

Curriculum Knowledge Map				
	Explorers	Investigators	Engineers	Engineers Plus
	Starting out on our learning journeys and beginning to explore the world around me	Finding out more about the world around me through investigation	Building on my knowledge to develop my awareness of big concepts in the world around me	Broadening my knowledge to develop my awareness of big concepts in the world around me
Literacy	Developing my engagement, exploring object permanence, developing my awareness of actions on objects and cause and Effect. Beginning to problem solving and anticipate and remember routines, actions and responses	Exploring my awareness of print around me and linking it to my understanding of the world around me, developing my phonic awareness, exploring sounds in my environment and sounds that make up words, responding to sounds and linking these to phonemes, graphemes and how they make up words, Exploring sound patterns in rhymes, stories and songs, responding to stories, rhymes and songs and beginning to develop awareness of what happens next when I am sharing stories and rhymes and games with adults and peers. Developing my mark making and exploring making shapes, lines and drawings and giving meaning to my marks. Beginning to use my awareness of sounds and associate them to letter shapes and create these in my mark making. Exploring using letters to make familiar words with support and then extending into using whole words to build sentences with supportive structures.	Building phonic knowledge to be able to sound and blend familiar and unfamiliar printed words, continuing to learn to new graphemes and correspond these to phonemes understanding that the letters on the page represent the sounds in spoken words. Read words either by blending or because I have learnt common exception words and read these in books, hear, share and communicate about a wide range of high quality books which will help me enjoy reading. Develop my understanding of suffixes and prefixes through building on my reading of root words and be able to make some words plural. Build on my mark making and sentence building to be able to compose sentences orally and then write them down using my developed phonics to make plausible attempts at words I don't know. My handwriting will develop so that I can form all my letters and numbers accurately and properly.	Extending my reading to be able to read books accurately and at a speed that is sufficient for me to focus on my understanding and not on decoding. I will build upon my vocabulary by reading and sharing a wide range of books which will include stories, poetry, plays and non-fiction. I will learn to be able to communicate about what I have read giving my opinion. Build on my writing to write down my ideas with a reasonable degree of accuracy developing my sentence punctuation. Consolidate and build on my knowledge to enhance the effectiveness of what I write as well as develop the range of purposes that I write for using more varied grammar, vocabulary and narrative structures. I will develop my use of speech in writing.
Mathematics		Explore numbers and number patterns through rote counting and number games and rhymes, explore making groups of objects and giving a quantity i.e. 1, 2, 3 as well as comparing quantities. Beginning to experiment with and explore adding and taking away from a quantity and using and responding to language of more/ less. Use language of number and explore counting accurately items, objects or actions. Explore solving problems with numbers, quantities and amounts including exploring halving, sharing and doubling. Explore properties of objects such as size, colour, and shape – using and responding to language to describe these such as big, small etc. Explore patterns by noticing, copying and creating. Explore time through getting to know my routines and using and responding to language of time such as now, next, today, yesterday, and tomorrow, morning, night. Experience exchanging an object for another item building into exploring money and its values and uses.	I will build on my number understanding so that I am confident to be able to use my mind to work out some number problems with whole numbers, counting and place value. I will build on my knowledge of calculation by extending my knowledge into the four operations using practical resources. I will build on my shape knowledge to be able to recognise, draw, describe, compare and sort different shapes and use the related vocabulary. Develop understanding of range of measures to describe and compare different quantities such as length, mass, capacity/ volume, time and money including with whole numbers and fractions and where they are (positional language). Develop understanding of number bonds to 20 and use place value to understand different numbers.	Extend my knowledge so that I can become fluent using whole numbers and the four operations including number facts and place value. Develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers. Build on my ability to problem solve including using fractions and decimals. I will learn my multiplication tables up to 12 and use these in practical contexts. I will learn to draw shapes that are accurate and analyse the properties of shapes as well as describe the relationships between them. I will build on my understanding of measure to be able to use measuring equipment and begin to make links between measure and number. I will use all my knowledge to solve a range of problems in different contexts.

