

Arden Forest Infant School – Curriculum Map

| Year 1 | Autumn 8 weeks/7 weeks | | | Spring 6 weeks/6 weeks | | Summer 5 weeks/7 weeks (Including 1 week transition) | |
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| Topic | Wild About Animals! Harvest | Bright Lights Big City (Great Fire of London) | Let's Celebrate! (Christmas) | Land Ahoy! (Pirates) Take One Picture | Once Upon A Time... (Traditional Tales) | Dungeons and Dragons (Castles) | The Giant's Garden (Plants) |
| Key Texts | <ul style="list-style-type: none"> • Snail and the Whale • Room on the Broom • Owls (Non-fiction) • Oi Frog (Poetry) • Information texts based on Harvest • Harvest poems • Supertato | <ul style="list-style-type: none"> • Information texts based on Samuel Pepys and the Great Fire of London • Samuel Pepys Diary • Katie in London • Newspaper reports | <ul style="list-style-type: none"> • Jolly Christmas Postman • The Littlest Elf • Christmas story / Nativity • Elf on the Shelf | <ul style="list-style-type: none"> • Pirates love Underpants • How to be a Pirate • Pirates Love Pizza • Take One Picture | <ul style="list-style-type: none"> • Goldilocks and the Three Bears • The Three Little Pigs • Billy Goats Gruff • Little Red Riding Hood | <ul style="list-style-type: none"> • Zog • George and the Dragon • Evidence of Dragons (Poems) | <ul style="list-style-type: none"> • The Enormous Turnip • Jack and the Beanstalk • Jaspers Beanstalk • The Smartest Giant in Town • Information texts and fact files based on growing plants |
| English Reading | <ul style="list-style-type: none"> • Reading Decoding & Comprehension: Apply phonic knowledge, link what they have read or heard to their own experiences, prediction, read common exception words, listen to and discuss a wide range of poems, stories and non-fiction texts • Transcription: Sit correctly at table, hold a pencil correctly, form digits 0-9, spell some common exception words • Grammar, vocabulary and punctuation: Leave spaces between words, begin to punctuate sentences using capital letters and full stops. • Composition: Say out loud what they want to write, compose a sentence orally before writing it. | <ul style="list-style-type: none"> • Reading Decoding & Comprehension: Read accurately by blending sounds in unfamiliar words, draw on what they know, participate in discussions about what is read and explain their understanding, read common exception words • Transcription: Form letters correctly, know letter family names and characteristics, name letters of the alphabet in order, spell the days of the week • Grammar, vocabulary and punctuation: Punctuate sentences using capital letters and full stops, use capital letters for personal pronoun 'I' • Composition: Discuss what they have written | <ul style="list-style-type: none"> • Reading Decoding & Comprehension: Read aloud accurately books that are consistent with their developing phonic knowledge, read common exception words, self correct • Transcription: Form letters correctly, know letter family names and characteristics, name letters of the alphabet in order, spell the days of the week • Grammar, vocabulary and punctuation: Punctuate sentences using capital letters and full stops, use capital letters for personal pronoun 'I' • Composition: Discuss what they have written, read aloud their work clearly | <ul style="list-style-type: none"> • Reading Decoding & Comprehension: Read accurately by blending sounds in unfamiliar words, re read books for fluency, read some contractions, read common exception words, words with –s, –es, –ing, –ed, –er and –est endings, read words of more than one syllable • Transcription: Plurals, use capital letters for names and start of sentences, spell many common exception words, simple spelling rules – e after v and doubling end letters after vowel • Grammar, vocabulary and punctuation: Begin to use question marks, contractions, use joining words in sentences, punctuate using exclamation mark. • Composition: Read aloud their work clearly, sequence sentences to form short narratives | <ul style="list-style-type: none"> • Reading Decoding & Comprehension: Discuss word meanings, become familiar with key stories and traditional tales, respond speedily with