






YEAR R- Rainbow Class – CURRICULUM MAP

Term & Values	<u>Autumn 1</u> Thankfulness Kindness & Generosity Friendship	<u>Autumn 2</u> Peace Trust Compassion	<u>Spring 1</u> Perseverance Courage Responsibility	<u>Spring 2</u> Humility Justice Forgiveness	<u>Summer 1</u> Wisdom Service Creation	<u>Summer 2</u> Respect & Reverance Hope Truthfulness
Thematic Enquiry Title	Mighty Me!	Run, Run as Fast as You Can	Land Ahoy!	The Bear Necessities	Down on the Farm	Beside the Sea
Entry Point/visits & Landings/ Special events such as Science week/production /	<ul style="list-style-type: none"> Starting school Home corner role play Forest school Introduction Harvest Festival Welcome Service at the Church Rainbow Class Museum Bread Baking Bring in a chicken 	<ul style="list-style-type: none"> Gingerbread Man Hunt Trip to Salisbury Playhouse Bakery role play Remembrance- 11th November Anti-bullying Week- (Second week in November) Children in Need- November Christmas Nativity 	<ul style="list-style-type: none"> Pirate Dress up Day Food tasting Pirate ship role play Safer Internet Day- (First week in February) Science Week- (2nd week March) Red Nose (biennial) & Sports Relief- March Perform songs and show work to parents 	<ul style="list-style-type: none"> Easter Bear Hunt Porridge tasting Teddy Bear's Picnic 	<ul style="list-style-type: none"> Animal visits Farmer Palmers trip Chick hatching Farm shop role play Sponsored Walk 	<ul style="list-style-type: none"> Production/ Variety Show Trip to Hengistbury Head Moving on Day Sports Day Art Exhibition for Parents
Global awareness and responsibility	<ul style="list-style-type: none"> basic needs for human life what is fair and unfair importance of caring and sharing uniqueness and value of every person how to take care of immediate environment 	<ul style="list-style-type: none"> some basic ways to avoid, manage and resolve conflict rules in class and school how rules can help us 	<ul style="list-style-type: none"> simple links with other places (e.g. through food) similarities and differences between self and others 	<ul style="list-style-type: none"> immediate and local environment how own actions have consequences 	<ul style="list-style-type: none"> living things and their needs 	possibility of change in the future
Learning How to Learn	Independence	Working together	Critical and creative thinking	Critical and creative thinking	Working together	Reflection
Developing Self (health, safety, spirituality, self-esteem, confidence, relationships)	SEAL New Beginnings	SEAL Say No to Bullying	SEAL Getting on & Falling out	SEAL Good to be Me	SEAL Relationships	SEAL Change
Mathematics (key areas of maths learning)	Baseline (3 weeks) Number: Counting and Recognition (3 weeks)	Shape, Space and Measures: 2D Shape (2 weeks) Money (1 week) Numbers: Addition and Subtraction (3weeks)	Number: Counting and Recognition (3 weeks) Shape, Space and Measures: Size, weight and capacity (3Weeks)	Numbers: Addition and Subtraction (3weeks) Shape, Space and Measures: 3D Shape (2 weeks) Time (1 Week)	Numbers: Counting and recognition (2 weeks) Addition and subtraction (2 weeks) Doubling halving and sharing (2weeks)	Shape, Space and Measures: Position and distance Assessments

