

Oldfield Primary School Curriculum Map Bumblebees 2024-2025 (Cycle B)

	<u>Autumn 1</u> <u>8 weeks</u>	<u>Autumn 2</u> <u>7 Weeks</u>	<u>Spring 1</u> <u>6 Weeks</u>	<u>Spring 2</u> <u>6 Weeks</u>	<u>Summer 1</u> <u>5 Weeks</u>	<u>Summer 2</u> <u>7 Weeks</u>
Theme	Our Village (History Focus) Can you describe Oldfield? How has it changed over time and why? What is the weather like in Autumn, Winter, Spring and Summer where we live?	Marvellous maps (Geography focus) What changes happen in Winter? Where do I live in the world? What is in my local area? How do we celebrate Christmas?	Toys (History focus) Can you name toys from the past? How have toys changed over time? Why have they changed?	Africa (Geography focus) What are the 7 continents? Can you name the 5 oceans? Where do we live? What are the 4 countries and capital cities of the United Kingdom? Where is Africa? What are houses like in Africa? What animals live in Africa? How can we group and sort animals?	New Life (Science focus) Which animals are Carnivores, Herbivores and Omnivores? Can you name the parts of the human body?	Let's Grow (Science focus) What is a plant? What plants can we find in our local area? How can we identify different types of plants?
English Texts (see LTP)	We're Going on a Bear Hunt Poetry: seasons Poem	Goldilocks and the Three Bears The Snowflake Benji Davies Christmas Story	Stanley's Stick Old Bear, Jane Hissey	Chicken in the Kitchen Non-chronological report on African animals	The Odd Egg Poetry Poetry - National Trust (nature related daily poem) to inspire poems about nature	Jack and the Beanstalk Mama Mita Roots, Stems, Leaves and Flowers (non fiction)
Maths	WRM - Year 1 SoL Mental Arithmetic: Counting: Count from any number forwards and backwards in multiples of 1's	WRM - Year 1 SoL Mental Arithmetic: Counting: Count from any number forwards and	WRM - Year 1 SoL Mental Arithmetic: Counting: Count from any number forwards and backwards in multiples of 2's and 10's	WRM - Year 1 SoL Counting: Count from any number forwards and backwards in multiples of 10's	WRM - Year 1 SoL Counting: Count from any number forwards and backwards in multiples of 2's and 5's	WRM - Year 1 SoL Counting: Count from any number forwards and backwards in multiples of 2's, 5's and 10's

