



Newtown Linford Primary School
“Inspiring Individuality, Excellence and Adventures”

Linford Curriculum Map
Cycle A

	Autumn		Spring		Summer	
School Values	Individuality		Excellence		Adventures	
British Values	Mutual respect and tolerance	Democracy	Individual liberty	The rule of law	Mutual respect and tolerance	Individual liberty
Topic	All about Me	Castles	Space	Bears	Minibeasts	Under the Sea
Synopsis	Children begin school, they learn how to begin to form friendships and what they are. They talk about themselves, their families and where they live. This is linked to the local area through history when looking at Lady Jane Grey in Bradgate Park	In this theme, children will learn about the country that they live and the capital city of London. Through the unit children will investigate castles, their structure and why they were used. A real-life castle ruins can be visited in Bradgate- leading on from their first theme.	In this theme, children will begin to learn about space and what's out there. They will learn about some of the different countries in the world and where they are, the space station, planets and key figures like Neil Armstrong. In design technology and art children will explore colour and build space ships.	In this unit children will explore bears, their origin, their favourite bear, and bears from different areas and go on a bear hunt! In design lessons they will create their own bears, thinking about how they look, size, shape and colour.	In this theme children will focus on plants and how they grow. They will think about the seasons in which different plants grow and what is needed for successful growth. IN art they will do observational drawings of plants and create a mini beast hotel in design lessons.	In this theme children will become immersed in the wonders of the sea and the depths below. They will learn about beaches and what they might find there, this will then be compared to another beach from a contrasting country. In science, children will explore sea creatures, their ecosystems and the difference between living and growing things. In D&T and art children will create sea creature models and experiment with was resistant art.
Role Play	Home corner Kitchen- food	Castle	Space Station- telescope	A cave- Bear hunt story telling	Garden Centre- plants/money	Seaside café- food/taking orders
Enrichment Opportunities	Autumn 'welly' walks. Walks around the school and grounds. Harvest Festival Role play - Home	Autumn/Winter 'welly' walks. Nativity production	Winter 'welly' walks	Spring 'welly' walks. Forest School Teddy Bears Picnic Bear hunt	Summer 'welly' walks. Planting beans, seeds and plants. Caterpillars Minibeast hunt Role play – garden centre	Summer 'welly' walks. Visit Aquarium/Beach Role play – beach shop/cafe
Global Awareness	Starting school in different countries.	Celebrations in different cultures.	What clothes are worn in different countries? Chinese New Year	Animal habitats	Seasonal changes – plants that grow in different climates.	Sea animals found in different climates around the world.
English	Reading and Writing:					
	For further details of the English Curriculum please see the English Long Term Overview.					
	Phonics:					
	Phonics is taught through a combination of Letters and Sounds and Jolly Phonics.					
	Communication and Language (EYFS specific):					
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 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.

Science:

Animals & Humans

Name and label parts of human body

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 recognise that you can collect evidence to try to answer a question.

Y1: I can test ideas that have been suggested to me.

Animals & Humans

The importance of exercise, healthy eating & hygiene.

Y1: I recognise some ways that I can stay healthy.

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 make simple observations.

Y1: I am able to name and sort a variety of everyday materials.

Plants

Changes within the environment. How plants grow. What plants need to grow.

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 observe and describe how seeds and bulbs grow into mature plants.

Animals

How some animals change as they grow. Begin to distinguish between living & non-living things.

Y1: I can sort and compare living and non-living things.

History:

We will learn about local significant local individuals – King Richard III and Lady Jane Grey
Key Stage 1

- They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- 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 learn about Queen Elizabeth.

Key Stage 1

- They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.
- 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

Y1: Can talk about things that happened and stories about the past.

Y1: Can recognise different ways in which the past is represented.

We will learn about the first Moon landing and the life of Neil Armstrong.

Key Stage 1

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

Y1 Can begin to show an awareness of the differences between ways of life at different times.

Y1: Can answers questions about the past by looking at sources of information.

Bear history...

Geography:

We will explore our school grounds and the local area of Newtown Linford

What is special about our school grounds? What is special about Newtown Linford?
Key Stage 1

- use basic geographical vocabulary to refer to:

We will look at aerial maps of America and the UK to identify important landmarks in the space race.

