



Eagle Class Curriculum Map September 2024-2025

	Autumn 1 'People who help us' History focus	Autumn 2 'Festivals' Geography focus	Spring 1 'Dinosaurs- Roar, Roar, Stomp!' History focus	Spring 2 'Enchanted Woods' Geography focus	Summer 1 'Let's Visit Australia' Geography focus	Summer 2 'Holidays- Past and Present' History focus
English	Unit – Stories on a theme 'Mungo Monkey to the Rescue!'	Unit – Rhymes with a pattern 'Doing the Animal Bop'.	Unit – Poems with a structure, songs and repetition 'Rumble, Rumble, Dinosaur'.	Unit – Traditional Tales and Fables 'Little Red Riding Hood'.	Unit – Explanation text 'Australia Sensory Power Point'.	Unit- Instructions
Maths	Number, Length, Weight and Addition.	Subtraction, Money, Capacity and Shape.	Time, Sorting and Sequencing and Money.	Money, Length, Weight, Position and Direction.	Time, Subtraction, Addition.	Capacity, Position and Direction, Shape and Sorting and Sequencing.
Science & DT	<u>Animals including humans- Ourselves</u> -Look at how we've changed -Look at our bodies -What can we hear? -How can we sort things using senses?	<u>Animals including humans- Our Pets</u> -Environment exploration -Where do woodlice live?	<u>Everyday Materials- Let's Build</u> -What materials can we find? -Matching materials -Magnets and metal -Sorting objects	<u>Everyday Materials- Marvellous Materials</u> -Mending a torn umbrella -Ice observation -Frozen!	<u>Seasonal Changes- Wonderful Weather</u> -What do we know about weather? -Weather watching -Shadow fun! -Your weather station, wind direction	<u>Seasonal Changes- What's growing in our garden?</u> -Going and growing outside -One potato, two potato



	<p>-Sense explorers -Sensory boards and bottles</p> <p>DT- Food tech -group fruit and veg using our senses, likes and dislikes -a healthy snack/smoothie</p>	<p>-The puppy has made a mess! -Imaginary pets -My pet is happy and healthy -Bring your pet to school day (stuffed animals)</p> <p>DT- Food tech -minibeast habitat -'draw' a minibeast using edible objects -puppy bed -bird feeder</p>	<p>- 3 little pigs and their building choices</p> <p>DT- Structures & Mechanisms -identify materials around the classroom -3 little pigs houses -recreate or substitute and test other materials (jelly/ice/fabric)</p>	<p>-Puddle observations</p> <p>DT- Textiles/Materials -mend an umbrella using different materials -teddy coat -mittens to keep us warm when handling ice</p>	<p>-Your weather station, temperature</p> <p>DT- Structures & Mechanisms -make a wind sock -shadow puppets -sun hats or shelters</p>	<p>-Garden centres and seeds -What lives in the garden? -What is inside a flower? -What is inside a tree?</p> <p>DT- Food tech -growing vegetables -make a salad -what can we make from potatoes? -recipes from fruits grown on trees</p>
ICT	<p>ICT is taught holistically across all areas of the curriculum with a balance between “computing for education” and “education about computing”. The key areas are: Self-image and Identity Health, Wellbeing & Lifestyle, Relationships and Behaviours, Communication and Devices, The World Web Privacy, Security & Ownership.</p>					



