

## St Benet's Curriculum Map – Long-term Planning

Subject Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Themes</b>	All About Me  Superheroes  Halloween and Seasons	Celebrations  Arctic Animals  Christmas	Alien Invasions  Traditional Tales	Pets, Farms and Woodland Creatures  Transport and People Who Help Us	Zoo and Safari  Dinosaurs	In the Garden and Minibeasts  Shopping, Food and Drink  Pirates and Under the Sea
<b>Characteristics of Effective Learning</b>	<p><b>Playing and Exploring</b> – engagement: finding out and exploring. Playing with what they know. Being willing to have a go.</p> <p><b>Active learning</b> – motivation: Being involved and concentrating. Keeping trying. Enjoying achieving what they set out to do.</p> <p><b>Creating and thinking critically</b> – thinking: Having their own ideas. Making links. Choosing to do things.</p>					
<b>RE Come and See</b>	Myself Welcome	Welcome (Continued) <b>World Religion - Judaism</b> Birthday	Celebrating St Benet's Day Gathering	Gathering (Continued) Growing <b>World Religion - Islam</b>	Good News Friends	Cafod: Our World <b>World Religion - Hinduism</b>
<b>RSHE – Relationship and Sex Education Health Education</b>	<p><b>Life to the Full Module 1</b> Created and Loved by God</p> <p>Unit 1: Religious Understanding</p> <p>Children will learn they are uniquely created by God and special because they are made and loved by Him.</p> <p>Unit 2: Me, My Body, My Health Session 1 – I am Me Session 2 – Head, Shoulders, Knees and Toes Session 3 – Ready Teddy</p> <p>Children will learn that their bodies are good and made by God. Name parts of the body and learn how we can look after it.</p> <p>Unit 3: Emotional Well-Being Session 1 – I Like, You Like, We All Like!</p>		<p><b>Life to the Full Module 2</b> Created to Love Others</p> <p>Unit 1 : Religious Understanding Session 1 – Role Model.</p> <p>Children will learn that we are part of God's family. That Jesus cared for others and wanted them to live good lives like him. We should love other people in the same way God loves us.</p> <p>Unit 2: Personal Relationships Session 1 – Who's Who Session 2 – You've Got a Friend in Me Session 3 – Forever Friends</p> <p>Children will learn to identify special people, the importance of trusting 'special people', understand how their behaviour affects other</p>		<p><b>Life to the Full Module 3</b> Created to Live in Community</p> <p>Unit 1: Religious Understanding Session 1 – God is Love Session 2 – Loving God, Loving Others</p> <p>Children will learn that God is love, that we are made in His image, and what a community is.</p> <p>Unit 2: Living in the Wider World Session 1 – Me, You, US</p> <p>Children will learn that they belong to various communities and that they have a duty of care for others and the world we live in.</p>	



	<p><b>Self</b></p> <p>Become more outgoing with unfamiliar people and show more confidence in new social situations.</p> <p>Usually dry and clean during the day.</p>	<p><b>Self</b></p> <p>Increasingly follow rules without adult reminders and understand why they are important.</p> <p>Able to dress/undress independently.</p>	<p><b>Self</b></p> <p>See themselves as a valuable individual who can manage their own needs.</p> <p>Select and use activities and resources to achieve a goal (with help when needed).</p>	<p><b>Self</b></p> <p>Shows understanding of good practices with regards to exercise, eating, sleeping and hygiene, and how they can contribute to good health.</p>	<p><b>Self</b></p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p>	<p><b>Self</b></p> <p>Explain the reasons for rules and knowing right from wrong.</p> <p>Manage their own basic hygiene and personal needs.</p>
	<p><b>ELG: Building Relationships</b></p> <p>Play with one or more children, extending and elaborating play ideas.</p>	<p><b>ELG: Building Relationships</b></p> <p>Begin to understand how others may feel.</p> <p>Express their feelings and consider others.</p>	<p><b>ELG: Building Relationships</b></p> <p>Help to find a solution to conflicts and rivalries.</p>	<p><b>ELG: Building Relationships</b></p> <p>Build constructive and respectful relationships.</p>	<p><b>ELG: Building Relationships</b></p> <p>Work and play cooperatively and take turns with others.</p>	<p><b>ELG: Building Relationships</b></p> <p>Form positive attachments to adults and friendships with peers – showing sensitivity to their own and others' needs.</p>
<b>Physical Development</b>	<p><b>Fine</b></p> <p>Show a preference for a dominant hand. Use one-handed tools and equipment.</p>	<p><b>Fine</b></p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p>	<p><b>Fine</b></p> <p>Use a comfortable grip with good control when holding pens and pencils.</p>	<p><b>Fine</b></p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p>	<p><b>Fine</b></p> <p>Hold a pencil effectively in preparation for fluent writing (tripod grip).</p>	<p><b>Fine</b></p> <p>Use a range of small tools, including scissors, paintbrushes and cutlery.</p> <p>Begin to show accuracy and care when drawing.</p>
	<p><b>Gross</b></p> <p>Start to eat independently and learning how to use a knife and fork.</p>	<p><b>Gross</b></p> <p>Revise and refine fundamental movement skills they have already</p>	<p><b>Gross</b></p> <p>Know and talk about different factors that support their overall health and well-being,</p>	<p><b>Gross</b></p> <p>Develop overall body strength, coordination, balance and agility needed to engage</p>	<p><b>Gross</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and</p>	<p><b>Gross</b></p> <p>Move energetically, such as, running, jumping, dancing, hopping, skipping and</p>



