



William Gilpin CE VA Primary School

“Start small, think big...”

Willow Cycle A Curriculum Map Overview

	Autumn		Spring		Summer	
Christian Values	Compassion		Community		Courage	
British Values	Mutual respect and tolerance	Democracy	Individual liberty	The rule of law	Mutual respect and tolerance	Individual liberty
Topic	All about Me	Once Upon a Time	Space	Bears	Changes	Sea Creatures
Role Play						
Enrichment Opportunities	Autumn ‘welly’ walks. Walks around the school and grounds. Den building Harvest Festival Role play - Home	Autumn/Winter ‘welly’ walks. Pickles’ Party Den building Nativity production Role play – home/party	Winter ‘welly’ walks Role play – Tea Shop	Spring ‘welly’ walks. Forest School Teddy Bears Picnic Bear hunt Role play – vets	Summer ‘welly’ walks. Planting beans, seeds and plants. Caterpillars Minibeast hunt Role play – garden centre	Summer ‘welly’ walks. Visit Aquarium/Beach Role play – beach shop/cafe
Global Awareness	Starting school in different countries.	Celebrations in different cultures.	What clothes are worn in different countries? Chinese New Year	Animal habitats	Seasonal changes – plants that grow in different climates.	Sea animals found in different climates around the world.
English	Reading and Writing:					
	For further details of the English Curriculum please see the English Long Term Overview.					
	Phonics:					
	Phonics is taught through a combination of Letters and Sounds and Jolly Phonics.					
	Communication and Language (EYFS specific):					
Throughout the year we will encourage children to: Listen attentively in a range of situations; Listen to stories, anticipating key events and responding to what they hear with relevant comments, questions and actions; Sit quietly during appropriate activities; Concentrate, maintain attention; Give attention to what others say and respond appropriately while engaged in another activity; Follow instructions; Answer ‘how’ and ‘why’ questions; Use language within their play; Express themselves using past, present and future terms.						
EYFS						

Listening and attention: 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. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events 7 In childminding settings, the key person is the childminder. 10 that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Maths

For details of the Maths Curriculum please see the Maths Long Term Overview.

Understanding the World

EYFS

People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions. The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. Technology: children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Science:

Animals & Humans

Name and label parts of human body

Key Stage 1

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Y1: I recognise that you can collect evidence to try to answer a question.

Y1: I can test ideas that have been suggested to me.

Animals & Humans

The importance of exercise, healthy eating & hygiene.

Y1: I recognise some ways that I can stay healthy.

Materials

Exploring different materials. What materials are used for.

Key Stage 1

- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties

Y1: I can make simple observations.

Y1: I am able to name and sort a variety of everyday materials.

Plants

Changes within the environment. How plants grow. What plants need to grow.

Key Stage 1

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
- identify and describe the basic structure of a variety of common flowering plants, including trees.

Y1: I can observe and describe how seeds and bulbs grow into mature plants.

Animals

How some animals change as they grow Minibeasts Begin to distinguish between living & non-living things.

Y1: I can sort and compare living and non-living things.

History:

We will learn about Queen Elizabeth.

Key Stage 1

- They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.
- the lives of significant individuals in the past who have contributed to

We will learn about the first Moon landing and the life of Neil Armstrong.

Key Stage 1

- They should ask and answer questions,

national and international achievements, some should be used to compare aspects of life in different periods

Y1: Can talk about things that happened and stories about the past.

Y1: Can recognise different ways in which the past is represented.

choosing and using parts of stories and other sources to show that they know and understand key features of events.

- *the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods*

Y1 Can begin to show an awareness of the differences between ways of life at different times.

Y1: Can answers questions about the past by looking at sources of information.

Geography:

We will explore our school grounds and the local area of Boldre.

What is special about our school grounds? What is special about Boldre?

Key Stage 1

- use basic geographical

We will look at aerial maps of America and the UK to identify important landmarks in the space race.