the correct sound to graphemes, read common exception words, recognize and join in with predictable phrases, self correct • Transcription: Use the prefix un, suffixes er, est, ed, ing • Grammar, vocabulary and punctuation: Use question marks, begin to use exclamation marks, embed use of full stop and capital letter • Composition: Sequence sentences to form short narratives, re-read what they have written to check it makes sense | <ul style="list-style-type: none"> • Reading Decoding & Comprehension: Discuss word meanings, become familiar with some poems • Transcription: Use the prefix un, suffixes er, est, ed, ing, using letter names to distinguish between alternative spellings • Grammar, vocabulary and punctuation: Spellings, punctuation, suffixes, use joining words • Composition: Use of rhyme, compose simple poetry for meanings | <ul style="list-style-type: none"> • Reading Decoding & Comprehension: Predictions, make links, make inferences, discuss the significance of the title and events of a story, self correct • Transcription: Plurals, use capital letters, spell many common exception words, spelling rules • Grammar, vocabulary and punctuation: Spellings, punctuation, suffixes, use joining words subordinations • Composition: Sequence sentences to form short narratives, re-read what they have written to check it makes sense |
| English Writing | <ul style="list-style-type: none"> • Narrative: Stories with familiar settings (4 weeks) (Talk for Writing) • Poetry – Harvest time & Oi Frog (2 week) • Non-Narrative: Information texts (2) | <ul style="list-style-type: none"> - Narrative: Historical Narrative (1 week) Great Fire of London (Talk for Writing) • Non – Narrative Recount: Diary entry (2 weeks) – Samuel Pepys diary entries, audio and visual recounts, real experience recount, setting description • Non – Narrative Recounts: Newspaper reports (2 weeks) Talk for Writing | <ul style="list-style-type: none"> • Narrative: Adventure/ narrative (2 weeks) (Talk for Writing) • Non-Narrative: Instructions (1 week) • Poetry: Pirates (1 week) • Poetry on a theme (1 week) | <ul style="list-style-type: none"> • Narrative: Traditional Tales (4 weeks) • Non Narrative: Recount/ Letter (2 weeks) | <ul style="list-style-type: none"> • Narrative (4 weeks) – Adventure/ narrative (Talk for Writing) • Non Narrative Recount – follow up to castle visit (1 week) | <ul style="list-style-type: none"> • Narrative: Describing a setting (1 week) • Narrative: Stories with familiar settings (2 weeks) Talk for Writing • Narrative: Traditional Tales (2 weeks) Talk for Writing • Non-Narrative: Information texts (2 week) – Fact Pages | |

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| | <p>week) – Fact Pages for owls / Harvest. Write Labels, lists, captions, and instructions</p> | <ul style="list-style-type: none"> • Non-Narrative: Letters, lists linked to Christmas (2 weeks) | | | | <p>for growing a bean. 1 week Linked to Healthy Eating</p> |
| <p>Phonics and Spelling</p> | <p>Phonics Recap on taught phase 2 sounds (2 weeks) s,a,t,p,l,n,m,d,g,o,c,k,ck,e,u,r,h,b,f,f,f,l,ll,ss</p> <p>Teach & recap phase 3 sounds (6 weeks+1 week revisit) J,v,w,x,y, z,zz,ch,sh,th, ng,ai,ee,igh,oa oo,oo,ar,or, ur, ow, ow, oi ear,air,ure, er tion, tious/cious, ire</p> <p>(Nonsense words learnt throughout)</p> <p>Spelling:</p> <ul style="list-style-type: none"> • Week 1: /f/ /s/ spelt ss, ff • Week 2: /l/ /k/ /z/ spelt ll, ck, zz • Week 3: Adding the endings –ing, –ed and –er to verbs where no change is needed to the root word • Week 4: ng, nk • Week 5: /ch/ spelt ch, tch • Week 6: /v/ spelt at end of words ‘ve’ • Week 7 & 8: Review <p>Common exception words</p> <ul style="list-style-type: none"> • The, a, do, to, today, of • Said, says, are, were, was <p>Phase 2 HFW & Tricky Words: The, to, I, no, go, into</p> <p>Phase 3 HFW & Tricky Words: You, they, all, are, my, her, he, she, we, me, be, was</p> | <p>Phonics Teach phase 4 – recognition & recall of previous phases, VCC, CVCC, CCVC words (2 weeks)</p> <p>Teach phase 5 sounds (5 weeks) ay,ou,ie,ea,oy ir,ue,aw,wh,ph ew,oe,au,a-e,e-e i-e,o-e,u-e,y,e</p> <p>(Nonsense words learnt throughout)</p> <p>Spelling:</p> <ul style="list-style-type: none"> • Week 1: ‘ai’ ‘oi’ (in the middle of words) • Week 2: ‘ay’ ‘oy’ (at the end of words) • Week 3: /oa/ spelt with the vowel digraphs ‘oa’, ‘ow’, ‘oe’ • Week 4: /ee/ spelt ‘e’ and with the vowel digraph ‘ee’ • Week 5: vowel digraph ‘ea’ • Week 6: vowel digraph ‘ie’ making the /igh/ and / ee/ sounds • Week 7: Review <p>Common exception words</p> <ul style="list-style-type: none"> • Is, his, has, I, you, your • They, be, he, me, she, we <p>Phase 4 HFW & Tricky Words: Said, like, do, come, there, little, out, have, so, some, were, one, when, what</p> | <p>Phonics Teach & recap phase 3/5 sounds (1 week)</p> <p>Teach alternative pronunciations for graphemes (3 weeks) /l-fin-fine/ /o-hot-cold/ /c-cat-cent/ /g-got-giant/ /ow-cow-blow/ /ie-tie-field/ /ea-eat-bread/ /er-farmer-her/ /a-hat-what/ /y-yes-by-very/ /ch-chin-school-chef/ /ou-out-shoulder-could-you/</p> <p>Practise reading 2 syllable & 3 syllable words (2 weeks)</p> <p>(Nonsense words learnt throughout)</p> <p>Spelling:</p> <ul style="list-style-type: none"> • Week 1: trigraph ‘igh’ • Week 2: vowel digraph ‘ar’ • Week 3: vowel digraph ‘er’ • Week 4: vowel digraph ‘ur’ ‘ir’ • Week 5: Adding –er and –est to adjectives where no change is needed to the root word • Week 6: Days of the week / CEW <p>Common exception words</p> <ul style="list-style-type: none"> • No, go, so, by, my, here • There, where, love, come, some <p>Phase 5 HFW & Tricky Words: Oh, could, their, people, Mr, Mrs, looked, called, asked</p> | <p>Phonics Teach & recap phase 3/5 sounds (1 week)</p> <p>Teach alternative spellings for phonemes (5 weeks) /c/ /ch/ /f/ /j/ /m/ /n/ /ng/ /r/ /s/ /sh/ /v/ /w/ /e/ /i/ /ai/ /ee/ /igh/ /oa/ /oo/ /oo/ /ar/ /or/ /ur/ /ow/ /oi/ /ear/ /air/ /ure/ /er/ /zh/</p> <p>(Nonsense words learnt throughout)</p> <p>Spelling:</p> <ul style="list-style-type: none"> • Week 1: The sound /k/ spelt with ‘k’ not ‘c’, before e, i and y • Week 2: Split vowel digraphs ‘a-e’ and ‘e-e’ • Week 3: split vowel digraphs ‘i-e’ ‘o-e’ • Week 4: /yoo/ and /oo/ sounds spelt with the split digraph ‘u-e’ • Week 5: vowel digraph ‘oo’ • Week 6: ounds/oo/ and /yoo/ spelt with ‘ue’ ‘ew’ <p>Common exception words</p> <ul style="list-style-type: none"> • One, once, ask, friend, school • Put, push, pull, full, house, our <p>Revisit HFW & Tricky Words</p> | <p>Phonics Teach & recap phase 3/5 sounds (1 week)</p> <p>Recap & revisit alternative spellings (4 weeks): /ai/ family /ee/ family /igh/ family /oa/ family /oo/ family</p> <p>(Nonsense words learnt throughout)</p> <p>Spelling:</p> <ul style="list-style-type: none"> • Week 1: vowel digraphs ‘ow’ and ‘ou’ • Week 2: Words ending with the sound /ee/ spelt with ‘y’ • Week 3: vowel digraph ‘or’ and the vowel trigraph ‘ore’ • Week 4: vowel digraphs ‘aw’ and ‘au’ • Week 5: Review <p>Common exception words</p> <ul style="list-style-type: none"> • Revisit <p>Revisit HFW & Tricky Words</p> | <p>Phonics Teach & recap phase 3/5 sounds</p> <p>Recap and revisit alternative spellings for vowel and consonants</p> <p>(Nonsense words learnt throughout)</p> <p>Spelling:</p> <ul style="list-style-type: none"> • Week 1: vowel trigraphs ‘air’ and ‘are’ • Week 2: vowel trigraph ‘ear’ • Week 3: consonant spelling ‘ph’ and ‘wh’ • Week 4: Adding the prefix –un • Week 5: Adding s and es to words • Week 6: Compound words / contractions • Week 7: Review <p>Common exception words</p> <ul style="list-style-type: none"> • Revisit <p>Revisit HFW & Tricky Words</p> |
| <p>Mathematics Problem Solving & efficient</p> | <p>Week 1-3 Number and place value within 10</p> <p>Week 4-5 Part-whole within 10</p> | <p>Week 1-4 Addition & Subtraction (within 20)</p> <p>Week 5-7 Place Value (within 50)</p> | <p>Week 1 Measurement: Money</p> <p>Week 2-4 Multiplication & Division (Reinforce multiples of 2, 5 & 10)</p> <p>Week 5-6 Fractions</p> | | | |

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| methods to be taught all year. | | | (multiples of 2, 5 and 10 to be included) | | | |
| | Week 6-8 Addition and subtraction within 10 | | Week 8 & 9 Length & Height | | Week 7 & 8 Place value (within 100) | |
| | Week 9 Geometry shape | | Week 10 & 11 Measurement: Weight & Volume | | Week 9 & 10 Time | |
| | Week 10 – 12 Number and place value to 20 | | Week 12 Review and assess | | Week 11 Geometry (Position & Direction) | |