World		<p>Explore and communicate about past and present events in my own lives and lives of family members. Explore how people and communities are similar and different. Investigate how places, objects, materials and living things are same and different and use and respond to some language to label them and their properties. Investigate the world around me and use and respond to language that describes the features of my own and differing environments. Investigate animals, plants and humans and use and respond to language to describe them and their features and their life cycles. Investigate why some things occur and communicate about changes they observe in enquiry based activities. Explore and develop my awareness of place knowledge through learning about similarities and differences of places around the world including hot and cold climates and places in my environment that I visit like the farm, the zoo and the beach.</p>	<p>I will build on my observations of the world around me by focusing on the natural and humanly constructed world around me asking questions about what I see. I will build on my scientific knowledge by using enquiry to answer questions about what I see including changes over time, patterns, grouping and classifying and comparing things in world around me. This will include finding out about plants and animals in my habitat and less familiar habitats (such as seashore, woodland, rainforest etc.) being able to name some and know their features and common groups and life cycles and what they need to live, learning about humans and the body, investigating materials and their properties and uses and observing changes in the environment and seasons.</p> <p>Build on my geographical awareness to develop my locational knowledge by knowing about countries and their capital cities and the continents and oceans, place knowledge by learning about similarities and differences of human and physical geography of my area of the UK and another non EU country, my human and physical geography by using geographical vocab to refer to label features of the environment, my fieldwork skills by using maps, compasses, photos and plans and observations of the world around me.</p> <p>Build on my historical awareness to develop my understanding of changes in living memory and events beyond that which are significant as well as finding out about people who are significant in the past nationally and where I live.</p>	<p>Build on and broaden my scientific view of world around me by exploring, communicating about, testing and developing ideas about everyday materials, relationships between living things and familiar environments and thinking about their functions, relationships and interactions. Build on my knowledge of enquiry by learning how to conduct fair tests (setting up, carrying out) and interpret the results. My knowledge will be developed in understanding about functions of different parts of plants, animals and humans and their anatomy, rocks/ soils and their properties, light and sound, forces including magnets, states of matter and electricity. Build on and broaden my geographical awareness to extend my locational knowledge of countries focusing on Europe and the Americas, counties and cities in the UK and the hemispheres, time zones and lines/circles i.e. latitudinal line, Antarctic circle, my human and physical geography of different biomes and climate zones using language to describe their features and my fieldwork by using atlases, globes, digital computer mapping, extended compass and grid references, map symbols and observation of the world around me.</p> <p>Build on and broaden my historical awareness to develop chronological awareness and understanding of British, local and world history which includes the stone and iron age, settlers and invaders like the romans, Vikings and Anglo Saxons, history in the 20<sup>th</sup> century locally and more broadly, early civilisations and their stories like the Egyptians, The Shang dynasty, the Greeks and the Mayans.</p>
Creativity		<p>Experience, attend to and join in with singing songs, making music and dancing and investigate with ways of changing them. Safely use and investigate a variety of materials, tools techniques, experimenting with colour, design, texture, form and function. Investigate representation through different media such as imaginative play, creating and movement leading to pretending and symbolic play. Uses own experiences to inspire creation in movement, play, and media. Represent own thoughts, ideas and feelings through design, art, music, dance, role play and stories.</p>	<p>Build on my creative skills to use a range of materials to design and make, draw/ paint/ sculpt, use techniques in colour/ pattern/ texture/line/shape/form and space, find out about artists, what they created and make links to what I have created. Build on my design skills to design, make, and evaluate simple products including strong structures and mechanisms like levers, sliders, wheels and axles. Build on my musical skills to use my voice expressively by singing, and speaking chants and rhymes, play tuned and untuned instruments, listen to live and recorded music and experiment and compose with sounds,</p>	<p>Build on and broaden my creative skills to sketch and record observations evaluating and adapting them, mastering art and design techniques in drawing, painting and sculpting, find out more about great artists, architects and designers in history. Build on my design skills to design, make, evaluate more complex products including strong structures, mechanisms like gears, pulleys, cams, levers and linkages and including electrical features and some features that can be programmed. Build on and broaden my musical skills to play and perform in a range of contexts, improvise and compose music for a range of purposes, listen with attention to detail including to a range of live and recorded music from different traditions and composers/ genres, begin to understand musical notation, consider the history of music.</p>

