



## All Saints Church School Curriculum Map

ACORN	AUTUMN			SPRING		SUMMER	
	Autumn 1	Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic</b>	<b>Marvellous Me!</b>	<b>Help!</b>	<b>Countdown to Winter</b>	<b>Around the world in 30 days</b>	<b>The Big Dig</b>	<b>Once Upon a Time</b>	<b>Ready, Steady...Grow!</b>
<b>Focus</b>	 <p>Welcome to All Saints Church School! It's time to find out all about you and the things that make you special!</p>	 <p>An insight into the lives of people who help us to keep safe and healthy.</p>	 <p>A focus on the changes that occur in the natural environment as we move from Autumn to Winter.</p>	 <p>Learning about different countries and cultures using stories and real artefacts wherever possible.</p>	 <p>Time to become palaeontologists and see what we can discover! Learning about the concept of old and new.</p>	 <p>A focus on traditional tales; we will learn how to retell stories using specific story language and will create our own stories.</p>	 <p>As we think about our own changes and growth over the year, we will also learn about how plants grow and how certain animals change.</p>
<b>Wow Moment</b>	Starting school! Sharing shoeboxes	Visitors, see below	Welly walk	Decorations, artefacts and flags in classroom	Frozen dinosaur eggs, fossils, foot prints	Letter from fairy tale character	Plants growing
<b>Personal, Social and Emotional Development</b>	<ul style="list-style-type: none"> <li>• 'Getting to know you' games and trying new things</li> <li>• Establish class routines and rules</li> <li>• Establish a positive ethos of sharing and taking turns</li> <li>• Begin to ask for help</li> </ul>	<ul style="list-style-type: none"> <li>• Show confidence in asking for help when needed</li> <li>• Take turns and try new things – sensory circle times e.g. lotion song</li> </ul>	<ul style="list-style-type: none"> <li>• Show confidence in taking part in whole class activities e.g. Nativity</li> <li>• Continue to follow behavioural expectations and learn about the school values</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and describe emotions, thinking about ourselves and others</li> <li>• Discuss similarities and differences openly and sensitively</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and describe emotions, thinking about ourselves and others</li> <li>• Work in a group to produce an outcome</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to each other's suggestions</li> <li>• Understand that other people may have different opinions and that this is OK</li> </ul>	<ul style="list-style-type: none"> <li>• Compare what we look like now to when we were born and think about what we have achieved</li> <li>• Begin thinking and talking about our transition to Year 1</li> </ul>

