

BWAF CURRICULUM MAP 2020-21

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Ourselves Foci: PSED/CLL All about me, my family and where I live. Familiar stories and experiences. Rules and routines of school</p>	<p>Once Upon a Time Foci: CLL/EAD Fairy Tales and Nursery Rhymes</p>	<p>Amazing Animals Foci: UW Pets, farms, moving onto jungle, artic and desert animals. Incorporating animal body parts, habitats, animal care and animals that help us.</p>	<p>Superhuman/Let's imagine! Foci: PSED/EAD People within our own family and community, emergency services. Superheroes through literature.</p>	<p>Grow Foci: UW/PD Growing our own food, 'Ready, Steady, Cook'. From growing to the plate (enterprise opportunity). Being healthy, eating and being active including sports. Plants and flowers. Minibeasts. Follow Geography mapping links.</p>	<p>Let's Move Foci: EAD/PSED Travel, journeys and transport. Holidays, staying safe in the sun. Exploration, travel and discovery. Looking ahead and transition to Year 1.</p>
<i>(suggested)</i> Text Links used for Literacy and Provision	<ul style="list-style-type: none"> Elmer Funny Bones Pumpkin Soup Kipper's Birthday 	<ul style="list-style-type: none"> Goldilocks and the Three Bears Goldilocks and the Three Dinosaurs The Gruffalo We're Going on a Bear Hunt 	<ul style="list-style-type: none"> The Three Little Pigs Dear Zoo Handa's Surprise 	<ul style="list-style-type: none"> Mr Wolf's Pancakes Alan's Big Scary Teeth Supertato Zog and the Flying Doctors 	<ul style="list-style-type: none"> Jack and the Beanstalk The Enormous Turnip The Hungry Caterpillar 	<ul style="list-style-type: none"> The Gingerbread man The Naughty Bus The Snail and the Whale The Great Balloon Hullabaloo
Communication and Language <i>*Focussed vocabulary will be introduced linked to texts and the theme for the term throughout</i>	<ul style="list-style-type: none"> Finding out how to be a good listener Listening and responding to stories Setting and understanding the class rules Beginning to pay attention to more than one thing at a time 	<ul style="list-style-type: none"> Can remember things from the story. Can follow instructions involving more than one part. Taking turns when listening and speaking Beginning to ask their own questions Able to speak in complete sentences 	<ul style="list-style-type: none"> Use new vocabulary throughout the day Can listen attentively in a range of situations Listen carefully to stories and make relevant comments and predict events. Builds up vocabulary that reflects the breadth of personal experiences. Can retell a simple past event in the correct order. 	<ul style="list-style-type: none"> Use new vocabulary throughout the day Listen carefully to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. Understanding how and why questions. Uses talk to connect ideas, explain what is happening and anticipate future events and reflect on past events 	<ul style="list-style-type: none"> Continue to apply their new vocabulary and previously taught vocabulary throughout the day Listen carefully to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. Able to ask how and why questions Re-tell a story using repetition and words from a known text. Begin to talk about non-fiction texts and what they found out 	<ul style="list-style-type: none"> Continue to apply their new vocabulary and previously taught vocabulary throughout the day and in a range of contexts
PSED	<ul style="list-style-type: none"> Comes into school happily Developing the confidence to try new activities Playing turn taking games Learning the names of the other children in the 	<ul style="list-style-type: none"> Begin to express their interests Begin to share and cooperate with peers unaided Begin to help and reassure others when 	<ul style="list-style-type: none"> Sharing ideas with friends. Understanding how to tackle challenges Sharing goals Setting goals Using kind words to 	<ul style="list-style-type: none"> Discussing future jobs. Talking about feelings with a focus on feeling proud. Begin to self-evaluate their work Begin to understand why oral hygiene is important 	<ul style="list-style-type: none"> Understanding how to keep my body healthy. Understanding and making healthy eating choices. Understand why we need sleep. The importance of washing 	<ul style="list-style-type: none"> Working towards achieving our school values - REACH