How is space different to Earth?

Key Stage 1

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and

Polar bear/brown bear

We will discuss how the seasons change and weather patterns we might see at this time.

How does the weather affect what we can do?

Key Stage 1

- identify seasonal and daily weather patterns in the United Kingdom

We will explore the Scottish Highlands and compare to Bournemouth.

Are the beaches the same in Scotland and Bournemouth?

Key Stage 1

- name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom

	<p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <ul style="list-style-type: none"> 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 <p>Y1: Can use simple geographical vocabulary to refer to key human features including city, town, village.</p>		<p>of a small area in a contrasting non-European country</p> <ul style="list-style-type: none"> 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 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 <p>Y1: Can use aerial photos to locate landmarks.</p>		<p>Y1: Can name the four seasons and name a type of weather they may see at this time of year.</p>	<p>Kingdom and its surrounding seas</p> <ul style="list-style-type: none"> 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 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 <p>Y1: Can Identify human and physical features of a variety of holiday environments.</p> <p>Y1: Can identify the countries within the UK.</p>
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Computing:

<p>Expressive Arts and Design</p> <p>EYFS</p> <p>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. 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.</p>	<p>Art:</p>					
	<p>Painting Colour mixing, self portrait</p> <p>Key Stage 1</p> <ul style="list-style-type: none"> 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>Y1: Discuss the work of different artists.</p>	<p>Printing –Block prints/patterns – Coat of Arms Digital Media – firework pictures</p> <p>Colour mixing Collage Preparing food Learning Christmas songs.</p> <p>Key Stage 1</p> <ul style="list-style-type: none"> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. <p>Y1: Can design and print simple repetitive patterns.</p>	<p>3D – rocket, Clay/modroc planet/lunar landscape model</p> <p>Model making Choose colour for a purpose. Experiment with different textures.</p> <p>Key Stage 1</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products <p>Y1: Can experiment with constructing and joining a variety of materials.</p>	<p>Textiles – cutting, applying shapes using glue- bear collage</p> <p>Make patterns inspired by animal skin and textures. Draw and paint pictures of animals</p> <p>Key Stage 1</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products 	<p>Drawing – animals – texture/tone/line/shape Explore different media</p> <p>Observational drawing of plants</p> <p>Key Stage 1</p> <ul style="list-style-type: none"> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space <p>Y1: Can design and print simple repetitive patterns.</p>	<p>Painting/Collage Seaside collage - wax resist, textured paint, collage</p> <p>3D – Clay/modroc sea creatures Draw and paint pictures of sea creatures. Experiment with papier mache. Seaside collage</p> <p>Key Stage 1</p> <ul style="list-style-type: none"> To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination <p>Y1: Can experiment with constructing and joining a variety of materials.</p>
<p>Design and Technology</p>						
	<p>Food – preparing fruit & vegetables to make simple dishes – pizza, fruit salad</p> <p>Key Stage 1</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. <p>Y1: Can prepare a simple, healthy dish.</p>	<p>Structures – Construct a spaceship</p> <p>Key Stage 1</p> <ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and others based on design criteria.(design) Generate, develop, model and communicate their ideas through 	<p>Textiles – Bear glove puppet. Templates & joining techniques</p> <p>Key Stage 1</p> <ul style="list-style-type: none"> Explore and evaluate a range of existing products. (Evaluate) Select from and use a range of materials and components, 	<p>Structures – Construct a home/shelter for a minibeast</p> <p>Cooking</p> <p>Toy making-cut, shape, join, finish</p>	<p>Mechanisms – sliders & levers Moving sea creature picture.</p> <p>Key Stage 1</p> <ul style="list-style-type: none"> Explore and use mechanisms (levers, sliders, wheels & axles), 	

