

**Curriculum Map 2023 / 2024**

<b><u>Year Group</u></b>	<b><u>Autumn 1</u></b> <b><u>6 weeks</u></b>	<b><u>Autumn 2</u></b> <b><u>8 weeks including</u></b> <b><u>Assessment Week</u></b>	<b><u>Spring 1</u></b> <b><u>5 weeks</u></b>	<b><u>Spring 2</u></b> <b><u>6 weeks including</u></b> <b><u>Assessment Week</u></b>	<b><u>Summer 1</u></b> <b><u>7 weeks</u></b>	<b><u>Summer 2</u></b> <b><u>7 weeks</u></b>
<p><b><u>Geography</u></b> Weather and Seasons (This is also covered in Science as a drip feed unit) 6 sessions</p> <ul style="list-style-type: none"> <li>Set up a weather station.</li> </ul> <p><b><u>Weather and Seasons</u></b> - spring, summer, autumn, winter, time, month, season, orderseason, weather, clothing, suitable, unsuitable, lightning, snow, rain, sun, wind, fog, temperature, symbol.</p> <p><b><u>STEM Sentences</u></b> - There are four seasons - autumn, winter, spring, summer.</p>		<p><b><u>Weather and Seasons.</u></b></p>	<p><b><u>Taught first</u></b> - Our Local Area (Twinkl) 6 sessions</p> <ul style="list-style-type: none"> <li>Locality walk.</li> </ul> <p>My county is Lancashire. My neighbourhood is Great Marsden. My school is Great Marsden St. John's. My town is Nelson.</p> <p><b><u>United Kingdom</u></b> <b><u>6 sessions (2 Weeks)</u></b> <b><u>United Kingdom</u></b> - map, England, Scotland, Wales, Northern Ireland, world, country, capital, Union Jack, London, Edinburgh, Cardiff, Belfast, physical features, human features, city, island,</p> <p><b><u>STEM Sentences</u></b> - The capital city of England is London. The capital city of Scotland is Edinburgh. The capital city of Wales is Cardiff. The capital city of Northern Ireland is Belfast.</p>	<p><b><u>Weather and Seasons.</u></b></p>		<p><b><u>Weather and Seasons.</u></b></p>

<p><b>History</b></p>	<p>Toys Through Time 6 sessions (2 Weeks)</p> <ul style="list-style-type: none"> <li>• Visit Blackburn Toy Museum</li> <li>• Set up a toy museum and invite parents to visit. (Lesson 6)</li> </ul> <p><b>TOYS</b> different, living memory, modern, grandparent's time, because, old, new.</p>					<p>Significant Women - Amy Johnson, Grace Darling, Mary Seacole. (KeyStage History)Spend 2 afternoons on each. 6 Sessions (3 Weeks)</p> <p>Host a simple debate - which lady should be remembered the most? <b>SIGNIFICANT WOMEN.</b></p>
<p><b>Science</b> <b>Living things and their habitats/seasonal change - 2 sessions a term (2 afternoons)</b> Pupils should be taught to:</p> <p>observe changes across the four seasons</p> <p>observe and describe weather associated with the seasons and how day length varies.</p> <p>Working Scientifically -</p> <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 programme of study content:</p>	<p><b>Plants - 6 sessions (3 Weeks)</b></p> <p>Pupils should be taught to: identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p><b>Living things and their habitats/seasonal change - 2 sessions a term (2 afternoons)</b></p>	<p><b>Living things and their habitats/seasonal change - 2 sessions a term (2 afternoons)</b></p>	<p><b>Animals in Humans - 4 Sessions</b> Pupils should be taught to:</p> <p>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>identify, name, draw and label the basic parts of the human</p>	<p><b>Living things and their habitats/seasonal change - 2 sessions a term (2 afternoons)</b></p> <p><b><u>Materials and States of Matter and Rocks - 4 sessions (2 Weeks)</u></b></p> <p>Pupils should be taught to:</p> <p>distinguish between an object and the material from which it is made</p> <p>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>describe the simple physical properties of a variety of everyday materials compare and group together a variety of</p>	

