



Victory Heights Primary School

FS1 Curriculum Map 2019-20

Subject	Sources
English	National Curriculum of England, Chris Quigley Essentials curriculum
Mathematics	National Curriculum of England, Chris Quigley Essentials curriculum
Science	National Curriculum of England, Chris Quigley Essentials curriculum
Computing	National Curriculum of England, Chris Quigley Essentials curriculum
Arabic A	UAE Ministry of Education
Arabic B	UAE Ministry of Education, Chris Quigley Essentials curriculum
Moral Education/Values/ELLI	UAE Moral Education Programme
Humanities	Chris Quigley Essentials, National Curriculum of England and Wales,
Music	Music specialists, National Curriculum of England, Chris Quigley Essentials curriculum
P.E.	PE. specialists, National Curriculum of England,
Spanish	MFL specialist, Chris Quigley Essentials curriculum
EYFS	Early Years Foundation Stage Curriculum
Islamic	UAE Ministry of Education

TOPICS OVERVIEW - WHOLE SCHOOL - 2019-20

YEAR GROUP	AUTUMN TERM 1a	AUTUMN TERM 1b	SPRING TERM 2a	SPRING TERM 2b World Book Day- 1st March	SUMMER TERM 3a	SUMMER TERM 3b
FS1 (Loose themes to go alongside Child Initiated busy)	Knock Knock	A Wonderful World	Once Upon a...	Little Explorers	Splat! <i>Art day- come in messy clothes</i>	Me, Myself and I
FS2	Our Dubai	The Animal Kingdom <i>Animal dress up day - come as an animal</i>	In the Garden	Oceans	Back to the Future!	Through the drawbridge <i>Dress up day - come as a queen, king, prince or princess</i>
Y1	My Family Tree <i>Occupations Dress Up Day - What will you be when you grow up?</i>		Here we are		Out of this world <i>Space Dress Up Day - Aliens and Astronauts</i>	
Y2	People Who Have Shaped Our World		Fire Fire		Pale Blue Dot <i>Habitat dress up day - come as an animal</i>	
Y3	Egyptians (Egyptian Cinderella) <i>Egyptian dress up day</i>	Natural Disasters (The Firework Maker's Daughter/ Escape from Pompeii)	South America (The Great Kapok Tree, The Explorer)		Aztecs (Charlie & The Chocolate Factory)	
Y4	Tudors (Shakespeare for Children)	Biomes (The Explorer)	Electricity and Sustainability		Ancient Greece (Who Let the Gods Out) <i>Greek dress up day</i>	
Y5	Stone Age (Wolf Brother, Stig of The Dump, Stone age Boy)	Victorians (Street Child/ Oliver Twist) <i>Victorian dress up day</i>	Africa (The Butterfly Lion)		World War II (Boy in the Stripes Pjamas/ Anne Frank/ Letters from The Lighthouse)	
Y6	Romans (Pig Heart Boy) <i>Dress-up Day</i>	Ghenges Khan (Holes)	Asia (Boy In The Tower/ The Wheel of Surya/ The Girl of Ink and Stars) The Hobbit/ I Am Malala/ T		20th Century Conflict (Goodnight Mr Tom/ The Wall/ Catch a Tiger by the Toe)	



FS1

	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
	Knock Knock	A Wonderful World	Once Upon a...	Little Explorers	Splat! Art day- come in messy clothes	Me, Myself and I
PSED	<u>Settling In:</u> Boundaries & Routines Forming Friendships Separating from main carer	<u>Building Confidence:</u> Carrying out small tasks Communicating freely about home life	<u>Making Friendships</u> Playing in a group & extending play ideas through role play Demonstrating friendly behaviour	<u>Feelings:</u> Aware of own feelings Sharing & turn taking	<u>Self Confidence:</u> Confident to ask for help Confident to talk about own needs / interests	<u>Behaviour:</u> Adapts behaviour to different situations Waiting our turn
C&L	Focusing attention Responding to simple instructions Using simple sentences	Joins in with repeated refrains Understanding of prepositions	Begin to understand questions Begins to use more complex sentences	Retells events in the correct order	Builds up vocabulary that reflects their experiences	Maintains attention Links statements and sticks to a main theme
PD	<u>Gross Motor:</u> Moves confidently Squiggle while you wiggle Wake and shake	<u>Fine motor</u> Making snips in paper Pencil control	<u>Health Care:</u> Observes the effects of activities on their bodies Understands basic	<u>Gross Motor:</u> Experiments with different ways of moving	<u>Fine Motor:</u> Handles tools with increasing control Pencil control	<u>Healthcare:</u> Understanding what contributes to a healthy lifestyle