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	<p>class</p> <ul style="list-style-type: none"> Be able to discuss their feelings and how others might be feeling Increasingly follow the class rules 	<p>they are upset</p> <ul style="list-style-type: none"> Begin to reflect on their own behaviour when not in accordance with the rules 	<p>encourage people.</p>		<p>hands and how to do it thoroughly.</p> <ul style="list-style-type: none"> Begin to discuss stranger danger. 	
Physical Development	<ul style="list-style-type: none"> Dough Disco Locomotion skills in PE Copy names Join in with a range of activities to develop fine and gross motor control Can put coat on independently Using a knife and fork 	<ul style="list-style-type: none"> Dough Disco Stability skills in PE Can write the letters in their name Beginning to form set 1 sounds Developing a tripod grip Can zip a coat up to help their friend 	<ul style="list-style-type: none"> Continue to introduce and practise the correct formation of the letters of the alphabet Jungle Dance in PE Continue to practise cutting skills and use of other simple tools Can zip their coat up independently Developing a tripod grip 	<ul style="list-style-type: none"> Continue to practise the correct formation of the letters of the alphabet and numerals 0-9 Focussing on developing a tripod grip for those still children who have not developed this Gymnastics in PE 	<ul style="list-style-type: none"> Focussing on developing a tripod grip for those still children who have not developed this Continue to practise the correct formation of the letters of the alphabet and numerals 0-9 Movement skills and Object Manipulation in PE Awareness of healthy eating and how to keep our bodies healthy 	<ul style="list-style-type: none"> Focussing on developing a tripod grip for those still children who have not developed this Continue to practise the correct formation of the letters of the alphabet and numerals 0-9 Athletics and Target Games
Literacy	<ul style="list-style-type: none"> Set 1 sounds introduced. Can recognise and write some or all of their name Teaching letter formation Write some initial sounds correctly Beginning to hear and say some initial sounds such as the sound in their name. Look at books and talk about the pictures 	<ul style="list-style-type: none"> Consolidate Set 1 sounds Securely writing their first name independently Correctly forming set 1 sounds To begin to write some cvc words. Read individual letters by saying sounds for them and are beginning to orally blend cvc words To begin to make some prediction about stories 	<ul style="list-style-type: none"> To read and write using phonics skills Guided reading sessions introduced Begin to make sense of simple sentences To begin to write simple sentences and captions. Orally create a simple story Continue to learn the HFWs and red words alongside reading. Beginning to read cvc words 	<ul style="list-style-type: none"> Set 2 RWI sounds introduced Identify characters and settings in fictional texts An awareness of non-fiction texts To write simple sentences more independently To begin to know letter names. Continue to learn the HFWs and red words alongside reading. Beginning to read simple phrases and sentences. 	<ul style="list-style-type: none"> Consolidating set 2 RWI Begin to use vocabulary from non-fiction texts To write simple sentences with a capital letter and a full stop, that can be read by themselves and others. Continue to learn the HFWs and red words alongside reading. Beginning to read simple phrases and sentences with a few exception words. 	<ul style="list-style-type: none"> Read and apply set 2 sounds Begin to notice some features of a fiction and a non-fiction text To write simple sentences with a capital letter and a full stop that can be read by themselves and others Re-read what they have written to check that it makes sense. Apply some HFW and red words to their writing Continue to learn the HFWs and red words alongside reading.
Maths <i>*Money can be woven throughout and linked to composition of different numbers e.g. 8 a 5p, 2p and a 1p</i>	<ul style="list-style-type: none"> Rote counting to 10 Number songs Numbers and Place value to 5 Sorting and matching Comparing amounts Comparing size, mass and capacity Patterns AB, ABC 	<ul style="list-style-type: none"> Recognising numbers to 5 Representing the numbers 1, 2, 3, 4, 5 Composition of numbers to 5 Shape Subitising 	<ul style="list-style-type: none"> Recognising the number 6, 7, 8 One more, one less with numbers to 5 Comparing numbers Time and sequencing daily routines Composition of number 6, 7, 8 and writing number sentences to represent these Mass 	<ul style="list-style-type: none"> Recognising the numbers 9 and 10 Read, order and write numbers to 10 and beyond Ordering, counting and comparing numbers to 10 and beyond Combining two groups to add and write number sentences Number bonds to 10 Introduce 3D shape names 	<ul style="list-style-type: none"> Recognise, count and build numbers beyond 10 Counting patterns beyond 10 Addition Subtraction Link to money and the language of money 	<ul style="list-style-type: none"> Doubling Halving Odd and Even Exploring more complex patterns Length and height Mass and distance

