



Joydens Wood Infant School Curriculum 2020-2021

	Autumn 1 Term 1	Autumn 2 Term 2a (3WEEKS)	Autumn 2 Term 2b (4WEEKS)	Spring 1 Term 3a (4WEEKS)	Spring 1 Term 3b (2WEEKS)	Spring 2 Term 4	Summer 1 Term 5	Summer 2 Term 6
Theme	Down on the Farm	Crash! Bang!	Winter Wonderland	Breaking News!	Chinese New Year Festival	It's all Magic (fairytale focus)	Climate Change!	When I grow up!
Key Subject Coverage	RE, PSHE, Science, Geography	RE, DT, History	RE Music History - History week - Week 1 of 2b to provide 'hook' for chn - Theme= 'Old and New Toys' (link to the Nutcracker and Christmas. Sam to provide plans for this week for all year groups)	History Science	DT Music History	Geography Science	RE Geography History assessment (based on what chn have covered over the year - use to aid final teacher assessment. SJ to produce assessments/a ctivities)	PSHE History - link to families (what did their adults want to be when they grew up? How we've changed - look at baby photos?)
Assemblies / PSHE	Being Me in My World RE	RE	RE	Healthy Me	Chinese New Year	Celebrating Difference	Relationships	Changing Me Dreams and Goals
RE	Christianity Bible Stories (The farmer and the seeds)	Christianity Diwali (The story of Daniel)	Christianity The story of Jesus	Christianity Easter- Noah's Ark	Christianity Easter-		Christianity (EYFS) Judaism (Year 1) Islam (Year 2)	



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	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Texts	<p>EYFS Guided Reading text: Tanka tanka skunk</p> <p>EYFS environment & group time texts: The Little Red Hen</p> <p>Handa's Surprise</p>	<p>EYFS Guided Reading text: Blue Penguin</p> <p>EYFS environment & group time texts: Mr Fawkes, the King and the Gunpowder Plot</p> <p>Where the Poppies Now Grow</p> <p>Great Fire of London</p> <p>The Nutcracker</p> <p>Christmas Story</p> <p>The Jolly Christmas Postman</p>	<p>EYFS Guided Reading text: The Great Explorer</p> <p>EYFS environment & group time texts: Non-fiction texts about (Neil Armstrong, Amelia Earhart.</p> <p>Famous Explorers</p> <p>Not Lost - John Bond, The Darkest Dark - Chris Hadfield</p>	<p>EYFS Guided Reading text: Jack and the Beanstalk</p> <p>EYFS environment & group time texts: Jack and the Jelly Bean Stalk</p> <p>Jack and the Baked Bean Stalk</p> <p>It's not Jack and the Bean Stalk</p> <p>A Bean, a Stalk and a boy named Jack</p> <p>Jim and the Beanstalk</p>	<p>EYFS Guided Reading text: Tidy - Emily Gravett</p> <p>EYFS environment & group time texts: Here We Are</p> <p>Michael Recycle</p> <p>The Storm Whale</p> <p>Dear Greenpeace</p>	<p>EYFS Guided Reading text: The Dot</p> <p>EYFS environment & group time texts: Oh the places you'll go</p> <p>Tad</p> <p>Information books about job roles</p>



