



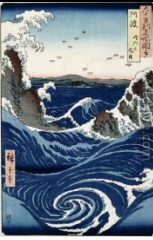


Race Leys Infant School Curriculum Map - Year A (2017/18)

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Theme</b>	Transition / Superheroes	Indian Adventure Christmas	Machines & Robots	Brilliant Bedworth	Awesome Oceans	Awesome Oceans cont./ Transition
<b>Books/artwork</b>	Traction Man – Mini Grey The Incredibles film Comic book creators				 Hokusai, Great wave of Kanagawa	
<b>Science</b>	<p><b><u>Animals, including humans</u></b> Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p><b><u>All living things</u></b> Explore and compare the differences between things that are living, dead, and things that have never been alive</p>		<p><b><u>Everyday materials</u></b> <b><u>Uses of everyday materials</u></b> Distinguish between an object and the material from which it is made Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock Describe the simple physical properties of a variety of everyday materials Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and</p>		<p><b><u>Animals, including humans</u></b> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals and invertebrates</p> <p>describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates including pets)</p> <p>identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p><b><u>All living things</u></b> Explore and compare the differences between things that are living, dead, and things that have never been alive</p>	

			paper/cardboard.			
<b>Ongoing Science</b>	<ul style="list-style-type: none"> <li>• Ask simple questions.</li> <li>• Observe closely, using simple equipment.</li> <li>• Perform simple tests.</li> <li>• Identify and classify.</li> <li>• Use observations and ideas to suggest answers to questions.</li> <li>• Gather and record data to help in answering questions.</li> </ul>					
<b>History</b>	<p><b>To build an overview of history</b> Describe significant people from the past. The lives of significant individuals in Britain's past who have contributed to our nation's Recognise that there are reasons why people in the past acted as they did.</p>			<p><b>Local people and places</b> Study significant historical events, people and places in own locality</p>	<p><b>Local people and places</b> Key events that are significant nationally and locally (sea sides in the past)</p>	
<b>Ongoing History</b>	<p><b>To investigate and interpret the past</b> Observe or handle evidence to ask questions and find answers to questions about the past. Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources and databases to find out about the past. <b>To communicate historically</b> Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. Show an understanding of the concept of nation and a nation's history. Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace.</p>					
<b>Geography</b>		<p><b>To investigate patterns</b> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>		<p><b>Geog – To Investigate places</b> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate the world's continents and oceans.</p>	<p><b>To Investigate Places</b> Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. Use aerial images and plan perspectives to recognise landmarks and basic physical features. <b>Investigate patterns</b> Identify land use around the school. <b>Geog – To Investigate Places</b> name and locate the world's seven continents and five oceans</p>	

<b>Ongoing Geography</b>	<p><b>To Investigate Places</b> Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</p> <p><b>To Communicate Geographically</b> Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>• <b>key physical features</b>, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</li> <li>• <b>key human features</b>, including: city, town, village, factory, farm, house, office and shop.</li> </ul>					
<b>ICT</b>	<p><b>ICT – To code using scratch – Motion – ICT 2.1 We are Astronauts</b> Control motion by specifying the number of steps to travel, direction and turn.</p>	<p><b>ICT – To code (using scratch) – Events – ICT 1.1 We are treasure hunters</b> Specify user inputs (such as clicks) to control events. <b>Events</b> Specify the nature of events (such as a single event or a loop).</p>	<p><b>ICT – To collect – ICT 2.5 We are detectives</b> Use simple databases to record information in areas across the curriculum. <b>To connect</b> participate in class social media accounts. Understand online risks and the age rules for sites.</p>	<p><b>ICT – To collect – ICT 2.5 We are detectives</b> Use simple databases to record information in areas across the curriculum. <b>To connect</b> participate in class social media accounts. Understand online risks and the age rules for sites.</p>	<p><b>ICT – To code (using scratch) – Looks -ICT 1.5we are story tellers</b> Add text strings, show and hide objects and change the features of an object <b>Sound</b> Select sounds and control when they are heard, their duration and volume.</p>	<p><b>ICT – To code (using scratch) –Sensing – ICT 2.2 We are game testers</b> Create conditions for actions by waiting for a user input (such as responses to questions like: What is your name?).</p>
<b>Ongoing ICT</b>	<p><b>To Collect</b> Use simple databases to record information in areas across the curriculum. <b>To communicate</b> Use a range of applications and devices in order to communicate ideas, work and messages.</p>					
<b>Art</b>	<p><b>To Master Techniques – Drawing-</b> Draw lines of different sizes and thickness. Colour (own work) neatly following the lines. Show pattern and texture by adding dots and lines. Show different tones by using coloured pencils.</p>	<p><b>To Master Techniques – Printing</b> Use repeating or overlapping shapes. Mimic print from the environment (e.g. wallpapers). Use objects to create prints (e.g. fruit, vegetables or sponges). Press, roll, rub and stamp to make prints.</p>		<p><b>Art – To Master Techniques – Textiles –</b> Use weaving to create a pattern. Use plaiting. Use dip dye techniques.</p>	<p><b>To Master Techniques – Painting -</b> Use thick and thin brushes. Mix primary colours to make secondary. Add white to colours to make tints and black to colours to make tones. Create colour wheels.</p>	<p><b>To Master Techniques – Sculpture-</b> Use a combination of shapes. Include lines and texture. Use rolled up paper, straws, paper, card <b>Textiles</b> Join materials using glue/and or a stitch</p>
<b>Ongoing Art</b>	<p><b>To Develop Ideas</b></p> <ul style="list-style-type: none"> <li>• Respond to ideas and starting points.</li> <li>• Explore ideas and collect visual information.</li> <li>• Explore different methods and materials as ideas develop.</li> </ul> <p><b>To Take inspiration from the Greats</b></p> <ul style="list-style-type: none"> <li>• Describe the work of notable artists, artisans and designers.</li> <li>• Use some of the ideas of artists studied to create pieces.</li> </ul> <p><b>To Master Techniques – digital Media</b></p> <ul style="list-style-type: none"> <li>• Use a wide range of tools to create different textures, lines, tones, colours and shapes.</li> </ul>					
<b>Design Technology</b>			<p><b>To master practical skills - Electricals and Electronics -</b> Diagnose faults in battery operated devices (such as low battery, water damage or battery terminal damage). Create series and parallel circuits</p>			<p><b>Textiles –</b> Shape textiles using templates. Join textiles using running stitch. Colour and decorate textiles using a number of techniques</p>