Technology	Developing my physical access to and controlling technology with switches, extending my motivation by using effects, developing my control so I can develop my independence and communication through technology	Investigate and explore cause and effect, anticipating a range of sounds, sights and actions, investigate turning on and the operation of mechanical toys, explores using computer equipment like PCS and tablets and interacts with simple programmes and ICT hardware that is age appropriate. Recognise a range of technology at home and at school and use technology for particular purposes. Follow and give instructions and investigate when instructions given don't work and need changing.	Build on my technological skills to understand algorithms and how to create, implement and debug simple programmes and predict how simple programmes work and behave, create/ organise/ store/ manipulate and retrieve digital content, use technology safely and identify IT in the wider environment.	Build on and broaden my technological skills to design, write and debug programmes, use some features like sequence, selection and repetition in programmes, investigate computer networks like the internet and know what it offers, search for information safely and discerningly.
Communication	Developing my sensory/tactile/ visual/sound and social awareness, extending my use of hands to communicate, developing my interaction with others, extending my vocalisations	Extending my attention, listening to stories, rhymes and songs, following and responding to instructions and communication, answering questions in relation to my experience and world around me. Expressing myself, my wants, needs and choices and communicating my experiences.	Building on my communication to listen and respond appropriately to questions, stories, rhymes and instructions keeping my attention so that I can stay on topic and continue a conversation, ask questions in a range of contexts and begin to communicate my own answers, arguments and opinions, use description, explain and use narrative in different contexts and for different purposes including to express my feelings, use my communication methods to speculate, hypothesize, imagine and explore ideas, for verbal communicators speak audibly and fluently using the English language properly, participate in discussions, presentations, performances, role play and debates, take into consideration the listener and attend to and consider what other people communicate adding my own ideas as a return, use an appropriate register to communicate effectively.	
Sensory and Physical	Developing my fine motor movements to reach, grasp, release and manipulate, developing my supine motor and prone motor movement, Developing my gross motor movement to sit, stand, roll, crawl and walk. Developing my routines and engagement in eating and drinking (including safe swallow and accepting nutrition as pupil profile allows), and my personal care and hygiene.	Exploring and developing my control and coordination in my large and small movements moving in different ways and being safe when I do. Exploring my use of tools to engage in making and doing. Exploring my physical wellbeing by responding, engaging and developing my awareness of my toileting and personal care, extending my engagement in eating and drinking developing independence and expanding foods I will eat, exploring, responding to language and developing awareness of treat food and healthy food. Tolerating and developing my engagement in dressing.	Build on my physical skills to master basic movements including running, jumping, throwing and catching and develop balance, agility and coordination and use these skills in activities, participate in games and develop ways of attacking and defending, perform dances and movement patterns, develop my confidence in the water when swimming. Build on my knowledge and skills to be physically well by dressing and engaging in personal care routines with greater independence Build on my knowledge of my body by exploring healthy choices such as daily exercise, good nutrition and sleep, exploring who can help us when we feel poorly and developing my awareness of how to help myself feel better and be physically better by looking after myself such as in personal care routines and preventing health problems (i.e. brushing my teeth to avoid decay, exercising to avoid obesity), exploring healthy food choices and participate in planning and preparing healthy meals, developing awareness of risks associated with eating too much unhealthy food.	Build on and broaden my physical skills to play competitively in games like football, cricket, hockey, netball, rounders, tennis basketball etc. using skills in these games like running, jumping, throwing and catching but also using these skills on their own, develop my flexibility, strength, technique, control and balance, perform dances and movement patterns, participate in outdoor and adventurous activities, evaluate my performances and consider how to do better, develop my ability to swim by swimming more extended distances and using some conventional strokes and staying safe. Build on and broaden my knowledge of keeping physically healthy by developing my awareness of legal and illegal harmful substances and their risks, knowing how to recognise early signs of physical illness such as weight loss or unexplained changes to my body, about the importance of sleep and good dental hygiene, about germs including bacteria and viruses – how they are spread and treated and allergies, immunisations and vaccinations. Develop my awareness of how to help myself or others in an emergency such as by calling the emergency services and knowing how to help when someone hurts themselves.