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	<p>Facts to learn: Number Bonds to 10 Number Bonds to 20</p> <p>Mental Calculations: Addition and Subtraction: Add or subtract a single digit from a single digit without crossing 10. Add or subtract a single digit to or from 10.</p>	<p>backwards in multiples of 2s</p> <p>Facts to learn: Number Bonds to 20</p> <p>Mental Calculations: Addition and Subtraction: Add or subtract a single digit from a single digit without crossing 10. Add or subtract a single digit to or from 10.</p>	<p>Facts to Learn: Doubling and halving 2 digit multiples of 10 including half of 30, 50, 70 and 90. Fact families - knowing that $2 + 8 = 8 + 2$ Add 9 to single-digit numbers by adding 10 and then subtracting 1 e.g. $9 + 4 = 10 + 4 = 14$ $14 - 1 = 13$</p> <p>Mental Calculations: Addition and Subtraction: Read a number sentence, arrange a number sentence, solve a number sentence, solve addition or subtraction on a numberline Multiplication and Division: Recap: Set out groups of blocks and find the total amount of blocks Recap: Halve an even number of objects Share 6,9,12 or 15 objects between three people.</p>	<p>Facts to Learn: Doubling and halving 2 digit multiples of 10 Add 9 to single-digit numbers by adding 10 and then subtracting 1 e.g. $9 + 4 = 10 + 4 = 14$ $14 - 1 = 13$</p> <p>Mental Calculations: Addition and Subtraction: Read a number sentence, arrange a number sentence, solve a number sentence, solve addition or subtraction on a numberline Multiplication and Division: Recap: Halve an even number of objects Share 6,9,12 or 15 objects between three people.</p>	<p>Facts to Learn: Recall double of all numbers to at least 20</p> <p>Identifying near doubles, using doubles already know - i.e $8 + 7$ is $7 + 7 + 1$ or $8 + 8 - 1$</p> <p>Add/ subtract 9 to single-digit numbers by adding/subtracting 10 and then subtracting/adding 1</p> <p>Addition and Subtraction: Add and subtract 1 digit to a number within 100.</p> <p>Multiplication and Division: Doubles of all numbers to $20 - 7 + 7 = 14$ double 7 is Share 8, 12, 16 or 20 between four people.</p> <p>2 times table focus</p>	<p>Begin to recall the 2x tables in any order e.g $2 \times 3 = 6$ $3 \times 2 = 6$</p> <p>Facts to Learn: Recall double of all numbers to at least 20 and corresponding halves.</p> <p>Identifying near doubles, using doubles already know - i.e $8 + 7$ is $7 + 7 + 1$ or $8 + 8 - 1$</p> <p>Add/ subtract 9 to single-digit numbers by adding/subtracting 10 and then subtracting/adding 1</p> <p>Addition and Subtraction: Add and subtract 1 digit to a number within 100..</p> <p>Add or subtract 10 from any 2digit number- i.e $32 + 10 = 42$ recognising patterns and the digit that changes).</p> <p>Multiplication and Division: Doubles of all numbers to $20 - 7 + 7 = 14$ double 7 is Share 8, 12, 16 or 20 between four people.</p> <p>2 times table focus</p>
Science	<p>Seasonal Changes Name four seasons and clothing and weather for each season and why. Hat, jumper, shorts, tshirt,</p>	<p>Animals inc. Humans. The Human body changes.</p>	<p>Everyday Materials Describing, comparing and contrasting materials.</p>	<p>Animals inc. Humans 5 animal groups, herbivores, carnivores, herbivores and their structures/features.</p>	<p>Animals inc. Humans Land and sea animals Identify land and sea animals and their homes</p>	<p>Plants- Focus on plants within the local garden such as rose, daffodils, honeysuckle. Roses in the main school garden.</p>

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	<p>scarf, gloves, sun glasses etc.</p> <p>Observe changes across the four seasons and how day length varies.</p> <p>Sort items to match the weather and season.</p> <p>Focus on large tree at back of school. How does it change during Autumn?</p> <p>Observe changes in locality as seasons change such as changes in flowers.</p>	<p>Parts of the body (basic parts such as head, foot, ankle, etc.)</p> <p>Focus on the five senses- Taste experiment</p> <p>How they have changed since being a baby over time.</p> <p>What can they do now that they couldn't do as a baby</p>	<p>Wood, glass, stone, twigs, straw etc</p> <p>Naming materials</p> <p>Identification of materials</p> <p>Sorting materials</p> <p>Materials for a purpose</p> <p>Everyday materials</p> <p>opaque and transparent</p> <p>waterproof</p>	<p>Identify common animals linked to the topic. Such as farm animals, pets (dogs,cat) and other animals such as lion, zebras, fish, birds (duck, hen) frogs, cow, pig, etc</p> <p>Bears topic - adapt in summer 2</p> <p>Look at what terms carnivore etc and what they are for example, carnivore has sharp teeth as they eat meat</p>	<p>Sea animals such as whale, dolphin, fish, jelly fish, crab, star fish., cod, salmon, mackerel, newt, toad, frog, sea turtle, seal, whale, otter, walrus, dolphin, gulls and gannets (sea birds)</p> <p>Group and sort the type of animals such as amphibians etc</p> <p>newts and sea turtles</p>	<p>Basic structure of a plant and tree. Look at stem, root and flower petals. Not functions of the plant at this stage.</p> <p>sycamore</p> <p>conker tree</p> <p>ash</p>
History & Geography	<p><u>History</u></p> <p>Knowledge and Understanding of Events, People and Changes in the Past</p> <p>-Recognise some similarities and differences between the past and the present;</p> <p>-Identify similarities and differences between ways of life in different periods</p> <p>-Know and recount episodes from stories and significant events in history;</p> <p>-Understand that there are reasons why people</p>	<p><u>Geography</u></p> <p>Geographical skills and fieldwork</p> <p>Ge1/1.4d.</p> <p>use simple compass directions and locational and directional to describe the location of features and routes on a map;</p> <p>devise a simple map; and use and construct basic symbols in a key;</p> <p>use simple fieldwork and observational skills to study the geography of the</p>	<p><u>History</u></p> <p>Chronological Understanding</p> <p>-Sequence artefacts and events that are close together in time;</p> <p>-Order dates from earliest to latest on simple timelines;</p> <p>Sequence pictures from different periods;</p> <p>Describe memories and changes that have happened in their own lives;</p> <p>use words and phrases such as: old, new, earliest, latest, past, present, future, century,</p>	<p><u>Geography</u></p> <p>Place knowledge</p> <p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, its surrounding seas.</p>	<p><u>Geography</u></p> <p>Human and Physical Geography:</p> <p>Ge1/1.3a. To identify seasonal and daily weather patterns.</p>	<p><u>Geography</u></p> <p>Revisit:</p> <p>use simple compass directions and locational and directional to describe the location of features and routes on a map;</p> <p>devise a simple map; and use and construct basic symbols in a key;</p> <p>use simple fieldwork and observational skills to study the geography of the surrounding area, including key human</p>

