





# ST.FRANCIS' CATHOLIC PRIMARY SCHOOL

## CURRICULUM MAP 2019/20

### YEAR GROUP 1 & 2 YEAR A


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
CLASS TOPIC	Animal Antics	Fighting Fit	Family Album	Growth & Green Fingers	Great Outdoors	Robots
AUTHOR STUDY/CLASS READ	<p><b>Lost and Found-</b> Oliver Jeffers</p> <p><b>Snail and the Whale &amp; Trolls-</b> Julia Donaldson</p> <p><b>Pig up my nose-</b> John Dougherty</p> <p><b>Class read-</b> Mr Majeika</p> 	<p><b>Prince Cinders</b></p> <p><b>Paper bag Princess</b></p> <p><b>Jack and the baked beanstalk</b></p> <p><b>Three little wolves and the big bad pig.</b></p> <p><b>Class read-</b> Revolting rhymes- Roald Dahl.</p>	<p><b>Little Red Riding Hood</b></p> <p><b>Snow white and the seven dwarfs.</b></p> <p><b>Hansel and Gretel</b></p> <p><b>Large family collection</b></p> <p><b>Scarecrows wedding</b></p> <p><b>Class read:</b> Charlie and the chocolate factory</p>	<p><b>Jack and the beanstalk</b></p> <p><b>Oliver's Vegetables</b></p> <p><b>Super potato</b></p> <p><b>Handa's Surprise</b></p> <p><b>The enormous turnip</b></p> <p><b>Class Read:</b> The Enchanted Forest</p>	<p><b>Monkey Puzzle</b></p> <p><b>Lion inside</b></p> <p><b>The Koala who could</b></p> <p><b>Goat and Donkey in The Great Outdoors</b></p> <p><b>Class read:</b> The sheep pig- Dick king smith</p>	<p><b>No-bot</b></p> <p><b>The Three Little Aliens and the Big Bad Robot</b></p> <p><b>Harry and the Robots</b></p> <p><b>Robot Dog</b></p> <p><b>Human body</b></p> <p><b>Class read:</b> Children's choice</p>
GENRES	<p><b>Stories by the same author.</b></p> <p><b>Narrative based on a model text.</b></p> <p><b>Non- chronological report-</b> information</p> 	<p><b>Traditional Tales with a Twist</b> To write an innovated traditional tale with a twist.</p> <p><b>Instructions</b> How to</p>	<p><b>Traditional tales</b> Innovative story based on a model text.</p> <p><b>Recount</b> Family event.</p>	<p><b>Narrative based on model text with innovation of character(s) and setting.</b></p> <p><b>Comic books</b></p>	<p><b>Stories with Familiar Settings</b></p> <p><b>Non-fiction Texts: Booklets</b> Create a fact file for an animal.</p>	<p><b>Stories with Fantasy Settings</b> A fantasy story featuring their own robot model as the central character</p>



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	<p>poster and an animal description.</p> <p><b>Poem on a theme-</b> weather &amp; seasons.</p>	<p>make Christmas biscuits &amp; decorations Instructions for a new playground game.</p> <p><b>Letter-</b> Write a letter as a character.</p>	<p><b>Family themed stories.</b></p> <p><b>Invitation</b></p>	<p><b>Instructional writing-</b> How to make a cress head.</p> <p>How to make a smoothie/ fruit salad.</p> <p><b>Traditional rhymes</b> Mary mary Patterns and repetition. Recite a poems and rhymes off by heart.</p>	<p>Create a booklet how to stay safe in the great outdoors.</p> <p><b>Traditional Rhymes-</b> Create a senses/ sound poem.</p>	<p><b>Recounts</b> School trip Making robot/object.</p> <p><b>Poems for Learning by Heart</b></p>
<p><b>MULTI-MODAL WRITING/CROSS-CURRICULAR</b></p> 	<p>Labelling body parts of animals and describe their features.</p> <p>Describe different weather patterns during the 4 seasons.</p> <p>Research animals that live in hot and</p>	<p>Use drama to re-tell traditional tale.</p> <p>Writing instructions how to make a healthy meal.</p> <p>Labelling human body parts and their functions.</p>	<p><b>PSHE/HRSE</b> writing activities how important our family is.</p> <p>Write instructions for a playground game from the past.</p> <p>Labelling human and physical features on a map.</p>	<p><b>Diary-</b>Tracking plant growth- cress head/sunflower.</p> <p>Labelling parts of a flower.</p> <p>Writing about plants growth and best conditions to survive.</p>	<p>Use drama to re-tell stories</p> <p>Write lists of equipment needed for an expedition.</p> <p>Description writing of den building.</p>	<p>Labelling human body.</p> <p>Write about purposes of parts in the human body e.g. skeleton-support.</p>