<b>Social, Emotional and Mental Health</b>	<p>Developing my body awareness, exploring my choice making and advocacy, my emotional responses and development, my attachments and relationships and my enjoyment of activities.</p>	<p>Exploring playing cooperatively, taking turns, responding to others, showing awareness of others and building relationships with adults and peers. Developing my confidence and my independence to choose, exploring my emotions and responding to boundaries and my routines that keep me safe.</p>	<p>Build on my knowledge of keeping mentally healthy by developing an understanding of the range of emotions and in what experiences and situations I might face these and know how to recognise and communicate about my emotions and what might happen to how I act and feel when I experience these different emotions, developing an understanding of how to regulate my emotions so that I can manage my feelings and behaviour better from my starting point and who can help me with this.</p> <p>Developing my knowledge of the difference between bullying and when I fall out with my friends and when one becomes the other, what I can do when this happens to me or I see it happen to someone else at home, at school or online.</p> <p>Develop my relationships with others by understanding how my family is important and how my relationships with my family should be safe and caring and how others families may be different to mine, understanding who helps when I don't feel safe or happy at home or in my relationships with others, understanding how friends make us feel and what makes a good friend (i.e. by taking turns and sharing, listening and being caring) and how to respect other people by using manners and not leaving people out.</p> <p>Develop my understanding of keeping safe by learning about what is private for me and what is appropriate and not appropriate for myself and other people to do and who can help me when I don't feel safe and who around me is safe including safe strangers, by understanding what to do if I encounter something I don't expect and what is appropriate for me to play and watch.</p>	<p>Build on my awareness of my changing body as I grow into a teenager understanding what changes will happen physically and emotionally including understanding about my menstrual cycle and how to look after myself when I have a period.</p> <p>Build on and broaden my knowledge of keeping mentally well by developing my knowledge of things that help me stay well like exercise, being outdoors, being with other people in activities like clubs and helping other people, developing my knowledge of how to look after myself if I feel poorly by resting, being with people who care about me like my family or friends and doing things that I like (i.e. my hobbies), developing my knowledge of knowing who I can ask to help me if I feel poorly like familiar adults or my doctor.</p> <p>Build on and broaden my knowledge of managing my feelings and behaviour by identifying strategies that can help me feel better such as time to myself when I am cross or going for a walk when I want to calm down.</p> <p>Developing my awareness of what kind of behaviour is appropriate in different contexts like in the community, at home and at school.</p> <p>Develop my relationships with others by developing an understanding of marriage between 2 people, how to develop my skills in resolving conflict between my peers and I, and who can help me when this becomes tricky or too much for me on my own, by developing my understanding of bullying and the different types of bullying and how to get help, by learning about keeping safe online when I am communicating with others online and when I playing and watching content online, how to protect myself and what to do if something happens that I don't like or makes me feel unhappy or unsafe, and who to ask to help me when something happens online.</p> <p>Developing my knowledge of how to report my worries or things that happen that make me unsafe learning how to communicate these things and who in school and in my community can help me.</p>
--	--	---	--	--