| | Week 12 -14 Addition and Subtraction (Within 20) | | | | Week 12 Review and Assess | |
| Week 15 Review and assess | | Include White Rose Autumn Assessment | | Include White Rose Spring Assessment | White Rose Summer term Assessment | |
| Working Scientifically (WS) outcomes for assessment and teaching foci | <p>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the program of study content. These objectives will be taught throughout the year and certain objectives will be a specific focus within each topic;</p> <ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways Observing closely, using simple equipment Performing simple tests Identifying and classifying Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions <p>Seasonal Changes I can observe and comment about changes in the seasons I can name the seasons and suggest the types of weather in each season</p> | | | | | |
| Science Knowledge Scientific Enquiry skills (to run throughout the year) - Explore the world around them and raise simple questions - Start to use secondary sources to find out information - Carry out simple practical tests - Identify and group things and start to notice similarities -Observe changes over time -Use simple equipment when testing -Use data to help answer some questions -Discuss what they have found out and how they found it out -Record their findings with support | <p>Animals Including Humans I can name a variety of animals including fish, amphibians, reptiles, birds</p> <p>I can sort living and non-living things</p> <p>Animals Including Humans - Ourselves I can name, draw and label the basic parts of the human body</p> <p>I can say which part of the body is associated with each sense</p> | <p>Seasonal Changes I can identify the 4 seasons</p> <p>Seasonal Changes - Autumn I can observe and comment about changes in the seasons</p> | <p>Seasonal Changes – Winter I can observe and comment about changes in the season</p> | <p>Everyday Materials I can distinguish between an item and the material it is made from</p> <p>I can explain the materials that an object is made from</p> <p>I can name a variety of everyday materials (wood, plastic, metal, glass, water and rock)</p> <p>I can describe the properties of everyday materials</p> <p>I can group objects based on the materials they are made from</p> | <p>Seasonal Changes -Spring & Summer I can observe and comment about changes in the season</p> <p>Animals Including Humans I can classify and name animals by what they eat (herbivore, carnivore, omnivore)</p> | <p>Plants I can name the root, trunk, branches and leaves of a tree</p> <p>I can identify deciduous and ever green trees</p> <p>I can name the petal, stem, leaf and root of a plant</p> <p>I can identify what plants need to grow</p> <p>I can observe closely, using simple equipment</p> <p>I can name a variety of common wild and garden plants</p> |

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| Computing | <p>Purple Mash 1.1 Recognise common uses of information technology in the home and school environment <i>(I can recognize how I use technology in my home and at school)</i></p> <p>Log on independently</p> | <p>Purple Mash 1.1 Log on independently</p> <p>Use technology safely and respectfully</p> <p>Use technology purposefully to create digital content <i>(I can use a programme to create a simple document)</i></p> <p>Use technology purposefully to create, organize and store/save</p> <p>Creating Christmas cards using a paint programme</p> | <p>Purple Mash 1.2 Grouping and Sorting Beebots Understand what algorithms are Directing Beebots. Use logical reasoning</p> <p>Predict the behavior of simple programs <i>(I can predict the behaviour of a programmed toy)</i></p> <p>MS Word Use technology purposefully Show how to use specific things on the keyboard.</p> | <p>Purple Mash 1.3 Pictograms Understand what algorithms are Use logical reasoning Follow instructions to learn how to get on to Purple Mash</p> <p>Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies <i>(I know to tell an adult if I see anything worrying online)</i></p> | <p>Purple Mash 1.5 Maze Explorers</p> <p>Understand what algorithms are; how they are implemented as programs on digital devices <i>(I can explain that an algorithm is a step by step set of instructions)</i></p> <p>Websites Use technology safely and respectfully</p> | <p>Purple Mash 1.6 Animated Stories</p> <p>E mail and Messages (led by Teacher) Use technology safely and respectfully</p> |
