

Race Leys Infant School Curriculum Map - Year B (2016/17)

	Autumn 1 (7 weeks)	Autumn 2 (7 weeks)	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Magnificent Me - Transition (2 weeks) Blast off! (5 weeks)	Fire Fire! Disgusting disease! (The Plague) Remembrance Christmas	Towers and Turrets	Roaming in the Rainforest (Rainforests & Jungles)	Food, Glorious food	Where the Wild things are (Habitats/minibeasts) / Transition
Books/ Artwork	<p>Simon Bartram – The Man on the Moon Claire Freedman – Aliens Love Underpants Nick Butterworth – Q Pootle 5 Jill Murphy – Whatever Next! http://pics-about-space.com/science-space-art?p=3</p>   <p>Vincent Van Gogh – Starry Night</p>	 <p>Lord, have mercy on London!</p> 	<p>Castle in ruin as a stimulus</p>  <p>Peter Paul Rubens -peaceful</p>  <p>Castles in battle</p> 	<p>The great Kapok Tree – Lynne Cherry Rainforest Adventure – Tony Mitton The Rainforest Grew all Around – Susan K. Mitchell Tidy – Emily Gravett Rousseau paintings</p>  <p>Photos to inspire</p> 	<p>The Tiger who Came to tea – Judith Kerr The Very Hungry Caterpillar – Eric Carle The Lighthouse Keeper’s Lunch- Ronda and David Armitage Oliver’s Fruit Salad – Vivien French</p> <p>Giuseppe Arcimboldo – artist using food</p>  	 <p>Salvador Dali – Ship of Dreams</p> <p>Where The Wild Things are – Maurice Sendak Superworm – Julia Donaldson The Bad Tempered Ladybird – Eric Carle</p>
Science (remember to include working scientifically objectives in each lesson)	<p>Transition Animals, including humans Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Notice that animals, including humans, have offspring which grow into</p>	<p>Animals, including humans Investigate and describe the basic needs of animals, including humans, for survival (water, food and air) – link this to disease and keeping healthy (The Plague) All living things Explore and compare the differences between things that are living, dead, and</p>		<p>Plants Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen. Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers. Observe and describe how</p>	<p>Animals, including humans Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</p>	<p>Habitats Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they are dependent on each other. Identify and name a variety of plants and animals in their habitats, including micro-</p>

	<p>adults.</p> <p>All living things Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>Seasonal changes Observe the apparent movement of the Sun during the day Observe changes across the 4 seasons Observe and describe weather associated with the seasons and how day length changes</p> <p>Movement Pupils should be taught to:</p> <p>notice and describe how things are moving, using simple comparisons such as faster and slower</p> <p>compare how different things move.</p>	things that have never been alive		<p>seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>All living things Explore and compare the differences between things that are living, dead, and things that have never been alive</p>		<p>habitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, identify and name different sources of food</p> <p>All living things Explore and compare the differences between things that are living, dead, and things that have never been alive</p>
Ongoing Science – Working scientifically	<ul style="list-style-type: none"> • Ask simple questions. • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify. • Use observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions. 					
History	<p>To understand Chronology</p> <ul style="list-style-type: none"> • Place events and artefacts in order on a time line. • Label time lines with words or phrases such as: past, present, older and newer. • Recount changes that have occurred in their own lives. • Use dates where appropriate. <p>To build an overview of</p>	<p>To build an overview of world history Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did. events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international</p>	<p>To build an overview of world history Describe historical events. Describe significant people from the past. Recognise that there are reasons why people in the past acted as they did. events beyond living memory that are significant nationally or globally the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to</p>			

	world history Describe historical events. Describe significant people from the past.	achievements. Some should be used to compare aspects of life in different periods	compare aspects of life in different periods			
Ongoing History	<p>To investigate and interpret the past 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. Identify some of the different ways the past has been represented.</p> <p>To communicate historically 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>					
Geography				<p>To investigate patterns Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of 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>		
Ongoing Geography	<p>To Investigate Places 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>To Communicate Geographically Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including: city, town, village, factory, farm, house, office and shop. </p>					
ICT	<p>To code(Using Scratch) – Motion Control motion by specifying the number of steps to travel, direction and turn. Control Specify the nature of events (such as a single event or a loop). Sensing Create conditions for actions by waiting for a user input (such as</p>	<p>To code(Using Scratch) – Looks Add text strings, show and hide objects and change the features of an object. ICT 1.6 We are celebrating</p>	<p>To code(Using Scratch) – Sound Select sounds and control when they are heard, their duration and volume. ICT 1.2 WE are TV chefs</p>	<p>To collect Use simple databases to record information in areas across the curriculum.</p>	<p>To collect Use simple databases to record information in areas across the curriculum. ICT 2.4 WE are researchers Present information - , graphs and spread sheets, power points</p>	<p>To code(Using Scratch) – Draw Control when drawings appear and set the pen colour, size and shape. To Connect Participate in class social media accounts. ICT 1.3 We are painters Create project – post online to learning platform</p>