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## CURRICULUM MAP 2019/20

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	<p>cold countries and write important facts to share.</p> <p>Describe the similarities and difference between human and physical features.</p> <p>North wind and rain story- pop up book.</p>	<p>Keeping a food diary.</p> <p>Writing Christmas cards and letters.</p> <p>In P.E. write a sequence of exercises to keep our bodies fit.</p>	<p>Describe similarities and differences between toys from the past and present.</p> <p>Mother's Day cards.</p>	Easter cards	Create signs.	<p>Data/ table of results using senses.</p> <p>Instructions how to control robot.</p> <p>Description of made up robot.</p> <p>Create a poster advertising robot/ packaging.</p>
<p><b>OUTDOOR LEARNING</b></p> 	<p>Look at trees within the school grounds and notice how they change throughout the year- leaves change colour.</p> <p>Observational drawings.</p>	<p>Science lessons outside exploring how our bodies get warm through exercise and cold when they stand still. Explore heart rate.</p> <p>How muscles need energy.</p>	<p>How buildings have/ have not changed over time.</p> <p>Local environment changes.</p> <p>Playground games compare past and present.</p>	<p><b>Forest school opportunities</b></p> <p>Environmental art</p> <p><b>D.T.</b> constructing flags, flower dying, picture frames.</p> <p><b>Art-</b> Colour matching with things found in the</p>	<p><b>Millennium area</b></p> <p>Create dens and use natural materials to construct shelter for animals.</p> <p>Nature walk</p> <p>Put up a tent -team work classroom pod</p>	<p>Exploring robot movements in P.E.</p> <p>How our body works explore muscles, heart rate, support.</p> <p>Grouping and classifying animals found</p>



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## CURRICULUM MAP 2019/20

### YEAR GROUP 1 & 2 YEAR A




	Observe daily weather patterns in Goosnargh.	Learn how different food sources are grown, processed.  Pod/ Millenium- create a human figure using natural materials.  Create an obstacle course.		environment e.g. leaves, twigs, trees, grass.  Observing plants within the school grounds.  <b>Pod</b> Grow plants/vegetables /flowers in the Pod and garden area.  Planting potatoes project.	Campfire.	within school environment- chickens, rabbits, birds, insects etc.
<b>LOCAL LINK</b>  	Is it hot or cold where we live in the UK?  Is the weather the same over the UK or can it vary? – look at a live weather report notice similarities and differences.	Local farms- Cobble Hey/ Holly farm  Visitors- keeping safe, school nurse- germs/handwashing.  Local produce.	Compare how St Francis Primary school has changed over time- archives.  Children discuss similarities and differences amongst their own families and compare with	Visit local gardens  Farming surroundings.  Visit local produce shop.  Cobble Hey gardens and farm.	School environment  Nature walk/ trail	Blue tooth/wifi control  Music/ toy etc.



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			another country e.g. Kenya links.	Barton Grange		
<b>NATIONAL LINK</b> 	Goosnargh Lancashire	Sports events  Remembrance Day	Goosnargh Lancashire	Easter celebrations  Goosnargh Lancashire	Goosnargh Lancashire	Goosnargh Lancashire
<b>GLOBAL LINK</b> 	UK North pole/South Pole	Where food comes from.  Great Britain Sports teams, look at what they eat to give them the best energy/ sustainability for their sport.	U.K  <b>London-</b> significant buildings e.g. houses of Parliament, Tower of London.  Kenya school links.	Research where food is grown and transported e.g. journey of baked beans.	Africa Australia Rainforest	Robotics around the world and their uses
<b>VISITS/VISITORS</b> 	<b>Harris Museum Masterpiece Sculpture day-</b> whole school Art day.	Nurse/Doctor/ Dentist.  Sports specialist  Local farm  Volunteers- Mrs Eastham. Sewing	Museum visit	Local Farmer  Cobble Hey visit.  Barton Grange-garden centre.	Picnic  Scout leader  A real life explorer/ mountaineer.	<b>Zoo trip</b>  <b>Eureka-</b> Human body/ robotics.