| PSHE | <p>Rights and responsibilities - Our school/class rules (BV rule of law)</p> <p>Self respect and responsibilities</p> | <p>Developing relationships – Meet the Go Givers</p> <p>Respect for the Environment – Litter the Picnic</p> | <p>Managing risk and keeping safe – Get better soon</p> <p>Informed choices – Rules: You can't do that here (BV rule of law)</p> <p>Managing risk and keeping safe – Taking Care</p> | <p>Rights and responsibilities – Caring for pets</p> <p>Equality and diversity – Disability up the stairs (BV mutual respect and tolerance)</p> <p>Managing risk and keeping safe</p> | <p>Respecting equality, being a member of a diverse community – Go Givers bear hunt</p> <p>Taking Responsibility: Everybody, somebody, anybody, nobody (BV individual liberty)</p> | <p>Managing Emotions – managing anger</p> <p>Groups and communities – Diversity in Britain, Save our Jack (BV mutual respect and tolerance)</p> <p>Rights and responsibilities – The Selfish Little Red Hen (BV individual liberty)</p> |
| History NC Knowledge skills & understanding repeat in each topic | <p>The lives of significant individuals in the past who have contributed to national and international achievements. Charles Darwin</p> <p>Significant historical events, people and places in their own locality - Bulkington</p> | <p>Events beyond living memory that are significant nationally or globally – The Gun Powder Plot - Guy Fawkes</p> <p>Great Fire of London – Sequencing events in chronological order / Samuel Pepys</p> <p>Changes within living memory. – Homes in the Past; types of homes, similarities and differences. Past and present London.</p> <p>Christmas traditions in the past</p> | <p>The lives of significant individuals in the past who have contributed to national and international achievements. Christopher Columbus Famous pirates</p> | <p>Significant historical events, people and places in their own locality – George Eliot</p> | <p>Significant historical events, people and places in their own locality – Tamworth Castle Motte and Bailey castles – The Norman Conquest and The Battle of Hastings. The structure of a medieval castle – features, their uses and the roles of people who lived there. How castles have changed over time.</p> <p>Kings and Queens – Richard III, Elizabeth 1st and Queen Victoria</p> | <p>The lives of significant individuals in the past who have contributed to national and international achievements.</p> |
| Geography NC Knowledge, Skills & Understanding | <p>Location Knowledge:</p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom Other countries and their animals/habits <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the UK and it's countries | <p>Location Knowledge:</p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans – link to Pirates Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom <p>Geographical Skills and Fieldwork</p> | <p>Location Knowledge:</p> <ul style="list-style-type: none"> Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom <p>Place Knowledge:</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a | <p>Location Knowledge:</p> <ul style="list-style-type: none"> Identify where we live on a map – link to castles in UK Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom <p>Place Knowledge:</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a | <p>Location Knowledge:</p> <ul style="list-style-type: none"> Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom <p>Place Knowledge:</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a | <p>Location Knowledge:</p> <ul style="list-style-type: none"> Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom <p>Place Knowledge:</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a |