			<p>talking, drawing, templates, mock-ups and, where appropriate, ICT. (design)</p> <ul style="list-style-type: none"> Build structures, exploring how they can be made stronger, stiffer and more stable. (Technical knowledge) 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) <p>Y1: Can draw and label a simple design and identify materials they will use.</p>	<p>including textiles, according to their characteristics. (Make)</p>	<ul style="list-style-type: none"> Design purposeful, functional, appealing products for themselves and others based on design criteria. (design) Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, ICT. (design) Build structures, exploring how they can be made stronger, stiffer and more stable. (Technical knowledge) 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) <p>Y1: Can say what they like and dislike about their work.</p>	<p>in their products. (Technical knowledge)</p> <p>Y1: Can explore simple finishing techniques to improve their work.</p>
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Music					
<p>Unit: Our Bodies (5-6) Music focus: Beat</p> <p>In this unit, the children develop a sense of steady beat using their own bodies. They respond to music and play rhythm patterns on body percussion.</p> <p>Key Stage 1</p> <ul style="list-style-type: none"> play tuned and untuned instruments musically experiment with, create, select and combine sounds using the inter-related dimensions of music. <p>Y1: I can play a steady beat.</p>	<p>KS1 Nativity Musical Focus: Performance</p> <p>Key Stage 1</p> <ul style="list-style-type: none"> 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: Can take part in a whole class performance.</p>		<p>Unit: Story time (5-6) Music focus: Exploring Sounds</p> <p>In this unit, the children learn how music can be used to tell a story. They identify contrasts of fast, slow, loud, and quiet, leading to a performance.</p> <p>Key Stage 1</p> <ul style="list-style-type: none"> 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 <p>Y1: I can perform in different ways, fast or slow, quiet or loud.</p>	<p>Unit: Seasons (5-6) Music focus: Pitch</p> <p>This unit helps children to develop further vocabulary and understanding of pitch movements. They explore pitch through singing, pitched percussion and listening games.</p> <p>Key Stage 1</p> <ul style="list-style-type: none"> 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 understanding to a range of high-quality live and recorded music 	<p>Unit: Water (5-6) Music focus: Pitch</p> <p>The children use voices, movement and instruments to explore changes of pitch. They develop a performance with different vocal pitch shapes and tuned percussion.</p> <p>Key Stage 1</p> <ul style="list-style-type: none"> 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 understanding to a

						range of high-quality live and recorded music Y1: I can explain what pitch is and can show this using my voice or an instrument.
<p>Physical Development/ Physical Education</p> <p><i>EYFS</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. 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.</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>Real PE (Personal)</p> <p><i>Key Stage 1</i></p> <ul style="list-style-type: none"> 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 <p><i>Year 2</i> I try several times if at first I don't succeed and I ask for help when appropriate (Personal)</p>	<p>Travelling under, over and through. Being healthy. Dressing independently. Begin to hold a pencil with the correct grip.</p> <p>Real PE (Social)</p> <p><i>Key Stage 1</i></p> <ul style="list-style-type: none"> 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 <p><i>Year 1</i> I can work sensibly with others, taking turns and sharing (Social)</p>	<p>Jumping and landing with control. Begin to form recognisable letters.</p> <p>Real PE (Cognitive)</p> <p><i>Key Stage 1</i></p> <ul style="list-style-type: none"> 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 	<p>Throw and catch a ball. Begin to form recognisable letters.</p> <p>Real PE (Creative)</p> <p><i>Key Stage 1</i></p> <ul style="list-style-type: none"> 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 	<p>Kick a ball. Form recognisable letters.</p> <p>Real PE (Applying physical skills)</p> <p><i>Key Stage 1</i></p> <ul style="list-style-type: none"> 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 <p><i>Year 1</i> I can perform a single skill or movement with some control (Applying physical skills)</p> <p><i>Year 2</i> I can perform a range of skills with some control and consistency (Applying physical skills)</p>	<p>Sports day. Form recognisable letters.</p> <p>Real PE (Health and Fitness)</p> <p><i>Key Stage 1</i></p> <ul style="list-style-type: none"> 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
<p>RE</p>	<p>Christians Who is a Christian and what do they believe? (Stories and Bible focus)</p> <p>Ask some questions about believing in God and offer some ideas of their own (C1).</p> <p>EYFS People & Communities: Which stories are special and why?</p>	<p>Christians, Jewish and Muslims How and why do we celebrate special and sacred times?</p> <p>Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1)</p>	<p>Jewish Who is Jewish and what do they believe?</p> <p>Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1)</p> <p>EYFS People & Communities: Which people are special and why?</p>		<p>Christian and Jewish How should we care for others and the world, and why does it matter?</p> <p>Re-tell Bible stories and stories from another faith about caring for others and the world (A2).</p> <p>EYFS People & Communities: Where do we belong?</p>	
<p>PSED/PSHE</p> <p><i>EYFS</i> Self-confidence and self-awareness: children are 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</p>	<p>Emotions Unit: MMR2</p> <p>Who are my special people and why are they special to me?</p> <ul style="list-style-type: none"> Who is my family and how do we care for each other? What is a friend? How can I be a good friend? How do I make new friends? How can I make up with friends when I have fallen out with them? 	<p>Families Unit: MMR6</p> <p>Who are my special people and why are they special to me?</p> <ul style="list-style-type: none"> Who is my family and how do we care for each other? What is a friend? How can I be a good friend? How do I make new friends? How can I make up with friends when I have fallen out with them? How does what I do affect others? 	<p>Keeping safe Unit: HSL 2</p> <p>What do I think I have to keep safe from?</p> <ul style="list-style-type: none"> How do I know if something is safe or unsafe? Do I understand simple safety rules for when I am at home, at school and when I am out and about? Can I say 'No!' if I feel unsure about something and it does not feel safe or good? 	<p>Diversity and Communities Unit: C4</p> <p>Who are the people in my class and how are we similar to and different from each other?</p> <ul style="list-style-type: none"> What things are especially important to my family and me? What are some of the similarities and differences in the way people including families live their lives? How can we value different types of people including what they 	<p>Relationships Unit: MMR1</p> <p>How am I special and what is special about other people in my class? • What have I learnt to do and what would I like to learn next? • How do we welcome new people to our class? • What can I do to make the classroom a safe and happy place? • How can I play and work well with others? • How can I respect the needs of others? • How does my</p>	<p>Keeping safe Unit: HSL 2</p> <p>Can I ask for help and tell people who care for me if I am worried or upset? • Who are the people who help to keep me safe? • What goes on to and into my body and who puts it there? • Why do people use medicines? • What are the safety rules relating to medicines and who helps me with these?</p>

