







This is the Key Stage One Curriculum Map for Galley Common Infant School. The objectives within each half term will be covered in that half term. However, the broad topics will be made more specific each time that they are visited, eg Carnival of Animals could be African Safari animals one year and English farm animals another. This ensures that children receive a different learning experience from Year One to Year Two.



<p>AUTUMN 1ST</p>	 <p>A Ticket to Anywhere</p> 	<p>SPRING 1ST</p>	 <p>To Infinity and Beyond</p> 	<p>SUMMER 1ST</p>	 <p>Step Back in Time</p> 
<p>AUTUMN 2ND</p>	 <p>Christmas</p> 	<p>SPRING 2ND</p>	 <p>Carnival of Animals</p> 	<p>SUMMER 2ND</p>	<p>Once Upon A Time...</p>  <p>A Twist in the Tale</p> 



AUTUMN 1ST	 <h1 style="display: inline;">A Ticket to Anywhere</h1> 
RE	Y1 Who is a Christian and what do they believe? Y2 Who is a Muslim and how do they live? How and why do we celebrate special and sacred times? Muslim part.
PE	*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 *Perform dances using simple movement patterns. Gymnastics Dance
Food For Life	Vegetable Chips
No Outsiders Here	Session 1
PSHE	PATHS 2 weekly sessions JIGSAW BEING ME 6 sessions
Cultural capital	Golden time - decision making
ICT fortnightly	Digital Literacy- Use technology purposefully to create, organise store, manipulate and retrieve digital content E-safety- Use technology safely and respectfully keeping personal information private.
Music fortnightly	Listen with concentration and understanding to a range of high-quality live and recorded music - MUSIC FROM AROUND THE WORLD Experiment with, create, select and combine sounds using the inter-related dimensions of music - PULSE DYNAMICS Y2 Cinema experience, seeing a musical. PARENT VISITOR MUSIC PERFORMANCE
Science	Working Scientifically *Observing changes over time *Noticing patterns *Grouping and classifying things *Carrying out simple comparative tests *Finding things out using secondary sources Y1 Weather Autumn Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. Identify, draw, name and label the basic parts of human and say which part of the body is associated with each sense. Y2 Working Scientifically Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment and observing changes over time Performing simple, comparative tests. Identifying, grouping and classifying. Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions and noticing patterns. PLUS describe the importance for humans to exercise, eating the right amount of different types of food and hygiene -DT
Geography/History	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 Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a non-contrasting non-European country.
DT/Art	Y1 & 2 Drawing - use progression of skills document for more detailed objectives Y1 & 2 Sculpture - use progression of skills document for more detailed objectives - to use a range of materials creatively to design and make products - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - 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.

