

## Bulphan EYFS and Year 1 Curriculum Map 2020 - 2021

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Main theme</b>	<b>Autumn</b>	<b>Tell Us a Story/ Christmas</b>	<b>African Animals</b>		<b>The Great Outdoors</b>	<b>Superheroes</b>
<b>Literacy Focus</b>	Blending and segmenting to read simple words and write them. Implement phonics to independent reading and writing; identifying initial sounds.  <i>Writing in simple sentences.</i>	Continuing a rhyming string. Sequencing a story. Writing labels. Exploring a narrative.  <i>Writing adjective sentences.</i>	Describing characters. Writing wanted posters. Extending vocabulary. Writing captions. Writing instructions. Exploring rhyme and humour. Sequencing a narrative. Writing diaries. Letter writing.  <i>Writing joining sentences.</i> <i>Writing senses sentences.</i>		Describing characters. Writing question and using 'sticky glue words'. Sequencing stories and writing a narrative.  <i>Writing sentences with exclamation marks</i>	Writing stories. Develop sentence writing, using 'sticky glue' words.  <i>Writing question sentences</i>
<b>Class Texts</b>	The Gruffalo Stick Man Don't Hog the Hedge Into the Woods	Goldilocks and the Three Bears Little Red Riding Hood Gingerbread Man	Handa's surprise Handa's Hen Lion King		Jack and the Beanstalk Jaspers Beanstalk We're going on a Bear Hunt	Supertato Aliens Love Underpants Series Whatever Next
<b>Maths Focus</b>	Counting, sorting and ordering objects. Using the language of 'more' and 'fewer' to compare amounts. Recognising numbers 1-5 and beyond. Order by length/height.  Count from 1-20 Able to recognise and order all of the numbers and Can say the number that is one more or one less. Adding and subtracting two single digit numbers, Counting	Recognising numbers. Matching number and quantity together. Problem solving. Ordering by size and measuring weight/distance. Use everyday language related to time.  Count in twos Count in tens Count in 5's  Recognise and name common 2-D and 3-D shapes	Estimating amounts. Counting beyond 10 and recognising numbers. Comparing amounts. Introduce adding amounts and taking away amounts to write number sentences. Solve problems using doubling. 2D/3D shapes. Language associated with money. Ordering by capacity. Recognise, find and name a half as one of two equal parts of an object, shape or quantity	Develop adding and subtracting through problem solving; counting on or back to find the answer. Ordering numbers. Order and sequence everyday events. Sequencing the days of the week.  Represent and use number bonds and related subtraction facts within 20 (to 10)	Counting and ordering numbers to 20. Solve problems by doubling and halving. One more/one less than a given amount. Looking at patterns and symmetry. Directional and positional language. Use everyday language related to time.  Sequence events in chronological order using language	Estimating amounts. Counting in 2s and 5s. Adding and subtracting problems. Recognising 3D shapes. Ordering by size and measuring weight/distance. Telling the time to O'clock and half past.  Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. compare, describe and solve practical problems

	on or back to find an answer. Doubling and halving		Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher	Recognise, find and name a half as one of two equal parts of an object, shape or quantity	compare, describe and solve practical problems for: lengths and heights [e.g. long/short, longer/shorter, tall/short, double/half]	for time [quicker, slower, earlier, later]
<b>Science</b>	Seasonal Changes	Sources of light	Animals including humans- African animals		Plants	Materials
<b>History</b>	To understand chronology – To use chronology. To use historical vocabulary. To ask historical questions To interpret and compare sources. - place events and artefacts in order on a time line - label time lines with words or phrases such as: past, present, older and newer - recount changes that have occurred in their own lives - use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades, and centuries to describe the passing of time				Amelia Earhart-  observe or handle evidence to ask questions and find answers to questions about the part - ask questions such as: what was it like for people? what happened? how long ago? - use artefacts, pictures, stories, online sources and databases to find out about the past	
<b>Geography</b>	Investigating places- countries of the UK Exploring weather		Comparing the UK to a non-European country (African countries)		The world's continents and oceans	
<b>PE</b>	Games		Dance	Gymnastics	Athletics	
<b>Music</b>	Charanga- Unit 1		Charanga- Unit 2		Charanga- Unit 3	
<b>Computing</b>	Coding Unit  Lesson 4 – L.I. I can input instructions to code – Education City Coding Lesson 5 – L.I. I can use coding to make something move – Beebots Lesson 6 – L.I. I can use coding to make something turn – Beebots		Connect Unit  Twinkl -Online safety Unit and PowerPoints Lesson 2 – L.I. I can explore how to stay safe online – Education City online safety activities Lesson 4 – L.I. I can show how to report a problem – Education City online safety activities Lesson 5 – L.I. I can explain how to behave online – Education City online safety activities		Communicate Unit  Lesson 2 – L.I. I can discuss when to open and send emails – Thinkits on Education City Lesson 5 – L.I. I can create an email – Class email address	Collect Unit Lesson 3 – L.I. I can gather information from websites – links to topic – IPads to research Lesson 5 – L.I. I can gather data – IPads to take photos of eyes, hair colour etc Lesson 6 – L.I. I can input data – Pictograms - <a href="https://www.j2e.com/jit5#pictogram">https://www.j2e.com/jit5#pictogram</a> Lesson 7 – L.I. I can collect and organise

				my data - following a line of enquiry, completing the full process – Pictograms - <a href="https://www.j2e.com/jit5">https://www.j2e.com/jit5</a> #pictogram
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