



# William Gilpin CE VA Primary School

*“Start small, think big...”*

## Willow Cycle B 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	Me and My family		Once upon a time		The Secret Garden (Plants and animals)	
Role Play	Home Post	Office	3 bears cottage	Shop	Garden centre	Vets
Enrichment Opportunities	Autumn ‘welly’ walks. Harvest Festival	Autumn/Winter ‘welly’ walks. Nativity production Patch’s party Trip to Post Office to post invitation Parents invited to come to Nursery rhyme session.	Winter ‘welly’ walks. Visit to Lymington Library Chinese New Year- 5 <sup>th</sup> Feb 2019	Spring ‘welly’ walks. Den/shelter building Visit to Pilley Stores Explore Pilley environment Easter egg hunt Explore frog spawn St. Barbe- Materials?	Summer ‘welly’ walks. Planting beans, seeds and plants. Explore development of caterpillars St.Barbe-Toys trip	Summer ‘welly’ walks. Bear Hunt Teddy Bear’s picnic. Trip to farm
Global Awareness	What is a friend? What is a family?	Families around the world.	What is a home?	How is Chinese New Year celebrated?	Caring for our Environment.	Caring for animals.
English	<b>Reading and Writing:</b>					
	For further details of the English Curriculum please see the English Long Term Overview.					
	<b>Phonics:</b>					
	Phonics is taught through a combination of Letters and Sounds and Jolly Phonics.					
	<b>Communication and Language (EYFS specific):</b>					
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*

**Science:**

**The five senses**

*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 know the five different senses.**

**Seasonal changes**

*Key Stage 1*

- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies.

**Y1: I can gather simple data with adult support.**

**Y1: I recognise the changes**

**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 identify some similarities and differences between materials.**

**Y1: I can use simple observations to answer questions.**

**Plants**

Identify, name and describe common plants and trees  
 Name parts of a plant

*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 identify and describe the basic structure of plants, i.e. roots, stem, leaves and flower.**

**Animals**

*Key Stage 1*

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores

**Y1: I can name a variety of common birds, fish, amphibians, reptiles and mammals.**

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.*

across the four seasons.

**History:**

We will learn about how we have changed since we were born.

**Key Stage 1**

- *Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.*
- *changes within living memory – where appropriate, these should be used to reveal aspects of change in national life*

*Y1: Can discuss how they have changed within their living memory.*

We will learn about the significant historical individual, Guy Fawkes.

We will learn about why we have Remembrance day and its links to our local area e.g. war memorial.

**Key Stage 1**

- *significant historical events, people and places in their own locality*
- *events beyond living memory that are significant nationally or globally*
- *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*

We will consider how shops have changed throughout history.

**Key Stage 1**

- *Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.*
- *They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.*
- *They should use a wide vocabulary of everyday historical terms.*
- *They should ask and*

Y1: Can tell an adult about Guy Fawkes and why he is important in the history of the UK.

Y1: Can explain why Remembrance Day is significant.

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

- *They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.*
- *changes within living memory – where appropriate, these should be used to reveal aspects of change in national life*

Y1: Can look at evidence and use this to identify how shops have changed throughout history.

<b>Geography:</b>				
We will explore and draw a map of our local area. We will discuss how	We will draw maps to the three bears cottage after looking			We will identify hot and cold countries, discussing the

Lymington Town Centre and Pilley are similar and different.

**What is the same and what is different about Lymington Town Centre and Pilley?**

*Key Stage 1*

- *understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom*
- *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*
- *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 observational skills to identify similarities and differences between Pilley and Lymington.

at photographs and maps of local woodlands.

**Is everything the same in the woodlands?**

*Key Stage 1*

- *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 simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map*

Y1: Can use vocabulary to describe simple geographical features e.g. forest, hill, river

equator and the North and South Pole. We will consider which animals might live in or near these locations.

**Is living near the North or South Pole better for animals?**

*Key Stage 1*

- *identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles*

Y1: Can identify hot and cold areas of the world, in particular the North and South Pole.