Galley Common Infant School Key Stage One Curriculum Map

<p>AUTUMN 2nd</p>	<div style="display: flex; justify-content: space-around; align-items: center;">  <h1 style="font-size: 2em;">Christmas</h1>  </div>
<p>R.E.</p>	<p>Y1 Who is a Christian and what do they believe? Y2 Who is a Muslim and how do they live? How and why do we celebrate special and sacred times? Muslim part. Y1/Y2 CHRISTMAS</p>
<p>P.E.</p>	<p>*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 *Perform dances using simple movement patterns. Gymnastics and Key Stage Competition Dance (Christmas hall timetable)</p>
<p>Celebration Days</p>	<p>Diwali Celebration day- November Christmas Celebration day - link to DT project</p>
<p>Food For Life</p>	<p>Christmas cake</p>
<p>No Outsiders Here</p>	<p>Session 2</p>
<p>Protective Behaviours</p>	<p>4 sessions</p>
<p>PSHE</p>	<p>PATHS 2 weekly sessions JIGSAW CELEBRATING DIFFERENCES 6 sessions</p>
<p>Cultural capital</p>	<p>Tolerance Supporting charities Chn in need day . Invite in visitors. Rev Barnes to talk about church at Christmas time. Liberty Show and tell personal interests St Andrew's Day celebrations Golden time - decision making</p>
<p>ICT fortnightly</p>	<p>E-safety- Use technology safely and respectfully keeping personal information private. Programming- Understand what an algorithm is.</p>
<p>Music fortnightly</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes CHRISTMAS SONGS Play tuned and untuned instruments musically CHIME BARS CHRISTMAS PLAYS PARENT VISITOR MUSIC PERFORMANCE PANTOMINE VISIT TO US</p>
<p>Science</p>	<p>Working Scientifically *Observing changes over time *Noticing patterns *Grouping and classifying things *Carrying out simple comparative tests *Finding things out using secondary sources</p> <p>Y1 Weather Winter Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. Y2: Living things and their habitats Explore and compare the differences between things that are living, dead and things that have never been alive</p>
<p>History</p>	<p>Know about 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</p>
<p>Geography</p>	<p>Christmas week Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South Poles</p>
<p>DT/Art</p> <p>Link to Christmas celebration day</p>	<p>Y1 - Celebration Feast - use progression of skills document for more detailed objectives</p> <ul style="list-style-type: none"> - use the basic principles of a healthy and varied diet to prepare dishes - understand where food comes from. - design purposeful, functional, appealing products for themselves and other users based on design criteria - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology - select from and use a range of tools and equipment to perform practical tasks - evaluate their ideas and products against design criteria <p>Y2 - Christmas Fabric Bunting - use progression of skills document for more detailed objectives</p> <ul style="list-style-type: none"> - design purposeful, functional, appealing products for themselves and other users based on design criteria - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology - select from and use a range of tools and equipment to perform practical tasks - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics - explore and evaluate a range of existing products - evaluate their ideas and products against design criteria

<p>SPRING 2ND</p>	 <h1 style="display: inline;">Carnival of Animals</h1> 
R.E.	<p>Y1 What does it mean to belong to a faith community? Plus Sikh mini focus Y2 Who is Jewish and how do they live? How and why do we celebrate special and sacred times? Jewish part. Y1/Y2 EASTER</p>
P.E.	<p>*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. Gym/Dance Games and Key Stage Competition</p>
Celebration Days	Easter celebrations
Cultural capital	St David's day St Patrick's day Golden time - decision making Y1 sharing interests to the class
Food For Life	Farm visit
No Outsiders here	Session 4
Protective behaviours	x 4 sessions
PSHE	PATHS 2 weekly sessions JIGSAW HEALTHY ME 6 sessions
ICT fortnightly	E-safety- Use technology safely and respectfully keeping personal information private.
Music fortnightly	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes SONGS RELATING TO ANIMALS PARENT VISITOR MUSIC PERFORMANCE Listen with concentration and understanding to a range of high-quality live and recorded music MUSICALS, OPERAS RELATING TO ANIMALS.</p>
Science	<p>Working Scientifically *Observing changes over time *Noticing patterns *Grouping and classifying things *Carrying out simple comparative tests *Finding things out using secondary sources*Observe changes across the four seasons.</p> <p>Y1 Weather Spring Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. 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 Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals)</p> <p>Year 2 Animals including humans/Living things and their habitats Find out about and describe the basic needs of animals, including humans, for survival. Notice that animals including humans have offspring which grow into adults Describe how animals obtain their food from plants and other animals using the idea of a food chain.</p>
Geography/History	<p>Name, Locate and identify characteristics of the four countries and capital cities of the UK and it's surrounding areas Use world maps, atlases and globes to identify countries, continents and oceans Name and locate the world's seven continents and 5 oceans</p>
DT/Art	<p>Y1 - DT - Stable Structures - use progression of skills document for more detailed objectives</p> <ul style="list-style-type: none"> - design purposeful, functional, appealing products for themselves and other users based on design criteria - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology - select from and use a range of tools and equipment to perform practical tasks - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics - build structures, exploring how they can be made stronger, stiffer and more stable - explore and evaluate a range of existing products -evaluate their ideas and products against design criteria <p>Y2 - Art - Collage - use progression of skills document for more detailed objectives</p> <ul style="list-style-type: none"> - to use a range of materials creatively to design and make products - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - 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.