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## CURRICULUM MAP 2019/20

### YEAR GROUP 1 & 2 YEAR A

		with pupils to produce xmas cards/gifts for family.			Mountain rescue.	
<b>MATHS</b> 	<b>Number &amp; Place Value</b> <b>Addition</b> <b>Subtraction</b> <b>Measurement-</b> length/height <b>2D &amp; 3D shapes</b>	<b>Sequencing and Sorting</b> <b>Fractions</b> <b>Capacity &amp; Volume</b> <b>Money</b> <b>Time</b> <b>2D and 3D shape</b>	<b>Number &amp; Place Value</b> <b>Measurement-</b> Mass/weight <b>Sequencing and Sorting</b> <b>Counting and money</b> <b>Multiplication</b> <b>Division</b>	<b>Measurement-</b> Length, mass & weight. <b>Addition and Subtraction</b> <b>Fractions</b> <b>Position &amp; Direction</b> <b>Time</b>	<b>Number &amp; Place value</b> <b>Statistics-</b> Addition & Subtraction <b>Capacity, Volume &amp; Temperature.</b> <b>Fractions</b> <b>Position &amp; Direction-Time</b> <b>2D &amp; 3D shapes</b>	<b>Time</b> <b>Multiplication</b> <b>Division</b> <b>Statistics-</b> Finding the Difference, <b>Measurement-</b> Length, weight & Mass. <b>Sorting &amp; Sequencing.</b>
<b>SCIENCE</b> 	<b>Seasonal Changes:</b> Describe weather associated with seasons and how day length varies.  Observe changes across the four seasons.	<b>Animals</b> <b>Animal Survival and Growth (Humans)</b> Notice that humans have offspring, which grow into adults.  Find out about and describe the basic needs of humans, for	<b>Science week</b> Carry out a variety of experiments to develop working scientific skills. Stem projects  Develop D.T. skills in building and constructing with a	<b>Plants: Common Names and Basic Structure</b> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.	<b>Materials Properties – Everyday Materials</b> Distinguish between an object and the material from which it is made.	<b>Animals and Humans/ Senses</b> Identify, name, draw and label the basic parts of the human body and say which part of the



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## CURRICULUM MAP 2019/20

### YEAR GROUP 1 & 2 YEAR A

	<p><b>Animals:</b> Describe and compare the structure of a variety of common animals.</p> <p>Group animals based on their different features e.g. wings, fur, scales etc.</p> <p>Identify and name some animals that live in hot/cold countries.</p> <p><b>Working Scientifically by:</b></p> <p>Comparing and contrasting animals at first hand or through videos and photographs.</p> <p>To describe how they identify and group them.</p>	<p>survival (water, food and air)</p> <p><b>Health – How we Grow and Stay Healthy</b> Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Medicines can be useful when we are ill. Medicines can be harmful if not used properly.</p> <p><b>Working Scientifically by:</b></p> <p>Observing, through video or first-hand observation and measurement, how humans grow.</p>	<p>variety of materials for a given purpose.</p>	<p>Identify and describe the basic structure of a variety of common flowering plants, including trees e.g. stem, root, leaves, petals.</p> <p>Pupils have the opportunity to grow their own plant from seed to plant observing changes over a duration of time.</p> <p>Pupils learn how to look after a plant and know it's essential needs e.g. water, sunlight, soil, air. Also best conditions for a plant to grow.</p>	<p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, rock (and brick, paper and cardboard).</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p>body is associated with each sense.</p> <p>Recognise that humans are animals.</p> <p>Compare and describe differences in their own features (eye, hair, skin colour, etc.)</p> <p>Recognise that humans have many similarities.</p> <p><b>Working scientifically</b> By using their observations to <b>compare and contrast</b> animals (humans) at first hand or through</p>
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	<p>To group animals according to what they eat.</p> <p>To use their senses.</p>	<p>Recording their findings using charts.</p> <p>Asking questions about what things animals [humans] need for survival and what humans need to stay healthy.</p>		<p><b>Working Scientifically</b>          Observing closely, using magnifying glasses.          Comparing and contrasting familiar plants.          And describe how they are able to identify and group them.</p> <p>Drawing diagrams showing the parts of different plants including trees.</p> <p>Keeping records of how plants have changed over time, for example the leaves falling off trees and buds opening.</p> <p>Comparing and contrasting what they have found out about different plants.</p>	<p><b>Sorting materials according to their properties</b>          Sort / Group / Compare / Classify:          Properties and names of common materials</p> <p>Being science explorers-treasure hunt.</p> <p>Investigating waterproof clothing as an explorer.</p> <p><b>Working Scientifically</b>          Perform simple tests to explore questions, for example, what is the best material for:          an umbrella?</p>	<p>videos and photographs.</p> <p>By <b>using their senses</b> to <b>compare</b> different textures, sounds and smells.</p>
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					lining a dog basket? curtains? a bookshelf? a gymnast's leotard?  <b>Carrying out a fair test.</b>	
<b>GEOGRAPHY</b>  	<b>Human and Physical:</b> Identify seasonal and daily weather patterns in the UK.  Identify and locate hot and cold areas of the world in relation to the equator- North & South Pole.  Key physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation,	<b>Atlas Skills</b> Looking at where food comes from and sourced.	<b>Locational knowledge</b> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding se  <b>Human and Physical Geography:</b>  <b>key physical features, including:</b> beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, vegetation.	<b>Atlas</b> Identify where food comes from on a globe. e.g. hot countries that grow oranges/lemons/beans.	<b>Human and Physical Geography</b>  Identify seasonal and daily weather patterns in the United Kingdom.  <b>Use basic geographical vocabulary to refer key physical and human features.</b>  <b>Mapping skills</b>	<b>Position and direction</b>  Navigating skills.