	<b>Computing:</b>					
	<p><b>Year R</b> Logging on and saving work safely</p> <p><b>Year 1</b> Purple Mash – Online Safety (Unit 1.1)</p> <p>Purple Mash – Exploring Purple Mash (Unit 1.1)</p> <p><i>Key Stage 1</i></p> <ul style="list-style-type: none"> <li>▪ 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.</li> </ul> <p><b>Y1: I know how to keep safe when using a device.</b></p>	<p><b>Year R Pictograms</b></p> <p><b>Year 1</b> Purple Mash – Grouping and Sorting (Unit 1.2)</p> <p>Purple Mash – Pictograms (Unit 1.3)</p> <p><i>Key Stage 1</i></p> <ul style="list-style-type: none"> <li>▪ use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>▪ recognise common uses of information technology beyond school</li> </ul>	<p><b>Year R</b> Use simple programs independently</p> <p><b>Year 1</b> Purple Mash – Lego Builders (Unit 1.4)</p> <p>Purple Mash – Maze Explorers (Unit 1.5)</p> <p><i>Key Stage 1</i></p> <ul style="list-style-type: none"> <li>▪ use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>▪ recognise common uses of information technology beyond school.</li> </ul> <p><b>Y1: I can load a program independently.</b></p>	<p><b>Year R</b> Programming Beebots</p> <p><b>Year 1</b> Purple Mash – Animated Story Books (Unit 1.6)</p> <p><i>Key Stage 1</i></p> <ul style="list-style-type: none"> <li>▪ understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>▪ create and debug simple programs</li> <li>▪ use logical reasoning to predict the behaviour of simple programs</li> </ul> <p><b>Y1: I can program a device and check it has worked.</b></p>	<p><b>Year R</b> Use simple programs with support</p> <p><b>Year 1</b> Purple Mash – Spreadsheets (Unit 1.8)</p> <p><i>Key Stage 1</i></p> <ul style="list-style-type: none"> <li>▪ use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>▪ recognise common uses of information technology beyond school</li> </ul> <p><b>Y1: I can present information in a simple graph.</b></p>	<p><b>Year R</b> E-safety</p> <p><b>Year 1</b> Purple Mash – Technology outside school (Unit 1.9)</p> <p><i>Key Stage 1</i></p> <ul style="list-style-type: none"> <li>▪ use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> <li>▪ recognise common uses of information technology beyond school</li> </ul>
<b>Expressive Arts and Design</b>	<b>Art:</b>					
	<b>Painting</b> – different size brushes & colour mixing – Firework pictures		<b>Textiles</b> (texture)– weaving <b>Printing</b> –block print on fabric		<b>Digital Media</b> – digital photos Use a simple graphics package	

