

EYFS/KS1 Year B Curriculum Map Overview

| EYFS/KS1 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---|---|--|---|--|--|--|
| Title | Bucklesham Bake Off | Pole to pole | Dinosaurs | Contrasting cultures | Map it out | Habitats |
| Curriculum drivers | Wellbeing | Environment | Diversity | Diversity | Environment | Wellbeing |
| Links to Previous /Future Topics | Music – LKS2 Sound LKS2 Plants UKS2 Monarch (Great Fire) | LKS2 States of matter, UK regions, Latitude/Longitude | KS2 Fossils LKS2 Prehistoric painting | UKS2 Mayans, Magnets, North/South America | LKS2 Latitude/ Longitude, Marvellous maps | |
| Enrichment | Bread baking day | Nativity performance | Dinosaur workshop at school | Food festival/carnival | Local walk/treasure hunt | FOSS Day |
| English Key text Power of reading | Early Years | Early Years | Early Years | Early Years | Early Years | Early Years |
| | The little red hen The great dragon bake off Spot bakes a cake Cook it! | Leaf More to add | The dinosaurs that pooped the planet Harry and the bucket-full of dinosaurs Dinosaur stomp | My hair What do you celebrate | Martha maps it out My map book Grandads island | The journey home We're going on a bear hunt Owl babies Superworm Rainbow |
| | KS1 | KS1 | KS1 | KS1 | KS1 | KS1 |
| | CUSP Writing Strong start to writing 3 weeks (Y2) Character descriptions A (Y2) Poems developing vocabulary A (Y2) CUSP Reading | CUSP Writing Simple retelling of a narrative A (Y2) Formal invitations A (Y2) Stories from other cultures A (Y2) CUSP Reading Paddington Block 4, 5 | CUSP Writing Poetry on a theme (humorous) A (Y2) Non chronological reports A (Y2) CUSP Reading Fantastically great women who changed the world Block 13, 14 | CUSP Writing Recount from personal experience A Formal invitations B Stories from other cultures B CUSP Reading Coming to England Block 8 | CUSP Writing Non chronological reports B Simple retelling of a narrative B Recount from personal experience B CUSP Reading | CUSP Writing Poems developing vocabulary B (enrichment) Character description B Poetry on a theme (humorous/ |

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| | Grandad's Island Block 1 (Y2) Aesop's Fables – The goose that laid the golden egg Block 2 Mrs Noah's Pockets Block 3 | The Christmas Pine - Julia Donaldson Block 6 | The Quangle Wangle's Hat – Edward Lear Block 7 | The Street beneath my feet Block 9 Little People Big Dreams Block 12 | Rhythm of the rain Block 10. 11 Aesop's Fables – The sun and the wind Block 15 | poems about change) B CUSP Reading Fantastic Mr Fox Block 16, 17, 18 |
| Maths WRM | Early Years | Early Years | Early Years | Early Years | Early Years | Early Years |
| | Getting to know you Match, sort and compare Talk about measure and patterns | It's me 1, 2, 3 Circles and triangles 1, 2, 3, 4, 5 Shapes with 4 sides | Alive in 5 Mass and capacity Growing 6, 7 & 8 | Length, height and time Building 9 & 10 Explore 3D shapes | To 20 & beyond How many now? Manipulate, compose and decompose | Sharing and grouping Visualise, build and map Make connections Consolidation |
| | Y1 | Y1 | Y1 | Y1 | Y1 | Y1 |
| | Place Value | Addition and Subtraction Geometry | Place Value Addition and Subtraction | Place Value Length and Height Mass and Volume | Multiplication and Division Fractions Geometry | Place Value Money Time |
| | Y2 | Y2 | Y2 | Y2 | Y2 | Y2 |
| | Place Value Addition and Subtraction | Addition and Subtraction Shape | Money Multiplication and Division | Multiplication and Division Length and Height | Statistics Fractions | Position and Direction Problem Solving |

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| | | | | Mass, Capacity and Temperature | Position and Direction | Time |
|---|--|---|--|---|--|--|
| Science CUSP | Early years | Early years | Early years | Early years | Early years | Early years |
| | The natural world: Explore the natural world around them making observations and drawing pictures of animals and plants | The natural world: Understand some important processes and changes in the natural world around them including the seasons and changing states of matter | The natural world: Explore the natural world around them making observations and drawing pictures of animals and plants | The natural world: Know some similarities and differences between the natural world around them and contrasting environments drawing on their experiences and what has been read in class | The natural world: Explore the natural world around them making observations and drawing pictures of animals and plants | The natural world: Explore the natural world around them making observations and drawing pictures of animals and plants |
| | Year 1 | Year 1 | Year 1 | Year 1 | Year 1 | Year 1 |
| | Introduce plants including trees | Seasonal changes and weather | Introduce animals including humans | Introduce everyday materials | CUSP revisit: Plants CUSP revisit: Animals including humans | Revisit: Everyday materials CUSP revisit: Plants and animals including humans |
| | Year 2 | Year 2 | Year 2 | Year 2 | Year 2 | Year 2 |
| Introduce plants | Introduce living things and their habitat | Introduce animals including humans | Uses of everyday materials | CUSP revisit: Living things and their habitats and everyday materials CUSP revisit: Plants and animals including humans | CUSP revisit: Living things and their habitats CUSP revisit: Uses of everyday materials | |
| History CUSP/ Understanding the world | Early years | Early years | Early years | Early years | Early years | Early years |
| | Past and present: Know some similarities and | People, culture and communities: Know some similarities and | Past and present: Understand the past through settings, | People, culture and communities: Explain some similarities and | People, culture and communities: Describe their | Past and present: Talk about the lives of the people |