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	<p>in the past acted as they did</p> <p>-Describe significant individuals from the past.</p> <p>Historical interpretation:</p> <p>-Start to compare two versions of a past event;</p> <p>-Start to use stories or accounts to distinguish between fact and fiction;</p> <p>Historical enquiry:</p> <p>observe or handle evidence to ask simple questions about the past;</p> <p>Geography</p> <p>Human and Physical Geography:</p> <p>Ge1/1.3a. To identify seasonal and daily weather patterns.</p>	<p>surrounding area, including key human and physical features, using a range of methods;</p> <p>= Cardiff, Edinburgh, capital city,</p>	<p>new, newest, old, oldest, modern, before, after to show the passing of time.</p> <p>Historical Interpretation:</p> <p>-Observe and use pictures, photographs and artefacts to find out about the past</p> <p>-Explain that there are different types of evidence and sources that can be used to help represent the past.</p> <p>Historical enquiry:</p> <p>Observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;</p> <p>Choose and select evidence and say how it can be used to find out about the past</p>	<p>Place Knowledge.</p> <p>Ge1/1.2a. 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 contrasting non-European country - Africa</p>		<p>and physical features, using a range of methods;</p> <p>Human and physical geography:</p> <p>use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest</p> <p><u>use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</u></p>
Art, D&T and Cooking	<p>DT Construction</p> <p>Build a house</p> <p>Use a range of materials to make models</p> <p>*Join appropriately for different materials and situations e.g. tape, glue</p> <p>*Investigate how structures can be made stronger</p>	<p>Art Collage</p> <p>Copy an original print;</p> <p>Use a combination of materials that have been cut, torn and glued;</p> <p>Sort and arrange materials;</p> <p>Add texture by mixing materials;</p> <p>Artist: Eric Carle</p>	<p>D&T - Toys</p> <p>*Use a range of materials to make models</p> <p>*Constructs using a lever and slider device</p> <p>*Join appropriately for different materials and situations e.g. tape, glue</p> <p>*Investigate how structures can be made stronger</p>	<p>Art Printing</p> <p>Printing with different leaves, bark etc.</p> <p>Use a variety of materials, e.g. sponges, fruit, blocks;</p> <p>Demonstrate a range of techniques, e.g. rolling, pressing, stamping and rubbing.</p> <p>D&T</p>	<p>DT Textiles</p> <p>Create a blanket for a pet</p> <p>*Colour fabrics using a range of techniques e.g. fabric paints, printing</p> <p>*Cut out shapes which have been created by drawing around a template onto the fabric</p> <p>*To begin to sew a running stitch with support if</p>	<p>Art Painting</p> <p>Name the primary and secondary colours;</p> <p>Experiment with different brushes (including brushstrokes) and other painting tools;</p> <p>Mix primary colours to make secondary colours;</p> <p>Add white and black to alter tints and shades;</p>