<p><b>EYFS</b></p> <p><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.</i></p> <p><i>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.</i></p>	<p><b>Collage</b> - feely picture  <b>Drawing</b> – experiment with a range of media.  <i>Observe &amp; draw from observations(shape)</i></p> <p>Self portraits  Christmas art  Firework pictures  Printing patterns–wrapping paper</p> <p><b>Key Stage 1</b>  <i>To develop a wide range of art and design techniques in using colour, pattern, texture,</i></p> <ul style="list-style-type: none"> <li>▪ <i>line, shape, form and space.</i></li> </ul> <p><b>Y1: Can mix and match colours.</b></p>	<p><b>3D</b> – clay house for story character</p> <p>Collage-textures and pattern  Easter art  Mother’s day</p> <p><b>Key Stage 1</b></p> <ul style="list-style-type: none"> <li>▪ <i>To develop a wide range of art and design techniques in using colour, pattern, texture,</i></li> <li>▪ <i>line, shape, form and space</i></li> <li>▪ <i>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.</i></li> </ul> <p><b>Y1: Can use observations within their art work.</b></p>	<p><b>Drawing/Painting</b> – Explore work of other artists-  Van Gogh sunflowers</p> <p>Explore work of other artists-Van Gogh sunflowers  Clay animals  Aboriginal art  Fathers’ day</p> <p><b>Y1: Can discuss similarities and differences in work of different artists.</b></p>
<b>Design and Technology</b>			
	<p><b>Mechanisms</b> – Make a model post office van</p> <p>Cooking  Junk modelling-fixing and joining</p> <ul style="list-style-type: none"> <li>▪ <i>Design purposeful, functional, appealing products for themselves and others based on design criteria.(design)</i></li> <li>▪ <i>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, ICT. (design)</i></li> <li>▪ <i>Explore and use mechanisms(levers, sliders, wheels &amp; axles), in their products. (Technical knowledge)</i></li> </ul>	<p><b>Food</b> – make porridge with healthy toppings; learn where food comes from before it arrives in a shop – farms</p> <p>Cooking-healthy food  Pictures with sliders, levers, split pins</p> <ul style="list-style-type: none"> <li>▪ <i>Use the basic principles of a healthy and varied diet to prepare dishes.(Cooking &amp; nutrition)</i></li> <li>▪ <i>Select from and use a range of tools and equipment to perform practical tasks. (Make)</i></li> <li>▪ <i>Select from and use a range of materials and components, including ingredients, according to their characteristics. (Make)</i></li> </ul> <p><b>Y1: Can say where food comes from.</b></p>	<p><b>Structures</b> – Construct a home/shelter for a minibeast  Cooking  Toy making-cut, shape, join, finish</p> <ul style="list-style-type: none"> <li>▪ <i>Design purposeful, functional, appealing products for themselves and others based on design criteria.(design)</i></li> <li>▪ <i>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, ICT. (design)</i></li> <li>▪ <i>Build structures, exploring how they can be made stronger, stiffer and more stable. (Technical knowledge)</i></li> <li>▪ <i>Select from and use a range of materials and components, including construction materials, according to their characteristics. (Make)</i></li> <li>▪ <i>Evaluate their ideas against design criteria. (Evaluate)</i></li> </ul>

- *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)*

Y1: Can cut, assemble and join materials in a variety of ways.

Y1: Can say what they like and dislike about their work.

### Music

**Unit: Ourselves (5-6)**  
**Music focus:**  
**Exploring Sounds**

In this unit, the children explore ways of using their voices expressively. They develop skills of singing while performing actions, and create an expressive story.

*Key Stage 1*

- *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*

**KS1 Nativity Musical Focus: Performance**

*Key Stage 1*

- *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*

Y1: Can take part in a whole class performance.

**Unit: Weather (5-6)**  
**Music focus: Beat**

In this unit, the children develop a sense of steady beat through using movement, body percussion and instruments.

*Key Stage 1*

- *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*

**Unit: Animals (5-6)**  
**Music focus: Pitch**

The children develop an understanding of pitch through using movement, voice and instruments in this unit. They identify contrasts of high and low pitches, and create animal chant sounds and sequences.

