

Class One Curriculum Map - Spring Term - Year B

DT:

Food and Nutrition

- Use the basic principles of a healthy and varied diet

Design

Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]

Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

Evaluate their ideas and products against the design criteria

Music:

Timbre, Tempo & Dynamics

- Listen to a range of music- explore timbre, tempo & dynamics
- Fast & slow, loud & quiet activities including some use of musical vocabulary
- Experiment with ways of changing sounds- glockenspiels/ hand bells / boom whackers
- Explore different sounds using their voices and body percussion
- Follow a conductor, responding to a range of gestures for: start/ stop, loud/ quiet, fast/slow. Have a go at conducting themselves
- Listen and appraise, improvise, sing, compose and perform

Art:

A2: Drawing- self-portraits and line work

PSHE:

How do we keep safe?

- Keeping safe in familiar and unfamiliar situations;** household products (including medicines) can be harmful;
- Secrets and surprises;** appropriate/inappropriate touch; who helps keep us safe; asking for help
- Rules for keeping safe in different places;** including online; people who work in the community; asking for help; including in an emergency
- Things that keep bodies and minds healthy (activity, rest, food);** hygiene routines; healthy choices

ICT:

Using the internet -E Safety

- Use web-based bookmarked resources to investigate answers to questions.
- Navigate independently within a website using hyperlinks and menu buttons; explore website.
- Copy and paste addresses for specific purposes.
- Know never to give out personal information on the internet.
- Know to stay kind, polite and respectful at all times on line.
- Know to tell a trusted adult immediately if something unpleasant or upsetting is encountered.

E-safety and Communicating

- Contribute ideas to a class email and together respond to messages to a real or fictitious character.
- Explore email addresses and compare with other forms of communication.

PE:

Real PE:

Social skills

Dynamic balance and static balance - seated

Gymnastics and Forest schools

History:

Significant People: Polar Explorers

- Know what explorers do and what makes a person 'significant'
- Matthew Henson**
Know what he did, what he used and the challenges he faced,
- Scott of the Antarctic**
Know what he did, what he used and the challenges he faced.
- Felicity Aston**
Know what she did, what she used and the challenges she faced. Compare the difference in equipment, communication and outcome. Why we don't know as much about Henson.

Geography:

Our Four Nations

- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and a small area in a contrasting non-European country.
- Use basic geographical vocabulary to refer to:
 - Key physical features
 - Key human features
- Use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied.
- Use simple compass directions (North, South, East and West) and locational directional language (near, far, left right) to describe the location of features and routes on a map.
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.

Science:

Animals Including Humans (Biology)

- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- 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 adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Seasonal Changes

- Spring

RE:

What makes some places sacred?

- Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used
- Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe
- Ask good questions during a school visit about what happens in a church, synagogue or mosque

Who is Muslim and what do they believe?

- Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah
- Re-tell a story about the life of the Prophet Muhammad
- Recognise some objects used by Muslims and suggest why they are important
- Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel
- Find out about and respond with ideas to examples of cooperation between people who are different

EYFS Curriculum Topics:



Amazing Animals

Fantastic Fairytales