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| | <ul style="list-style-type: none"> Use simple observational skills to study the geography of the school and its grounds Make simple maps/plans <p>Human and Physical Geography:</p> <ul style="list-style-type: none"> Describe seasonal and daily weather changes (autumn) | | <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the UK and it's countries Use directional language to describe the location of features and simple routes on a map Make simple maps/plans <p>Human and Physical Geography:</p> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to key features of places Describe seasonal and daily weather changes (Winter/Spring) Compare to another country | | <p>small area of the United Kingdom, and another country.</p> <p>Comparing localities – Bulkington and Abu Dhabi Build understanding of similarities and differences with Bulkington and Abu Dhabi. Find Bulkington and Abu Dhabi on map and globe.</p> <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Describe seasonal and daily weather changes (Summer) Human and physical features – area for castle Use basic geographical vocabulary to refer to key features of places | | |
| <p>Music (Charanga)</p> | <p>Charranga-</p> <ul style="list-style-type: none"> Use their voices expressively by singing songs, chanting and rhymes Singing songs about harvest showcase assembly) <p>Hey you!</p> | <p>Charranga-</p> <ul style="list-style-type: none"> Use their voices expressively by singing songs, chanting and rhymes Christmas and music from different cultures <p>Christmas production and music.</p> <ul style="list-style-type: none"> Traditional carols | <p>Charrange</p> <ul style="list-style-type: none"> Use their voices expressively by singing songs, chanting and rhymes Listen with concentration to live and recorded music. Vivaldi – The Four Seasons <p>In The Groove!</p> | <p>Charrange</p> <ul style="list-style-type: none"> Use their voices expressively by singing songs, chanting and rhymes <p>Rhythm In the Way We Walk and Banana Rap!</p> | <p>Charrange - Imitation</p> <ul style="list-style-type: none"> Use their voices expressively by singing songs, chanting and rhymes <p>Round and Round!</p> | <p>Charrange</p> <ul style="list-style-type: none"> Use their voices expressively by singing songs, chanting and rhymes <p>Reflect, Rewind and Replay!</p> | |
| <p>RE Warwickshire syllabus</p> | <p>1.7 What does it mean to belong to a community? Christians, Muslims and Jewish people</p> | | <p>1.6 How and why do we celebrate special and sacred times? Christians, Hindus, Muslims</p> <p>- Diwali, Eid, Ramadam, Christmas - Sequencing Nativity story</p> <p>Nativity</p> | | <p>1.1 Who is Christian and what do they believe? Christians</p> | | <p>1.5 What makes some places sacred? Christians, Muslims and Jewish people.</p> |
| <p>Art -Comparing different practices from a range of artists, craft makers & designers & linking to their own work</p> | <p>Self portrait</p> <p>Sketching Charles Darwin</p> <p>Close observational drawings of vegetables</p> <p>To use painting and drawing to develop and share their ideas, experiences and imagination – Printing with potatoes –</p> | <p>To use a range of materials creatively to design and make products</p> <p>Sketching Samuel Pepys</p> <p>Winter scene art: lines, blending, smudging and using chalk.</p> <p>Calendars – using different materials, tools and techniques</p> | <p>Mixing primary and secondary colours.</p> <p>Creating patterns</p> <p>To know about Famous Artists; Robert Delaunay and Wassily Kandinsky – colouring and painting 'warm' & 'cold' colours</p> <p>Take One Picture – Evaluating art work</p> | <p>Close observational drawings – spring flowers.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> | <p>To use sculpture to develop and share their ideas, experiences and imagination</p> <p>To know about Famous Artists; Van Gogh – Sunflowers</p> <p>'Castle and the Sun' by Paul Klee; use 2D shapes to recreate image</p> <p>Design, paint and collage dragon/mythical creature.</p> | <p>Close observational drawings.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>To know about Famous Artists: Lowry - comparing works of art, colour mixing, perspective, drawing</p> | |

