style-type: none"> Explore collections of materials with similar and/or different properties. 	<p><u>Positional language</u> <u>Patterns</u></p> <ul style="list-style-type: none"> Notice patterns and arrange things in patterns. Begin to understand positional language 	<p><u>Measures</u> <u>Comparisons</u></p> <ul style="list-style-type: none"> Compare amounts, saying 'lots', 'more' or 'same'. 	<p><u>Comparisons</u> <u>Patterns</u></p> <ul style="list-style-type: none"> Compare quantities using language: 'more than', 'fewer than'. Talk about and identifies the patterns 	<p><u>2D shapes</u> <u>Positional language</u></p> <ul style="list-style-type: none"> using words like 'in front of' and 'behind' Talk about and explore 2D shapes
<p>Science (Understanding of the World)</p>	<p><u>My Body</u></p> <ul style="list-style-type: none"> Establish their sense of self. Use large and small motor skills to do things independently. Explore paint, using fingers and other parts of their bodies Move and dance to music 	<p><u>Signs of Winter</u> <u>Ice</u></p> <ul style="list-style-type: none"> Explore natural materials, indoors and outside 	<p><u>Materials</u> <u>Properties</u> <u>Plant seeds</u></p> <ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. Talk about what they see, using a wide vocabulary. Plant seeds and care for growing plants. Explore collections of materials with similar and/or different properties Explore different materials freely 	<p><u>Light</u> <u>Dark</u></p> <ul style="list-style-type: none"> Talk about what they see, using a wide vocabulary. 	<p><u>Senses</u> <u>Exercise</u></p> <ul style="list-style-type: none"> Make healthy choices about, activity Explore the natural world around them. 	<p><u>Natural environment</u> <u>Living things</u></p> <ul style="list-style-type: none"> Explore the natural world around them. Begin to understand the need to respect and care for the natural environment and all living things.

Forest School	Forest school on going - Animals		Forest school on going- Plants		Forest school on going - Observe/care for minibeasts	
RE (Understanding of the World)	<u>Family Friendship Occupations</u> <ul style="list-style-type: none"> Establish their sense of self. Develop friendships with other children Make connections between the features of their family and other families. Show interest in different occupations. 	<u>Nativity Christmas</u>	<u>Churches Mosques Temples Special places</u>	<u>Crucifixion - Jesus the light of the world - Easter</u>	<u>Positive attitudes</u> <ul style="list-style-type: none"> Continue to develop positive attitudes about the differences between people 	<u>Similarities and Differences</u> <ul style="list-style-type: none"> Make connections between the features of their family and other families Continue to develop positive attitudes about the differences between people.
Trips/Experiences	Visitor: Visit from fire service (RE)	Memorable Experience: Snow party (Science)	Memorable Experience: Story character dress up - (Literacy)	Visitor: Shadow puppet show (Science)	Memorable Experience: Bike/Scooter day (Science)	Visit: Dudley Zoo - (Geography)
History (Understanding of the World)	<u>Birthdays Family</u> <ul style="list-style-type: none"> Make connections between the features of their family and other families. Begin to make sense of their own life-story and family's history 	<u>Growing up</u> <ul style="list-style-type: none"> Establish their sense of self. Express preferences and decisions. They also try new things and start establishing their autonomy. 	<u>Old and New</u> <ul style="list-style-type: none"> Houses old and new 	<u>Silhouettes</u> <ul style="list-style-type: none"> Talk about what they see, using a wide vocabulary. 	<u>Olympic winners</u> <ul style="list-style-type: none"> Continue to develop positive attitudes about the differences between people. 	<u>Prehistoric animals</u> <ul style="list-style-type: none"> Explore the natural world around them.
Geography (Understanding of the World)	<u>Weather</u> <ul style="list-style-type: none"> Explore natural materials, indoors and outside 		<u>Buildings</u>	<u>Light Shadows</u>	<u>Features of the environment</u>	<u>World around them Explore other countries</u>

			<ul style="list-style-type: none"> Explore collections of materials with similar and/or different properties. 	<ul style="list-style-type: none"> Talk about what they see, using a wide vocabulary. 	<ul style="list-style-type: none"> Explore the natural world around them. 	<ul style="list-style-type: none"> Continue to develop positive attitudes about the differences between people. Explore the natural world around them.
Art & DT (Expressive Arts & Design)	<u>Mark Making</u> <u>Exploring paint</u> <ul style="list-style-type: none"> Develop manipulation and control (tearing etc) Explore different materials and tools. Explore paint, using fingers and other parts of their bodies as well as brushes and other tools. 	<u>Cards and calendars</u> <u>Models</u> <ul style="list-style-type: none"> Develop manipulation and control (tearing etc) Explore different materials and tools. Make simple models which express their ideas 	<u>Materials and textures</u> <ul style="list-style-type: none"> Begin to hold the scissors correctly and make snips in paper with scissors. Use large-muscle movements paint and make marks. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Join different materials and explore different textures. 	<u>Silhouettes</u> <ul style="list-style-type: none"> Talk about what they see, using a wide vocabulary. 	<u>Colour mixing</u> <u>Drumming</u> <ul style="list-style-type: none"> Explore colour and colour-mixing Play instruments with increasing control to express their feelings and ideas. 	<u>Draw with increasing complexity</u> <u>Drumming</u> <ul style="list-style-type: none"> Use a comfortable grip with good control when holding pens and pencils. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Play instruments with increasing control to express their feelings and ideas.
PE Gross & Fine Motor Skills ongoing	<u>Gym: Use of space</u> <ul style="list-style-type: none"> Move and dance to music 	<u>Dance: Floor work, spatial awareness</u> <ul style="list-style-type: none"> Move and dance to music 	<u>Games: Basics, safety, rules</u>	<u>Gym: Travelling/ Awareness of body parts</u>	<u>Dance: Movement & music</u> <ul style="list-style-type: none"> Move and dance to music 	<u>Games: Parachute games</u>

			<ul style="list-style-type: none"> • Continue to develop their ball skills. • Enjoy starting to kick, throw and catch balls. 	<ul style="list-style-type: none"> • Skip, hop, stand on one leg • Continue to develop their movement and , balancing skills. 		
PSHE Jigsaw	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Music	<ul style="list-style-type: none"> • Join in with songs and rhymes and take part in action songs, such as 'Twinkle, Twinkle Little Star' 		<ul style="list-style-type: none"> • Sing a large repertoire of songs • Listen with increased attention to sounds. 		<ul style="list-style-type: none"> • Remember and sing entire songs. • Sing in a group or on their own, • Play instruments with increasing control to express their feelings and ideas. 	