SUMMER 1 ST	  <h1 data-bbox="947 268 1576 347">Step Back in Time</h1>
R.E.	Y1 What makes some places sacred? Christian church VISIT EID Y2 What can we learn from Christian Sacred Books? Plus Sikh mini focus
P.E.	*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 2 Games units
Food For Life	Growing own produce
No Outsiders here	Session 5
Celebration days	Golden time - decision making
Cultural capital	St George's day May Day celebrations Y1 sharing interests to the class
PSHE	PATHS 2 weekly sessions JIGSAW RELATIONSHIPS 6 sessions
ICT fortnightly	Programming - beebots
Music fortnightly	Use their voices expressively and creatively by singing songs and speaking chants and rhymes CHILDREN'S SONGS FROM THAT ERA Listen with concentration and understanding to a range of high-quality live and recorded music CLASSICAL MUSIC FROM THAT ERA YR CINEMA EXPERIENCE, A MUSICAL PARENT VISITOR MUSIC PERFORMANCE
Science	Working Scientifically *Observing changes over time *Noticing patterns *Grouping and classifying things *Carrying out simple comparative tests *Finding things out using secondary sources*Observe changes across the four seasons. Y1 Weather Summer Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies. Y2 Living things and their habitats/animals including humans Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other.
History/Geography	Significant historical events, people and places in their own locality
DT/Art	Year 1 - Painting - use progression of skills document for more detailed objectives Year 2 - Painting - use progression of skills document for more detailed objectives - to use a range of materials creatively to design and make products - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space - 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>SUMMER 2ND</p>	<p style="text-align: center;">   </p>
R.E.	<p>Y1 What makes some places sacred? Muslim mosque VISIT Plus Hindu mini focus Y2 How should we care for others and the world and why does it matter? Muslim Plus Buddhist mini focus</p>
P.E.	<p>*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 *Infant Agility *Key stage competition - Sports Day *Change 4 Life (Fit/Healthy/Fri/comps)</p>
Celebration Days	Eid
Cultural capital	Golden time - decision making Y1 sharing interests to the class
Food For Life	Making own produce to sell
No Outsiders here	Session 6
Protective Behaviours	4 sessions
PSHE	PATHS 2 weekly sessions JIGSAW CHANGING ME 6 sessions
ICT fortnightly	Digital Literacy
Music fortnightly	<p>Play tuned and untuned instruments musically CHIMKE BARS RECORDERS PARENT VISITOR MUSIC PERFORMANCE Experiment with, create, select and combine sounds using the inter-related dimensions of music. RHYTHM TIMBRE TEXTURE</p>
Science	<p>Working Scientifically *Observing changes over time *Noticing patterns *Grouping and classifying things *Carrying out simple comparative test *Finding things out using secondary sources*Observe changes across the four seasons.</p> <p>Year 1 - Plants 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</p> <p>Year 2- Plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy Identify and name a variety of plants and animals in their habitats, including micro-habitats. Observe and describe how seeds and bulbs grow into mature plants</p>
Geography	<p>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 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 Devise a simple map and use and construct basic symbols in a key</p>
DT/Art	<p>Year 1 - Moving Pictures - use progression of skills document for more detailed objectives</p> <ul style="list-style-type: none"> - design purposeful, functional, appealing products for themselves and other users based on design criteria - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology - select from and use a range of tools and equipment to perform practical tasks - select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics - explore and use mechanisms, in their products - explore and evaluate a range of existing products -evaluate their ideas and products against design criteria <p>Year 2 - Perfect Pizzas - use progression of skills document for more detailed objectives</p> <ul style="list-style-type: none"> - use the basic principles of a healthy and varied diet to prepare dishes -understand where food comes from. - design purposeful, functional, appealing products for themselves and other users based on design criteria - generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology - select from and use a range of tools and equipment to perform practical tasks -evaluate their ideas and products against design criteria