PHSE	<p>Rules and Responsibilities</p> <ul style="list-style-type: none"> -Pupils actively listen to others -Pupils know how to ask trusted adults for help and advice. -Pupils learn about being a good listener for their friends. -Bonfire safety 	<p>Relationships</p> <ul style="list-style-type: none"> -Pupils can identify attributes of a positive relationship. -Pupils begin to understand what a positive relationship is and what families do together. -Pupils discuss how to ask for help if a relationship is affecting their mental health and wellbeing. 	<p>Health and Wellbeing</p> <ul style="list-style-type: none"> -Pupils to keep their teeth clean and healthy. -Pupils to identify foods and drinks that help to keep our teeth healthy. -Pupils know who helps to look after teeth and the importance of oral hygiene. 	<p>Relationships</p> <ul style="list-style-type: none"> -Pupils to help others when they are in need. -Pupils continue to develop successful friendship skills and form relationships with others. -Pupils know that their actions can affect other people's mental health and wellbeing. -Pupils are aware of what is meant to be a bully and how to help someone in need. 	<p>Staying safe</p> <ul style="list-style-type: none"> -Pupils can follow rules to keep safe -Pupils build on knowledge of rules and why they are important. -Pupils understand how to stay safe around water, fire and when out in the community. -Pupils discuss who to call and when. 	<p>Money</p> <ul style="list-style-type: none"> -Pupils can celebrate differences and being unique. -Pupils understand that everyone is different but that we all have similarities. -Pupils discuss their skills and interests.
RE	<p>Christianity- God</p> <ul style="list-style-type: none"> -Does how we treat the world matter? -Creation -Care for the planet -Harvest 	<p>Christianity- Jesus</p> <ul style="list-style-type: none"> -Why do Christians say Jesus is the 'Light of the World?' -Jesus as the light of the world 	<p>Hindu- Dharma</p> <ul style="list-style-type: none"> -How might people express their devotion? -Devotion, worship in the home and temple 	<p>Islam</p> <ul style="list-style-type: none"> -Why do Muslims believe it is important to obey God? -Submission and gratitude. -Prayer 	<p>Christianity- Church</p> <ul style="list-style-type: none"> -What unites the Christian community? -Worship -The church -The use of symbols 	<p>Judaism</p> <ul style="list-style-type: none"> -What aspects of life really matter? -Moses -Ten commandments -The sabbath



		-Symbolism of light Advent and Christmas				
History and Geography	<ul style="list-style-type: none"> -To explore other people/jobs in the world (fireman, police, doctor, dentist) -To listen to sounds (siren) -To use our 5 senses to explore a range of items -To be aware of other people in the community -To make choices throughout activities 	<ul style="list-style-type: none"> - To experience a range of festivals from around the world -To engage and learn through music, art, food, textures. 	<ul style="list-style-type: none"> -To be aware of dinosaurs - To explore dinosaurs (toys) -To learn about and dig fossils -To use different art techniques when creating dinosaur artwork 	<ul style="list-style-type: none"> -Explore our local community and woodlands -To begin to identify items in the woods (trees, grass, birds) -To experience fairytale sensory stories in both outdoor and indoor environments -To explore insects and minibeasts that live in the woods 	<ul style="list-style-type: none"> -To experience Australian culture through music, items, food, art, textures and role play/drama -To explore Australian animals e.g. kangaroo, koala bear. -To 'visit' famous landmarks -To listen to and become familiar with the national anthem -To explore the Australian flag and its colours 	<ul style="list-style-type: none"> -Explore holidays (seaside) -Look back at past holiday activities -Explore toys past and present
Music	Charanga- Natalie to Lead	Charanga- Natalie to Lead	Charanga- Natalie to Lead	Charanga- Natalie to Lead	Charanga- Natalie to Lead	Charanga- Natalie to Lead
PE	Fundamental Movement Skills	Gymnastics Focus on locomotor and non-locomotor	Dance Focus on locomotor and non-locomotor	Games Focus on locomotor and non-locomotor, and object control skills through a variety of games through sports.		Athletics Focus on locomotor and non-locomotor, and object control



	Assess each skill. (Emerging, Developing, Secure)	skills through gymnastic style activities.	skills through dance style activities.			skills through a variety of games.
Art	Drawing/digital media (Klee, Seurat, O'Keefe, Dan Flavin, Ai Weiwei) -Experimenting with oil pastels, pastels, chalk and charcoal. -Introduce smudging and blending -Makes pictorial representation using lines using computer paint packages.	Painting (Chagall, Pollock, Picasso) -Mix primary colours -Use a range of brush sizes.	Printing (Wallpaper, Wrapping paper, Newspapers) -Mono and block printing -Roll printing ink over found objects e.g. mesh, stencils.	Collage (Braque, Magazines and storybooks) -Paper skills: curling, scrunching, twisting. -Arrange shapes on a surface.	Textiles (Clothing-jumpers/socks. Tartan) -Create fabrics by weaving materials e.g. scraps, grass, plastic bags onto mesh, fences and bike wheels.	Sculpture (Parcels, presents, Henry Moore, Paul Soldner) -Using and rearranging found objects. -Wrapping and covering junk materials using papier mache.
Outdoor Learning	Den Building	Nature Walks Wildlife Action Award	Woodland activities	Gardening and Planting	Outdoor Art Wildlife Action Award	Campfire cookery