Literacy Phonics	<p>Phonics Phase 1 recap / Phase 2 intro</p> <p>Literacy The Little Red Hen The Little Red Hen Makes a Pizza Sequencing Labelling</p>	<p>Phonics Phase 2 complete</p> <p>Literacy The Gingerbread Man Story telling Story maps List writing Caption writing</p>	<p>Phonics Phase 3 intro</p> <p>Literacy Handa's Surprise The Night Pirates Sam and Dave Dig a Hole Instruction writing Captions and sentences</p>	<p>Phonics Phase 3 complete</p> <p>Literacy Letter writing Instruction writing Simple sentences Goldilocks and The Three Bears Eat Your Greens Goldilocks We're Going on a Bear Hunt</p>	<p>Phonics Phase 3 recap</p> <p>Literacy The Three Little Pigs Story writing Information writing (animal facts) Recount writing</p>	<p>Phonics Phase 4</p> <p>Literacy The Lighthouse Keeper's Lunch Story Writing</p>
RE	<p>F1 Understanding Christianity: Why is the word 'God' so important to Christians?</p> <p>Christianity</p> <p>Plus - Festival Matters: Harvest</p>	<p>Discovery RE: Special People What makes people special?</p> <p>Christianity; Judaism</p> <p>F2 Understanding Christianity: BLOCK Incarnation Why do Christians perform Nativity plays at Christmas?</p> <p>Christianity</p>	<p>F2 Understanding Christianity: BLOCK Incarnation Why do Christians perform Nativity plays at Christmas?</p> <p>Christianity</p> <p>Discovery RE: Celebrations How do people celebrate?</p> <p>Focus on Judaism</p>	<p>Discovery RE: Stories What can we learn from stories?</p> <p>Focus on Christianity</p>	<p>F3 Understanding Christianity: Salvation Why do Christians put a cross in an Easter garden?</p> <p>Christianity</p>	<p>Discovery RE: Special places What makes places special?</p> <p>Focus on Christianity and Judaism</p>
PSED	<ul style="list-style-type: none"> Initiates conversations, attends to and takes account of what others say. Can describe self in positive terms and talk about abilities. Aware of the boundaries set, and of behavioural expectations in the setting. Confident to speak to others about own needs, wants, interests and opinions. 	<ul style="list-style-type: none"> Explains own knowledge and understanding, and asks appropriate questions of others. Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. <p>They say when they do or don't need help.</p>	<ul style="list-style-type: none"> Takes steps to resolve conflicts with other children, e.g. finding a compromise. Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. <p>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules.</p>	<p>They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children</p>	<p>Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity.</p> <p>They adjust their behaviour to different situations, and take changes of routine in their stride.</p>	<p>Children are confident to try new activities, and say why they like some activities more than others.</p> <p>They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities.</p>
CAL	<ul style="list-style-type: none"> Maintains attention, concentrates and sits quietly during appropriate activity. Two-channelled attention – can listen and do for short span. Uses language to imagine and recreate roles and experiences in play situations. 	<ul style="list-style-type: none"> Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. Links statements and sticks to a main theme or intention. Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. Introduces a storyline or narrative into their play. 	<ul style="list-style-type: none"> Able to follow a story without pictures or props. Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. 	<ul style="list-style-type: none"> Listens and responds to ideas expressed by others in conversation or discussion. <p>Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>They give their attention to what others say and respond appropriately, while engaged in another activity.</p>	<p>Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>

<p>Physical Development</p>	<p>Moving and Handling</p> <ul style="list-style-type: none"> Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. <p>Health and Self-Care</p> <ul style="list-style-type: none"> Usually dry and clean during the day. Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. <p><u>Bread making</u></p> <p>Fine motor- Handwriting</p> <ul style="list-style-type: none"> Handles tools, objects, construction and malleable materials safely and with increasing control. Uses simple tools to effect changes to materials. Shows a preference for a dominant hand. 	<p>Moving and Handling</p> <ul style="list-style-type: none"> Travels with confidence and skill around, under, over and through balancing and climbing equipment. <p>Health and Self-Care</p> <ul style="list-style-type: none"> Practices some appropriate safety measures without direct supervision. <p>Fine motor- Handwriting</p> <ul style="list-style-type: none"> Begins to use anticlockwise movement and retrace vertical lines. Begins to form recognisable letters. 	<p>Moving and Handling</p> <ul style="list-style-type: none"> Experiments with different ways of moving. <p>Health and Self-Care</p> <ul style="list-style-type: none"> Eats a healthy range of foodstuffs and understands need for variety in food. <p>Fine motor- Handwriting</p> <ul style="list-style-type: none"> Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed. 	<p>Moving and Handling</p> <ul style="list-style-type: none"> Jumps off an object and lands appropriately. Travels with confidence and skill around, under, over and through balancing and climbing equipment. <p>Health and Self-Care</p> <ul style="list-style-type: none"> Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. Shows understanding of how to transport and store equipment safely. <p>Fine motor- Handwriting</p>	<p>Moving and Handling</p> <p>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</p> <p>Health and Self-Care</p> <p>Fine motor- Handwriting</p> <p>They handle equipment and tools effectively, including pencils for writing.</p>	<p>Moving and Handling</p> <ul style="list-style-type: none"> Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. <p>Health and Self-Care</p> <p>Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> <p>Fine motor- Handwriting</p> <p>They handle equipment and tools effectively, including pencils for writing.</p>
<p>Understanding World</p>	<p>History</p> <p>Children talk about past and present events in their own lives and in the lives of family members.</p> <p>Science</p> <ul style="list-style-type: none"> Asks questions about the world around them With support, can think about possible risks in their environment & have ideas on how to keep themselves safe Talk about features of their own immediate environment & say how environments can vary e.g. changes they notice in Forest School <p></p> <p>Harvest Harvest Prayers Vegetable printing Oliver's Vegetables Vegetable investigation</p> <p>ICT</p> <p><u>E-Safety</u></p> <ul style="list-style-type: none"> Learn that they must go to a trusted adult before accessing content online. Pupils learn who their trusted adult is. Are aware that some online content is inappropriate. Are aware that information can be public or private 	<p>History</p> <ul style="list-style-type: none"> Looks closely at similarities, differences, patterns and change. <p>Science</p> <ul style="list-style-type: none"> Follow instructions using several ideas/actions thinking about which material most suitable for tasks they choose to do & saying why Similarities & differences in relation to objects & materials: e.g. comparing textures, strength, waterproofness, flexibility, sounds, light effects <p>ICT</p> <p><u>Computer Literacy:</u></p> <ul style="list-style-type: none"> Use different digital devices. Use a mouse, touchscreen or appropriate access device to target and select options on screen Recognise the basic parts of a computer, e.g. mouse, screen, keyboard. Understand you can use different devices to access the same content. Understand that media can be stored on a digital device e.g. a tablet. <p>Children recognise that a range of technology is used in places such as homes and schools.</p>	<p>Geography</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>Geography/RE</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p>Science</p> <ul style="list-style-type: none"> Shows curiosity and willingness to explore and investigate the world around them Can keep themselves safe while investigating Handle equipment & tools effectively Similarities & differences in relation to living things things 	<p>They know that other children don't always enjoy the same things, and are sensitive to this.</p> <p>Science</p> <ul style="list-style-type: none"> Begin to show their observations through different mediums (draw, model) beginning to include simple labels Know importance of keeping healthy & talk about ways they keep themselves healthy & safe, including exercise and healthy eating <p>ICT</p> <p><u>Coding</u></p> <ul style="list-style-type: none"> be aware that many everyday devices respond to commands learn to switch on a programmable toy to activate movement begin to follow simple instructions eg playing at robots, country dancing. play with remote control toys play with programmable robots be aware that pressing buttons makes the toy or robot respond 	<p>Science</p> <ul style="list-style-type: none"> Make careful observations of the world around them Shows care & respect for living things Talk about the things they have observed Make observations of plants and animals and explain why some things happen Make observations of changes in plants & animals over time e.g. hatching chicks; growth, decay <p>They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>They select and use technology for particular purposes.</p> <p>Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>Science</p> <ul style="list-style-type: none"> Make connections between an event and something happening e.g. ice melting when warm, a shadow forming when the sun is out <p>ICT</p> <p><u>Using Computers for a Purpose</u></p> <ul style="list-style-type: none"> Use technology to access content Create simple digital content e.g. digital art.