	Yoga		hygiene			
Literacy	<u>Name recognition</u> Self registration Listening to the Initial sound of own name <u>Phase 1 phonics</u> - Environmental sounds	<u>Rhyming</u> Joining in with stories, songs and rhymes Recognises rhythm in spoken words	<u>Reading:</u> Structuring stories - Beginning / middle / end <u>Phonics</u> Alliteration	<u>Reading</u> Talks about characters and events in stories <u>Phonics:</u> Oral blending & segmenting	<u>Writing</u> Labelling pictures with initial sounds <u>Phonics:</u> Oral blending and segmenting	<u>Writing</u> Uses some clearly recognisable letters <u>Phonics:</u> Introduce phase 2 letter sounds
Maths	<u>Number:</u> Counts to 10 Uses number names & number language spontaneously <u>Shape:</u> Shows interest in playing with shapes	<u>Number:</u> Number recognition Represent numbers using fingers or marks or <u>Shapes</u> Notices shapes in the environment	<u>Number</u> Matches number & quantity 1-1 correspondence <u>Shapes:</u> Uses shapes appropriately for tasks	<u>Number:</u> Number recognition Compares groups of objects, <u>Shape:</u> Orders items by size	<u>Number:</u> Number recognition Adds two groups Number formation <u>Shape:</u> Describing and name 2D & 3D shapes	<u>Number:</u> Number recognition One more / one less Adding two groups <u>Shape:</u> Orders items by weight or capacity
Understanding The World	Talks about family life. Who lives in my house / where do i live / what do i see on the way to school	Understanding of the natural world Cultures / clothing / food / animals / habitats	Occupations	Baking Science experiments	Life cycles	Can talk about the things that make us unique
Expressive Arts and Design	Learning new songs & moving in response to music	Explores colour & how colours can be changed	Engages in imaginative role play	Builds up stories using variety of resources	Experiments to create different textures	Constructs with a purpose in mind, using a variety of resources
Arabic	Greeting “good morning” counting number 1 to 5.	Greeting “good morning” - Saying their	Greeting “ Hello” “Good morning” “As’salamu’álikom”	Greeting “ Hello” “Good morning” “As’salamu’álikom”	Greeting “ Hello” “Good morning” “As’salamu’álikom”	- Greeting “ Hello” - “Good morning” - “As’salamu’álikom”

		names in Arabic. - counting number 6 to 10.	- The following colours:- - Green. - Yellow. - Blue. - Black. - white	- The following colours:- - Red. - Purple . - Gold. - Silver. - Brown. - Pink.	- The following fruits:- - Apple. - Strawberry. - Beach. - Mango. - Pomegranate.	" - The following vegetables:- - lettuce. - Cucumber. - Tomatto. - carrots.
PE.	To familiarise themselves with PE space and selected equipment. Explore the space with guidance. Experiment with some equipment.	Multi-Skills, manipulation and movement of objects. Introduction of FUNdamental skills throwing and catching.	Individual and relay races, sports day games. Preparation for carousel of activities on sports day.	Team Games: Introduction to working collaboratively with a partner to complete simple tasks. How to work in a small team, to achieve simple tasks.	Gymnastics: Basic shapes, balances, movements & Jumps, animal movements,	Dance Yoga: movement to music, dance through story, Can the learners follow a basic rhythmic pattern.
Swimming	No Swimming	Safe entry and exit of the pool. Submerge face in the water and blow bubbles. Body buoyancy with help.	Kick on the front for 5 metres with an aid. Kick on the back for 5 metres with an aid. Move freely around the shallow water.	Kick on the front for 12 metres with an aid. Kick on the back for 12 metres with an aid. Feet first jump & return to the wall with assistance.	Kick on the front for 5 metres with no aid. Kick on the back for 5 metres with no aid. Unaided feet first jump & return to the wall with assistance.	Kick on the front for 10 metres with no aid. Kick on the back for 10 metres with no aid. Unaided feet first jump and return to wall unaided.
Music	Singing Explore Music- Vocal sounds	Singing Songs Festive songs	Singing Responding to music- tempo, high	Singing Responding to music- dynamics	Singing Show songs	Singing Percussion Instruments - Beat,

	Movements- response to music Explore music- sounds of each instrument		and low sounds,	Music around the world		movements, perform familiar rhythm pattern Music around the world
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