						(such as dyeing, adding sequins or printing). <b>Materials</b> -Cut materials safely using tools provided. Measure and mark out to the nearest centimetre. Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling). Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).
<b>Ongoing DT</b>	<b>To Design, Evaluate and Improve</b> <ul style="list-style-type: none"> <li>• Design products that have a clear purpose and an intended user.</li> <li>• Make products, refining the design as work progresses.</li> <li>• Use software to design.</li> </ul>					
<b>Music</b>	<b>– To Compose</b> Create a sequence of long and short sounds. Clap rhythms. Create a mixture of different sounds (long and short, loud and quiet, high and low). Choose sounds to create an effect. Sequence sounds to create an overall effect. <b>Exploring Sounds</b> Create short, musical patterns. Create short, rhythmic phrases.		<b>To Transcribe</b> <ul style="list-style-type: none"> <li>• Use symbols to represent a composition and use them to help with a performance.</li> </ul>		<b>To describe music</b> Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch	Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments. Imitate changes in pitch
<b>Ongoing Music</b>	<b>Music – To Perform – to be included in every term</b> Take part in singing, accurately following the melody. Follow instructions on how and when to sing or play an instrument. Make and control long and short sounds, using voice and instruments. Imitate changes in pitch. Create short, musical patterns. Create short, rhythmic phrases.					
<b>RE</b>	<b>To understand Values</b> Identify how they have to	<b>To understand beliefs and teachings</b>	<b>RE To understand practices and lifestyles</b>	<b>RE – to understand how beliefs are conveyed</b>	<b>To Reflect</b> Identify the things that are	<b>RE To understand how beliefs are conveyed</b>

	<p>make their own choices in life.          Explain how actions affect others.          Show an understanding of the term 'morals'.          (Living well- Superheroes of Faiths/Religions)</p>	<p>Describe some of the teachings of a religion.          Describe some of the main festivals or celebrations of a religion.          (Shining lights – Rama and Sita and Christmas)</p>	<p>Recognise, name and describe some religious artefacts, places and practices.          Identify religious artefacts and explain how and why they are used.          Describe religious buildings and explain how they are used.          Explain some of the religious practices of both clerics and individuals.          (Meeting people, outside visitors – Helga, Celia, Manjit)</p>	<p>Name some religious symbols.          Explain the meaning of some religious symbols.           (Special places – All Saints Church, Gurdwara, Cathedral visits)</p>	<p>important in their own lives and compare these to religious beliefs.          Relate emotions to some of the experiences of religious figures studied.          Ask questions about puzzling aspects of life.          (Creation + Nobody's Fault)</p>	<p>Identify religious symbolism in literature and the arts.           (Special books – drama and role play)</p>
<b>Ongoing RE</b>						
Wow	<p>Theatre company in</p> <p>Dressing up •</p> <p>Traditional tales</p> <p>Learning superheroes</p> <p>Battles between characters in assemblies</p> <p>Measuring reaction times</p> <p>Measuring jumps</p>	<p>Stories from different cultures</p> <p>Divali (dancing)</p> <p>Food</p> <p>Visits to temple</p> <p>Visits to other schools</p>	<p>Wall E film</p> <p>Robots</p> <p>Eden sculpture</p> <p>Robot workshops</p>	<p>Victorian school day</p> <p>Visit to school room</p> <p>Hunt around school-hidden History</p> <p>Alms Houses in Bedworth</p>	<p>Sealife centre</p> <p>Stories</p> <p>Billys buckets</p> <p>Finding Nemo film</p>	
Key skills Literacy/ numeracy Problem solving	<p>Hall of fame – logic puzzles to work out</p> <p>Which superheroes in which position?</p> <p>Top Trumps</p> <p>How big? Giant hand spans – how tall?</p>	<p>Present information</p>	<p>Instructions</p> <p>Non-chronological reports</p> <p>Iron Man</p>	<p>Write narrative diaries</p>	<p>Pirates – Treasure counts, weighing, sharing, dividing</p> <p>Pirate logic puzzle – which pirate is which?</p> <p>Symmetrical flags or fraction flags</p>	

End of topic project		Indian Restaurant Invite parents Christmas Play	DT related creation 'exhibition'	Victorian Day Workhouse Make a museum	Underwater exhibition Great Barrier Reef David Weisner's – Flotsam	
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