






**NORTH BRIDGE HOUSE PRE-PREPARATORY SCHOOL**  
**CURRICULUM MAP YEAR ONE**

	Autumn Term	Spring Term	Summer Term
<p><b>English</b></p> 	<ul style="list-style-type: none"> <li>• Individual reading throughout year</li> <li>• Phonics - digraphs, short vowels, double blends</li> <li>• Sentence level-what makes a sentence</li> <li>• Text- listen &amp; understand</li> <li>• Sequence sentences</li> <li>• Instructional writing</li> <li>• Handwriting-Revise correct grip/ position /starting points/line position/ 1<sup>st</sup> join</li> <li>• Speaking- recall recent events and write weekly recount</li> </ul>	<ul style="list-style-type: none"> <li>• Individual reading throughout year</li> <li>• Phonics - split digraphs (magic e); vowel digraphs, trigraphs, e.g 'igh'</li> <li>• Sentence level - Write sentences with capital letters and full stops. Extend sentence length. Write in more detail. Introduce adjectives, nouns and verbs.</li> <li>• Text- write known story in sequential order (picture board) Introduce imaginative stories.</li> <li>• Handwriting- grip/ position/ lines/ joins</li> <li>• Speaking and listening weekly recount of news</li> <li>• Readathon &amp; World Book Day</li> </ul>	<ul style="list-style-type: none"> <li>• Individual reading throughout year</li> <li>• Phonics - vowel digraphs,</li> <li>• Sentence level - continue to add adjectives to sentences to create more detailed image. Encourage use of speech marks, exclamation marks, question marks and commas.</li> <li>• Text-create alternative endings for traditional stories/ creative ideas engendered by various means</li> <li>• Handwriting-grip/ position/ lines/ proportions/ joins.</li> <li>• Weekly recount of news</li> <li>• Alphabetical order.</li> </ul>
<p><b>Mathematics</b></p> 	<ul style="list-style-type: none"> <li>• Numbers to 100 and beyond: <ul style="list-style-type: none"> <li>• counting, properties of number and number sequences</li> <li>• place value and ordering</li> </ul> </li> <li>• Addition to 20 and beyond: <ul style="list-style-type: none"> <li>• understanding + and -; mental calculation strategies (+ and -)</li> <li>• doubles and near doubles</li> <li>• addition facts to 20</li> </ul> </li> <li>• Money and 'real life' problems: <ul style="list-style-type: none"> <li>• addition to 10p and £10</li> <li>• Using 1p, 2p and 5p</li> </ul> </li> <li>• Length: non-standard units</li> <li>• 3D shapes</li> <li>• Time: days of the week</li> </ul>	<ul style="list-style-type: none"> <li>• 2-digit numbers: <ul style="list-style-type: none"> <li>• counting, properties of number and number sequences</li> <li>• place value and ordering</li> <li>• ordinal numbers</li> </ul> </li> <li>• Subtraction within 20 and beyond: <ul style="list-style-type: none"> <li>• subtraction facts for all pairs of numbers with a total up to at least 20 <ul style="list-style-type: none"> <li>• Linking + and - facts</li> </ul> </li> <li>• Odd and even numbers</li> </ul> </li> <li>• Money: subtraction within 10p/£10</li> <li>• Weight: measures including</li> </ul>	<ul style="list-style-type: none"> <li>• Reinforce numbers to 100</li> <li>• Mental calculation strategies (+ and -) <ul style="list-style-type: none"> <li>• near doubles</li> <li>• bridging through 10 when adding a single-digit number</li> </ul> </li> <li>• Money and 'real life' problems: finding totals and change from up to 20p up to £1</li> <li>• Capacity: non-standard units</li> <li>• Shape and Space: <ul style="list-style-type: none"> <li>• 2D shape</li> <li>• symmetry</li> <li>• whole turns/half turns; left/right, forward and back</li> </ul> </li> </ul>



