



Holme Valley Primary School – Curriculum Map 2021-22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Themes	All are welcome	Festivals and celebrations	People who help us	Loving where I live Transport	Life cycles	Incredible India
Communication and Language Listening, attention and understanding	Taking turns and following instructions Joining in with familiar rhymes and stories Opportunities to use simple IT equipment, including programmable toys and iPads	Understand some similarities and differences between people	Listen to a story and answer questions about it Say why they have chosen a particular book or game Continue to learn poems, rhymes and songs	Continue to talk about family routines, and special occasions Understand and complete a simple IT programme, for example on Mini Mash .	Engage in non-fiction books Continue to learn and use new vocabulary linked to topic	Hold a conversation confidently on a range of topics with back and forth exchanges Talk about and answer questions about stories that have been read to them, and those that they have read themselves
Speaking	Speak in full sentences about themselves and their families Use relevant vocabulary to express themselves in imaginary play	Learn and use new vocabulary in a variety of contexts Join in with retelling familiar stories	Learn and use new vocabulary throughout the day in the different provision areas	Describe events in detail Retell a story in their own words	Continue to learn and use new vocabulary. Express their own ideas and answer questions in full sentences	Speak fluently in full sentences, including use of past, present and future tenses
Personal, Social and Emotional Development	Jigsaw Unit 1 Being Me in my World	Jigsaw Unit 2 Celebrating Difference Respect for Others	Jigsaw Unit 3 Dreams and Goals Keeping Safe	Jigsaw Unit 4 Healthy Me Exercise	Jigsaw Unit 5 Relationships	Jigsaw Unit 6 Changing Me
PSED – Managing Self	School routines, rules and classroom set up Select and use resources with help Manage their own needs, including going to the toilet, dressing and undressing	Be confident to talk to other children and adults when playing Welcome and value praise	Willingly participate in a range of activities Develop confidence to speak in a small group Oral Health- learn about the importance of keeping their teeth and gums	Show resilience when faced with a challenge	Understand the importance of healthy food choices Oral health	Explain the reasons for rules, know right from wrong and try to behave accordingly

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	themselves		healthy			
Self Regulation	Share resources, sometimes with the help of an adult Be aware of their own feelings and how actions and words can hurt others	Understand that their wishes may not always be met, and that they may have to wait Give focussed attention to what an adult says	Understand how their own actions might hurt or upset others Know and understand the boundaries and behavioural expectations of the class	Express their own feelings and consider the feelings of others	Set goals to work towards	Understanding their own behaviour and regulating how they behave accordingly Follow instructions with several actions
Building relationships	Initiating play and inviting new friends to join in Taking turns	Demonstrating friendly behaviour with friends and familiar adults Keeping safe online-link with internet safety week		Show sensitivity and take the feelings of others into consideration	Resolving conflicts Internet safety	Work and play co-operatively taking turns with others Thinking about others Transition to year 1
Physical Development Gross Motor	PE – Body Movement Gymnastics with gym coach in PE lessons Outdoors-moving in different ways such as such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping Balance bikes	Move in different ways and negotiate space successfully, adjusting speed or direction to avoid obstacles Balancing on different body parts Throwing and catching using scarves and beanbags	PE – Body Management Revise and refine the fundamental movement skills they have already acquired including running, skipping, hopping and jumping Negotiating space Developing good posture sitting at the table and on the floor	Using climbing and balancing equipment indoors and outdoors Show increasing control over an object in pushing, patting, throwing, catching or kicking it	PE – Object Manipulation Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball	Indian dance Negotiate space and obstacles safely, with consideration for themselves and others Demonstrate strength, balance and coordination when playing Move energetically, such as running, jumping, dancing, hopping, skipping and climbing
Fine Motor	Grip a pencil, preferably two fingers and a thumb for control Use pincers, tweezers and	Show a preference for a dominant hand and continue to develop pencil grip	Continue to develop their small motor skills so that they can use a range of tools competently, safely and confidently, for	Hold a pencil correctly using the tripod grip	Show accuracy and care when drawing and forming letters	Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases

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	<p>threading equipment with increasing control</p> <p>Dough Disco</p>	<p>Cut up their own food using a knife and fork</p>	<p>example pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoon</p>			<p>Use a range of small tools, including scissors, paint brushes and cutlery</p>
Literacy Comprehension	<p>Hold a book correctly, turning the pages and understand pictures and that print carries meaning</p>	<p>Join in with retelling a familiar story</p>	<p>Talk about events and characters in books</p> <p>Predict what might happen next in a story</p>	<p>Use vocabulary and events from stories in their play</p> <p>Talk about their favourite book</p>	<p>Use and understand recently introduced vocabulary from non-fiction books</p>	<p>Retell stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate key events in stories</p>
Word Reading Read Write Inc	<p>Join in with familiar rhymes and stories.</p> <p>Recognize their own name.</p> <p>Identify sounds in words.</p> <p>Pick out initial sounds in words.</p>	<p>Join in with the rhythm of well-known stories and rhymes.</p> <p>Segment and blend the sounds in simple words.</p>	<p>Identify and use rhyming words.</p> <p>Say the sound for each individual letter.</p> <p>Blend sounds in simple words.</p> <p>Read common exception words from RWI scheme.</p> <p>Begin to read simple sentences and phrases.</p>	<p>Continue with RWI scheme</p>		<p>Say a sound for each letter of the alphabet, including 10 digraphs.</p> <p>Blend sounds in new words, consistent with phonic knowledge.</p> <p>Read aloud simple sentences.</p> <p>Read some common exception words.</p>
Writing	<p>Draw lines and circles in the air, on the floor, on large sheets of paper</p> <p>Start to form letter shapes</p> <p>Write letters from their name</p>	<p>Tell an adult what they have drawn or painted</p> <p>Form recognisable letters</p> <p>Use RWI letter formation rhymes to form letters correctly</p> <p>Identify sounds in words and begin to write 3 letter words</p> <p>Write their name using a</p>	<p>Letter formation</p> <p>Segment and blend sounds to write simple words</p> <p>Write captions and labels</p> <p>Rehearse orally what they want to write in a sentence</p> <p>Talk about sentences and start to write short simple sentences</p>	<p>Begin in to use full stops, finger spaces and capital letters</p>	<p>Simple sentences</p>	<p>Write recognisable letters, most of which are correctly formed</p> <p>Spell words using phonic knowledge</p> <p>Write simple phrases and sentences that can be read by others</p>