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|---------------------------------|--|---|--|---|--|--|
| SingUp | | Nativity | | Nursery rhymes | Nursery rhymes | Nursery rhymes |
| | KS1 | KS1 | KS1 | KS1 | KS1 | KS1 |
| | Tony Chestnut | Nativity | Carnival of the animals Musical conversations | Grandma rap | Swing a long with Shostakovich | The rock pool rock |
| PSHE Kapow | Early years | Early years | Early years | Early years | Early years | Early years |
| | Self-regulation: My feelings | Building relationships: Special relationships | Managing self: Taking on challenges | Self-regulation: Listening and follow instructions | Building relationships: My family and friends | Managing self: My wellbeing |
| | KS1 | KS1 | KS1 | KS1 | KS1 | KS1 |
| | Family and relationships | Family and relationships Health and wellbeing | Health and wellbeing Safety and the changing body | Safety and the changing body Citizenship | Citizenship | Economic wellbeing Transition |
| RE Emanuel Project | Early years | Early years | Early years | Early years | Early years | Early years |
| | Why is the word "God" so important to Christians? | Why do Christians perform nativity plays at Christmas? | How can we help others when they need it? | Why do Christians put a cross in an Easter garden? | What makes every single person unique and precious? | How can we care for our wonderful world? |
| | KS1 | KS1 | KS1 | KS1 | KS1 | KS1 |
| | <u>Judaism</u> Why do Jewish families talk about repentance at New Year? | <u>Christianity</u> Why was Jesus given the name 'saviour'? | <u>Islam</u> How do some Muslims show Allah is compassionate and merciful? | <u>Christianity</u> What are the best symbols of Jesus' death and resurrection at Easter? | <u>Christianity</u> Why do Christians trust Jesus and follow him? | <u>Judaism</u> Why is the Torah such a joy for the Jewish community? |
| Computing Teach Computing | Y1 Technology around us Kapow EY Creativity: drawing, patterns and things | Y1 Digital painting | Y1 Digital writing Kapow EY Creativity: Share a story | Y1 Programming A: Moving a robot Beebots | Y1 Grouping data | Y1 Programming A: Programming animations Scratch |

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|--------------|---|---|---|--|--|---|
| PE iMoves | Early Years Willow | Early Years Willow | Early Years Willow | Early Years Willow | Early Years Willow | Early Years Willow |
| | Fundamentals Age 4-5 iExercise Animal Explorers Yoga iMoves | Fundamentals Age 4-5 iMove Off to the Zoo Gymnastics iMoves | Fundamentals Age 4-5 iPractise Pirate Adventure Pilates iMoves | Fundamentals Age 4-5 iCommunicate Fun at the Circus Lauren – Dance Willow | Fundamentals Age 4-5 iThink Dino Movers iCreate Age 4-5 Space cadets | Sports Day Practice Dance The weather 2 wks Lauren whole school dance |
| | KS1 Oak | KS1 Oak | KS1 Oak | KS1 Oak | KS1 Oak | KS1 Oak |
| | Fundamentals Age 6-7 iExercise Workout World Throwing and catching | Fundamentals Age 6-7 iMove Combat Zone Invasion games | Fundamentals Age 6-7 iPractise Sporting Best Lauren – Dance Oak | Fundamentals Age 6-7 iCommunicate Ball Crazy iMoves Age 6-7 Gymnastics Oak Dance iMoves Construction, Healthy Me | Fundamentals Age 6-7 iCreate Skill Showdown iMoves Age 6-7 Pilates | Some Sports Day practice Fundamentals Age 6-7 iThink Wild West Athletics 2 wks Lauren whole school dance |

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| No Outsiders | Early Years Willow | Early Years Willow | Early Years Willow | Early Years Willow | Early Years Willow | Early Years Willow |
| | Hello, Hello by Brenan Wenzel Learning intention: To make friends | The boy who loved everyone by Jane Porter and Maisie Paradise Shearing Learning intention: To make friends and be kind (No lesson plan) Aut 2 | You Choose by Nick Sharratt & Pippa Goodheart Learning intention: To say what I think. | Red Rockets and Rainbow Jelly by Sue Heap and Nick Sharratt Learning intention: It's ok to like different things | The Family Book by Todd Parr Learning intention: All families are different Sum 1 | Mommy, Mama and me Learning intention: To celebrate my family |
| | KS1 Oak | KS1 Oak | KS1 Oak | KS1 Oak | KS1 Oak | KS1 Oak |
| | Amazing by Steve Anthony Learning intention: To think what it is that makes a good Friend Aut 1 | The great big book of families Learning intention: To understand what diversity is and families are made up of different people Aut 2 | Lubna and Pebble by Wendy Meddour and Daniel Egneus Learning intention: To understand refugees and friendship (No lesson plan) | All are welcome Learning intention: To know I belong Spr 2 | How to be a lion Learning intention: To have self-confidence | What the Jackdaw Saw by Julia Donaldson and Nick Sharratt Learning intention: To communicate in different ways (sign language) |

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