

MAPLE CLASS CURRICULUM OVERVIEW

		1	2	3	4	5	6
		Storytelling		Reading		Writing	
	KEY QUESTIONS	I wonder what makes you special?	I wonder what a superhero is?	I wonder where people live?	I wonder how we could explore our world?	I wonder how things grow?	I wonder where animals live?
PD	Gross Motor	Negotiate space and obstacles safely		Demonstrate strength, balance and co-ordination		Move energetically such as running, jumping, dancing, hopping, skipping & climbing	
	PE	Bikes/Adventure Playground/Ribbons	Parachute	Core strength – Yoga	Activity Mats	Country Dancing	Multi-skills: obstacle course
	Fine Motor	Hold a pencil effectively in preparation for fluent writing	Hold a pencil effectively & form letters in own name	Use a range of small tools, including scissors, paintbrushes and cutlery	Begin to show care and accuracy when drawing	Hold a pencil effectively to form letters accurately	Begin to show care and accuracy when drawing
PSED	Self Regulation	Select and use activities and resources with help	Select and use activities and resources with help	To see themselves as individuals	Identify and moderate their own feelings socially and emotionally	Set and work towards simple goals, being able to wait when necessary	Give focused attention to what the teacher says and be able to follow instructions
	Managing Self	Show confidence in new social situations	Follow rules of the class & school	Manage own needs	Show resilience and perseverance in the face of challenge	Explain the reason for rules, know right from wrong & try to behave accordingly	Show confidence and independence in choosing new activities
	Building Relationships	Take turns and share	Talk about feelings	Build constructive & respectful relationships	Express own feelings & consider the feelings of others	Work and play co-operatively	Show sensitivity to their own and to other's needs
CL	Listening Attention & Understanding	Listening and attention	Listen attentively & respond appropriately	Ask questions to clarify understanding	Ask questions to clarify understanding	Engage in conversation with teachers and peers	Engage in conversation with teachers and peers
	Speaking	Participate in small group discussions	Participate in whole class discussions	Offer explanations for why things happen	Make use of recently introduced vocabulary	Express own ideas & feelings using full sentences & appropriate tense	Express own ideas & feelings using full sentences & appropriate tense
MD		Oral Counting Counting to 5,6,7 Develop spatial awareness – position & shape	Counting to 7,8,9,10 Developing spatial awareness including length/weight, capacity & volume	Composition of 2,3,4,5,6 & calculations within them Patterns and Relationships – repeated patterns, shapes and colours	Compare Numbers Composition of 7,8 and calculations within them Patterns & relationships – repeated patterns, shapes and colours	Composition of 9,10 and calculations within them Double Numbers Developing spatial awareness Ordinal numbers	Distributing evenly Securing and using number facts Reinforce skills Patterns and relationships
Literacy	Reading	Recognise print as meaning Handle books correctly Track text LtoR	Reading CVC words & tricky/HFW (p2)	Reading words containing p3 diagraphs	Reading words containing p3 diagraphs & tricky/HFW	Reading CVCC/CCVC words	Reading CVCC/CCVC words & tricky/HFW (p4)
	Writing	Rhyming Ascribe meaning to marks they make	Write ILS Write final sound	Write medial sounds Use finger spaces	Write short captions	Write longer simple captions	Writing independent sentences Setting & description
UTW	Past & Present	Talk about lives of people around them	Talk about the roles of people in society Understand the past through stories (Remembrance)	Understand the past through settings & characters (castles)	How we travel to places Travel in the past Neil Armstrong	Talk about lives of people around them (favourite foods)	Understand the past through settings & characters (dinosaurs)
	People, Culture & Communities	Describe immediate environment	Recycling	Houses around the world Chinese New Year	Communities - working together to recycle	Growing our own food - allotments	Maps & Imaginary Worlds

	The Natural World	What are the different parts of my body? Seasons – Autumn Senses	Light & Dark	Changing states of matter – ice Seasons – Winter Comparing environments around the world	Seasons – Spring Forces What is the best material to use to make a boat?	Life Cycle of a seed/bean Changing states of matter (chocolate/ice cream) Contrasting environments	Contrasting environments: dinosaurs/rainforests/sea/space Seasons - Summer
EAD	Focus	Drawing: (<i>pencil, charcoal, inks, chalk, pastels, ICT software</i>) Begin to use a variety of drawing tools Use drawings to tell a story Investigate different lines Explore different textures Encourage accurate drawings of people	Colour: (<i>painting, ink, dye, textiles, pencils, crayon, pastels</i>) Experiment with primary colours Name colours explore mixing colours Learn the names of eg pastels/crayon Use a range of tools to make coloured marks on paper	Texture: (<i>textiles, clay, sand, plaster, stone</i>) Handling, manipulating and enjoying using materials Sensory experience Simple collages (city scene) Simple weaving (blanket)	Form: (<i>3D work, clay, dough, boxes, wire, paper sculpture, mod roc</i>) Handling, feeling, enjoying and manipulating materials Constructing Building and destroying Shape and model	Printing: (<i>found materials, fruit/veg, wood blocks, press print, lino, string</i>) Rubbings Print with variety of objects Print with block colours	Pattern: (<i>paint, pencil, textiles, clay, printing</i>) Repeating patterns Irregular painting patterns Simply symmetry
	Creating with Materials	Develop cutting skills – grip & control	Colour mixing techniques	Create props for role play Texture & form	Design creations before making	Improve creations & explain process used	Share creations
	Being Imaginative & Expressive	Sing nursery rhymes & songs	Invent narratives in role play (people who help us)	Move in time to music (as animals) Perform songs	Recall and adapt narratives of stories	Recall and adapt narratives of stories	Invent, adapt & recall narratives of stories
Focus People		Artist – Jackson Pollock UTW - King Charles & family UTW – Floella Benjamin	Artist – Frida Kahlo UTW – Rosa Parks	Artist - Paul Klee UTW – Nelson Mandela	Artist – Van Gogh (starry night) UTW: Isaac Newton/Neil Armstrong/Amelia Erhart	Artist – Pablo Picasso Lino Prints UTW - David Attenborough	Artist – Eric Carle UTW – Mary Anning
Outdoor Learning		Exploring our school garden	Garden Maths	Looking after the animals in our school garden	Story telling benches	Planting vegetables in the planters	Minibeast hunt
Experiences		Sharing photos of family	Superhero Day	Chinese cookery day	Music performance	Garden Growing Club & allotment	Trip – Bristol Zoo Project
RE		F1 Why is the word ‘God’ special to Christians	F2 Why is Christmas special for Christians?	F5 Which places are special and why?	F3 Why is Easter special for Christians?	F4 Where do we belong?	F6 Which stories are special and why?
PSHE		Me and my relationships	Valuing difference	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing
Forest School		Learning the rules	Fire safety & cooking	Art in nature	Building dens	Growing & Planting	Taking care of animals