*Key Stage 1*

- *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 experiment with pitch when I use my voice.</p> <p>Y1: I can name different ways I can use my body to make a sound.</p>		<p><i>understanding to a range of high-quality live and recorded music</i></p> <p>Y1: I can take part in a whole class performance.</p>			
<p><b>Physical Development/ Physical Education</b></p> <p><i>EYFS</i></p> <p><i>Moving and handling: children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</i></p> <p><i>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.</i></p>	<p>Find and use a space. Travel in a variety of ways. Use scissors Begin to hold a pencil with the correct grip.</p> <p><b>Real PE (Personal)</b></p> <p><i>Key Stage 1</i></p> <ul style="list-style-type: none"> <li>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</li> <li>participate in team games, developing simple tactics</li> </ul>	<p>Travelling under, over and through. Being healthy Dressing independently Begin to hold a pencil with the correct grip.</p> <p><b>Real PE (Social)</b></p> <p><i>Key Stage 1</i></p> <ul style="list-style-type: none"> <li>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</li> <li>participate in team games, developing simple tactics</li> </ul>	<p>Jumping and landing with control. Begin to form recognisable letters.</p> <p><b>Real PE (Cognitive)</b></p> <p><i>Key Stage 1</i></p> <ul style="list-style-type: none"> <li>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</li> <li>participate in team games, developing simple tactics for attacking and defending</li> <li>perform dances using simple movement patterns</li> </ul>	<p>Throw and catch a ball. Begin to form recognisable letters.</p> <p><b>Real PE (Creative)</b></p> <p><i>Key Stage 1</i></p> <ul style="list-style-type: none"> <li>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</li> <li>participate in team games, developing simple tactics for attacking and defending</li> <li>perform dances using simple</li> </ul>	<p>Kick a ball. Form recognisable letters.</p> <p><b>Real PE (Applying physical skills)</b></p> <p><i>Key Stage 1</i></p> <ul style="list-style-type: none"> <li>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</li> <li>participate in team games, developing simple tactics for attacking and defending</li> <li>perform dances using simple movement patterns</li> </ul> <p>Y1: Can perform a single skill or movement with some control (Applying physical skills)</p> <p>Year 2</p>	<p>Sports day Form recognisable letters.</p> <p><b>Real PE (Health and Fitness!)</b></p>

	<p><i>for attacking and defending</i></p> <ul style="list-style-type: none"> <li>perform dances using simple movement patterns</li> </ul> <p>Year 2 I try several times if at first I don't succeed and I ask for help when appropriate (Personal)</p>	<p><i>for attacking and defending</i></p> <ul style="list-style-type: none"> <li>perform dances using simple movement patterns</li> </ul> <p>Y1: Can work sensibly with others, taking turns and sharing (Social)</p>		<p><i>movement patterns</i></p>	<p>I can perform a range of skills with some control and consistency (Applying physical skills)</p>	
RE	<p><b>Special Clothes – Living Difference III</b></p> <p>We will explore the concept of <b>Specialness through belonging</b> looking at how <b>Christians and Hindus</b> wear special clothes at special times.</p> <p>Y1: Can think about a time when they wear special clothes. (Apply)</p>	<p><b>Jesus' Birthday – Living Difference III</b></p> <p>We will explore the concept of <b>Birthdays</b>, particularly focusing on how <b>Christians</b> celebrate Jesus' birthday.</p> <p>Y1: Can talk about how birthdays are celebrated, including Jesus' birthday. (Communicate)</p>	<p><b>Why is the word 'God' so important to Christians – Understanding Christianity</b></p> <p>We will explore the concept of <b>Belief</b>, particularly focusing on how <b>Christians</b> feel towards God.</p>	<p><b>Why do Christians put a cross in an Easter Garden – Understanding Christianity</b></p> <p>We will explore the concept of <b>Symbols</b>. We will think about how <b>Christians</b> view the Easter cross.</p>	<p><b>Janmashtami (Krishna's Birthday) – Living Difference III</b></p> <p>We will explore the concept of <b>Remembering</b>. We will think about how <b>Hindus</b> celebrate and remember Krishna.</p> <p>Y1: Can talk about how Hindu's use pictures to help them remember Krishna? (Enquire)</p>	
<p><b>PSED/PSHE</b></p> <p>EYFS</p> <p><i>Self-confidence and self-awareness: children are</i></p>	<p><b>Heartsmart</b></p> <p>Get Heartsmart (Year 1 Unit)</p>	<p><b>Heartsmart</b></p> <p>Don't forget to let love in (Year 1 Unit)</p>	<p><b>Heartsmart</b></p> <p>Too much selfie isn't healthy (love others) (Year 1 Unit)</p>	<p><b>Heartsmart</b></p> <p>Don't rub it in, rub it out (I am a good friend) (Year 1 Unit)</p>	<p><b>Heartsmart</b></p> <p>Fake is a mistake (I tell the truth) (Year 1 Unit)</p>	<p><b>Heartsmart</b></p> <p>No way through isn't true (I can do it) (Year 1 Unit)</p>

*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.*

*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 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.*