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	<ul style="list-style-type: none"> <li>Data handling: sorting, classifying and organising information in simple ways</li> <li>Number Bond Challenge</li> </ul>	<p>problems</p> <ul style="list-style-type: none"> <li>2D shapes</li> <li>Time: <ul style="list-style-type: none"> <li>'o'clock' and 'half past'</li> <li>days of the week</li> </ul> </li> <li>Data handling: Carroll diagrams</li> <li>Number Bond Challenge</li> <li>Introduction to times tables</li> </ul>	<ul style="list-style-type: none"> <li>Counting in tens from and back to zero</li> <li>Place value in a 2-digit number</li> <li>Subtraction beyond 10</li> <li>Time: durations</li> <li>Handling data: graphs</li> <li>Number Bond Challenge</li> <li>Times tables challenge</li> </ul>
<p><b>Science</b></p> 	<p>Ourselves/ Me &amp; My Body</p> <ul style="list-style-type: none"> <li>Skeleton- what's underneath</li> <li>Identify/ name/ label body parts</li> <li>Senses- how they work/ what they do</li> <li>Looking after our body</li> <li>Seasonal Changes- observations</li> </ul> <p>Light &amp; Dark</p> <ul style="list-style-type: none"> <li>Identify sources of light</li> <li>Comparing strength of light sources</li> <li>Shiny and non-shiny object</li> <li>Reflection</li> <li>Safety</li> </ul> <p>Seasonal Changes</p> <ul style="list-style-type: none"> <li>Ongoing observation</li> </ul>	<p>Materials</p> <ul style="list-style-type: none"> <li>Properties of materials</li> <li>Changes that can be made to materials (link to art/ design)</li> <li>Introduce associated vocabulary</li> <li>Suitable uses for various materials</li> </ul> <p>Forces</p> <ul style="list-style-type: none"> <li>Air and water as forces eg helicopters</li> <li>Magnetic Force</li> <li>Floating and sinking</li> </ul> <p>Science Week (March)</p> <p>Seasonal Changes</p> <ul style="list-style-type: none"> <li>Ongoing observation</li> </ul>	<p>Growing &amp; Changing</p> <ul style="list-style-type: none"> <li>Human &amp; Animal Growth</li> <li>Plants- label parts</li> <li>What is needed for healthy growth</li> <li>Plants in our immediate environment</li> <li>Improving our surroundings( by planting seeds)</li> <li>Plants we eat/ which part do we eat?</li> <li>Other uses for plants</li> <li>Living and non-living things</li> </ul> <p>Seasonal Changes</p> <ul style="list-style-type: none"> <li>Ongoing observation</li> </ul>
<p><b>History</b></p>	<p>Toys</p> <ul style="list-style-type: none"> <li>What were toys like in parents/grandparents time</li> <li>Collect photos/pictures &amp; compare to modern toys</li> <li>Bears</li> </ul>	<p>Homes</p> <ul style="list-style-type: none"> <li>Different types of 'home'</li> <li>Changes to the outside</li> <li>How to tell old from new</li> <li>Inside the house-changes</li> <li>Magic Grandad</li> </ul>	<p>Seaside Holidays</p> <ul style="list-style-type: none"> <li>Compare present holidays with holidays parents/ grandparents had.</li> <li>Collect photos /pictures compare with recent holiday pictures.</li> </ul>


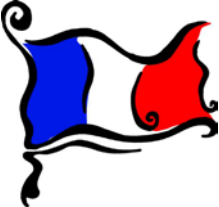
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	<ul style="list-style-type: none"> <li>• Magic Grandad</li> </ul>		<ul style="list-style-type: none"> <li>• How to use pictures for information</li> <li>• Transport to holiday destinations—changes</li> <li>• Magic Grandad</li> </ul>
<p style="text-align: center;"><b>Geography</b></p> 	<p>The Local Area / How Can We Make Our Local Area Safer</p> <ul style="list-style-type: none"> <li>• Barnaby Bear in the local area</li> <li>• On my way to school</li> <li>• In my immediate environment</li> <li>• Traffic watch on Finchley Road</li> <li>• What I'd Like to change / improve</li> <li>• How could our local area be made safer</li> <li>• Is parking a problem in our local area</li> </ul>	<p>Where in the World is Barnaby Bear</p> <ul style="list-style-type: none"> <li>• Where has Barnaby travelled to this week or month?</li> <li>• Can we find these places on a map</li> <li>• What will it be like when Barnaby is there?</li> <li>• How did Barnaby travel to these places?</li> </ul>	<p>Barnaby Bear goes to the Seaside</p> <ul style="list-style-type: none"> <li>• Which seaside resorts is Barnaby Bear visiting</li> <li>• Can we locate Poole and Chesterfield on a map</li> <li>• What seaside changes take place throughout the year</li> <li>• Barnaby Bear can stay safe in the sun</li> <li>• Barnaby Bear can name at least one feature of a seaside town</li> <li>• Barnaby Bear knows that Poole has a moving bridge</li> <li>• Barnaby Bear can stay safe on a beach</li> </ul>