	Ask questions about the book. Make comments and share their own ideas. Develop play around favourite stories using props.	Engage in extended conversations about stories, learning new vocabulary.	Use vocabulary and forms of speech that are increasingly influenced by their range of books.	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Anticipate or predict key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role play.
	<b>Writing</b>  Write some or all of their name. Write some letters accurately.	<b>Writing</b>  Use some of their print and letter knowledge in their early writing. Form lowercase (and some capitals letters) correctly.	<b>Writing</b>  Spell words by identifying the sounds and then writing the sound with letters.	<b>Writing</b>  Write short sentences with words with known sound-letter correspondences using a capital letter and full stop. Re-read what they have written to check it makes sense.	<b>Writing</b>  Write recognisable letters, most of which are correctly formed.	<b>Writing</b>  Spell words by identifying sounds in them and representing the sounds with a letter.  Write simple phrases and sentences that can be read by others.
<b>Mathematics</b> White Rose Hub Themes	Getting to Know You Just Like Me! It's Me 1, 2, 3! Light and Dark		Alive in 5! Growing 6, 7, 8 Building 9 and 10! Consolidation		To 20 and Beyond First, Then, Now Find My Pattern On The Move	
	<b>Number</b>  Develop fast recognition of up to 3 objects, without having to count them (subitising). Show 'finger numbers' up to 5. Link numerals and amounts – showing correct number of objects to match numeral 5. Make pictures using shapes and use positional language like in front, next to and behind.		<b>Number</b>  Begin to subitise objects up to 5. Solve real world mathematical problems with numbers up to 10. Experiment with their own symbols and marks, as well as, numerals.		<b>Number</b>  Have a deep understanding of numbers to 10, including the composition of each number. Subitise to 10 and recognise number bonds for at least 5, building towards 10, as well as, double facts.	
	<b>Numerical Patterns</b>  Recite numbers past 5 and in order to 10. Say one number for each item in order to 5 and know that when saying the last number tells		<b>Number Patterns</b>  Count verbally beyond 10. Understand one more/one less relationship between consecutive numbers to 10. Compare numbers using		<b>Number Patterns</b>  Verbally count to 20 and beyond, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts,	