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	<p>Year 1 Guided Reading text: The Gigantic Turnip</p> <p>Year 1 Group time and Enhancement texts: Handa's Surprise</p> <p>What the LadyBird Heard</p> <p>A Squash and a Squeeze</p>	<p>Year 1 Guided Reading text: Great Fire of London - (Non-fiction)</p> <p>Year 1 Group time and Enhancement texts: Mr Fawkes, the King and the Gunpowder Plot</p> <p>Where the Poppies Now Grow</p>	<p>Year 1 Guided Reading text: The Jolly Christmas Postman</p> <p>Year 1 Group time and Enhancement texts: The Nutcracker</p> <p>The Emperor's Egg</p> <p>The Christmas Story</p>	<p>Year 1 Guided Reading text: Claude in the City</p> <p>Year 1 Group time and Enhancement texts: Florence Nightingale non-fiction texts</p> <p>Nurses and doctors non-fiction texts</p>	<p>Year 1 Guided Reading text: The Runaway Rice Cake</p> <p>Year 1 Group time and Enhancement texts: The Chinese Dragon</p> <p>Non-fiction texts</p>	<p>Year 1 Guided Reading text: Leon and the Place Between</p> <p>Year 1 Group time and Enhancement texts: Room on the broom</p> <p>Traditional Tales</p> <p>Supertato</p> <p>You See a Circus</p>	<p>Year 1 Guided Reading text: Leaf</p> <p>Year 1 Group time and Enhancement texts: Snail and the whale</p> <p>Wild</p> <p>The Storm Whale</p> <p>Grandads Island</p>	<p>Year 1 Guided Reading text: Can I Build Another Me?</p> <p>Year 1 Group time and Enhancement texts: The Hodgeheg</p> <p>Owl Babies</p> <p>Tadpole's promise</p>
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	<p>Year 2</p> <p>Writing Text: Charlotte's web (film)</p> <p>Guided Reading: Jack and the Beanstalk</p> <p>Class Story: Fiction and non-fiction about farm life.</p>	<p>Year 2</p> <p>Writing Text: The Gunpowder Plot</p> <p>Guided Reading: Where the Poppies Now Grow</p> <p>Class Story: Fiction and non-fiction about fire safety.</p>	<p>Year 2</p> <p>Writing Text: The Nutcracker</p> <p>Guided Reading: Christmas Story (All)</p> <p>Class Story: Fiction stories about christmas</p>	<p>Year 2</p> <p>Writing Text: Florence Nightingale and Mary Seacole</p> <p>Guided Reading: Peace Lily</p> <p>Class Story: Earth Shattering Events by Robin Jacobs and Sophie Williams</p>	<p>Year 2</p> <p>Writing Text: Li's Chinese New Year</p> <p>Guided Reading: The Runaway Wok</p> <p>Class Story: Non-fiction newspaper articles.</p>	<p>Year 2</p> <p>Writing Text: Hansel and Gretel</p> <p>Guided Reading: Ice Queen</p> <p>Class story: Mr Majeka</p> <p>The Princess and the White Bear King</p>	<p>Year 2</p> <p>Writing Text: The Kapok Tree</p> <p>Guided Reading: The lighthouse keeper's lunch</p> <p>Class Story: Non-fiction about rainforests and beaches.</p>	<p>Year 2</p> <p>Writing Text: Little Mouse's Big Book of Fears</p> <p>Guided Reading: Matilda</p> <p>Class Story: The Dot</p>
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Writing Genres	<p>EYFS phonological awareness: -phase 1 listening and attention -gross and fine motor control -oral story telling</p>	<p>EYFS Emotive Writing Poetry Adjectives Shared Writes CVC words Drama</p>	<p>EYFS Emotive Writing Poetry Adjectives Shared Writes CVC words Drama</p>	<p>EYFS Fact gathering Leaflets Posters Instructional Writing (maps) Sequencing of events List writing Emotive writing Drama Onomatopoeia</p>	<p>EYFS Fact gathering Leaflets Posters Instructional Writing (maps) Sequencing of events List writing Emotive writing Drama Onomatopoeia</p>	<p>EYFS Alternative stories Narrative Creating story books Story structure and sequencing Whole class play script (story language) Drama</p>	<p>EYFS Debate - conscience alley Feelings Empathy Fact files Posters</p>	<p>EYFS Reflective discussion Feelings Targets/goal setting Shared letter writing Shared poem</p>
	<p>Year 1 Instructional Writing- Recipes Leaflets Posters Handwriting/ Presentation</p>	<p>Year 1 Emotive Writing Shared Writes Diary Entries Drama/Role play Story maps Persuasive Letters Fact finding</p>	<p>Year 1 Poetry Focus Letters Lists Drama</p>	<p>Year 1 Fact gathering Newspaper Reports Fact Writing Non-Chronological Report List writing</p>	<p>Year 1 Drama and dance Play scripts Lyrics/song writing Posters</p>	<p>Year 1 Alternative stories, Narrative Creating Story Books Poetry</p>	<p>Year 1 Persuasive writing Write their own speeches Debates Fact-files Conscience alley</p>	<p>Year 1 Poetry 'Words of Wisdom' to hand down to previous year group Targets/goal setting Letter writing Feelings and empathy</p>