<p><i>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.</i></p>	<ul style="list-style-type: none"> • How does what I do affect others? • Do I know what to do if someone is unkind to me? <p>Y1 Can I name some different feelings?</p> <ul style="list-style-type: none"> • Do I know what makes me feel happy, sad, cross etc? • How do my feelings and my actions affect others? • How do I manage some of my emotions? • What helps me to feel relaxed? • How can I control my behaviour? • Who do I share my feelings with? • How can I stand up for myself? <p>I can identify my feelings.</p>	<ul style="list-style-type: none"> • Do I know what to do if someone is unkind to me? <p>I can tell you who my special people are and why.</p> <p>Y1 Who is in my family, and how do we care for each other?</p> <ul style="list-style-type: none"> • Who are my special people and what makes them special to me? • How am I similar to and different from other people? • Who do I get support from when I need it? 	<p>Y1 What are risky situations and how can I keep myself safer?</p> <ul style="list-style-type: none"> • How do I feel in risky situations? • What is my name, address and phone number and when might I need to give them? • What is an emergency and who helps? • How can I help in an emergency? <p>I can identify my feelings.</p>	<p>believe in and how they live their lives?</p> <ul style="list-style-type: none"> • How do we celebrate what we believe in and how is this different for different people? <p>I know who are the different people who make up a family?</p> <p>Y1 What are some of the similarities and differences between me and others</p> <ul style="list-style-type: none"> • What do I understand about my culture and beliefs and those of other people? • Who are the people who help me, and what do they do? • What does 'my community' mean and what do people do there? • How do we care for animals and plants? 	<p>behaviour make other people feel?</p> <p>I know how people are feeling.</p> <p>Y1 Can I describe what a friend is and does?</p> <ul style="list-style-type: none"> • How do I make new friends? • How do I keep friends? • How can I make up with my friends when things go wrong? <p>I can tell you what makes a friend.</p>	<p>I know who I can ask for help.</p> <p>Y1 Where are the safer places I can play?</p> <ul style="list-style-type: none"> • What are the risks for me in using the roads, and how can I stay safe? • What are the risks for me in the sun and how can I stay safe? • What are the risks for me near water and how can I stay safe? • What are the risks for me if I am lost and how can I stay safe? • What are the best ways to keep safe from accidents? <p>I can identify a risky situation.</p>
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