

Lindal & Marton Primary School

Nursery, Reception & Year 1 - Termly Curriculum Map - Autumn Term 2020



Our School and Local Area																	
1 st Half									2 nd Half								
Week	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7		
Suggested Visits	Village Walk								Lindal Church								
Numeracy	Number of the Week: 1	Number of the Week: 2	Number of the Week: 3	Number of the Week: 4	Number of the Week: 5	Number of the Week: 6	Number of the Week: 7	Number of the Week: 8	Number of the Week: 9	Number of the Week: 10	Number of the Week: 11	Number of the Week: 12	Number of the Week: 0	Assessments			
	Number & Place Value	Number & Place Value	Addition & Subtraction	Addition & Subtraction	Shape & Data	Shape & Data	Money	Number & Place Value	Addition & Subtraction	Addition & Subtraction	Time	Multiplication	Division				
Literacy Nursery and Reception - JD & WO	Transition Activities			Ourselves and our Families <i>Lists & Labels</i>			Traditional Tales about Homes <i>Lists & Labels</i>			Autumn Leaves & Sharing the Harvest <i>Lists, labels and oral retelling</i>			Journeys Fantasy and Reality Shape Poems			Christmas & Winter Traditions Letters	
Literacy Year 1 - CL				Friendship <i>Fiction</i>			On the bus	My dog Ned	Six Fish	The spell	Black Hat Bob	Tug, tug	Chips	The web	Pip's pizza	Stitch the Witch	We can all swim!
Literacy CJ							Scruffy Ted	Tab the cat	In the sun	The dressing up box	Tab's kitten	Sanjay stays in bed	The greedy green gremlin	In the night	Snow	Jay's clay pot	Bats
Science	<p style="text-align: center;">Ourselves</p> <p style="text-align: center;"><i>Pupils will learn all about their bodies and senses in this exploratory block. Observe changes over time and think about how we change as we get older. Collect data, look for patterns and carry out investigations.</i></p>																

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Computing	<p style="text-align: center;">We are Painters</p> <p><i>Pupils will use the web safely to find ideas for an illustration select and use appropriate painting tools to create and change images on the computer understand how this use of ICT differs from using paint and paper create an illustration for a particular purpose know how to save, retrieve and change their work reflect on their work and act on feedback received.</i></p>				
PE	<p style="text-align: center;">Basic Skills Tennis (Sports Coach) <i>Assessment Focus:</i></p> <ul style="list-style-type: none"> - run straight & on a curve & sidestep with correct technique - show some different ways of hitting, throwing & striking the ball - throw underarm, bounce & catch ball by self and with partner 		<p style="text-align: center;">Gymnastics Dance <i>Assessment Focus:</i></p> <ul style="list-style-type: none"> - remember & use simple dance steps with good control - perform & link rocking & simple rolling actions with control - from low object perform 3 basic jumps landing with control - change direction, speed, strength & flow of movements - choose actions & link them to stimuli, e.g. poem, music etc. - hold front and back support positions with good tension - use my body as a bridge on floor & floor to low apparatus - keep balance traveling along bench, and/or on bike, scooter 		
RE & PSHCE	<p style="text-align: center;">PSHCE</p> <p><i>This unit is aimed at bringing the school community back together after what has been a challenging time. Children will cover the themes of self-efficacy, hope, gratitude and connectedness, through class assemblies and activities.</i></p>	<p style="text-align: center;">Places of Worship</p> <p><i>In this unit about places of worship, children will consider what a place of worship is, before exploring key features of a Jewish synagogue, Hindu mandir and Christian church. They will learn about objects, design and uses of each place of worship. Children will then discuss the importance of places of worship to religious believers and communities. To end the unit, children will consolidate their learning by applying the key features to their own design for a new place of worship.</i></p>		<p style="text-align: center;">PSHCE</p> <p><i>This unit is inspired by the idea that if a team works well together, it has a positive impact on all of its members and what they can achieve. It aims to enable the children to develop successful collaborative working skills, such as good listening. In this unit, children learn about the importance of being kind to others, the effects of bullying and teasing and what to do about it if they see it happening, or it happens to them. They will also think about effective learning skills and how to identify good and not-so-good choices.</i></p>	
Topic	Block A Our School	Block D Gardens	Block E The Park	Block F Local Land Use	Block G Contrasting Country: Kenya

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	<p>Rosie the Hen takes a walk around the farmyard and then takes a second walk around our school! Plot a route for her and then answer her questions about the unique history of the school and its locality before carrying out a travel and traffic survey to answer more of Rosie's questions.</p> <p>[7 Sessions]</p> <p><i>Geography & History</i></p>	<p>Children build upon their knowledge of plants and growing. Learn what plants need to grow, why our natural spaces are important and visit a local garden. Buzz with excitement as you learn about bees, get the chance to grow some bee friendly plants and create your own small world gardens!</p> <p>[4 Sessions]</p> <p><i>Science, Art & Design</i></p>	<p>Through a series of lively activities children will build upon their knowledge of parks in their local area. With the help of Steve Backshall they will explore features of parks and develop their geographical skills. Children will make a park model and present their research and findings in a park exhibition!</p> <p>[4 Sessions]</p> <p><i>DT & Art</i></p>	<p>The pirates want to play! Map the local area to locate parks and playgrounds: is there enough play space to satisfy pirates' play needs to prevent them becoming mischievous? What shops do we have in our locality? One pirate wants an ice-cream, another a comic and a third new boots - where can we buy these items? The classroom becomes a 'miniature village' as local businesses are reproduced. Finish by working together to produce a trail around the locality. Celebrate learning with a presentation to parents and carers.</p> <p>[6 Sessions]</p> <p><i>Geography & SMSC</i></p>	<p>Country Mouse and City Mouse encourage children to learn about Kenya. Learn key geographical vocabulary and carry out map work. Build a picture of Kenya through a series of activities such as role play and hot seating, wellington gardens & making clay furniture. Gather research for an informative brochure and take part in 'The City & Countryside Debate'.</p> <p>[3 Sessions]</p> <p><i>Geography, Art & Design</i></p>
<p>Music</p>	<p>Charanga - Hey You! Learn about Old-School Hip Hop style and the differences between pulse, rhythm and pitch as well as learn how to rap.</p>		<p>Charanga - Christmas Learn to sing and perform to an audience</p>		
<p>British Values</p>	<p>Rule of the Law Respecting the local environment.</p> <p>Mutual Respect Understanding that people hold different beliefs and certain celebrations are associated with specific religions.</p> <p>Democracy Pupils views are sought through the democratic voting of resources and provision within the classroom.</p>				