



# Victory Heights Primary School

## FS2 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                  | National Curriculum of England, Chris Quigley Essentials curriculum                    |
| Music                       | Music specialists, National Curriculum of England, Chris Quigley Essentials curriculum |
| P.E.                        | PE. specialists, National Curriculum of England, Chris Quigley Essentials curriculum   |
| 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<br>World Book Day- 1st March | SUMMER TERM 3a   | SUMMER TERM 3b   |
|------------|---|--|---|---|--|--|
| FS1        | Knock Knock   | A Wonderful World  | Once Upon a...  | Little Explorers                            | Splat!<br>Art day- come in messy clothes   | Me, Myself and I   |
| FS2        | Our Dubai   | The Animal Kingdom<br>Animal dress up day - come as an animal          | In the Garden   | Oceans                                      | Back to the Future!  | Through the drawbridge<br>Dress up day - come as a queen, king, prince or princess |
| Y1         | My Family Tree<br>Occupations Dress Up Day - What will you be when you grow up? |  | Here we are   |   | Out of this world<br>Space Dress Up Day - Aliens and Astronauts                      |  |
| Y2         | People Who Have Shaped Our World  |  | Fire Fire   |   | Pale Blue Dot<br>Habitat dress up day - come as an animal                            |  |
| Y3         | Egyptians (Egyptian Cinderella)<br>Egyptian dress up day                        | 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)<br>Greek dress up day                          |  |
| Y5         | Stone Age (Wolf Brother, Stig of The Dump, Stone age Boy)                       | Victorians (Street Child/ Oliver Twist)<br>Victorian dress up day      | Africa (The Butterly Lion)  |   | World War II<br>(Boy in the Stripes Pjamas/ Anne Frank/ Letters from The Lighthouse) |  |
| Y6         | Romans (Pig Heart Boy)<br>Dress-up Day  | Ghengis 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)         |  |



## FS2

|      | Term 1a   | Term 1b  | Term 2a   | Term 2b  | Term 3a  | Term 3b  |
|------|---|--|---|--|--|--|
|      | Long Long Ago<br>(Book Week)  | Eye of Dubai   | Heroes  | Oceans   | Back to the Future   | In the Garden<br>UK/UAE  |
| PSED | <b><u>Making Relationships</u></b><br>Establish routines.<br>Class/School rules.<br>Building relationships.<br>Taking turns/sharing<br>Circle time. | <b><u>Self confidence</u></b><br>Initiating conversations.<br>Working as part of a group. Talking partners.<br>Cultures and beliefs. | <b><u>Self Awareness</u></b><br>Using resources safely.<br>Expressing feelings appropriate.<br>Stranger danger<br>Road safety.<br>People who help us. | <b><u>Managing feeling</u></b><br>Building a positive self image.<br>Perseverance and concentration.<br>Building relationships | <b><u>Managing Behaviours</u></b><br>Expressing feelings:Anti bullying.<br>Observe and participate.<br>Building and maintaining relationships. | <b><u>Making Relationships</u></b><br>Looking at different cultures and beliefs.<br>Appreciating differences and treating others with respect.<br>Transition |
| C&L  | <b><u>Listening and Attention</u></b><br>Maintaining attention and following simple instructions.<br>Talk for writing actions.                      | <b><u>Understanding</u></b><br>Circle games and Stories and Roleplay<br>Talking about Family and friends.<br>Memory games            | <b><u>Listening and Attention</u></b><br>Listening to others and following a story without pictures or props.   | <b><u>Speaking and Understanding</u></b><br>To retell a story or past event. To be able to ask how and why questions.          | <b><u>Speaking</u></b><br>Use a range of tenses in everyday language.  | <b><u>Listening and Attention</u></b><br>To listen and respond to ideas.<br>To use complex language to link thoughts.  |
| PD   | <b><u>Moving and Handling</u></b><br>Dough Disco<br>Squiggle while you Wiggle<br>Motor Control activity   | <b><u>Health and Safety</u></b><br>Eating Healthy<br>Personal Hygiene/Safety<br>Importance of exercise.                              | <b><u>Moving and Handling</u></b><br>Gross motor play<br>Pencil Grip<br>Scissor control<br>Letter and number formation                                | <b><u>Health and Safety</u></b><br>Independently dressing and undressing during swimming.                                      | <b><u>Moving and Handling</u></b><br>Cursive letter formation.<br>Cutting skills.<br>Moving and travelling with confidence.                    | <b><u>Health and Safety</u></b><br>Tackling new challenges and taking risks.<br>Practice safety measures.  |