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	<p>season and weather.</p> <p>Human features: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p><b>Geographical skills</b> Be familiar using a map. Aerial view of human and physical features- Google maps.</p>		<p><b>key human features, including:</b> city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p><b>Mapping</b> Use a range of maps and globes (including picture maps) at different scales</p> <p><b>Field work</b></p>		<p>Find a destination on a map.</p> <p>Orienteering skills</p> <p>Compass directions: North, South, East and West.</p>	
<p><b>HISTORY</b></p> 	<p><b>Changes within living memory:</b> Season, weather, day, month and year.</p> <p>Sequence a story in chronological order how events happened.</p>	<p><b>Past and Present</b> Look at similarities and difference in how sports have changed or kept traditions over a century.</p>	<p><b>Chronology</b> Recognising the distinction between past and present (e.g. the difference between photographs of themselves as a baby and now).</p> <p>Placing a few events and objects in order</p>	<p><b>History-</b> Farming equipment. Transportation.</p>	<p><b>Significant people in History</b> Christopher Columbus</p> <p><b>Beyond living memory</b> Victorians- Industrial revolution.</p>	<p><b>Technology</b> History of robots and technology Past and present.</p>



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### YEAR GROUP 1 & 2 YEAR A


			<p>by using common phrases to show the passing of time (e.g. old, new, young, baby, children, grown up).</p> <p>Develop knowledge and understanding of the past by: Knowing where some people fit into a chronological framework by using common words and phrases about the passing of time (e.g. before, after, a long time ago, first, last, adult, very old, in the past)</p> <p><b>Events, People and Changes</b> To tell the difference between past and present in their own and other people's lives by using and</p>		<p><b>Local History</b> How our local environment has changed over time.</p> <p>Navigating equipment</p>
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			<p>making simple comparisons to parts of stories, and features of events.</p> <p>How have I changed over time?</p> <p><b>Special events we have experienced in our life time</b> e.g. Royal weddings, London Olympics.</p> <p><b>Toys past and present-</b> similarities and differences. Developing technology.</p> <p><b>Family tree.</b></p>			
<b>MUSIC</b> 	<b>Charanga programme of study</b>  Experiment with, create and combine sounds using percussion	<b>Charanga programme of study-</b> learn a song/ instrument.  <b>Nativity songs</b>	<b>Charanga programme of study</b>  <b>Family of different instruments-</b> woodwind, brass, percussion, strings etc.	<b>Charanga programme of study.</b>  Learn a song	<b>Charanga programme of study</b>  <b>Performing</b> Use their voices expressively by singing songs and	Charanga programme of study  <b>Performing</b> Use their voices expressively by