	<p>responses to questions like: What is your name?).</p> <p>ICT 2.3 We are photographers Programming games/beebot</p>					
Ongoing ICT	<p>To Collect Use simple databases to record information in areas across the curriculum.</p> <p>To communicate Use a range of applications and devices in order to communicate ideas, work and messages. To connect Understand online risks and the age rules for sites.</p>					
Art	<p>To Master Techniques – Drawing</p> <ul style="list-style-type: none"> • 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>(self portraits)</p>	<p>To Master Techniques – Sculpture</p> <p>Use of clay . Use techniques such as rolling, cutting, moulding and carving. (create tiles of homes – add texture)</p>		<p>Art – To Master Techniques – Collage</p> <p>Use a combination of materials that are cut, torn and glued. Sort and arrange materials. Mix materials to create texture. (Base on Tiger in a Tropical Storm – Henri Rousseau)</p>		<p>To Master Techniques – Digital Media</p> <p>Use a wide range of tools to create different textures, lines, tones, colours and shapes. Could also include some of M2 – Create images, video and sound recordings and explain why they were created. (digital images of dinosaur world and add sounds)</p>
Ongoing Art	<p>To Develop Ideas</p> <ul style="list-style-type: none"> • Respond to ideas and starting points. • Explore ideas and collect visual information. • Explore different methods and materials as ideas develop. <p>To Take inspiration from the Greats</p> <ul style="list-style-type: none"> • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces. <p>To Master Techniques – digital Media</p> <ul style="list-style-type: none"> • Use a wide range of tools to create different textures, lines, tones, colours and shapes. 					
Design Technology	<p>To master practical skills – construction</p> <ul style="list-style-type: none"> • Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products. <p>Mechanics Create products using levers, wheels and winding mechanisms.</p> <p>Wheeled vehicles – space buggy</p>		<p>To master practical skills – construction</p> <ul style="list-style-type: none"> • Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products. <p>Mechanics Create products using levers, wheels and winding mechanisms. (Castle models- drawbridge/opening doors etc)</p>		<p>To Master Practical Skills – Food Cut, peel or grate ingredients safely and hygienically.</p> <ul style="list-style-type: none"> • Measure or weigh using measuring cups or electronic scales. <p>Assemble or cook ingredients</p> <p>Horticulture To cultivate plants for practical uses, such as food or decorative displays.</p>	
Ongoing DT	<p>To Design, Evaluate and Improve</p> <ul style="list-style-type: none"> • Design products that have a clear purpose and an intended user. • Make products, refining the design as work progresses. 					

	<ul style="list-style-type: none"> • Use software to design. 					
Music	<p>– To Compose 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.</p> <p>Exploring Sounds Create short, musical patterns. Create short, rhythmic phrases.</p>		<p>To Transcribe • Use symbols to represent a composition and use them to help with a performance.</p>		<p>To describe music Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch</p>	<p>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</p>
Ongoing Music	<p>Music – To Perform – to be included in every term 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.</p>					
RE	<p>To reflect Identify the things that are important in their own lives and compare these to religious beliefs.</p>	<p>To understand how beliefs are conveyed Name some religious symbols. Explain the meaning of some religious symbols.</p>	<p>To understand beliefs and teachings Describe some of the teachings of a religion. Describe some of the main festivals or celebrations of a religion.</p>	<p>To understand Values Identify how they have to make their own choices in life. Explain how actions affect others. Show an understanding of the term ‘morals’.</p>	<p>To understand practices and lifestyles 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.</p>	<p>To Reflect Relate emotions to some of the experiences of religious figures studied. Ask questions about puzzling aspects of life.</p>
Ongoing RE						
Wow	<p>Alien and astronaut dressing up day Crash site</p>	<p>Fire service (Y1) Guy Fawkes Great Fire of London Burn houses Classes divide into supporters of Guy/James</p>	<p>Dress as a king, queen, princess, prince Warwick/ Kenilworth castle Knights workshop Watch Brave – How should a princess behave</p>	<p>Turn school into a zoo Turn school into rain forest Rio 2 film Dressing as explorers / animals/ rain forest animals Survival days – have to create</p>	<p>Run year group Cafes Ready steady cook Come dine with us Tesco link Farm visit - Southfields School Growing project</p>	<p>Minibeast dressing up day</p>

		Creating a Great Plague classroom	Medieval dances	own dens in grounds Mini beast man – gribbly bugs		
Key skills Literacy/ numeracy Problem solving	Labels, lists, captions Adverts Report writing Hopes and Dreams Memory map Investigations – measuring 'bones' parts of body Growth/height chart Time Pictograms / data handling	Poems Diaries Newspaper reports Adverts Reports Capacity – water 3d shapes-making London buildings Santa's Workshop	Area and perimeter 3d shapes Stories and guides to castles Princess potions	Story writing Reports Fact files Problem solving safari Materials Area and perimeter	Food project –sell market style Mass, ratio, fractions Posters Leaflets Recipes Instructions Plates –healthy eating	
End of topic project	DT link – wheeled space buggy	Build GFoL exhibition and set it on fire Clay tiles	Medieval ball or banquet – knights and princesses Castles – winding mechanisms	Video diaries	Sharing healthy food prepared with parents	Make own museum exhibition