How is space different to Earth?

Key Stage 1

- understand geographical similarities and differences through studying

We will discuss how the seasons change and weather patterns we might see at this time.

How does the weather affect what we can do?

Key Stage 1

- identify seasonal and daily weather patterns in the United Kingdom

Y1: Can name the four seasons and name a type

We will explore the Scottish Highlands and compare to Bournemouth.

Are the beaches the same in Scotland and Bournemouth?

Key Stage 1

- name, locate and identify characteristics of the 4 countries

vocabulary to refer to:
key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

Y1: Can use simple geographical vocabulary to refer to key human features including city, town, village.

the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

- use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- 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

Y1: Can use aerial photos to locate landmarks.

of weather they may see at this time of year.

and capital cities of the United Kingdom and its surrounding seas

- use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- 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

Y1: Can Identify human and physical features of a variety

of holiday environments.

Y1: Can identify the countries within the UK.

Computing:

Year R
Logging on and saving work safely

Year 1
Purple Mash – Online Safety (Unit 1.1)

Purple Mash – Exploring Purple Mash (Unit 1.1)

Key Stage 1

- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Y1: I know how to keep safe when using a device.

Year R Pictograms

Year 1
Purple Mash – Grouping and Sorting (Unit 1.2)

Purple Mash – Pictograms (Unit 1.3)

Key Stage 1

- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school

Year R
Use simple programs independently

Year 1
Purple Mash – Lego Builders (Unit 1.4)

Purple Mash – Maze Explorers (Unit 1.5)

Key Stage 1

- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school.

Y1: I can load a program independently.

Year R
Programming Beebots

Year 1
Purple Mash – Animated Story Books (Unit 1.6)

Key Stage 1

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs

Y1: I can program a device and check it has worked.

Year R
Use simple programs with support

Year 1
Purple Mash – Spreadsheets (Unit 1.8)

Key Stage 1

- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school

Y1: I can present information in a simple graph.

Year R
E-safety

Year 1
Purple Mash – Technology outside school (Unit 1.9)

Key Stage 1

- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school

<p style="text-align: center;">Expressive Arts and Design</p> <p style="text-align: center;"><i>EYFS</i> Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.</p>	<p>Art:</p> <p>Painting Colour mixing, self portrait</p> <p>Key Stage 1</p> <ul style="list-style-type: none"> about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. <p>Y1: Discuss the work of different artists.</p>	<p>Printing –Block prints/patterns – wrapping paper</p> <p>Digital Media – firework pictures</p> <p>Colour mixing Collage Preparing food Learning Christmas songs.</p> <p>Key Stage 1</p> <ul style="list-style-type: none"> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. <p>Y1: Can design and print simple repetitive patterns.</p>	<p>3D – rocket, Clay/modroc planet/lunar landscape model</p> <p>Model making Choose colour for a purpose. Experiment with different textures.</p> <p>Key Stage 1</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products <p>Y1: Can experiment with constructing and joining a variety of materials.</p>	<p>Textiles – cutting, applying shapes using glue- bear collage</p> <p>Make patterns inspired by animal skin and textures. Draw and paint pictures of animals</p> <p>Key Stage 1</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products 	<p>Drawing – animals – texture/tone/line/shape Explore different media</p> <p>Observational drawing of plants</p> <p>Key Stage 1</p> <ul style="list-style-type: none"> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <p>Y1: Can design and print simple repetitive patterns.</p>	<p>Painting/Collage Seaside collage - wax resist, textured paint, collage</p> <p>3D – Clay/modroc sea creatures Draw and paint pictures of sea creatures. Experiment with papier mache. Seaside collage</p> <p>Key Stage 1</p> <ul style="list-style-type: none"> To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination <p>Y1: Can experiment with constructing and joining a variety of materials.</p>
	<p>Design and Technology</p>	<p>Food – preparing fruit & vegetables to make simple dishes – pizza, fruit salad</p> <p>Key Stage 1</p> <ul style="list-style-type: none"> Use the basic principles of a healthy and varied diet to prepare dishes. 	<p>Structures – Construct a spaceship</p> <p>Key Stage 1</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and others based on design criteria.(design) 	<p>Textiles – Bear glove puppet. Templates & joining techniques</p> <p>Key Stage 1</p> <ul style="list-style-type: none"> Explore and evaluate a range of existing products. (Evaluate) Select from and use a range of 		<p>Mechanisms – sliders & levers Moving sea creature picture.</p> <p>Key Stage 1</p> <ul style="list-style-type: none"> Explore and use mechanisms (levers, sliders, wheels & axles), in their products. (Technical knowledge)