	you how many there are in total. Compare quantities using language more than, fewer or less than. Compare weight, length, size and capacity. Talk about 2D and 3D shapes using information language like sides, corners, straight, flat, round – and make pictures using them. Positional language like in front of and behind.		appropriate vocabulary such as more than and less than or equal to. Begin to identify even and odd numbers to 10 and to recall double facts, then share quantities between 2 and 3 people to 10. Talk about patterns in environment and continue, copy and create repeating patterns. Select, rotate and manipulate shapes in order to develop spatial reasoning skills.		recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. Describe a sequence of events using words like first, then and next.	
<b>Understanding the World</b>	<b>Past and Present</b>		<b>Past and Present</b>		<b>Past and Present</b>	
	Begin to make sense of their own life story and family history.  Comment on images of familiar situations in the past.		Compare and contrast characters from stories including figures from the past. Have and understanding of the past through settings, characters, and events encountered in books read in class and storytelling (continue into summer term).		Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.	
	<b>People, Culture and Communities</b>	<b>People, Culture and Communities</b>	<b>People, Culture and Communities</b>	<b>People, Culture and Communities</b>	<b>People, Culture and Communities</b>	<b>People, Culture and Communities</b>
Talk about members of their immediate family and community. Name and describe people who are familiar to them.	Recognise that people have different beliefs and celebrate special times in different ways.	Show interest in different occupations Continue developing positive attitudes about the differences between people. Draw information from a simple map.	Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries.	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities.	Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps.	
<b>The Natural World</b>	<b>The Natural World</b>	<b>The Natural World</b>	<b>The Natural World</b>	<b>The Natural World</b>	<b>The Natural World</b>	
Explore the natural world around them. Describe what they see, hear and feel	Use all their senses in hands on exploration of natural materials. Talk about the	Plant seeds and care for growing plants. Understand the key features of the life	Begin to understand the need to respect and care for the natural environment	Explore the natural world around them, making observations and drawing pictures	Understand some important processes and changes in the natural world around	

	whilst outside. Know there are different countries in the world and talk about the differences they have experienced or seen in photos.	differences between materials and changes they notice. Explore and talk about different forces they can feel.	cycle of a plant and an animal. Recognise some environments that are different to the one in which they live.	and all living things. Understand the effects of the changing seasons and the natural world around them. Talk about what they see, using a wide range of vocabulary.	of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their own experiences and what they have been read in class.	them, including the seasons and changing states of matter.
<b>Expressive Arts and Design</b>	<b>Creating with Materials</b>	<b>Creating with Materials</b>	<b>Creating with Materials</b>	<b>Creating with Materials</b>	<b>Creating with Materials</b>	<b>Creating with Materials</b>
	Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and parts. Show different emotions in their drawings and explore colour and colour mixing.	Take part in simple pretend play, using an object to represent something else. Use a drawing to represent ideas like movement or loud noises.	Develop own ideas and decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects.	Create collaboratively sharing ideas, resources and skills. Draw with an increasing complexity and detail. Develop storylines in their pretend play.	Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	Share their creations, explaining the process they have used; make use of props and materials when role playing characters in narratives and stories.
	<b>Being Imaginative and Expressive</b>	<b>Being Imaginative and Expressive</b>	<b>Being Imaginative and Expressive</b>	<b>Being Imaginative and Expressive</b>	<b>Being Imaginative and Expressive</b>	<b>Being Imaginative and Expressive</b>
	Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs.	Sing in a group or on their own, increasingly matching the pitch and following the melody. Sing the melody and match the pitch of a tone sung by another person (pitch match).	Create their own songs or improvise a song around one they know. Watch and talk about dance and performance art, expressing their feelings and responses,	Play instruments with increasing control to express their feelings and ideas. Listen attentively, move to and talk about music, expressing their feelings and responses, Explore	Invent, adapt and recount narratives and stories with their peers and their teacher.	Sing a range of well-known nursery rhymes and songs, perform songs, rhymes, poems and stories with others and try to move in time with music.

				and engage in music making and dance, performing solo or in groups.		
<b>Music</b> Charanga Scheme	<b>Me!</b>  Pati-cake 1,2,3,4,5 Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song	<b>My Stories</b>  I'm a Little Teapot The Grand Old Duke of York Ring O' Roses Hickory Dickory Duck	<b>Everyone!</b>  Wind the Bobbin Up Rock-a-Bye Baby Five Little Monkeys Jumping on the Bed Twinkle Twinkle If You're Happy an You Know It Head, Shoulders, Knees and Toes	<b>Our World</b>  Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels on the Bus The Hokey Cokey	<b>Big Bear Funk</b>  Listening and appraising Funk music. Embedding foundations of the interrelated dimensions of music using voices and instruments. Playing instruments within the songs then share and perform the learning that has taken place.	<b>Reflect, Rewind and Replay</b>  Listen and appraise music and continue to embed the foundations of the interrelated dimensions of music using voices and instruments. Sing and revisit nursery rhymes and action songs. Improvisation using voices and instruments and continue to share and perform the learning that has taken place.