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			<ul style="list-style-type: none"> Capacity Ordering, counting and comparing numbers to 8 and beyond Subitising 	<ul style="list-style-type: none"> and properties. Use simple techniques to measure length and height Patterns including ABCD, ABB, AABB Subitising 			
Understanding the World	Links to history	<ul style="list-style-type: none"> Able to say who they are and who they live with. Can briefly talk about some members of their family Sharing information about their families and finding out about other families Talk about themselves Family and discussing the different members in their families Can talk about any pets that they might have Historical figures- Rosa Parks 	<ul style="list-style-type: none"> Can talk about past and upcoming events with their immediate family Can discuss similarities and differences between people in their family Sequence family members, explaining who they are (baby, toddler, child, teenager, adult, elderly) Sequence family members, explaining who they are and the key differences between what they can/can't do Historical figures- Guy Fawkes 	<ul style="list-style-type: none"> Homes from the past Discuss similarities and differences between homes now and homes from the past Begin to sequence images of homes from the past to show how they have changed <p>Historical figures- David Attenborough</p>	<ul style="list-style-type: none"> Shows an interest in different occupations (nurse, doctor, police, fire...) Talks about a wider range of occupations (electrician, plumber etc) Is able to discuss different occupations of family members Can identify emergency situations and knows who to call Can identify similarities and differences between jobs Historical figures- Captain Tom Moore 	<ul style="list-style-type: none"> Comments on fictional characters in stories Shares likes and dislikes Shares some similarities between characters, figures or objects Compare and contrast characters from stories, sharing similarities and differences Historical figures- Tanni Grey-Thompson (female Paralympian) 	<ul style="list-style-type: none"> Transport over time Discuss similarities and differences in transport today and from the past Historical figures- Neil Armstrong
	Links to Geography	<ul style="list-style-type: none"> Explore our local school environment Knows that we live in Boston which is a town in England. Knows that we go to Boston Pioneers Academy, the school road name and town 	<ul style="list-style-type: none"> Knows that there are different countries in the world Knows that 4 countries make up the UK and can name at least 1 other country Can name the 4 countries of the UK and at least 2 other countries- linked to home countries of where our children come from. 	<ul style="list-style-type: none"> Knows where they live (house, flat, bungalow) Can explain features of other homes Knows that different countries have different homes Can identify similarities and differences between homes in our country Can identify similarities and differences between homes in other countries 	<ul style="list-style-type: none"> Can articulate what daily life is like in our country Explains how life may be different for other children Makes comparisons between life for children in different countries 	<ul style="list-style-type: none"> Talk about what they see in their own environment (school/home) using a wide vocabulary Talk about local environments (their road, the park, library, Boston) Recognise some environments that are different to the one in which they live Use pictures to compare and contrast environments around the world 	<ul style="list-style-type: none"> Knows what a map is used for. Identifies features on a simple map (trees, house, river, mountain) Can use maps to locate objects in 'real life' Heritage Week- Exploring our local area
	Links to computing	<ul style="list-style-type: none"> Explore technology including Ipads, interactive whiteboard Create digital content e.g. digital art 	<ul style="list-style-type: none"> Play games on the interactive whiteboard to understand how to trigger a specific outcome Begin to talk about technology and where to find it 	<ul style="list-style-type: none"> Follow steps to programme moving toys e.g. remote control cars, beebots Recognise when code doesn't work Begin to find ways to record coding 	<ul style="list-style-type: none"> Introduce child log ins to Tapestry and use passwords to log on Children to use technology to take photos of their own creations 	<ul style="list-style-type: none"> Begin to sort photos they have taken To operate digital technology to fulfil a task e.g. use chatterpix to re-tell a story 	<ul style="list-style-type: none"> Learn about staying safe online As a class, create a film to recount a trip or story re-telling
	Links to RE	<ul style="list-style-type: none"> Introduce people who belong to a religious group Explore religions using stories and how it is important to people 	<ul style="list-style-type: none"> Begin to understand special jobs linked to religion Begin to recognise key significant people in different religions e.g. Jesus, Guru Nanak, Prophet Muhammad Christmas story linked to the nativity People that are special to 	<ul style="list-style-type: none"> Explore special books Religious stories e.g. the lost sheep, the good Samaritan, Mohammed and the spider Introduce special books for different religions 	<ul style="list-style-type: none"> Looking at special things Introduce objects that are special for different religious groups e.g. cross, prayer mat etc. Easter story 	<ul style="list-style-type: none"> Special places Introduce places of worship Visit a church- Boston stump Explore artefacts from different religions 	<ul style="list-style-type: none"> Look at our natural world Explore Christian and Hindu creation story Discuss how to care for the environment