<p>asking simple questions and recognising that they can be answered in different ways</p> <p>observing closely, using simple equipment</p> <p>performing simple tests</p> <p>identifying and classifying</p> <p>using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions.</p>				<p>body and say which part of the body is associated with each sense.</p>	<p>everyday materials on the basis of their simple physical properties.</p>	
<p><b><u>WOW moments and visits.</u></b></p>	<p>Blackburn Toy Museum</p> <p>Cinema Visit</p>		<p>Locality Walk</p>			
<p><b><u>English Fiction</u></b></p>	<p>Traditional Tales <b>The Enormous Turnip</b></p>	<p>Integrated Unit</p> <p>Repetitive patterned stories. Incorporate into this poetry on a theme <b>Supertato - Sue Hendra</b></p> <p>Instructions</p>	<p>Integrated Unit</p> <p>Penguin poems</p> <p>Stories by the same author. Incorporate into this poetry on a theme. <b>Oliver Jeffers - Lost and Found</b> (4 weeks)</p>	<p>Integrated Unit</p> <p>Classic Stories <b>Peter Rabbit</b></p> <p>Author Unit - Beatrix Potter / Debi Gliori</p>	<p>Stories with familiar settings <b>Boris Goes Camping</b></p>	<p>Stories with fantasy settings. <b>NoBot by Sue Hendra</b></p> <p>Incorporate into this poems to learn by heart <b>Robot Rumpus</b></p>

<p><b>English Non Fiction</b></p>	<p>Recount of real life event</p>		<p>Non Chronological Reports</p> <p>Penguins - facts in with narrative.</p>	<p>Traditional rhymes - Little Peter Rabbit had a fly upon his nose!</p>	<p>Non Fiction Texts - Booklets</p>	<p>Recounts</p>
<p><b>GPS</b></p>	<p>Sit correctly at a table and hold a pencil correctly. Hold a pencil with an effective grip. Form lower-case letters correctly.</p> <p>Orally compose every sentence before writing.</p> <p>Write simple sentences that can be read by themselves and others.</p> <p>Separate words with spaces.</p> <p>Use punctuation to demarcate simple sentences (capital letters and full stops).</p> <p>Identify and use exclamation marks.</p>	<p>Use punctuation to demarcate simple sentences (capital letters and full stops).</p> <p>Say, and hold in memory whilst writing, simple sentences which make sense.</p> <p>Add suffix 'ed' to verbs where no spelling change is needed to the root word.</p> <p>Use capital letters for names of people.</p> <p>Use the joining word and to link words and clauses.</p>	<p>Use punctuation to demarcate simple sentences (capital letters and full stops).</p> <p>Add suffix 'ed' to verbs where no spelling change is needed to the root word.</p> <p>Use capital letters for days of the week. Spell days of the week.</p> <p>Identify and use exclamation marks.</p> <p>Identify and use question marks.</p>	<p>Extend range of joining words to link words and clauses using but.</p> <p>Add suffix 'ing' to verbs where no spelling change is needed to the root word.</p> <p>Use capital letters for names of people.</p>	<p>Make singular nouns plural using 's' and 'es' e.g. dog, dogs; wish, wishes.</p> <p>Extend range of joining words to link words and clauses using 'or'</p> <p>Read and spell words with contractions e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter.</p>	<p>Make singular nouns plural using 's' and 'es' e.g. dog, dogs; wish, wishes.</p> <p>Add the prefix 'un' to verbs and adjectives to change the meaning e.g. untie, unkind.</p> <p>Add -er and -est to adjectives where no change is needed to the root word.</p>
<p><b>Spoken Language opportunities</b></p>	<p><b>Enormous Turnip</b> Respond appropriately to questions posed by an adult, orally, related to who, what, where, when, why and how</p> <p>Ask questions to clarify thinking using who, what, where, when, why and how.</p>	<p><b>Supertato</b> Respond appropriately to questions posed by an adult, orally, related to who, what, where, when, why and how</p> <p>Ask questions to clarify thinking using who, what, where, when, why and how.</p>	<p><b>Lost and Found</b> Respond appropriately to questions posed by an adult, orally, related to who, what, where, when, why and how</p> <p>Ask questions to clarify thinking using who, what, where, when, why and how.</p>	<p><b>Peter Rabbit</b> Respond appropriately to questions posed by an adult, orally, related to who, what, where, when, why and how</p> <p>Ask questions to clarify thinking using who, what, where, when, why and how.</p>	<p><b>Boris</b> Respond appropriately to questions posed by an adult, orally, related to who, what, where, when, why and how</p> <p>Ask questions to clarify thinking using who, what, where, when, why and how.</p>	<p><b>Nobot</b> Respond appropriately to questions posed by an adult, orally, related to who, what, where, when, why and how</p> <p>Ask questions to clarify thinking using who, what, where, when, why and how.</p>