<p><b>Communication &amp; Language</b></p>	<ul style="list-style-type: none"> <li>• Role-play activities</li> <li>• Listen to each other when sharing our shoeboxes</li> <li>• Share news and speak in small groups</li> </ul>	<ul style="list-style-type: none"> <li>• Role-play activities</li> <li>• Ask visiting speakers questions</li> <li>• Explore key characters, settings and events in stories</li> </ul>	<ul style="list-style-type: none"> <li>• Role-play activities</li> <li>• Speak and sing with clarity and volume to each other in small groups and larger settings e.g. our Nativity play</li> </ul>	<ul style="list-style-type: none"> <li>• Role-play activities: Chinese restaurant</li> <li>• Follow stories without pictures or prompts</li> <li>• Use language to express and explain thoughts and feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Role-play activities: dig site</li> <li>• Follow stories without pictures or prompts</li> <li>• Use language to express and explain thoughts and feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Role-play activities</li> <li>• Retell stories using expressive story language</li> <li>• Answer questions about why things happen</li> </ul>	<ul style="list-style-type: none"> <li>• Answer questions about why things happen, giving more detailed explanations</li> <li>• Use imaginative language in role-play activities</li> </ul>
<p><b>Literacy</b></p>	<ul style="list-style-type: none"> <li>• Opportunities for mark making indoors and outdoors</li> <li>• Listen and join in with stories and rhymes</li> <li>• Use sound discrimination skills and practising oral blending and segmenting</li> <li>• Start “Read Write Inc.” phonics</li> </ul>	<ul style="list-style-type: none"> <li>• “Read Write Inc” phonics learning of single phonemes</li> <li>• Begin learning ‘Tricky words’</li> <li>• Use taught phonemes to read and write simple words</li> <li>• Write for a purpose e.g. thank you letters</li> <li>• Focus on non-fiction books</li> </ul>	<ul style="list-style-type: none"> <li>• Continue “Read Write Inc.” phonics to learn the remaining single phonemes and learn consonant digraphs</li> <li>• Use taught phonemes to read and write simple words</li> <li>• Recognise simple tricky words</li> <li>• Story focus: Christmas story, Secrets of Winter, Stick Man, Seasons come Seasons go.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue “Read Write Inc.” phonics to recap taught phonemes and begin to learn Set 2 vowel digraphs/trigraphs</li> <li>• Use taught phonemes to read and write words</li> <li>• Begin to form simple sentences using finger spaces between each word</li> <li>• Recognise and spell simple tricky words</li> <li>• Story focus: Walking through the Jungle, Handa’s Surprise + non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>• Continue “Read Write Inc.” phonics</li> <li>• Read simple sentences</li> <li>• Write simple sentences using finger spaces between each word</li> <li>• Recognise and spell simple tricky words</li> <li>• Write for a purpose e.g. dinosaur poems, first-hand account of what they have discovered</li> <li>• Story focus: The Somethingosaur + non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>• Read Write Inc phonics</li> <li>• Read and write simple sentences</li> <li>• Read and spell some tricky words</li> <li>• Learn to retell traditional tales – make story maps and innovate our own new stories</li> <li>• T4W: Goldilocks, The Enormous Turnip, The 3 Billy Goats Gruff and The Little Red Hen</li> </ul>	<ul style="list-style-type: none"> <li>• Read Write Inc phonics</li> <li>• Read and write simple sentences</li> <li>• Read and spell tricky words accurately</li> <li>• Talk about what has been read</li> <li>• Write for a purpose e.g. letter to new teacher, record of what has grown</li> <li>• T4W: Jack and the Beanstalk</li> <li>• Story focus: George &amp; Flora, Oliver’s Vegetables, Jasper’s Beanstalk</li> </ul>

<p><b>Physical Development</b></p>	<ul style="list-style-type: none"> <li>• Develop fine motor skills through Dough Disco, pegging, threading, messy play activities etc.</li> <li>• Develop gross motor skills through climbing, balancing, balance bikes and spinning tops</li> <li>• Learn how to take care of some personal needs independently</li> <li>• Write Dance</li> </ul>	<ul style="list-style-type: none"> <li>• Develop fine motor skills through Dough Disco, pegging, threading, messy play activities etc.</li> <li>• Discuss healthy living and how to keep safe</li> <li>• PE = balance, coordination (gym skills) &amp; games</li> <li>• Write Dance</li> </ul>	<ul style="list-style-type: none"> <li>• Develop fine motor skills through Dough Disco, pegging, threading, messy play activities etc. with a focus on an accurate pencil grip: “frog on a log”</li> <li>• Climbing, balancing, jumping and landing appropriately.</li> <li>• PE = balance bikes</li> <li>• Write Dance</li> </ul>	<ul style="list-style-type: none"> <li>• Develop fine motor skills through Dough Disco, pegging, threading, messy play activities etc. With a focus on an accurate pencil grip: “frog on a log”</li> <li>• PE = ball skills</li> </ul>	<ul style="list-style-type: none"> <li>• Develop fine motor skills through Dough Disco, pegging, threading, messy play activities etc. With a focus on an accurate pencil grip: “frog on a log”</li> <li>• PE = using equipment safely e.g. wall bars</li> </ul>	<ul style="list-style-type: none"> <li>• Use “frog on a log” pencil grip to write letters that are formed with increasing accuracy</li> <li>• PE = dance (linked to fairy tales)</li> </ul>	<ul style="list-style-type: none"> <li>• Use “frog on a log” pencil grip to write letters and numbers that are accurately formed</li> <li>• Discuss healthy life choices including physical activity and healthy food</li> <li>• PE = athletic skills (linked to Sports Day)</li> </ul>
<p><b>Understanding the World</b></p>	<ul style="list-style-type: none"> <li>• Talk about past and present events</li> <li>• Discuss special events/celebrations</li> <li>• Interactive whiteboard activities and exploring the purpose of</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss ‘people who help us’.</li> <li>• Hear from visitors about first hand experiences.</li> <li>• Talk about jobs of parents/carers, people around the school and</li> </ul>	<ul style="list-style-type: none"> <li>• Explore religious festivals and cultural events e.g. Remembrance Day, Diwali, Bonfire Night</li> <li>• Identify and discuss changes in the environment that happen</li> </ul>	<ul style="list-style-type: none"> <li>• Know and talk about similarities and differences in relation to places and living things (learning about different animal habitats)</li> <li>• Know and talk about festivals from around the world e.g. Chinese New Year</li> </ul>	<ul style="list-style-type: none"> <li>• Dinosaurs, fossils, digging techniques, exploring ice</li> <li>• Use technology for a purpose e.g. taking photos on an iPad, drawing a picture on an iPad/computer</li> <li>• Explore other areas of “Jit”</li> </ul>	<ul style="list-style-type: none"> <li>• Compare the material of objects, discuss texture and purpose</li> <li>• Discuss being respectful towards other people’s beliefs, religious stories, artefacts</li> </ul>	<ul style="list-style-type: none"> <li>• Observe changes over time e.g. plants, life cycle of a butterfly and a frog</li> <li>• Discuss human impact on the environment, think about how to we can help</li> </ul>