	<ul style="list-style-type: none"> • Can describe what makes a good friend. • 					
Expressive Art and Design	<p>.Art</p> <ul style="list-style-type: none"> • Create simple representations of events, people and objects. <p>Self-portrait painting/collage</p>  <p>family pictures</p>  <p>shape printing</p> <p>Music/Dance/Drama</p> <ul style="list-style-type: none"> • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. • Plays cooperatively as part of a group to develop and act out a narrative. 	<p>Art</p> <ul style="list-style-type: none"> • Chooses particular colours to use for a purpose.  <p>gingerbread</p> <p>houses</p> <p>Christmas craft</p> <p>DT</p> <ul style="list-style-type: none"> • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately. <p>Music/Dance/Drama</p> <p>Begins to build a repertoire of songs and dances.</p>  <p>Small world</p>	<p>Art</p> <ul style="list-style-type: none"> • Understands that different media can be combined to create new effects. • Manipulates materials to achieve a planned effect. <p>Music/Dance/Drama</p> <p>Begins to build a repertoire of songs and dances.</p> <ul style="list-style-type: none"> • Explores the different sounds of instruments. 	<p>Art</p> <p>DT</p> <p>Music/Dance/Drama</p> <ul style="list-style-type: none"> • Explores the different sounds of instruments. • Introduces a storyline or narrative into their play. • Plays alongside other children who are engaged in the same theme. 	<p>Art</p> <ul style="list-style-type: none"> • Experiments to create different textures. <p>DT</p> <ul style="list-style-type: none"> • Constructs with a purpose in mind, using a variety of resources. • Uses simple tools and techniques competently and appropriately. • Selects appropriate resources and adapts work where necessary. • Selects tools and techniques needed to shape, assemble and join materials they are using. <p>Music/Dance/Drama</p> <p>Children sing songs, make music and dance, and experiment with ways of changing them</p>	<p>Art</p> <ul style="list-style-type: none"> • Explores what happens when they mix colours <p>Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.</p> <p>DT</p> <ul style="list-style-type: none"> • They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. <p>Music/Dance/Drama</p> <p>They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>
Music	NA	The Ginger bread Man. (telling the story through words and song). Dimensions: Tempo & Texture. Use their voices expressively and creatively in a variety of ways.	Pirate songs X 3. Dimension: Dynamics. Use their voice to sing expressively and creatively in a variety of ways.	NA	The 3 Little Pigsry thro Telling the st	
P.E.	<p>Personal</p> <p>Indoor- real PE- Personal skills unit Outdoor- Games Unit- Anton Junior</p>	<p>Social</p> <p>Indoor- real PE- Social Skills Unit Indoor- Gymnastics- Anton Junior</p>	<p>Cognitive</p> <p>Indoor-real PE- Cognitive skills unit Indoor- Dance Unit- Val Sabin</p>	<p>Creative</p> <p>Indoor- real PE- Creative skills unit Indoor- Wall Bars unit- Anton Junior</p>	<p>Physical</p> <p>Indoor- real PE- Agility skills unit Outdoor- Athletics- Anton Junior</p>	<p>Health and Fitness</p> <p>Indoor- real PE- Heath and Fitness skills unit Outdoor- Cricket- Chance to Shine</p>
Forest School						