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	<p>instruments and vocal sounds.</p> <p>Listen to different weather sounds and have a go recreating that sound by selecting different types of percussion instruments e.g. thunder- cymbals, rain- shaker/bells/ drums.</p> <p>Able to keep a steady beat and follow a simple melody vocally- hymns.</p> <p><b>Music appreciation;</b> Play classical music that resembles weather/ seasons e.g. April Showers- Bambi Vivaldi- Four seasons.</p>	<p><b>Latin and Salsa music:</b> Provide the opportunity for pupils to listen to, appreciate and perform alongside popular salsa and Zumba tracks. e.g. Oye Como Va' by Carlos Santana.</p> <p>Ran Kan Kan' by Tito Puente.</p> <p>'Bemba Colora' by Jack Constanzo with Marilu</p> <p><b>Look at composers/singers/bands</b> that are of particular interest to pupils.</p> <p><b>Play instruments and follow different rhythms;</b> cowbell, shakers, conga, bongo,,</p>	<p><b>Listening</b> To listen with concentration to a range of high quality live and recorded music and to internalise and recall sounds with increasing aural memory.</p> <p><b>Composition</b> Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures (for example, beginning, middle, end).</p> <p>Experience how sounds can be made in different ways (for example,</p>	<p>Holy week Easter hymns/ performances.</p> <p>Palm liturgy- re-telling Easter story with songs and movement.</p>	<p>speaking chants and rhymes.</p> <p>Play tuned and untuned instruments.</p> <p>Rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse).</p> <p><b>Listening</b> To listen with concentration to a range of high quality live and recorded music and to internalise and recall sounds with increasing aural memory.</p> <p>Experience how the combined musical elements of pitch, duration, dynamics,</p>	<p>singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments.</p> <p>Rehearse and perform with others (for example, starting and finishing together, keeping to a steady pulse).</p> <p><b>Listening</b> To listen with concentration to a range of high quality live and recorded music and to internalise and recall sounds</p>
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## CURRICULUM MAP 2019/20

### YEAR GROUP 1 & 2 YEAR A

		<p>wood block, rain stick, spoons, shells, bass drum, maracas, tambourine.</p>	<p>vocalising, clapping, by musical instruments, in the environment) and described using given and invented signs and symbols.</p> <p><b>Creating</b> Explore, choose and organise sounds and musical ideas</p> <p><b>Pitch</b> Identify high and low sounds.</p> <p><b>Duration</b> Respond to sounds of different duration.</p> <p>Recognise the difference between long and short sounds</p> <p><b>Tempo</b> Identify the differences between</p>		<p>tempo, timbre, texture and silence can be organised and used expressively within simple structures (for example, beginning, middle, end).</p> <p>Experience how sounds can be made in different ways (for example, vocalising, clapping, by musical instruments, in the environment) and described using given and invented signs and symbols</p> <p><b>Creating</b> Experiment with and create musical patterns.</p>	<p>with increasing aural memory.</p> <p>Experience how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures (for example, beginning, middle, end).</p> <p><b>Creating</b> Experiment with and create musical patterns.</p>
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			<p>fast and slow tempos.</p> <p><b>Timbre</b> Recognise the difference between wood, metal, skin (drum) and 'shaker' sounds.</p> <p><b>Structure</b> Recognise that the sections of a piece of music sound the same or different.</p>		<p>Explore, choose and organise sounds and musical ideas.</p> <p>Make improvements to their own work.</p> <p><b>Pitch</b> Identify high and low sounds.</p> <p><b>Duration</b> Respond to sounds of different duration.</p> <p>Recognise the difference between long and short sounds.</p> <p><b>Dynamics</b> Differentiate between loud</p>	<p>Explore, choose and organise sounds and musical ideas.</p> <p><b>Pitch, Duration, Timbre, Structure, Dynamics, Texture</b></p> <p><b>Composers: Smooth and curly</b> 'Ma Vlast – Moldau' by Bedrich Smetana</p> <p><b>Short and spikey</b> Third movement of Tchaikovsky's 4th Symphony 'Scherzo Pizzicato'</p>
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# ST.FRANCIS' CATHOLIC PRIMARY SCHOOL CURRICULUM MAP 2019/20 YEAR GROUP 1 & 2 YEAR A

					<p>sounds, quiet sounds and silence.</p> <p><b>Timbre, Texture and Structure</b></p>	<p><b>Loud and terrifying</b> Sacrificial Dance from Igor Stravinsky's 'Rite of Spring'</p> <p><b>Happy</b> Happy' by Pharrell Williams</p> <p><b>Fast and animated</b> to 'Short Ride in a Fast Machine' by John Adams</p> <p><b>Slow and steady</b> Largo second movement from the 'New World Symphony' by Antonin Dvorak</p>
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## CURRICULUM MAP 2019/20

