

Tetsworth Primary School

CLASS 1 (Years Nursery and Reception)

Curriculum Map 2021/22

Year 1 pupils join with the Nursery and Reception pupils for the non-core subjects in the afternoon – See the Class 2 Curriculum Map

In Keeping with the Early Years ethos these topics may be developed further or changed to take into account the interests of the pupils. Work will be based on the Reception Work but differentiated for the Nursery Pupils

Autumn Term		Spring Term		Summer Term	
PSHE Theme BEING ME IN MY WORLD DIFFERENCE		PSHE Theme DREAMS & GOALS		PSHE Theme RELATIONSHIPS	
CELEBRATING		HEALTHY ME		CHANGING ME	
Autumn 1 All about me	Autumn 2 Festivals and celebrations	Spring 1 What I want to be when I grow up	Spring 2 What makes me healthy?	Summer 1 Friendships/ Teamwork	Summer 2 The Circle of Life
Core Texts: Titch Knock Knock Books for enhancement Reception So Much Owl Babies Ruby's Worry A selection of Non-fiction books Nursery Monsters don't cry Stomp Chomp big roar	Core Text: Lighting a Lamp Books for enhancement What do you celebrate Eight Candles for Counting	Core Text: Whatever Next! A non-fiction text based on jobs Books for enhancement Mae Jemison Non-fiction books about jobs You Choose Your Dreams	Core Text: Little Red Hen Books for enhancement Goldilocks Oliver's Vegetables and other Oliver books.	Core Text: Billy Goats Gruff The Tiger Who Came to Tea Books for enhancement Little Red Riding Hood Stickman	Core Text: The Very Hungry Caterpillar Jack and the Beanstalk Books for enhancement Reception Information books about animals Nursery Bee and Me Jasper and the Bean Stalk
PSHE Outcomes: Who ... Me?! To help others feel welcome How Am I Feeling Today?	PSHE Outcomes: What Am I Good At? To accept that everyone is different	PSHE Outcomes: Challenge To stay motivated when doing something challenging	P PSHE Outcomes: Everybody's Body To make healthy choices We Like to Move it Move it	PSHE Outcomes: My Family and Me To know how to make Friends Make Friends, Make	PSHE Outcomes: My Body To understand that everyone is unique and special