		<ul style="list-style-type: none"> Understand where food comes from. <p>Y1: Can prepare a simple, healthy dish.</p>	<ul style="list-style-type: none"> Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, ICT. (design) Build structures, exploring how they can be made stronger, stiffer and more stable. (Technical knowledge) Select from and use a range of materials and components, including construction materials, according to their characteristics. (Make) Evaluate their ideas against design criteria. (Evaluate) <p>Y1: Can draw and label a simple design and identify materials they will use.</p>	<p>materials and components, including textiles, according to their characteristics. (Make)</p>		<p>Y1: Can explore simple finishing techniques to improve their work.</p>
Music						
	<p>Unit: Our Bodies (5-6) Music focus: Beat</p> <p>In this unit, the children develop a sense of steady</p>	<p>KS1 Nativity Musical Focus: Performance</p> <p><i>Key Stage 1</i></p> <ul style="list-style-type: none"> use their voices 		<p>Unit: Story time (5-6) Music focus: Exploring Sounds</p>	<p>Unit: Seasons (5-6) Music focus: Pitch</p> <p>This unit helps children to develop further vocabulary and understanding of pitch movements. They explore</p>	<p>Unit: Water (5-6) Music focus: Pitch</p> <p>The children use voices, movement and instruments to explore changes of</p>

	<p>beat using their own bodies. They respond to music and play rhythm patterns on body percussion.</p> <p>Key Stage 1</p> <ul style="list-style-type: none"> play tuned and untuned instruments musically experiment with, create, select and combine sounds using the inter-related dimensions of music. <p>Y1: I can play a steady beat.</p>	<p><i>expressively and creatively by singing songs and speaking chants and rhymes</i></p> <ul style="list-style-type: none"> listen with concentration and understanding to a range of high-quality live and recorded music <p>Y1: Can take part in a whole class performance.</p>		<p>In this unit, the children learn how music can be used to tell a story. They identify contrasts of fast, slow, loud, and quiet, leading to a performance.</p> <p>Key Stage 1</p> <ul style="list-style-type: none"> play tuned and untuned instruments musically experiment with, create, select and combine sounds using the inter-related dimensions of music. use their voices expressively and creatively by singing songs and speaking chants and rhymes <p>Y1: I can perform in different ways, fast or slow, quiet or loud.</p>	<p>pitch through singing, pitched percussion and listening games.</p> <p>Key Stage 1</p> <ul style="list-style-type: none"> play tuned and untuned instruments musically experiment with, create, select and combine sounds using the inter-related dimensions of music. use their voices expressively and creatively by singing songs and speaking chants and rhymes listen with concentration and understanding to a range of high-quality live and recorded music 	<p>pitch. They develop a performance with different vocal pitch shapes and tuned percussion.</p> <p>Key Stage 1</p> <ul style="list-style-type: none"> play tuned and untuned instruments musically experiment with, create, select and combine sounds using the inter-related dimensions of music. use their voices expressively and creatively by singing songs and speaking chants and rhymes listen with concentration and understanding to a range of high-quality live and recorded music <p>Y1: I can explain what pitch is and can show this using my voice or an instrument.</p>
<p>Physical Development/ Physical Education</p> <p><i>EYFS</i> <i>Moving and handling: children show good control and co-ordination in large and small</i></p>	<p>Find and use a space. Travel in a variety of ways. Use scissors</p>	<p>Travelling under, over and through. Being healthy Dressing independently</p>	<p>Jumping and landing with control. Begin to form recognisable letters.</p> <p>Real PE (Cognitive)</p>	<p>Throw and catch a ball. Begin to form recognisable letters.</p>	<p>Kick a ball. Form recognisable letters.</p> <p>Real PE (Applying physical skills)</p> <p><i>Key Stage 1</i></p>	<p>Sports day Form recognisable letters.</p> <p>Real PE (Health and Fitness)</p>