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<p style="text-align: center;"><b>Art</b></p> 	<p><b>1A Self-Portraits</b></p> <ul style="list-style-type: none"> <li>• Position of features</li> <li>• Close observation of self &amp; others</li> <li>• Look at work of various artists</li> <li>• Link to Science</li> <li>•</li> </ul> <p>Visit to National Portrait Gallery</p> <p>Artists</p> <ul style="list-style-type: none"> <li>• Andy Warhol</li> <li>• Picasso</li> </ul>	<p><b>1 B Investigating Materials</b></p> <ul style="list-style-type: none"> <li>• Experience properties of variety of materials</li> <li>• Understand texture</li> <li>• Create woven pieces using variety of materials</li> <li>• Explore Natural materials.</li> <li>• Create woven piece using Natural materials</li> </ul> <p>Artists</p> <ul style="list-style-type: none"> <li>• Gaudi</li> </ul>	<p><b>1C What is Sculpture?</b></p> <ul style="list-style-type: none"> <li>• Understand that 'sculpture' can be many things</li> <li>• Look at pictures, be able to say what they like/dislike, how it makes them feel</li> <li>• Create sculpture using variety of media-clay/junk/natural objects, or mixtures</li> <li>• Visit to Hampstead Heath - Sculpture Trail</li> </ul> <p>Artists</p> <ul style="list-style-type: none"> <li>• Giacometti</li> <li>• Henry Moore</li> </ul>
<p style="text-align: center;"><b>DT</b></p> 	<p><b>1A Moving Pictures</b></p> <ul style="list-style-type: none"> <li>• Pop up card - Father Christmas</li> <li>• Sock puppets</li> <li>• Link history</li> <li>• Sewing Christmas stockings</li> </ul>	<p><b>1D Homes</b></p> <ul style="list-style-type: none"> <li>• Clay homes - link to Africa Week</li> <li>• Link to history</li> <li>• Three Little Pigs</li> <li>• Making moving object out of range of materials</li> </ul>	<p><b>1B Seasides</b></p> <ul style="list-style-type: none"> <li>• Plan/ create a seaside scene (box lids)</li> <li>• Link geography</li> </ul>
<p style="text-align: center;"><b>Music</b></p>	<ul style="list-style-type: none"> <li>• Exploring sound through: discovering singing voice, verbal &amp; musical memory, intonation using Kodaly.</li> <li>• Instrumental: steady beat, percussion sounds, short &amp; long, loud &amp; quiet, fast &amp; slow.</li> <li>• Moving to musical stimuli: space,</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring sound through: discovering singing voice, verbal &amp; musical memory, intonation using Kodaly.</li> <li>• Instrumental: steady beat, ta &amp; ti, percussion sounds, short &amp; long, loud &amp; quiet, fast &amp; slow.</li> <li>• Moving to musical stimuli: space,</li> </ul>	<ul style="list-style-type: none"> <li>• Exploring sound through: discovering singing voice, verbal and musical memory, intonation using Kodaly.</li> <li>• Instrumental: Steady beat &amp; rhythm, 4/4 time, bars and bar lines, ta, ti-ti &amp; ta-a, percussion sounds, short &amp; long, loud &amp; quiet,</li> </ul>

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	<p>direction co-ordination, keeping to the beat, expressive performance.</p> <ul style="list-style-type: none"> <li>• Musical appreciation: P. Tchaikovsky 'The Nutcracker', W. A Mozart 'The Magic Flute'.</li> </ul>	<p>direction, co-ordination, keeping to the beat, responding to changes, expressive performance, verbal &amp; musical memory, articulation, acting.</p> <ul style="list-style-type: none"> <li>• Musical appreciation: songs in Spring/Summer concert.</li> </ul>	<p>fast &amp; slow.</p> <ul style="list-style-type: none"> <li>• Moving to musical stimuli: space, direction, co-ordination, keeping the beat, expressive performance.</li> <li>• Musical appreciation: Prokofiev 'Peter &amp; the Wolf', instruments of the orchestra.</li> </ul>
<p style="text-align: center;"><b>French</b></p> 	<p>Classroom</p> <ul style="list-style-type: none"> <li>• Instructions/ objects/ uniform</li> </ul> <p>Ourselves</p> <ul style="list-style-type: none"> <li>• Age /name etc</li> <li>• Parts of the body</li> <li>• Colour eyes/ hair</li> </ul> <p>Christmas Activities</p>	<p>In the House</p> <ul style="list-style-type: none"> <li>• Knowing parts of the house</li> <li>• Learning about rooms</li> <li>• What is in their bedroom</li> </ul>	<p>Weather &amp; Clothes</p> <ul style="list-style-type: none"> <li>• Vocabulary of weather &amp; clothes</li> <li>• Food-fruit &amp; breakfast food</li> <li>• Role play—in the café</li> </ul> <p>Easter Activities</p>