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	<p>Key skills: Orally rehearse Composition Sentences Types Punctuation Time connectives Persuasive language</p>	<p>Key skills: Orally rehearse Composition Punctuation Adjectives Connectives Persuasive language</p>	<p>Key skills: Orally rehearse Composition Punctuation Vocabulary Focus</p>	<p>Key skills: Orally rehearse Composition Punctuation Expanded noun phrases Sequencing of events Subject specific vocabulary Plurals</p>	<p>Key skills: Orally rehearse Composition Expanded noun phrases Subject specific vocabulary</p>	<p>Key skills: Orally rehearse Composition Expanded noun phrases Story sequencing Vocabulary Focus Suffixes Editing work</p>	<p>Key skills: Orally rehearse Composition Persuasive language Punctuation - exclamation marks and question marks Reading aloud work to check it makes sense Editing work Range of sentence starters</p>	<p>Key skills: Orally rehearse Past Tense Composition Key vocabulary Reading aloud work to check it makes sense Editing work Range of sentence starters</p>
	<p>Year 2 Instructional Writing- Recipes Commas Sentences Types Connectives Handwriting/ Presentation</p>	<p>Year 2 Emotive Writing Diary Entries Persuasive Writing - Letters Poetry Focus - onomatopoeia</p>	<p>Year 2 Poetry Focus Vocabulary Focus DRAMA</p>	<p>Year 2 Newspaper Reports Fact Writing Non- Chronological Report</p>	<p>Year 2 DRAMA & DANCE Script writing</p>	<p>Year 2 Alternative stories, Narrative Creating Story Books Poetry Vocabulary Focus</p>	<p>Year 2 Persuasive writing Write their own speeches Debates Fact-files</p>	<p>Year 2 Persuasive writing Write their own speeches Debates Fact-files</p>



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Maths (stand alone lessons) Topics to be taught in each term	EYFS: Early Mathematical Experiences Pattern and Early Number Numbers within 6 Consolidation	EYFS: Addition and Subtraction within 6 & Consolidation Measures Shape and sorting Calendar and time	EYFS: Numbers within 10 Addition and Subtraction within 10 Numbers within 15 Numbers within 20	EYFS: Consolidation e.g. number bonds Grouping and sharing Doubling and halving Consolidation	EYFS: Shape and pattern (2D) Addition and Subtraction Consolidation Money	EYFS: Measures Depth of numbers within 20 Numbers beyond 20 Problem solving/Investigation Week
	Year 1: Numbers within 10 Addition and Subtraction within 10 Shapes and Patterns	Year 1: Numbers within 20 Addition and Subtraction within 20 Consolidation	Year 1: Time Exploring calculation strategies within 20 Addition and Subtraction within 20 First 5 – addition Second 5 subtraction Consolidation of all strategies	Year 1: Fractions Consolidation Measures: Length and Mass Numbers to 50	Year 1: Numbers 50 – 100 and beyond 1st lesson consolidates numbers to 50. Addition and subtraction Money Consolidation	Year 1: Multiplication and Division Consolidation Measures: Capacity and Volume Problem solving/investigation week
	Year 2: Numbers within 100 Addition and subtraction of 2-digit numbers Addition and subtraction word problems Consolidation	Year 2: Measures: Length *may choose to extend to 10 lessons with no consolidation at end of term Graphs Multiplication and Division: 2, 5 and 10. Consolidation	Year 2: Time Fractions Addition and Subtraction of 2 – digit numbers	Year 2: Addition and Subtraction of 2 – digit numbers Money Face, shapes and patterns; lines and turns	Year 2: Exploring calculation strategies AND efficient methods Problem Solving Numbers within 1000 Multiplication and Division: 3 and 4	Year 2: Measures: Capacity and Volume Measures: Mass Investigations