<p>To try to help make our school community a better place</p> <p>Being at Nursery/School</p> <p>To think about everyone's right to learn</p> <p>Gentle Hands</p> <p>To care about other people's feelings</p> <p>Our Rights</p> <p>To work well with others</p> <p>Our Responsibilities</p> <p>To choose to follow the Learning Charter (Class rules)</p>	<p>I'm Special, I'm Me</p> <p>To include others when working and playing</p> <p>Families</p> <p>To know how to help if someone is being bullied</p> <p>Houses and Homes</p> <p>To try to solve problems</p> <p>Making Friends</p> <p>To try to use kind words</p> <p>Standing Up For Yourself</p> <p>To know how to give and receive compliments</p>	<p>Never Giving Up</p> <p>To keep trying even when it is difficult</p> <p>Setting a Goal</p> <p>To work well with a partner or in group</p> <p>Obstacles and Support</p> <p>To have a positive attitude</p> <p>Flight to the Future</p> <p>To help others achieve their goals</p> <p>Award Ceremony</p> <p>To work hard to achieve own dreams and goals</p>	<p>To eat a healthy, balanced diet</p> <p>Food Glorious Food</p> <p>To be physically active</p> <p>Sweet Dreams</p> <p>To try and keep themselves and others safe</p> <p>Keeping Clean</p> <p>To know how to be a good friend and enjoy healthy friendships</p> <p>Stranger Danger</p> <p>To know how to keep calm and deal with difficult situations</p>	<p>Friends, Never Never Break Friends</p> <p>To try and solve friendship problems when they occur</p> <p>Make Friends, MakeFriends, Never Never Break Friends</p> <p>To help others to feel part of a group</p> <p>Falling Out and Bullying</p> <p>To show respect in how they treat others</p> <p>Falling Out and Bullying</p> <p>To know how to help themselves and others when they feel hurt or upset</p> <p>Being the Best Friend We Can Be</p> <p>To know and show what makes a good relationship</p>	<p>Respecting My Body</p> <p>To express how they feel when change happens</p> <p>Growing Up</p> <p>To understand respect the changes that they see in themselves</p> <p>Growth and Change/Fun and Fears</p> <p>To understand and respect the changes that they see in other people</p> <p>Fun and Fears</p> <p>To know who to ask for help if they are worried about change</p> <p>Celebration</p> <p>To look forward to change (Year 1)</p>
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<p>Topic overview: We will learn about our classmates and adults in our class, our families, where we live and our pets. We will learn how to be a good classmate and friend.</p>	<p>Topic Overview: We will look at celebrations and Festivals from different religions and discuss their similarities and differences. We will also find out about the stories they are based on.</p>	<p>Topic Overview We will look at different Occupations and people that help us. Talking about what we would like to be when we grow up.</p>	<p>Topic Overview We will be thinking about how to keep our bodies healthy. Looking at healthy diets, exercise, and Hygiene.</p>	<p>Topic overview: We will be following the children’s interests by We will be learning about friendships.</p>	<p>Topic Overview: We will think about the life cycles of a butterfly, frog and how humans grow and change. We will think about the changes going into reception or year 1 and any worries we have.</p>
<p>Communication & Language: Helicopter stories *All key texts to have a introductory hook and be learnt using Talk For writing over a three week period. Imitate, innovate, invent Begin to follow “Talking time” speech and language program. “Goodnight Gorilla” Children to learn key vocab based around topic</p>	<p>Communication & Language: Helicopter stories *All key texts to have a introductory hook and be learnt using Talk For writing over a three week period. Imitate, innovate, invent Follow “Talking time” speech and language program. “</p>	<p>Communication & Language: Helicopter stories *All key texts to have a introductory hook and be learnt using Talk For writing over a three week period. Imitate, innovate, invent Follow “Talking time” speech and language program.</p>	<p>Communication & Language: Helicopter stories *All key texts to have a introductory hook and be learnt using Talk For writing over a three week period. Imitate, innovate, invent Follow “Talking time” speech and language program.</p>	<p>Communication & Language: Helicopter stories *All key texts to have a introductory hook and be learnt using Talk For writing over a three week period. Imitate, innovate, invent Follow “Talking time” speech and language program.</p>	<p>Communication & Language: Helicopter stories *All key texts to have a introductory hook and be learnt using Talk For writing over a three week period. Imitate, innovate, invent Follow “Talking time” speech and language program. “Goodnight Gorilla”</p>
<p>Physical Development: Key Skills for adults to model in environment: Choose their own resources to carry out their own plan Activities for developing fine and gross motor skills</p>	<p>Physical Development: Revise and refine movement Rolling, crawling etc Activities for developing fine and gross motor skills Take part in PE sessions</p>	<p>Physical Development: Combine movements with ease Activities for developing fine and gross motor skills Take part in PE sessions with PE coaches</p>	<p>Physical Development: Activities for developing fine and gross motor skills Take part in PE sessions with PE coaches</p>	<p>Physical Development: Activities for developing fine and gross motor skills Take part in PE sessions with PE coaches</p>	<p>Physical Development: Work on Core muscle strength Activities for developing fine and gross motor skills Take part in PE sessions with PE coaches</p>

Take part in PE sessions with PE coaches	with PE coaches				
Personal, Social & Emotional Development: Weekly Jigsaw sessions • Learn the names of the staff and friends in our class Confidently speak in the group during Jigsaw time Begin to follow and understand the rules of the classroom Learn to recognise our emotions. The characteristics of learning will unpin all areas of learning	Personal, Social & Emotional Development: Weekly Jigsaw sessions The characteristics of learning will unpin all areas of learning	Personal, Social & Emotional Development: Weekly Jigsaw sessions The characteristics of learning will unpin all areas of learning	Personal, Social & Emotional Development: Weekly Jigsaw sessions The characteristics of learning will unpin all areas of learning	Personal, Social & Emotional Development: Weekly Jigsaw sessions The characteristics of learning will unpin all areas of learning	Personal, Social & Emotional Development: Weekly Jigsaw sessions Transition meetings with Y1 staff • Visits to Y1 classroom • Break times and lunch times spent on KS1 playground The characteristics of learning will unpin all areas of learning
Literacy: Writing for a purpose: Name writing/labels NB we will be teaching the skills for the children to write for a purpose based on their own interests. Phonics- Phonic Bug phase 2	Literacy: Writing for a purpose: Cards NB we will be teaching the skills for the children to write for a purpose based on their own interests. Phonics- Phonic Bug differentiated	Literacy: Writing for a purpose: Lists NB we will be teaching the skills for the children to write for a purpose based on their own interests. Phonics- Phonic Bug	Literacy: Writing for a purpose: Captions NB we will be teaching the skills for the children to write for a purpose based on their own interests. Phonics- Phonic Bug	Literacy: Writing for a purpose: Letters NB we will be teaching the skills for the children to write for a purpose based on their own interests. Phonics- Phonic Bug	Literacy: Writing for a purpose: Stories/books NB we will be teaching the skills for the children to write for a purpose based on their own interests. Phonics- Phonic Bug
Maths: · White Rose Maths Nursery		Maths: White Rose Maths Nursery		Maths: White Rose Maths Nursery	