	<p>Describe settings orally using vocabulary provided.</p> <p><b>Recount</b> Use past, orally, e.g. when recounting an event,</p> <p>Respond appropriately to questions posed by an adult, orally, related to who, what, where, when, why and how</p> <p>Present simple information to an audience.</p>	<p>Use future tense, orally, e.g. when making a prediction.</p> <p>Provide simple oral explanations, e.g. explaining a simple process using the joining word because.</p> <p>Describe settings orally using vocabulary provided.</p> <p>Describe characters orally using vocabulary provided.</p> <p><b>Instructions</b> Use present tense orally eg instructions</p> <p>Present simple information to an audience.</p>	<p>Use future tense, orally, e.g. when making a prediction.</p> <p>Describe characters orally using vocabulary provided. Describe character feelings orally using vocabulary provided,</p> <p>Recite rhymes and poems by heart and perform to an audience</p> <p><b>NCR</b> Use present tense orally</p> <p>Ask questions to clarify thinking using who, what, where, when, why and how.</p> <p>Present simple information to an audience.</p>	<p>Use future tense, orally, e.g. when making a prediction.</p> <p>Describe characters orally using vocabulary provided. Describe character feelings orally using vocabulary provided,</p> <p>Recite rhymes and poems by heart and perform to an audience</p> <p><b>Author Study</b> Use present tense orally</p> <p>Ask questions to clarify thinking using who, what, where, when, why and how.</p> <p>Present simple information to an audience.</p>	<p>Provide simple oral explanations, e.g. explaining a simple process using the joining word because.</p> <p>Use future tense, orally, e.g. when making a prediction.</p> <p>Describe characters orally using vocabulary provided. Describe character feelings orally using vocabulary provided,</p> <p><b>NF Booklets</b> Use present tense orally</p> <p>Ask questions to clarify thinking using who, what, where, when, why and how.</p> <p>Present simple information to an audience.</p>	<p>Use future tense, orally, e.g. when making a prediction.</p> <p>Describe characters orally using vocabulary provided. Describe character feelings orally using vocabulary provided,</p> <p><b>Robot Rumpus</b> Recite rhymes and poems by heart and perform to an audience</p>
<p><b>Art</b> <b>Vocab:</b> <b>DRAWING</b> Colour, line, pattern, tone, shape, form, tone, abstract art, composition, outlines, wavy, vertical, horizontal, crosshatch, primary and secondary colours.</p>	<p>Drawing - 3 sessions (3 Weeks) <b>form, line, patterns, shape, texture, tone - Louis Wain</b></p> <p>Explore mark making, experiment with drawing lines and use 2D shapes to draw.</p>	<p>Drawing - 3 sessions (3 Weeks) <b>form, line, patterns, shape, texture, tone - Louis Wain</b></p> <p>Explore mark making, experiment with drawing lines and use 2D shapes to draw.</p>	<p>Painting and Colour - 6 sessions (2 Weeks) <b>Colour - Kandinsky</b> Develop skill and control when painting. Paint with expression</p> <p>Remember the primary colours and how to mix them to create secondary colours.</p>	<p>Painting and Colour - 6 sessions (2 Weeks) <b>Colour - Kandinsky</b> Develop skill and control when painting. Paint with expression</p> <p>Remember the primary colours and how to mix them to create secondary colours.</p>	<p>Collage - 6 sessions (2 Weeks) <b>APPLY DRAWING AND PAINTING SKILLS WITHIN THIS UNIT ALSO craft design, materials and techniques - Beatriz Milhazes</b></p>	

<p><b>OTHER TOPICS</b> Shoreline, horizon, up, down, straight, left, right, texture, tints, shades, light, dark, landscape.</p> <p>about the work of a range of artists, craft makers and designers</p> <p>describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<p><b>FORMAL ELEMENTS OF ART UNIT</b></p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>	<p><b>FORMAL ELEMENTS OF ART UNIT</b></p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>	<p>Create shades of a colour and choose and justify colours for purpose</p> <p><b>ART AND DESIGN SKILLS</b> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Create shades of a colour and choose and justify colours for purpose</p> <p><b>ART AND DESIGN SKILLS</b> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p><b>LANDSCAPES USING DIFFERENT MEDIA</b> Previous- Painting skills and drawing covered in this unit</p> <p>to use a range of materials creatively to design and make products</p>	
<p><b><u>DT</u></b></p>					<p><b><u>Mechanisms - 6 sessions</u></b> explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p><b><u>Resources</u></b> <b>Moving Pictures – DT association</b> <b>Projects on a page – year 1 and 2 – Sliders and levers Mechanisms</b> A slider is a rigid bar which moves backwards and forwards in a straight line. A slot is a hole through which a lever is placed to enable a lever to move.</p>	<p><b><u>Food - to be taught as a food week</u></b> talk about what he/she eats at home and begin to discuss what healthy foods are</p> <p>say where some food comes from and give examples of food that is grown</p> <p>Use simple tools to help prepare food safely - Cut, peel, grate, chop a range of ingredients.</p> <p><b><u>Resources</u></b> <b>Projects on a page – Preparing fruits and vegetables Year 1 and 2</b></p>

