

Norman Gate School - Curriculum Map – Caterpillar and Cub – Cycle 2

At Norman Gate we focus strongly on the three prime areas (communication and language, physical development, and personal, social and emotional development) which are the basis for successful learning in the other four specific areas. We consider the individual needs, interests and stage of development of each child, and use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.

All areas of learning and development are important and inter-connected. The learning environment and activities will enable children to access learning across all areas. Through the topic there may be a focus on particular areas however children will always have wider learning opportunities.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Heads, shoulders, knees and toys	Celebration	Story time	The wheels on the bus	Food	Button up
Communication & Language (including literacy)	<p>Bucket time (Attention) Special time Intensive interaction Songs and stories Mark making in a variety of ways PECS</p> <p>Key texts: Only One You- Linda Kranz My Body- Jill MacDonald Toes, Ears and Nose- Karen Katz All Kinds of People- Emma Damon It's Ok To Be Different- Sharon Purtil</p> <p>Key words and symbols (Makaton)— help, wait, more, finished, play, school, Body parts, me,</p>	<p>Bucket time (Attention) Special time Intensive interaction Songs and stories Mark making in a variety of ways PECS</p> <p>Key texts: Various Christmas Stories Goodnight Santa- Michelle Robinson Christmas with You- Julia H Hubery</p> <p>Key words and symbols (Makaton)— home, please, thank you, Christmas, present, Santa,</p>	<p>Bucket time (Attention) Special time Intensive interaction Songs and stories Mark making in a variety of ways PECS</p> <p>Key texts: Key interest texts from children</p> <p>Key words and symbols (Makaton)— toilet, story, listen, choose, happy, sad, Book,</p>	<p>Bucket time (Attention) Special time Intensive interaction Songs and stories Mark making in a variety of ways PECS</p> <p>Key texts: The Naughty Bus- Jane and Jerry Oak We All Go Travelling By- Sheena Roberts The Journey Home from Grandpas- Jemima Lumley Wheels on the Bus- Various</p> <p>Key words and symbols (Makaton)— hot, cold, yes, no, angry, Car, bus, bike, aeroplane, boat (other transport)</p>	<p>Bucket time (Attention) Special time Intensive interaction Songs and stories Mark making in a variety of ways PECS</p> <p>Key texts: Ketchup on Your Cornflakes- Nick Sharratt Daisy Eat Your Peas- Kez Grey Children's Recipe Books- various</p> <p>Key words and symbols (Makaton)— eat, drink, day, night, sleep, work, favourite foods, eat, more</p>	<p>Bucket time (Attention) Special time Intensive interaction Songs and stories Mark making in a variety of ways PECS</p> <p>Key texts: Smartest Giant in Town (sensory)- Julia Donaldson What We Wear- Maya Amjera Too Purpley- Jean Ready Blue Hat, Green Hat- Sandra Boynton Pete the Cat by Eric Litwin</p> <p>Key words and symbols (Makaton)— sun, hat, talk, think, good, tired, items of clothing</p>
Health and Wellbeing: Physical Development (including PE)	Multi-skills	Multi-skills	Multi Skills / Team games	Multi skills / Outdoor activities	Multi skills / Gymnastics (Duckling – Gym club)	Multi Skills: (Athletics) / Dance (Duckling – Gym club)
Health and Wellbeing: Personal Social and Emotional	Relationships	Managing feelings and behaviour	Relationship	Health an Self-care (Road Safety)	<i>Health and self care</i>	Self-confidence and Self-awareness
Understanding the World including Science and DT	<p>People and communities – Myself RE Concept: Specialness Context: Special people (Jesus)</p>	<p>People and Communities DT Structures and mechanisms Decorations, joining materials</p>	<p>People and communities – Nursery rhymes RE Concept: Celebration Context: Holi DT Cooking and nutrition: Snacks</p>	The World	<p>The World RE Concept: Specialness Context: Special foods in Christianity / Hinduism</p> <p>DT Cooking and nutrition: Healthy snacks</p>	DT Textiles - Exploring materials
Expressive Arts and Design	<p>Art – self portraits - people and facial features observations (Experimentation with art medias)</p> <p>Music – nursery rhymes and movement songs (Duration, Dynamics and Tempo)</p>	<p>Music – Learning Christmas songs and exploring musical instruments related to the performance. (Focused on pitch structure and texture)</p> <p>Art – exploring craft materials (models and textures) to create Christmas decorations and props.</p> <p>Drama – Christmas performance. Rehearsals and performance.</p>	<p>Music – exploring stories through songs (Duration, dynamic, tempo)</p> <p>Art – Exploration to create story role play props</p> <p>Drama – Role Play and exploring story resources to enhance communication and retelling of stories.</p>	<p>Music – nursery rhymes and movement songs (Pitch structure and texture)</p> <p>Art – exploring craft materials (models and textures) to create transports related to stories.</p>	<p>Art – Sensory art with food – exploring textures and colours.</p> <p>Music – Exploring instruments and musical sounds made with non-intentional musical instruments.</p>	<p>Music – exploring instruments and songs related with stories (The smartest giant in town, pete the cat) and out of the ark songs.</p> <p>Drama – Role Play and exploring story resources to enhance communication and retelling of stories.</p>
Mathematics	Pre-cursor concepts – sensory based learning. Attributes, comparison, pattern, change. Number sense Early mathematical experiences Pattern and early number	Pre-cursor concepts – sensory based learning. Attributes, comparison, pattern, change. Number sense Early mathematical experiences Measures	Shape and sorting Sequencing Number sense Early mathematical experiences	Number sense Early mathematical experiences Measures	Number sense Early mathematical experiences Shape and pattern	Number sense Early mathematical experiences Money
Computing	Exploring technological equipment	Using and applying Responsible use of technology	Computational thinking and programming	Exploring technological equipment	Using and applying Responsible use of technology	Computational thinking and programming