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				<p>Explain where in the world different foods originate from;</p> <p>Understand that everyone should eat at least five portions of fruit and vegetables every day and start to explain why;</p>	<p>needed (card holes, binka, large needles)</p> <p>Show pattern by weaving;</p> <p>Use a dyeing technique to alter a textile's colour and pattern;</p>	
Music	<p>Hey You!</p> <p>Mu1/1.1 - use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p>Rhythm in the way we walk and Banana rap.</p> <p>Mu1/1.1</p> <p>Mu1/1.3 - listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Mu1/1.2 - play tuned and untuned instruments musically (Christmas Nativity)</p>	<p>In The Groove</p> <p>Mu1/1.1</p> <p>Mu1/1.2 - play tuned and untuned instruments musically (African instruments).</p>	<p>Round and Round</p> <p>Mu1/1.1</p> <p>Mu1/1.2</p>	<p>Your Imagination</p> <p>Mu1/1.1</p> <p>Mu1/1.4 - experiment with, create, select and combine sounds using the interrelated dimensions of music</p>	<p>Reflect, Rewind and Replay.</p> <p>Mu1/1.1</p>
P.E	<p>Invasion Games</p> <ul style="list-style-type: none"> - To kick a ball with accuracy towards an end target. - To dribble a ball with some success. - To move with control and coordination. - To participate in team games. - To move into and out of space safely. - To be able to throw a ball over and under arm. - To be able to catch a large ball. 	<p>Gymnastics (Travel)</p> <ul style="list-style-type: none"> - To link two simple actions together. - To be able to move forwards, backwards, sideways, low and high with some speed. - To jump with both feet leaving the ground. - To jump for height. 	<p>Invasion Games</p> <ul style="list-style-type: none"> - To kick a ball with accuracy towards an end target. - To dribble a ball with some success. - To move with control and coordination. - To participate in team games. - To move into and out of space safely. - To be able to throw a ball over and under arm. - To be able to catch a large ball. 	<p>Dance</p> <ul style="list-style-type: none"> - To use movement to respond to music. - To move to a beat. - To copy a simple dance pattern. - To link two dance movements together. 	<p>Gymnastics (Balance)</p> <ul style="list-style-type: none"> - To hold a position whilst balancing on different parts of the body. - To balance on one foot for 5 seconds. 	<p>Striking and fielding</p> <ul style="list-style-type: none"> - To be able to catch a large ball. - To balance a ball on a racket. - To strike a ball using two hands on a racket/bat.

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	<ul style="list-style-type: none"> - To roll a ball to an end target. - To become increasingly competent and confident with their agility, balance and coordination. - To be able to play a game following a set of rules. 		<ul style="list-style-type: none"> - To roll a ball to an end target. - To become increasingly competent and confident with their agility, balance and coordination. - To be able to play a game following a set of rules. 			
Computing	Online Safety Co2/1.6 - E-Safety	Co2/1.4 and Co2/1.5 - Winter.	Co2/1.4 and Co2/1.5 - Research Africa.	Co2/1.4 and Co2/1.5 - Pirate fact-files	Coding and Programming Co2/1.1, Co2/1.2 and Co2/1.3 - Beebots	
R.E - See Kirklees Agreed Syllabus	Looking at me, looking at you. Key Question: What makes us special? Christmas.		Caring for the World. Key Question: How can we keep the world special?		Worship and Festivals Key Question: What is worship? Celebrations (Eid)	
PSHE - See PSHE Association Spiral Curriculum	Me and my relationships	Valuing Difference	Keeping Safe	Rights and respect	Being my best	Growing and Changing
Trips/Fab Finish		Trip around our local area, Oldfield - Geography.	Old Toys Visitor.		Trip to Nell Bank	Sports Day!