
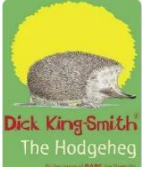
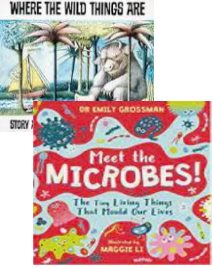
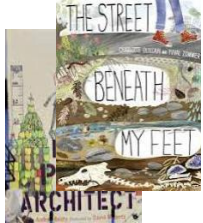

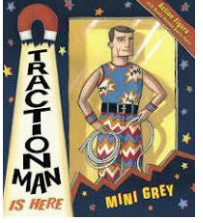
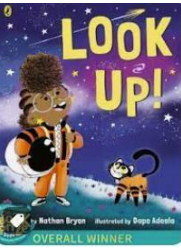




Chatsworth Infant School Curriculum map



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning unit	The Brain From A to B 	Superhumans	Buildings	Live and Let Live	The Magic Toy Maker Look and Listen	People of the Past
Key subject driver	Geography	Science	Design and Technology Science	Science	History Science	History
Big question Enquiry	How do we apply metacognitive strategies to improve our own learning?	Can you make a prediction? Can you compare your result with your prediction?	Can you explore ways of constructing parts of a design? Can you list materials and tools needed for production?	Can you use the senses safely to make observations?	Can you use key words and phrases relating to the passing of time? Can you order events and objects into a sequence?	Can you select and record relevant information about the past? Can you list a variety of ways to learn about the past? Can you suggest reasons for change?
English text						
Maths	Place value Addition and subtraction	Addition and Subtraction Shape	Money Multiplication and Division	Length and Height Mass, capacity and Temperature	Fractions Time	Statistics Position and Direction



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<p>Science</p>	<p>Can you make a prediction? Can you suggest a variable to change in an investigation? Can you compare your result with your prediction?</p>	<p>Can you suggest independent variables to test? Can you make predictions? Can you use your senses safely to make observations? Can you describe the method and results from an investigation?</p>	<p>Can you suggest independent variables to test in a guided investigation? Can you make predictions? Can you use the senses safely to make observations? Can you compare results with predictions? Can you describe the method and results? Can you suggest improvements to investigations?</p>	<p>Can you make predictions? Can you use the senses safely to make observations? Can you compare results with predictions? Can you describe the method and results? Can you suggest improvements to investigations?</p>	<p>Can you pose simple scientific questions and find out ways to answer them? Can you make predictions? Can you use the senses safely to make observations? Can you compare results with predictions? Can you describe the method and results? Can you suggest improvements to investigations?</p>	
<p>Computing</p>	<p>Programming A – Robot Algorithm Building on from skills in year 1, the children will use more complex algorithms to give instructions to a beebot.</p>	<p>Data and information – pictograms Learners will develop skills for collecting data and then presenting it in various ways. They will analyse data and use it to answer questions.</p>	<p>Computing systems and networks – IT around us How is information technology being used for good in our lives? With a focus on IT in the home, learners explore how IT benefits society. Whilst</p>	<p>Creating media – digital photography Learners will learn to recognise that different devices can be used to capture photographs and will gain experience capturing, editing, and improving</p>	<p>Programming B - An introduction to quizzes Learners begin to understand that sequences of commands have an outcome and make predictions based on their learning. They use and</p>	<p>Creating media – making music Learners will explore how music can make them think and feel. They will make patterns and use those patterns to make music with both percussion</p>



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			discussing the responsible use of technology, and how to make smart choices when using it.	photos. Finally, they will use this knowledge to recognise that images they see may not be real.	modify designs to create their own quiz questions in ScratchJr..	instruments and digital tools. They will also create different rhythms and tunes, using the movement of animals for inspiration.
History	<p>Can you select relevant information about the past?</p> <p>Can you order events chronologically?</p>		<p>Can you select and record relevant information about the past?</p> <p>Can you list a variety of ways to learn about the past?</p> <p>Can you suggest reasons for change?</p>		<p>Can you use key words and phrases relating to the passing of time?</p> <p>Can you order events and objects into a sequence?</p> <p>Can you use a range of sources to identify differences between your own lives and those of people who have lived in the past?</p>	<p>Can you select and record relevant information about the past?</p> <p>Can you list a variety of ways to learn about the past?</p> <p>Can you suggest reasons for change?</p>
Geography	<p>What are geographical features?</p> <p>How can you sort data?</p> <p>Can you describe geographical features of your local area?</p>		<p>Can you sort, group and classify data?</p> <p>Can you give views and opinions about the local environment?</p>	<p>Can you identify features of familiar places on a map and/or plan, including globes and digital maps?</p> <p>Can you describe geographical</p>		



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				features of the host country?		
Art	<p>Can you create an original piece of artwork?</p> <p>Can you explain the reason for your choice of art material?</p> <p>Can you give your own opinion on a piece of artwork?</p>		<p>Can you create an original piece of artwork?</p> <p>Can you comment on a work of art?</p>			<p>Can you create an original piece of artwork?</p> <p>Can you explain the reason for your choice of art material?</p> <p>Can you give your own opinion on a piece of artwork?</p>
Design Technology	<p>Can you construct parts of a design?</p> <p>Can you produce a final design?</p> <p>Can you compare your design to the final product?</p>		<p>Can you explore ways of constructing parts of a design?</p> <p>Can you list materials and tools needed for production?</p> <p>Can you compare your design and product explaining any differences?</p>	<p>Can you explore ways of constructing parts of a design?</p> <p>Can you produce a final design proposal?</p> <p>Can you list materials and tools needed for production?</p> <p>Can you compare their design and product explaining any differences?</p>	<p>Can you explore ways of constructing parts of a design?</p> <p>Can you list materials and tools needed for production?</p> <p>Can you compare your design and product explaining any differences?</p>	
Music	<p>How can we make music from everyday sounds?</p> <p>How can we recreate everyday</p>	<p>Exploring simple patterns. How does music help us to make friends?</p>	<p>Focus on dynamics and tempo. How does music teach us about the past?</p>	<p>Exploring feelings through music. How does music make the world a better place? How can we</p>	<p>Inventing a musical story.</p> <p>How can we chance music for a purpose? How can</p>	<p>Can you choose appropriate instruments and sounds for your music? Can you talk</p>



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	sounds in our music? How can sound be used to help tell a story?			remember what we wanted to play on the instruments?	music teach us about people? How can we recreate or imitate sounds and patterns?	about musical experiences?
RE	Who is a Christian and what do they believe?	What can we learn from sacred books?	Who is a Muslim and what do they believe?	What makes some places sacred?	How and why do we celebrate special and sacred times?	How should we care for others and the world, and why does it matter?
PSHE	Rights, Rules and Responsibilities	Anti-Bullying	Working Together	Financial Capability	Managing Risks Safety Contexts	SRE
PE	Basketball Skipping	Multi Skills Health related fitness	Gymnastics	Multi Sports	Hockey Multi Skills	Athletics Multi Sports