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COMPUTING/ICT	Navigation	Purple Mash	Purple Mash	Purple Mash	Digital research	Computer Science Skills
	<p>Create, manage and manipulate digital content Text and images</p>	<p><b>Human body app</b></p> <p><b>Go noodle/ Just dance</b></p>	<p><b>Text and Images / Use of Technology Skills</b></p>	<p><b>Lego</b></p> <p><b>Ipad apps</b></p>	<p>Use internet appropriately for task.</p>	<p>Give and follow commands</p>
	<p>Use technology purposefully to create a piece of work- labelling an animal's features/ body parts.</p>	<p><b>Electronic communication:</b> Compose and send an e-mail. Look at Head teachers blogs on website.</p>	<p>Use a range of digital devices to capture and save both still and moving images e.g. digital cameras, video cameras and Ipads.</p>	<p><b>BeeBot-</b> direct a toy around a course giving clear instructions for another child to follow.</p>	<p>Find information</p>	<p>Purple Mash</p>
	<p>Able to log on and off an ICT programme e.g. Purple Mash.</p>	<p>Messages can be sent through a variety of electronic devices.</p>	<p><b>Knowledge and Understanding</b> Know that there are various ways of capturing still and moving images</p>	<p><b>Programming</b> Understand that there are different ways to create or produce a sequence of commands,</p>	<p>Know how to use cursor, buttons, keyboard.</p>	<p>Ipad apps</p>
	<p>Introduce internet safety. Keep personal information private e.g. password, name, age etc.</p>	<p><b>Internet safety-</b> stranger danger. Don't share personal info.</p>	<p>Know how to take images appropriately and responsibly.</p>	<p>including verbal, recorded, graphical, pressing buttons and on screen methods.</p>	<p><b>Creating Digital Content</b> (Text and Images) On a range of devices: Ipads, laptops.</p>	<p>Puppet Show</p>
	<p>Use a programme with some support</p>	<p>Understand some messages can be malicious and to report to an adult.</p>	<p>Children will be able to experiment and manipulate (e.g. with cropping) their</p>	<p><b>Coding</b> Follow simple steps to create a</p>	<p>Word: Type text, change colour/size etc.  Paste an image into a document. Change size</p>	<p><b>Knowledge and Understanding</b> Understand that algorithms are a series of steps or instructions to achieve a specific goal.  Understand that devices respond to commands</p>



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## CURRICULUM MAP 2019/20

### YEAR GROUP 1 & 2 YEAR A

	e.g. word, purple mash, google maps.  Use IWB to complete a task/activity-phonics.		photographs to make them suitable for a given purpose.	moving picture-purple mash.	and move around page.  Purple Mash	
<b>PSHE/HRSE</b>  	<b>Respectful Relationships</b>  <b>Life Education Bus</b> My wonderful human body/ Feelings  <b>Rules and choices-</b> Behaviour and how choices affect others.  <b>Rule of law-</b> Tolerance and mutual respect.  Know the correct terminology for human body parts. We are all special as a creation of God.	<b>Friendships and People who care for me</b>  <b>Anti-bullying week</b>  <b>Family and People who care for me</b>  Understand their part in their family. Part of a wider family of God.  Develop relationship with God through prayer and behaviour choices.  Understand how our bodies change, as we grow older.	<b>Online relationships and safety</b>  <b>Safety week</b>  <b>Tolerance and mutual respect towards police, fire fighters, doctors/nurses.</b>  How to keep themselves safe from strangers in real scenarios and online.  Know who to go to if they are worried  Part of God's family	<b>Mental wellbeing</b>  <b>Feelings</b> How do we feel  Communicate our feelings to others.  Reflect on good/ not good feelings describe and manage them.  How do we shoe our feelings?  Care about others feelings like Jesus  How their behaviour can hurt others	<b>Friendships and people who care for me/ Living in the wider world.</b>  How can I be a good friend  Learn how to say sorry when they have upset or hurt someone else.  Recognise unkind behaviour and who to tell.  <b>Individual liberty</b> Money- what	<b>Physical health and fitness</b>  <b>Democracy</b> Voting for head girl/boy School council and Eco council members.  What makes us special? Respect similarities and differences between people- everyone is unique and special.