					A guide is a short piece of cardboard used to keep the slider in place and control movement. <b>Design, Make, Evaluate - on CM</b>	<b>LCC – spring 1 Growth and green fingers</b> <b><u>To make-</u></b> <b>Fruit salad/fruit kebabs</b>
<b>RE</b> 1 lesson a week	1.1 Harvest 1.2 God and Creation	1.2 God and Creation 1.3 Christmas (2 weeks)	1.4 Jesus was Special	1.5 Easter	1.7 Why is Baptism Special?	1.9 My World, Jesus' World
<b>PE</b> 1 lesson a week <b>FMS -</b> <ul style="list-style-type: none"> <li>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</li> </ul> <b>H&amp;S -</b> <ul style="list-style-type: none"> <li>know the importance of and effect of physical activity</li> </ul>	Athletics Honey Pot 1 term <ul style="list-style-type: none"> <li>Apply FMS into Athletic activities at a developing levels</li> </ul>	Athletics Honey Pot 1 term <ul style="list-style-type: none"> <li>Apply FMS into Athletic activities at a developing levels</li> </ul>	Gymnastics Gymnastic Activity Core Task - Year 1 - Making Shapes ½ term	Dance LCC Dance Scheme The Three Little Pigs ½ term <ul style="list-style-type: none"> <li>perform dances using simple movement patterns.</li> </ul>	Games Overarm Throw Core Task Year 1  Underarm Throw Core Task Year 1 1 term <ul style="list-style-type: none"> <li>Apply FMS into games activities at a developing levels</li> <li>participate in team games</li> </ul>	Games Overarm Throw Core Task Year 1  Underarm Throw Core Task Year 1 1 term <ul style="list-style-type: none"> <li>Apply FMS into games activities at a developing levels</li> <li>participate in team games</li> </ul>

<ul style="list-style-type: none"> <li>Know how to use equipment safely</li> </ul>						
<b>PSHE</b> 1 lesson a week (except September focus)	September Focus Unit 1: Ourselves, Growing and Changing Unit 2: Keeping Safe, Shared Responsibilities, Media Literacy and Digital Resilience, Safe Relationships Unit 3: Managing hurtful behaviour and bullying, Respecting self and others		Health and Wellbeing: Healthy Lifestyles (Physical and Mental Wellbeing)	Living in the Wider World: Shared Responsibilities Economic Wellbeing: Aspirations, work and career	Relationships: Families and Close Positive Relationships	Relationships: Safe Relationships
<b>Computing</b> Junior Jam	iMedia - iJam - Lite L1	iMedia - iProgram - Lite L1	iMedia - iAnimate - Lite L1	iMedia - iCreate - Lite L1	iMedia - iCommunicate - Lite L1	iMedia - iTech - Lite L1
<b>Music</b> Junior Jam	African Drumming	Music Theory with Keyboards - Lite L1	Singing - Lite L1	Ukuleles - Lite L1	Song Writing with Glockenspiels - Lite L1	Class Jam - Lite L1
<b>Maths Unit</b>	<ul style="list-style-type: none"> <li>Number and Place Value</li> <li>Number and Place Value</li> <li>Measurement - length and mass/weight</li> <li>Addition and subtraction</li> <li>Addition and subtraction and statistics</li> <li>Geometry</li> </ul>	<ul style="list-style-type: none"> <li>Sequencing and sorting</li> <li>Fractions</li> <li>Fractions, capacity and volume</li> <li>Money</li> <li>Time</li> <li>Assess and review</li> </ul>	<ul style="list-style-type: none"> <li>Number and Place Value</li> <li>Measurement (mass/weight)</li> <li>2D and 3D shape</li> <li>Counting and money</li> <li>Multiplication</li> <li>Division</li> </ul>	<ul style="list-style-type: none"> <li>Measurement (length and mass/weight)</li> <li>Addition and subtraction (in the context of measures)</li> <li>Fractions</li> <li>Position and direction (with time)</li> <li>Time</li> <li>Assess and review</li> </ul>	<ul style="list-style-type: none"> <li>Number and place value</li> <li>Addition and subtraction and statistics</li> <li>Capacity and volume</li> <li>Fractions</li> <li>Position and direction and time</li> <li>2D and 3D shape</li> </ul>	<ul style="list-style-type: none"> <li>Time</li> <li>Multiplication and division</li> <li>Subtraction (difference) in the context of measurement and statistics</li> <li>Measurement (length and mass/weight)</li> <li>Sorting and sequencing</li> <li>Assess and Review</li> </ul>