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<p>Mathematics</p> <p>Number and Numerical Patterns</p>	<p>Matching and sorting objects</p> <p>Comparing amounts- more/fewer</p> <p>Comparing size, mass and capacity</p> <p>Exploring patterns- what comes next?</p> <p>Representing numbers 1,2, 3 including the shapes triangles and circles</p>	<p>capital letter.</p> <p>Representing numbers to 5</p> <p>One more and one less than</p> <p>Shapes with 4 sides- squares and rectangles</p> <p>Positional language</p> <p>Language related to time, for example yesterday, today, tomorrow and before, now, next</p>	<p>Introduce zero</p> <p>Representing and comparing numbers 4, 5, 6, 7, 8</p> <p>Making pairs</p> <p>Comparing mass and capacity</p> <p>Length and height</p>	<p>Combining groups of objects (addition)</p> <p>Time</p> <p>Numbers 9& 10 and comparing all numbers to 10</p> <p>Number bonds to 10</p> <p>3D shapes</p> <p>Repeating patterns</p>	<p>Counting beyond 10</p> <p>Counting patterns beyond 10</p> <p>Spatial reasoning- match, rotate, manipulate, compose and decompose (understand that a shape can have another shape within it, like a number can)</p> <p>Adding more</p> <p>Taking away</p>	<p>Deepen understanding of numbers to 10, including the composition of each number</p> <p>Subitising (recognize quantities without counting) to at least 5</p> <p>Number bonds to 5 and some number bonds to 10</p> <p>Counting beyond 20</p> <p>Comparing and ordering- more than/ less than</p> <p>Doubling</p> <p>Sharing and grouping</p> <p>Odd and even</p> <p>Repeating patterns</p>
<p>Understanding the World</p> <p>People, culture and Communities</p>	<p>Talk about their own families and learn that families are all different</p> <p>Talk about where our school is, how they get to school</p> <p>Special places- our homes, our school, our place of worship</p> <p>Visit from the library service</p>	<p>Talk about and show an understanding of special times and events- for example; Diwali, Bonfire Night and Christmas</p> <p>Stories from the Bible</p>	<p>Learn about people that they have come across in our local community- the police, fire service, the vicar, doctors and teachers</p> <p>Chinese New Year</p>	<p>Use a simple map to find out where our school is and the name of the road</p> <p>Look at an aerial view of the school</p> <p>Draw a map of the reception outdoor area</p> <p>Celebrate Easter</p> <p>Stories from the Bible</p>	<p>Understand that different people celebrate special times in different ways</p> <p>Learn about how a Muslim person could celebrate Eid</p> <p>Stories from the Qur'an</p>	<p>Look on a globe to find out where India is and how we can get there</p> <p>Compare a child's life in India to life in England- food, school, weather, clothes</p> <p>Indian Experience Day</p> <p>Visit to St Peter's Church</p>
<p>The Natural</p>	<p>Trip to the farm</p>	<p>Observe changes in</p>	<p>Observe changes in winter-</p>	<p>Observe changes in spring-</p>	<p>Plant seeds and understand</p>	<p>Observe changes in</p>

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<p>World</p>	<p>Talk about caring for our environment- recycling in the classroom, turning lights and taps off</p>	<p>Autumn</p> <p>Explore our school grounds and local environment. Find out about animals that live in our local area, hedgehogs, rabbits and birds</p>	<p>ice, snow, darker nights.</p>	<p>flowers, plants, warmer weather</p>	<p>that they need water and sun to grow</p> <p>Hatching chicks</p> <p>Caterpillar to butterfly</p> <p>Mini beasts</p>	<p>summer-longer days, plants, animals, warm weather</p> <p>Look after plants in the outdoor area</p> <p>Explore shadows and why they occur</p> <p>Compare the environment in India to where we live using books and the internet to find out information</p>
<p>Past and present</p>	<p>Remember and talk about significant events in their own lives, for example holidays, special days etc</p> <p>Talk about and draw picture of the peoples that are special to them in their own lives</p> <p>Throughout the year compare and contrast stories and figures from the past by sharing a range of traditional tales. Discuss features of the stories from the past, for example castles, kings and queens</p>	<p>Talk about Bonfire Night and Guy Fawkes</p> <p>Continue to talk about special events in their lives, for example birthdays, special celebrations</p> <p>Remembrance Day</p>	<p>Recognize and describe special events for family and friends</p>	<p>Compare past and present-old and new vehicles</p> <p>Look at old and important buildings in our local area, for example Normanby Hall</p> <p>Find out about the history of our school</p> <p>Talk to family members about what school was like when they were younger</p>		<p>Visit St Peter’s Church in Bottesford and understand that it is a special historic place in our local community</p> <p>Create a time line to show the history of their own life, including special times, for example holidays, first day at school (Link with Jigsaw PSED)</p>
<p>Expressive Arts and Design Creating with materials</p>	<p>Explore colours and make collages of reds, blues and yellows</p> <p>Look at artwork by Mondrian. Children to create their own ‘Mondrian’ collages using shapes and</p>	<p>Go on an autumn walk and observe the colours seen in autumn</p> <p>Observational drawings of leaves</p> <p>Use autumn resources</p>	<p>Observe colours seen in winter</p> <p>Investigate ways of applying paint using a variety of tools including brushes and sponges</p>	<p>Spring flowers-paintings and observational drawings</p>	<p>Look at work by artists of butterflies, for example Faviama Rodrogez.</p> <p>Observational drawings and paintings of butterflies, looking carefully at patterns and symmetry.</p>	<p>Safely use a range of tools, materials and techniques to create models</p> <p>Explain processes that they have used</p> <p>Use different materials and</p>

