

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 A)

	Autumn		Spring		Summer	
Topic	Me and My World	Winter Wonderland	How to Catch a Dragon	Fluff & Feathers	Somewhere Over the Rainbow	Beside the Seaside
<b>Now Press Play</b>						
<b>Literacy Texts</b>	My first day Ourselves Owl Babies Just like my mum Where's My Teddy?	Elmer in the snow Polar bear, polar bear Footprints in the snow The biggest snowman ever	<b>Introduction to Read/Write/Inc</b>  Harry and his bucket full of dinosaurs Tyrannosaurus Rex The naught little dinosaurs Non-fiction books on dinosaurs	<b>RWI</b>  Duck in the Truck Little Red Hen Rosie's Walk Farmyard Animals We're going on an egg hunt	<b>RWI</b>  Elmer Spotty dog Maisie's colourful rainbow Rainbow fish	<b>RWI</b>  Sharing a shell What the ladybird heard at the seaside Peppa at the beach Sea, sand, me Peter's pebbles
<b>Reading</b>	(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	<b>PHONICS - Tune into sounds</b> Read individual letters by saying the sounds for them	<b>PHONICS - Tune into sounds</b> Read individual letters by saying the sounds for them Oral Blending Name the different parts of a book
<b>Writing - Fiction Non-Fiction Plays Poetry</b>		Enjoy drawing freely	Wiggle me into a Squiggler <b>Stage 1</b> Early stages of mark making and physical	<b>Drawing Club</b> Add some marks to their drawings, which they give meanings to e.g 'That says Mummy'	Squiggle me into a Writer <b>Stage 3</b> Final stage looking at letter formation	Begin to write their name/ Write some or all of their name.

			<p><i>development used in writing</i></p> <p><b>Drawing Club</b></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><b>Maths</b></p> <p>Number ongoing</p>	<p><u>Colour</u></p> <p><u>Puzzles</u></p> <p><u>Size</u></p> <ul style="list-style-type: none"> <li>Compare sizes, weights etc. using gesture and language 'bigger/little/smaller',</li> <li>Complete inset puzzles</li> </ul>	<p><u>Sorting, Matching, Classifying</u></p> <ul style="list-style-type: none"> <li>Explore collections of materials with similar and/or different properties.</li> </ul>	<p><u>Positional language</u></p> <p><u>Patterns</u></p> <ul style="list-style-type: none"> <li>Notice patterns and arrange things in patterns.</li> <li>Begin to understand positional language</li> </ul>	<p><u>Measures</u></p> <p><u>Comparisons</u></p> <ul style="list-style-type: none"> <li>Compare amounts, saying 'lots', 'more' or 'same'.</li> </ul>	<p><u>Colour</u></p> <p><u>Patterns</u></p> <ul style="list-style-type: none"> <li>Compare quantities using language: 'more than', 'fewer than'.</li> <li>Talk about and identifies the patterns</li> </ul>	<p><u>2D shapes</u></p> <p><u>Positional language</u></p> <ul style="list-style-type: none"> <li>using words like 'in front of' and 'behind'</li> <li>Talk about and explore 2D shapes</li> </ul>
<p><b>Science</b></p> <p>(Understanding of the World)</p>	<p><u>My Body</u></p> <ul style="list-style-type: none"> <li>Establish their sense of self.</li> <li>Use large and small motor skills to do things independently.</li> <li>Explore paint, using fingers and other parts of their bodies</li> <li>Move and dance to music</li> </ul>	<p><u>Signs of Autumn/Winter</u></p> <p><u>Ice</u></p> <ul style="list-style-type: none"> <li>Explore natural materials, indoors and outside</li> </ul>	<p><u>Materials</u></p> <p><u>Properties</u></p> <ul style="list-style-type: none"> <li>Use all their senses in hands-on exploration of natural materials.</li> <li>Talk about what they see, using a wide vocabulary.</li> <li>Explore collections of materials with similar and/or different properties</li> <li>Explore different materials freely</li> </ul>	<p><u>Plants</u></p> <p><u>Growth</u></p> <p><u>Plant Seeds</u></p> <ul style="list-style-type: none"> <li>Use all their senses in hands-on exploration of natural materials.</li> <li>Talk about what they see, using a wide vocabulary.</li> <li>Plant seeds and care for growing plants.</li> </ul>	<p><u>Senses</u></p> <p><u>Explore Natural World</u></p> <ul style="list-style-type: none"> <li>Use all their senses in hands-on exploration of natural materials</li> <li>Explore the natural world around them.</li> <li>Begin to understand the need to respect and care for the natural environment and all living things.</li> </ul>	<p><u>Differences</u></p> <ul style="list-style-type: none"> <li><i>Different places creatures live - habitats at the seaside</i></li> </ul>

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

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

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