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| | <p>recreating patterns, repeated patterns.</p> <p>To know about Famous Artist: Andy Goldsworth - natural materials; model making, observational drawing, collecting material, ephemeral land art</p> | | | | <p>figures, drawing buildings and scissor skills. Create a multimedia collage in the style of the artist.</p> | |
| DT | <p>Design</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria - Autumn 2 diva lamps (clay/salt dough) Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology – Christmas cards <p>Make</p> <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] - Autumn 2 – (split pin moving Santa). Summer 1 – 3D flower. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics – Food Safety over the year. <p>Evaluate</p> <ul style="list-style-type: none"> Explore and evaluate a range of existing products – Bridges for castles Evaluate their ideas and products against design criteria - Bunting <p>Technical knowledge</p> <ul style="list-style-type: none"> Build structures, exploring how they can be made stronger, stiffer and more stable – Bridges for castles Explore and use mechanisms [for example, levers, sliders], in their products. Autumn 2 –Moving Santa Spring 2 – Moving pictures and traditional tales (levers/sliders) Summer 1 – Castle bridges | | | | | |
| | <p>Food & Food Safety – Fruit Salad, vegetable soup – Sensational Salads. Select from and use a wide range of ingredients. Slice and dice fruit/vegetables.</p> <p>Learn key information about healthy eating and where food comes from.</p> | <p>Divalamps (clay)</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and other users based on design criteria <p>Christmas cards, calendars (ICT)</p> <p>Food & Nutrition Christmas biscuits</p> | <p>Pirate Paddy’s packed lunch problem – explore and evaluate products (context of lunch boxes), select from and use a wide range of materials, design a product based on a design criteria, build structures and explore how they can be made stronger, stiffer and more stable</p> | <p>Levers and Sliders</p> <ul style="list-style-type: none"> Explore and use mechanisms [for example, levers, sliders], in their products. – Moving Traditional Tales Make and evaluate their design | <p>Investigate structure of bridges Design and test and refine a bridge for knight to cross a moat Variety or materials – paper, paper straws, thin card, tapes and glue.</p> <p>Castles- Turrets Build structures, exploring how they can be made stronger, stiffer and more stable</p> | <p>Food Safety Use ingredients to make healthy snacks.</p> <p>Fabric Bunting - explore and evaluate products (context of bunting), use a graphics design program to design a flag (ICT), cut a template and use it to shape fabric, use a running stitch to join fabric, select materials to join to the fabric, evaluate design</p> |
| PE | <ul style="list-style-type: none"> Games skills Real PE (Focus on multi ability cog- Personal) Co-ordination- Floor movement patterns Static balance (One leg standing) | <ul style="list-style-type: none"> Dance—Bonfire and GFOL topic theme Real PE (Focus on multi ability cog- Social) Dynamic balance to agility Static balance (Seated) | <ul style="list-style-type: none"> Real PE (Focus on multi ability cog- Cognitive) Dynamic balance Static balance. Agility, balance, co-ordination Infant agility, mats, Throwing and catching | <ul style="list-style-type: none"> Dance Real PE (Focus on multi ability cog- Creative) Co-ordination (Ball skills) Counter balance in pairs. | <ul style="list-style-type: none"> Team Games Real PE (Focus on multi ability cog – Physical) Agility reaction response Co-ordination with equipment. | <ul style="list-style-type: none"> Team Games Real P.E (Focus on multi ability cog Health and Fitness) Agility- ball chasing Static balance – floor work |

Arden Forest Infant School - Curriculum Map

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| Trips, Visitors & Links to culture/ local, regional and international community | Potato picking at local farm | Links with the local community - decorating a Christmas tree in a church in Bulkington. Visit church. Fire Brigade visit? | Pirate day | Visit church to see how Easter is celebrated by Christians Visit library – Link to World Book Day | Tamworth Castle visit | St James Nature Garden Sports morning |
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