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	<p>primary colours</p> <p>Mark making using large sheets and mark making media including chunky pencils and chalks</p> <p>Self portraits</p>	<p>(leaves, pine cones etc) to create outdoor autumn collages and pictures</p> <p>Clay- experiment with different techniques including rolling and kneading</p>	<p>Investigating techniques for joining materials using glue and tape to make a junk model vehicle</p>		<p>Printing technique- press print of a butterfly</p>	<p>props when role playing with friends</p> <p>Indian themed artwork, Rangoli patterns</p>
<p>Being Imaginative And expressive</p>	<p>Joining in with pretend play indoors and outdoors</p> <p>Singing and joining in with nursery rhymes.</p> <p>Music- clapping, tapping whilst singing</p> <p>Sing familiar songs and nursery rhymes , for example Heads, shoulders, knees and toes, Old MacDonald had a farm, Incy wincy spider</p> <p>Begin to move rhythmically.</p>	<p>Pantomime visit, give opportunities for the children to discuss their theatre trip and to recreate it using props and costumes</p> <p>Introduce a range of musical instruments and name them. Explore the sounds that they make</p> <p>Moving in response to the sounds of different instruments</p> <p>Learn and perform Christmas songs</p>	<p>Using their imagination to engage in pretend play, linking it to a storyline</p> <p>Create movement in response to music.</p> <p>Listen to different pieces of music and discuss changes and patterns as the music develops, for example louder, quieter, faster & slower</p> <p>Encourage children to make marks and pictures in response to music</p> <p>Continue to learn a range of new songs and repeat them regularly</p> <p>Explore making music and sounds with instruments</p>	<p>Tap rhythms to accompany words, for example by using a drum</p> <p>Use musical instruments to keep the steady beat of a piece of music.</p>	<p>Create their own music and simple compositions using a range of instruments and mini mash programme.</p> <p>Invite a local musician into school to share their music with the children</p> <p>Continue to sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</p>	<p>Perform songs, rhymes, poems and songs</p> <p>Create their own narratives and storylines within their play</p> <p>Indian themed music and dance</p>
<p>Trips and visitors</p>	<p>Visit to Pink Pig Farm</p> <p>Visit from Library Service</p>	<p>Pantomime</p> <p>Harvest Festival</p> <p>Diwali experience day</p>	<p>Visits from fire brigade, police, vicar, nurse</p> <p>Chinese New Year</p>	<p>Visit to Normanby Hall Country Park and Transport museum</p>	<p>Eid celebration day</p> <p>Chicks</p> <p>Caterpillars</p>	<p>Local walk to St Peter's Church</p> <p>Food from India</p>

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						India theme day
Books	The Three Little Pigs The Gingerbread Man The Little Red Hen Handa's Hen Families, Families, Families The Great Big Book of families All are Welcome	Room on the Broom The Jolly Postman Christmas Story/ Nativity Rama and Sita The Owl babies	Supertato Supertato – Evil Pea Rules The Colour Monster Ruby's Worry Non Fiction books linked to People who Help Us	Going on a Bear Hunt The Gruffalo Mr Grumpy's Outing	The Hungry Caterpillar Argh Spider! Pig in the Pond Non Fiction Egg to Chicken Caterpillar to Butterfly	Chapatti Moon Elmer Elmer's Walk Non Fiction books about India
British Values SMSC	Knowing the class and school rules Road Safety Farm visit All are welcome display Picture news weekly	Harvest Festival Children in Need Save the Children- Christmas Jumper Day Diwali Bonfire Night Voting for story time book Picture news weekly	Chinese New Year Police visit Visit to fire station Picture news weekly	Easter Visit to Normanby Hall and transport museum Picture news weekly	Recycling and looking after our school Opportunities for voting in class Picture news weekly	Sports day- knowing rules, fairness and supporting others Picture news weekly

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