<p>Use of core rhymes to support mathematical development</p> <p>Reception Read write and order numbers to 5 Sorting into Groups Comparing groups 1 more 1 less Language associated with time eg. Before, after, sooner, yesterday, today, tomorrow</p> <p>Use of Mathematical story books as used in White Rose</p>		<p>Use of core rhymes to support mathematical development</p> <p>Reception Read, write and order numbers to 10 including zero Number bonds to 10 Length and height 2d and 3d Shape and pattern</p> <p>Introduce board games</p> <p>Use of Mathematical story books as used in White Rose</p>		<p>Use of core rhymes to support mathematical development</p> <p>Reception Exploring Patterns Count on and back Read write and order numbers to 20 Doubling, halving and sharing Length, height, distance, weight, capacity</p> <p>Different board games eg snakes and ladders, dominoes to help to support mathematical development</p> <p>Use of Mathematical story books as used in White Rose</p>	
<p>Understanding the World: Key skills to be taught: Talk about people who are familiar to them Drawing information from a simple map Potential outcomes Display with pictures of children’s families and quotes from the children. Maps of the local area</p>	<p>Understanding the World: Key skills to be taught: Recognise that people have different beliefs and celebrate special times in special ways</p> <p>Potential outcomes Name and explain the different places of worship and draw on own experiences where possible.</p>	<p>Understanding the World: Key skills to be taught: Compare and contrast characters from stories including figures from the past.</p> <p>Potential outcomes Talk about past events where people have achieved dreams and goals e.g. Olympics</p>	<p>Understanding the World: Key skills to be taught: Understand the effect of the changing seasons on the natural world around them.</p> <p>Potential outcomes: Growing and planting plants ready for summer</p>	<p>Understanding the World: Key skills to be taught: Understand that some places are special to members of their community</p> <p>Potential outcomes Hatching chicks and butterflies.</p>	<p>Understanding the World: Key skills to be taught: Explore the natural world around them</p>
<p>Expressive Arts & Design: Key skills to be taught: To observe what they can see and begin to</p> <p>Potential outcomes</p>	<p>Expressive Arts & Design: Key skills to be taught: Different painting techniques and colour mixing eg brushes, straws</p>	<p>Expressive Arts & Design: Key skills to be taught: Ways of joining materials together</p> <p>Potential outcomes</p>	<p>Expressive Arts & Design: Key skills to be taught: Begin to reflect on own creations and return to previous learning</p>	<p>Expressive Arts & Design: Key skills to be taught: Create collaboratively, sharing ideas and resources</p>	<p>Expressive Arts & Design: Key skills to be taught: Refine artist effects to express ideas and feelings</p>

Self portraits Follow voices scheme of music	Potential outcomes Firework paintings Follow voices scheme of music	3D models following children's interests Follow voices scheme of music	Follow voices scheme of music	Potential outcomes Looking at different artist's work Follow voices scheme of music	Follow voices scheme of music
Experiential Learning: Trip to the local area	Experiential Learning: Visiting different places of worship Forest School	Experiential Learning: Visits from people with different jobs Videos of parents at work	Experiential Learning Healthy Cooking Growing vegetables and fruit	Experiential learning	Experiential learning Farm trips Visits from other zoo companies