# ST.FRANCIS' CATHOLIC PRIMARY SCHOOL

## CURRICULUM MAP 2019/20

### YEAR GROUP 1 & 2 YEAR A


	<p>We are all unique and different.</p> <p>Know their responsibilities towards themselves, other people and creation.</p> <p>To respect each other and the world around us- behaviour, actions, environment.</p>	<p>Say no to bullying Health and Wellbeing – Healthy Lifestyles, Growing and Changing</p> <p>Christmas- time to share, give and love one another.</p>	<p>Respect and love one another.</p> <p>Sensitive to the different make-up of families we are all unique and special.</p> <p>Respect each other's cultural differences, traditions and celebrations.</p>	<p>physically and emotionally.</p>	<p>can we do with it and where does it come from.</p>	<p><b>Individual Liberty</b> Know that we are special and made in the image of God.</p> <p>We all have different gifts, talents and abilities. They have worth being a creation of God.</p> <p>Belong to a community e.g. school, parish.</p> <p>Name parts of the body. Be curious about themselves and their purpose. Respect differences.</p>
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<b>ART</b>  	<b>Various materials</b>  Experiment with a Variety of media to achieve a planned effect- seasonal pictures using paint, pencil and pastels.  Manipulate and sculpt clay to create a 3D penguin model.	<b>Drawing and painting</b> Experiment with mark-making using materials such as charcoal and chalk, graphite sticks, grades of pencil and pens. Work on different scales of drawings, both individually and within groups.  Use wooden figures to explore the proportions and lengths of limbs, for example, use the size of the head to help size the chest. Observe the length of the arms and where their hands touch on their thighs, explore the length of legs compared to	<b>Exploring and developing ideas</b> children create a self-portrait. Extensive drawing and painting will help children develop and improve their observational skills.  Children will be able to observe themselves and others and could be linked to learning opportunities in history, such as portraits of themselves and their family for their family tree, or portraits of the Royal family.  <b>Picasso</b>	<b>Printing</b> Vegetable/ fruit printing- making patterns  <b>Observational drawing</b> Still life drawing of fruit and vegetables/ plants and trees.  <b>Artist- Arcimboldo</b> Self portrait using fruit and vegetables.  <b>Victorian artists- Impressionists</b> Monet. Botanical gardens.	<b>Artist- Henri Rousseau</b>  <b>Digital media</b> Photography collage  Observational drawing  Explore different tools for given purpose.	<b>Exploring and Developing Ideas</b>  Record and explore ideas from first hand observations  <b>Drawing skills</b> Experiment with a variety of media; pencils, rubbers, crayons, pastels, charcoal, ballpoints, chalk  Investigate tone by drawing light/dark lines, light/dark patterns,



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## CURRICULUM MAP 2019/20

### YEAR GROUP 1 & 2 YEAR A


		<p>the whole length of head and torso.</p> <p>Shading to create 3d structure on drawings.</p> <p>Explore scale and dimensions.</p> <p><b>Clay</b> Children to investigate and play with clay and/or play dough.</p> <p>Make a clay figure using air dry clay.</p>				light/dark shapes
<p><b>D.T.</b></p> 	<p><b>Structure</b></p> <p>Use recycled materials to create a 3D model animal.</p> <p>To build and test a product using suitable materials.</p>	<p><b>Textiles</b></p> <p>Sewing- Mrs Eastham</p> <p><b>Design</b></p> <p>Xmas cards</p> <p><b>3d</b></p> <p>Xmas decoration- salt dough.</p>	<p><b>Buildings</b></p> <p>Construction materials- brick, stone, plastic, wood etc.</p> <p>Pop up structures</p>	<p><b>Cookery</b></p> <p>Preparing and combining foods. Smell, taste, feel and texture.</p> <p>Design and make a product from start to finish.</p>	<p><b>Project Focus: Structures</b></p> <p>(A Product, for a Stated Purpose and a Stated User) Through an Iterative Process</p>	<p><b>3-D/ Moving parts</b></p> <p>Experiment forms with using constructing and joining recycled, natural and</p>