	<p>simple technological toys</p> <ul style="list-style-type: none"> <li>• Explore the school environment, both inside the building and outside in the school grounds</li> <li>• Celebrate Harvest</li> <li>• RE: Why is the word God so important to Christians?</li> </ul>	<p>in the local area.</p>	<p>in Autumn and Winter</p> <ul style="list-style-type: none"> <li>• Learn about where some animals live and how they survive in cold habitats</li> <li>• RE: Why do Christians perform Nativity plays at Christmas?</li> <li>• <b>Learning to use Beebots – how to make them move</b></li> <li>• <b>Visit St Catherine’s Church</b></li> </ul>	<ul style="list-style-type: none"> <li>• Use technology for a purpose e.g. taking photos on an iPad, drawing a picture on an iPad/computer</li> <li>• <b>Introduce “Jit” on j2e for drawing pictures</b></li> <li>• Identify similarities and differences among communities and traditions e.g. Chinese New Year</li> </ul>	<p><b>e.g. write and mix</b></p> <ul style="list-style-type: none"> <li>• Compare objects from the past and now</li> <li>• Celebrate Mother’s Day and Easter</li> <li>• RE: Why do Christians put a cross in an Easter garden?</li> </ul>	<ul style="list-style-type: none"> <li>• St George’s Day</li> <li>• <b>Explore other areas of “Jit” e.g. pictogram /chart</b></li> </ul>	<ul style="list-style-type: none"> <li>• Discuss being respectful towards other people’s beliefs, religious stories, artefacts = Why are some times special?</li> <li>• Experiment with floating and sinking</li> <li>• Think about our own aspirations</li> <li>• <b>Explore other areas of “Jit” e.g. turtle</b></li> </ul>
<p><b>Expressive Arts and Design</b></p>	<ul style="list-style-type: none"> <li>• Self-portraits</li> <li>• Listening activities and exploring instruments</li> <li>• Respond to music with dance and movement</li> <li>• Explore craft and building activities independently</li> <li>• Music: action songs, nursery rhymes</li> </ul>	<ul style="list-style-type: none"> <li>• STEAM: emergency vehicles</li> <li>• Music: explore voice sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Make poppies and firework pictures</li> <li>• Season tree craft</li> <li>• Autumn art, leaf rubbings</li> <li>• Learn and sing Christmas songs</li> <li>• Christmas decorations and cards</li> <li>• Music: voice sounds</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and describe texture</li> <li>• <b>STEAM: create boats</b></li> <li>• Chinese New Year craft activities</li> <li>• Role play (Chinese restaurant)</li> <li>• Music: introduce instruments (names and how to play). Listen and respond to music from around the world.</li> </ul>	<ul style="list-style-type: none"> <li>• Role play area (dig site)</li> <li>• Spring flowers art</li> <li>• Mother’s Day craft</li> <li>• Easter craft activities</li> <li>• Salt dough fossils</li> <li>• <b>STEAM: dinosaur catching machines</b></li> <li>• Easter songs</li> <li>• Music: patterns and conductors</li> </ul>	<ul style="list-style-type: none"> <li>• Role playing stories</li> <li>• Craft and building activities</li> <li>• <b>Explore different painting techniques e.g. brush sizes, water colours</b></li> <li>• Music: sounds to accompany a story (voice &amp; instruments)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>STEAM: Design a technological object that could help a plant to grow even better</b></li> <li>• Caterpillar life cycle with pasta</li> <li>• Father’s Day craft</li> <li>• Music: performing to a group</li> </ul>