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<p style="text-align: center;"><b>PSHE</b></p> 	<ul style="list-style-type: none"> <li>• Being a friend.</li> <li>• Getting to know each other</li> <li>• School Rules</li> <li>• Stranger Danger PCOs to visit</li> </ul>	<ul style="list-style-type: none"> <li>• Respecting ourselves.</li> <li>• Developing a healthy life-style</li> <li>• Safety (road)</li> </ul>	<ul style="list-style-type: none"> <li>• Taking responsibility for our own actions. Respecting each other</li> <li>• Sun Safety</li> <li>• Playing safely outdoors</li> </ul>
<p style="text-align: center;"><b>RE</b> Religious Symbols</p> 	<ul style="list-style-type: none"> <li>• Friends</li> <li>• Diwali</li> <li>• Eid</li> <li>• Chanukah</li> <li>• Christmas</li> </ul>	<ul style="list-style-type: none"> <li>• Family</li> <li>• Chinese New Year</li> <li>• Emotions</li> <li>• Easter</li> </ul>	<ul style="list-style-type: none"> <li>• St George's day</li> <li>• Behaviour</li> <li>• Caring/ listening/ sharing</li> </ul>
<p style="text-align: center;"><b>PE/ Games</b></p> 	<p>Football:</p> <ul style="list-style-type: none"> <li>• Passing Dribbling Shooting</li> <li>• Mini Matches</li> </ul> <p>Basketball:</p> <ul style="list-style-type: none"> <li>• Dribbling Passing</li> <li>• Shooting Defending</li> <li>• Mini Matches</li> </ul>	<p>Hockey:</p> <ul style="list-style-type: none"> <li>• Grip Stick Position</li> <li>• Individual Work Passing</li> </ul> <p>Touch Rugby:</p> <ul style="list-style-type: none"> <li>• Ball Skills Passing</li> <li>• Catching Movement</li> </ul>	<p>Tennis:</p> <ul style="list-style-type: none"> <li>• Racquet grip Ball control</li> <li>• Individual Work Contact Activities</li> </ul> <p>Cricket:</p> <ul style="list-style-type: none"> <li>• Bat grip Bowling Bomb</li> <li>• Fielding 4 person match</li> </ul> <p>Athletics:</p> <ul style="list-style-type: none"> <li>• Sports Day Prep</li> <li>• Races Activities</li> </ul>
<p style="text-align: center;"><b>Gym</b></p> 	<p>B.A.G.A. 8 Activities</p> <p>Flexibility- bending and stretching on bench.</p> <p>Posture development - hold fun gym shapes.</p> <p>Weight on hands- Bunny hops to knees.</p> <p>Rolling- lion and log rolls sideways.</p> <p>Partner work_ follow the leader.</p>	<p>B.A.G.A. 8 Testing</p> <p>Revise term one activities.</p> <p>Plus:-</p> <p>Strength test- Front and back support.</p> <p>Jumping- star, frog, plie and turning jumps.</p> <p>Hand apparatus- explore patterns using ribbons.</p>	<p>B.A.G.A. 7 Activities</p> <p>Flexibility- curling up stretching out on mats.</p> <p>Weight distribution- balancing on named parts of the body.</p> <p>Moving using named parts of the body.</p> <p>Rolling to move quickly and slowly.</p> <p>Jumping on the spot.</p>

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	Balancing- on low wide beam. Pulse raising activities- run on the spot for 30 seconds.	Apparatus Preparation- Walk forwards along a bench on tiptoes. Testing.	Jumping in different directions. Apparatus preparation- jumping from bench, box and trampoline with a safe landing.
<p><b>Swimming</b></p> 	Water skills Buoyancy Propulsion Stroke develop Distance Survival strokes Rescue Certification by ASA Awards	Water skills Buoyancy Propulsion Stroke develop Distance Survival strokes Rescue Certification by ASA Awards	Water skills Buoyancy Propulsion Stroke develop Distance Survival strokes Rescue Certification by ASA Awards