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			them				
	Links to science	<ul style="list-style-type: none"> Name parts of the body Make observations about parts of the body Explore their senses Cooking and baking including using their senses, 	<ul style="list-style-type: none"> Begin to name different materials Explore floating and sinking Explore changes of state with materials Ask and answer questions about in familiar contexts about light and dark 	<ul style="list-style-type: none"> To sort things into living and non-living To compare animals talking about similarities and differences To ask and answer scientific questions about observations Select materials to create different habitats 	<ul style="list-style-type: none"> Lifecycles- Living Eggs experience and observing changes over time Looking at different occupations e.g. firefighter, police officer, doctor, dentist, optician, local businesses, staff in shops, local businesses 	<ul style="list-style-type: none"> Lifecycles- plant Planting and growing from a seed and a bulb Observe, comment and record results of growing Whole class data collection Look at farming, which animals live on a farm and what grows there Understand the job of a farmer 	<ul style="list-style-type: none"> Lifecycles- Butterflies Explore and talk about different forces To sort things by magnetic/non-magnetic Begin to understand how magnets work
	Links to Art	<p><u>Drawing</u></p> <ul style="list-style-type: none"> Drawing skills Beginning to draw self-portraits Begin to draw facial features Drawing bodies appropriate for the size and including limbs and specific features 	<p><u>Printing</u></p> <ul style="list-style-type: none"> Print with small blocks, small sponges, fruit, shapes and other resources to create wrapping paper Create patterns or meaningful pictures when printing e.g. Rangoli patterns Print with large blocks and larger sponges Print with a variety of resources 	<p><u>Painting</u></p> <ul style="list-style-type: none"> Use pre-made paints and are able to name colours Mix primary colours to appropriate consistency Able to mix primary colours to make secondary colours Add white or black paint to alter tint or shade Colour matching to a specific colour and shade Painting with different tools 	<p><u>Collage</u></p> <ul style="list-style-type: none"> Join items in a variety of ways - Sellotape, masking tape, string, ribbon Knows how to secure boxes, toilet rolls, decorate bottles to make their own superhero Improved vocab relating to materials - flexible, rigid 	<p><u>Drawing</u></p> <ul style="list-style-type: none"> Children are able to draw things that they observe - linked to observational drawings of flowers and vegetables they have grown Children are able to draw simple things from memory Children are beginning to draw self-portraits, landscapes and buildings/cityscapes 	<p><u>Sculptures</u></p> <ul style="list-style-type: none"> Manipulates clay (rolls, cuts, squashes, pinches, twists...) Makes something that they give meaning to Makes something with clear intentions- e.g. a hot air balloon Builds models which replicate those in real life. Can use a variety of resources - loose part play
Expressive Arts and Design	Links to Music	<ul style="list-style-type: none"> Sing a variety of songs both accompanied and unaccompanied including action songs Speak/chant or sing short phrases/responses with an awareness of the pulse (steady beat) Identify singing voice and begin to develop an awareness of pitch using a limited range of notes Co-ordinate actions to go with a song Make changes in their voices to express different moods/feeling Follow a leader, starting and stopping together, responding to verbal cues and hand signals 	<ul style="list-style-type: none"> Explore the difference between the pulse (steady beat) and rhythm Explore the use of words and syllables to represent rhythms Explore different sounds made by the voice, body and classroom percussion Explore conventional notation; minim, crotchet, crotchet rest and quaver Perform simple patterns by echoing/repeating Copy a simple rhythm played on an instrument and perform the rhythmic pattern of a word or phrase demonstrating a developing awareness of 	<ul style="list-style-type: none"> Explore loud and quiet sounds Explore fast and slow sounds Explore long and short sounds Explore high and low sounds Explore thick and thin textures Understand that the melody is the main tune in a piece of music Explore basic structural concepts; repeat, echo, pattern and sequence Explore how some sections of songs are the same (repeat) and some are different 	<ul style="list-style-type: none"> Explore the way in which instruments are played (tapped, blown, scraped, shaken etc.) Explore how different materials create different sounds (such as wood, metal and skin) Play percussion instruments by tapping, blowing, scraping, shaking, rattling etc. with a sense of purpose Play with an awareness of contrasts in musical dimensions (e.g. loud/quiet, fast/slow, long/short etc.) Play instruments showing an awareness of others Recognise the sound of, identify and name the percussion instruments used in the classroom 	<ul style="list-style-type: none"> Recognise and identify the key features of a piece of music including extreme dimensional contrasts (e.g. fast and slow) Recognise and identify the pulse of a piece of music and when sections are the same and different Recognise and respond appropriately to a range of classroom songs (e.g. tidy up songs, circle time songs, line up songs) Begin to respond using musical terms (e.g. loud/quiet) <p>Begin to respond using the correct terminology to describe musical features (e.g. melody, pulse, rhythm)</p>	<ul style="list-style-type: none"> Explore how sounds can be used in a particular order (sequence) for effect Explore the use of graphics/symbols to portray sounds and create a score Create a sequence of different sounds in response to a given stimuli Add chosen sound effects at an appropriate moment in a story or song Create and manipulate different effects on a sound source or instrument Use graphics/symbols to portray the sounds they have made Evaluate the effectiveness of

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			the pulse (steady beat)	<ul style="list-style-type: none"> Perform simple melodic patterns comprising of one or two notes 			a chosen sound to represent a particular effect using basic musical language
<p>Daily weather charting and time, seasonal observations linked to own setting <i>Ongoing WW to talk about familiar images and situations from the past</i></p>							

- Children's interests are still taken in to account and followed