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## CURRICULUM MAP 2019/20

### YEAR GROUP 1 & 2 YEAR A

	<p>Make a sailing boat created from recycled materials.</p>		<p>Outside/natural materials.</p> <p>Woodwork</p>	<p>Evaluate process through tasting.</p> <p>Make a soup</p> <p>Smoothie</p> <p>Vegetable/fruit tasting.</p> <p>Know the use of products and evaluate their use.</p> <p><b>Skills and techniques</b> Peel, chop and prepare food.</p>	<p>Construct a bridge, chair, tower etc.</p> <p>To build and test a product using suitable materials.</p> <p>Evaluate existing products. Look at structure, purpose, design and make. Say what they like/dislike what they would improve for next time.</p>	<p>manmade materials.</p> <p>Explore sculpture with a range of malleable media.</p> <p>Use simple 2-D shapes to create a 3-D form.</p> <p>Design, make and create a robot with moving parts</p>
<p><b>PE</b></p> 	<p><b>Fundamental movement skills:</b> Running, hopping, skipping, jumping, rolling, galloping.</p> <p><b>Ball skills:</b> Throwing, catching, rolling, sending and</p>	<p><b>Games</b></p> <p>Understanding simple tactics.</p> <p><b>Travelling:</b> Skipping, hopping, running, walking, galloping.</p>	<p><b>Gymnastics</b></p> <p><b>Travelling:</b> Travel in a variety of ways including jogging, skipping, galloping, hopping, walking forwards and backwards.</p>	<p><b>Developing skills</b></p> <p><b>Travelling-</b> Hands and feet e.g. frog, bear, caterpillar, crocodile and bunny.</p> <p><b>Shape</b></p>	<p><b>Developing skills</b></p> <p><b>Travelling:</b> Skipping, hopping, running, walking, galloping.</p>	<p><b>Developing skills</b></p> <p><b>Dance</b> Linking a combination of steps using different body shapes and</p>



# ST.FRANCIS' CATHOLIC PRIMARY SCHOOL

## CURRICULUM MAP 2019/20

### YEAR GROUP 1 & 2 YEAR A

	<p>receiving. Aim a ball/beanbag at a variety of targets.</p>	<p><b>Ball skills</b>  <b>Sending:</b> Roll a ball underarm. Throw a ball overarm.</p> <p>Aiming at different targets and equipment.</p> <p><b>Attacking and Defending strategies:</b>          Understand concept of aiming.          Use a feint to try and win a net type game.</p> <p>Two feet to two feet for height with shape</p>	<p><b>Hands and feet:</b>          Bunny hop, frog jumps, caterpillar.</p> <p><b>Shape</b>          Create a variety of body shapes including wide, thin, tuck, dish, arch.</p> <p><b>Rolling</b>          Perform a variety of rolling actions including: egg roll, teddy bear roll and pencil roll.</p> <p><b>Balance</b>          Perform balances on four and three points using small and large parts of the body.</p> <p><b>Jumping</b>          Two feet to two feet, two to one and one to two.</p>	<p>Wide, thick, tuck</p> <p><b>Rolling</b>          Rolling on back, pencil and egg rolls.</p> <p><b>Jumping</b>          Two feet to two feet</p> <p><b>Equipment</b>          Handle small and large apparatus</p> <p><b>Dance</b>          Applying and linking skills.          Create and link simple combinations of steps/sequences-actions, travel and balance.</p>	<p><b>Sending</b>          Throw an object over arm and underarm.</p> <p><b>Aiming at a target</b>          Throw an object into a net, hoop given target.</p> <p><b>Receiving</b>          Catching a ball at different heights.</p> <p><b>Attacking and defending strategies</b>          Ball games          Team games.          Throw and hit an object into a space.</p>	<p>movements exploring different levels. Perform a dance showing a beginning, middle and end.</p> <p><b>Athletics</b>  <b>Sports day</b>          Travelling          Jumping          Throwing</p> <p>Learn sportsmanship and healthy competition.</p>
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## CURRICULUM MAP 2019/20

### YEAR GROUP 1 & 2 YEAR A

			<b>Presentation:</b> Link simple combinations of three or four actions to devise a short gymnastics sequence.			
MFL	N/A	N/A	N/A	N/A	N/A	N/A
R.E.	<b>God's Great Plan</b> <b>Chosen People</b>  <i>Creation</i> <i>Feast of St. Francis</i>	<b>Mary our mother</b> <b>The mystery of God</b>  <i>Advent</i>	<b>Families &amp; Celebrations</b> <b>The Good News</b>  <i>Epiphany</i>	<b>Following Jesus</b> <b>The Mass</b>  <i>Easter</i>	<b>Resurrection</b> <b>Easter tide</b>  <i>Pentecost</i>	<b>Miracles</b> <b>The First Christians</b>  <i>Stories</i>
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