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| Literacy                | <b>Writing</b><br>Letter Formation<br>Writing own name, labels and short captions.<br>Give meaning to marks.  | <b>Reading</b><br>To continue a rhyming strings.<br>Telling stories through pictures  | <b>Writing</b><br>News writing<br>Advertising/ Marketing<br>Phonetic Labelling<br>List Writing<br>Story writing  | <b>Reading</b><br>Difference between fiction and non-fiction<br>Story mapping, beginning, middle and end.<br>Retelling.                     | <b>Writing</b><br>Non Fiction - Writing facts.<br>Sentence structure- Capital letters, finger spaces, full stops.<br>Using descriptions in writing (adjectives) | <b>Reading</b><br>Retrieve information from books and computer.<br>Use of complex words in everyday conversation.           |
| Maths                   | <b>Numbers and Shapes</b><br>Counting aloud to 10 and back<br>Order numbers to 10<br>Number recognition<br>1-1 correspondence when counting objects<br>Repeating patterns | <b>Numbers and Shapes</b><br>Find one more/one less than<br>Addition and Subtraction<br>Counting to 20 and back<br>Weight and measurement | <b>Numbers and Shapes</b><br>Money<br>The story of 5 or 10 (number bonds)<br>Length/ Height<br>Everyday language related to time<br>2D/ 3D shapes<br>Positional language | <b>Numbers and Shapes</b><br>Addition calculations with counters/ number line<br>Comparing language.<br>Using number lines to 20<br>Doubles | <b>Numbers and Shapes</b><br>Addition and subtraction calculations to 10 + counters/ number line and begin to record.<br>Halving<br>Counting in 2's             | <b>Numbers and Shapes</b><br>Sharing<br>Time O'Clock<br>Mental Maths : addition and Subtraction.<br>Reinforce number bonds. |
| Understanding The World | Comparing past and present-Similarities and differences<br>Use of technology e.g. Camera, desktop, IWB.   | Our bodies.<br>Family history- Simple family tree<br>Using tablets, Bee bots, remote cars.  | Melting/freezing/ dissolving/ mixing-changes of state.<br>Real life heros  | Floating/sinking<br>Waterproof materials- superhero outfits<br>Looking at sea animal habitats   | Friction<br>Family customs in the past.<br>Future use of  | Distinctions between animals & plants, alive and not alive.<br>Seed growing and Lifecycle                                   |

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|                            |  |   |   |   | technology.   | Healthy / unhealthy   |
| Expressive Arts and Design | Explore a range of movement and dance.   | Engage in narrative play with other children.   | Explore various colours , textures and media.   | Initiate new movements and gestures to express feelings and emotions.   | Uses tools and techniques to create art work.   | Introduce a story line to their play.   |
| Arabic                     | <p>Learning the following vocabulary in Arabic:- (caterpillar - bear - key - cow - flower- rabbit - fish)</p> <p>Learning the following sounds in Arabic:- ( أ - m م - d د - b ب - w و - s س )</p> | <p>Learning the following vocabulary in Arabic:- (mouth - lemon - bee- dog- cheese - Hand)</p> <p>Learning the following sounds in Arabic:- ( ف - L ل - n ن - ج - y ي - k ك )</p> | <p>Learning the following vocabulary in Arabic:- (gift - apple - sand - cat - grapes- chick)</p> <p>Learning the following sounds in Arabic:- ( ه - r ر - ت - aa ص - ss ص )</p> | <p>Learning the following vocabulary in Arabic:- (bread - tree -Plane - snow )</p> <p>Learning the following sounds in Arabic:- ( kh خ - sh ش - tt ط - th ث )</p> | <p>Learning the following vocabulary in Arabic:- (frog - Giraffe -deer - envelope)</p> <p>Learning the following sounds in Arabic:- (dd ض - z ز - gh غ - dhah ظ )</p> |   |
| PE.                        | Exploring space: To familiarise themselves with PE space. To start to understand area boundaries and be able to follow instructions regarding these boundaries.                                    | Multi-Skills, manipulation and movement of objects. Introduction of FUNdamental skills throwing (at targets), catching (from a partner).  | Individual and relay races, sports day games. Preparation for carousel of activities on sports day. To begin to understand the importance of fair play, and competition.        | Team Games: Introduce simple team building games that teach the children how to work collaboratively and start to understand patience and 'turn taking'.          | Gymnastics: Basic shapes, balances, movements, Jumps & rolls continue with animal movements,  | Dance Yoga: movement to music, dance through story, Can the learners follow a basic rhythmic pattern and begin to move specific body parts to the movement. |
| Swimming                   | Submerge and collect   | Kick on the front for   | Feet first jump and   | Kick on the front for 20  | Introduce   | Basic FC for 25   |

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|       | sinker.<br>Body buoyancy completed unaided.<br>Walk across the pool attempting to jump a kick legs.                | 15 metres with an aid.<br>Kick on the back for 15 metres with an aid. | collect a sinker unaided ( $\geq 1.2$ metre).<br>Body buoyancy complete a sequence of shapes. | metres with an aid.<br>Kick on the back for 20 metres with an aid.<br>Swim unaided for 7-10 metres. | kneeling dive, finger first entry into the water and unaided return. | metres unaided (windmill arms).<br>Basic BS for 25 metres unaided.<br>Push & glide using the correct start and straight body position. |
| Music | Singing<br>Explore Music- Vocal sounds<br>Movements- response to music<br>Explore music- sounds of each instrument | Singing<br>Explore sounds- loud and soft, high and low sounds         | Singing<br>Responding to music-fast and slow, steady beat                                     | Singing<br>Show songs   | Singing<br>Beat and rhythm<br>Music around the world                 | Singing<br>Beat and rhythm<br>Music around the world   |