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Maths Focus (Provision based enhancements)	<p>Money (farming shops - buying and selling fruit and veg)</p> <p>Capacity - how much water do you need to water the plants, potion making, measuring ingredients</p> <p>Measurement - weight (how many kg of apples etc.)</p>	<p>Puzzles</p> <p>Directions (Beebots)</p> <p>Time</p> <p>Roman Numerals</p>	<p>Temperature - weather station (recording the weather and observing how this changes throughout the week.</p> <p>Days of the Week</p> <p>Months of the Year (birthday, celebrations)</p>	<p>Time - clocks</p> <p>Voting - diagrams/pictograms/bar charts/venn diagrams</p>	<p>Chinese Calendars</p> <p>Chinese Numbers (lego)</p> <p>Board Games</p>	<p>Shapes - to make pictures (castles etc.)</p> <p>Fairytale board games</p> <p>Sorting games</p>	<p>Measurement - how much rainfall is there/what is the temperature today.</p> <p>Data Collection of the environment e.g. graphs, tally charts</p>	<p>Length and Weight - how tall, small, short and long are different objects.</p>
Science	<p>EYFS</p> <ul style="list-style-type: none"> -To develop an understanding of growth, decay and changes over time, in relation to food and how animals may change. -To show care and concern for living things and the 	<p>EYFS</p> <ul style="list-style-type: none"> -To comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world. -To name the four seasons. To name 	<p>EYFS</p> <ul style="list-style-type: none"> -To begin to be interested in and describe the texture of things, relating to the materials. -To talk about basic features of materials, such as, 'that feels soft'. -To look 	<p>EYFS</p> <ul style="list-style-type: none"> -To eat a healthy range of foodstuffs and understand a need for variety in food. To identify between healthy and unhealthy food. -To show some understanding 		<p>EYFS</p> <ul style="list-style-type: none"> -To talk about why things happen and how things work, linking to materials and moving parts. -To discuss different materials and why we may use them. 	<p>EYFS</p> <ul style="list-style-type: none"> -They talk about the features of their own immediate environment and how environments might vary from one another -They make observations of animals and 	<p>EYFS</p> <ul style="list-style-type: none"> -To know about similarities and differences in relation to places, objects, materials and living things. -To know where they live and discuss where other people may live. To look



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	<p>environment. -To talk about some of the things they have observed, such as plants, animals, natural and found objects. -To observe plants and food growing.</p> <p>Year 1 & 2 <i>Plants</i> -identifying trees, leaves and flowers. -relate plants to food. -labelling parts. -knowing fruit, vegetables and herbs. -conditions to grow</p>	<p>different kinds of weathers.</p> <p>Year 1 <i>Seasonal Changes</i> -characteristics of different seasons. -weather</p>	<p>closely at similarities, differences, patterns and change, relating to everyday materials.</p> <p>Year 1 & 2 <i>Everyday Materials and their uses</i> -physical properties -light and dark</p>	<p>that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. -To know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.</p> <p>Year 1 <i>Animals, including humans</i> -Identify body parts -Identify why it is important to keep healthy.</p> <p>Year 2 <i>Animals, including humans</i></p>		<p>Year 1 & 2 <i>Everyday Materials and their uses</i> -suitability of materials -Recycling -magnets</p>	<p>plants and explain why some things occur and talk about changes. -To know some characteristics of different seasons. -To discuss some ideas about how they can look after their environment.</p> <p>Year 1 <i>Seasonal Changes</i> -Associate the changing seasons with indicators to animal and plant behaviour. - temperature -Pollution and energy</p>	<p>closely at similarities, differences, patterns and change. -They make observations of animals and plants and explain why some things occur and talk about changes.</p> <p>Year 1 <i>Animals, including Humans</i> -Describe the characteristics of mammals, birds, fish, reptiles and amphibians. -Habitats</p> <p>Year 2 <i>Living things and their habitats</i> -Identify the animals and plants which</p>
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				<p>-food chain. -key stages of development. - Identify some changes in capabilities at the different stages. - Discuss how to stay healthy, what we need to survive and what happens when we exercise.</p>				live in contrasting habitats and explain the features of the habitats which meet the needs of those animals and plants.
Art & Design	<p>Year 1: Grant Wood (agricultural landscapes)</p> <p>Year 2: Helen Ahpornsiri (dried flower animals)</p> <p>Andrew Goldsworthy (natural art)</p>	<p>Year 1: Building and landscapes of London</p> <p>Tim Fowler (modern) compare to art from 1666 John Brickels</p> <p>Year 2: Monet-poppies</p>	<p>Year 1: Leonid Afremov (bright lights)</p> <p>Year 2: Charlotte Wilkinson (National Ballet)</p>	<p>Year 1: Laura Benjamin (collage)</p> <p>Year 2: Andy Warhol</p>	<p>Year 1: Dragons (joins and folds) Ornaments (weaving)</p> <p>Year 2: Shadow puppets</p>	<p>Year 1: Grahame Baker-Smith (illustrator printing)</p> <p>Year 2: Nicoletta Ceccoli (illustrator - clay modelling)</p>	<p>Year 1: Megan Coyle Karen Nicol (textile artist)</p> <p>Year 2: Yuken Teruya Michelle Reader Megan Coyle</p>	<p>Year 1: Opportunity to consolidate skills as teacher assessment identifies.</p> <p>Year 2: Frida Kahlo Pablo Picasso Hannah Hooch (self-portrait)</p>
PPA Coverage	PSHE, Art & DT, PE							