<p><b>White Rose Maths</b></p>	<ul style="list-style-type: none"> <li>Place value – numbers to 5</li> <li>Sorting &amp; comparing groups</li> <li>Change within 5</li> <li>Measurement: time</li> </ul> <p><i>Including regular opportunities to practice their counting and subitising skills and revisit prior learning.</i></p>		<ul style="list-style-type: none"> <li>Addition &amp; subtraction to 5</li> <li>Place value – numbers to 10</li> <li>Addition to 10</li> <li>Geometry: shape &amp; space</li> </ul> <p><i>Including regular opportunities to practice their counting and subitising skills and revisit prior learning.</i></p>		<ul style="list-style-type: none"> <li>Geometry: exploring patterns</li> <li>Addition &amp; Subtraction – count on and back</li> <li>Place value – numbers to 20</li> <li>Numerical patterns</li> <li>Measurement: measure</li> </ul> <p><i>Including regular opportunities to practice their counting and subitising skills and revisit prior learning.</i></p>		
<p><b>Forest school</b></p>	<p>With the help of adults, I recognise the need to prepare for outdoor learning. I dress appropriately and prepare for outdoor learning with increasing independence.</p> <p><i>Setting up boundaries, rules and routines</i></p>	<p>With support, I recognise and can describe fundamental seasonal changes in familiar outdoor environments.</p> <p><i>Seasonal activities – scavenger hunts / looking for signs of Autumn and Winter / natural art / bird feeders / ice art</i></p>	<p>With close guidance and support, I can use simple tools and equipment to achieve tasks that I couldn't achieve without them.</p> <p><i>Whittling (over whole term) – journey sticks</i></p> <p><i>Mapping activities</i></p>	<p>With close support to begin, I can identify the most abundant plant and animal species in my local environment.</p> <p><i>Identifying animals / dinosaurs using clues</i></p>	<p>With close guidance and support, I develop an appreciation for the use and potential of found objects and environments during outdoor learning.</p> <p><i>Making shelters / dens / fairy houses / elf castles</i></p>	<p>I appreciate the productivity of the natural environment and learn about the process of planting, tending and harvesting from the land, organically.</p> <p><i>Cooking on fire – vegetable kebabs (from the garden?)</i></p>	
<p><b>Educational Visits / Visitors/ enrichment</b></p>	<p>Buddy Welly Walk to Montacute House</p>	<p><b>Fire engine visit</b> <i>Draw on parents in current cohort e.g. nurses, dentists, armed forces</i></p>	<p>Welly Walk to identify change in the environment</p>	<p><b>Visitor/trip to enhance cultural experience</b></p>	<p><b>Palaeontologist visitor</b></p>	<p><b>Fancy dress ball</b></p>	<p>Trip to Magdalen Farm</p>

**Notes:**

- **Activities and themes are influenced by the children's interests; activities may vary from cohort to cohort to ensure maximum engagement.**
- **The EYFS Framework is being updated for September 2021 so a new curriculum map will need to be developed with the new Early Learning Goals and curriculum coverage in mind.**