<p>movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. Health and self-care: 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>Begin to hold a pencil with the correct grip.</p> <p>Real PE (Personal)</p> <p>Key Stage 1</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns <p>Year 2 I try several times if at first I don't succeed and I ask for help when appropriate (Personal)</p>	<p>Begin to hold a pencil with the correct grip.</p> <p>Real PE (Social)</p> <p>Key Stage 1</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns <p>Year 1 I can work sensibly with others, taking turns and sharing (Social)</p>	<p>Key Stage 1</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns 	<p>Real PE (Creative)</p> <p>Key Stage 1</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns 	<ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns <p>Year 1 I can perform a single skill or movement with some control (Applying physical skills)</p> <p>Year 2 I can perform a range of skills with some control and consistency (Applying physical skills)</p>	<p>Key Stage 1</p> <ul style="list-style-type: none"> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities participate in team games, developing simple tactics for attacking and defending perform dances using simple movement patterns
<p>RE</p>	<p>Harvest – Living Difference III</p>	<p>Why do Christians perform Nativity Plays at</p>	<p>Stories Jesus Told – Living Difference III (hardcopy)</p>	<p>Eggs as signs of new life – Living Difference III</p>	<p>Specialness – Living Difference III</p>	<p>Water (baptism) – Living Difference III</p>

	<p>We will explore the concept of Thankfulness through looking at how Christians celebrate Harvest.</p> <p>Y1: Can identify how thanking relates to own lives (Evaluate)</p>	<p>Christmas – Understanding Christianity</p> <p>We will explore the concept of Celebrating birth through looking at how Christians celebrate Jesus’ birth at Christmas.</p> <p>Y1: Can talk about a celebration that is important to us. (Communicate)</p>	<p>We will explore the concept of Storytelling through looking at stories Jesus told (Christianity)</p>	<p>We will explore the concept of symbols of new life through looking at Eggs as a sign of New Life. (Christianity)</p>	<p>We will explore the concept of Specialness through looking at how Special Places for Christians.</p> <p>Y1: Can talk about why storytelling is important to Christians. (Enquire)</p>	<p>We will explore the concept of belonging through looking at how Christians use Water in Baptism.</p> <p>Y1: Can talk about how some Hindus celebrate Creation. (Contextualise)</p>
<p>PSED/PSHE</p> <p><i>EYFS</i></p> <p><i>Self-confidence and self-awareness: children are confident to try new activities, and say why they like some activities more than others. 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. They say when they do or don’t need help.</i></p> <p><i>Managing feelings and behaviour: 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</i></p>	<p>Heartsmart Get Heartsmart (Year R Unit)</p>	<p>Heartsmart Don’t forget to let love in (Year R Unit)</p>	<p>Heartsmart Too much selfie isn’t healthy (love others) (Year R Unit)</p>	<p>Heartsmart Don’t rub it in, rub it out (I am a good friend) (Year R Unit)</p>	<p>Heartsmart Fake is a mistake (I tell the truth) (Year R Unit)</p>	<p>Heartsmart No way through isn’t true (I can do it) (Year R Unit)</p>

part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Making relationships: children play co-operatively, taking turns with others.

They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.

