

Dosbarth Derbyn- Long Term Curriculum Map

Expressive Arts

Exploring artistic skills and knowledge and to become more curious and creative. Reflecting, both as artist and audience.

Creating with both skills and knowledge: Using my senses, inspiration and imagination.

Art: texture, pattern, line

Music: melody, pitch

Dance: character, control

Drama: place, time

Film and digital media: sound, camera

Languages, Literacy and Communication

Oracy

- I can...
- Exchange ideas with one other person or in a small group
 - Take part in activities alongside others with some interaction
 - Show that I have listened to others
 - Repeat or memorise songs, rhymes etc. with support
 - Retell narratives or information I have heard
 - Ask questions about something that has been said
 - Express what I like and dislike
 - Talk about things from my experience and share information
 - Use words, phrases and simple sentences
 - Speak audibly
 - Contribute to role-play activities using relevant vocabulary

Reading

- I can...
- Recognise that words are constructed from phonemes and that phonemes are represented by graphemes
 - Blend combinations of letters
 - Segment combinations of letters
 - Read simple CVC words
 - Show awareness of full stops
 - Show awareness of the differences between stories and other texts
 - Make meaning from visual features of texts
 - Make meaning from word and pictures on screen

- I can...
- Retell familiar stories in a simple way
 - Identify information from a text using visual features and words
 - Relate information and ideas from a text to personal experience.

- I can...
- Express my opinion on subjects that are familiar to me
 - Talk about and explain things that's I have made or done
 - Include some detail or relevant vocabulary to extend my ideas
 - Speak audibly to people beyond my friendship group
 - Play a role using appropriate language

- I can ..
- Understand that words are written from left to right.
 - Follow texts from the top of the page to the bottom.
 - Match letters to short words by listening for initial sounds.
 - Understand that words are made up of individual letters and are spaced out within a sentence.
 - Understand the difference between a sentence and a line of writing?
 - recognise familiar cvc words by blending sounds.
 - Identify familiar signs and labels using pictures and words
 - Recognise and Understand capital letters and full stops
 - I know that a full stop is when a sentence has come to an end.
 - Segment words using letter sounds
 - Read h/f words and common exception words e.g I, the you (tricky words)
 - Learn and use new topic vocabulary

- I can...
- Show an interest in books and other reading materials and respond to their content
 - Follow texts read to me and respond appropriately

Writing

- I can...
- Convey meaning through pictures and mark making
 - Compose and dictate a sentence describing events, experiences and pictures to communicate meaning
 - Recognise the alphabetic nature of writing and understand that written symbols have meaning
 - Copy and write letters, words and phrases
 - Use pictures and symbols to compose writing on-screen.

- I can...
- Begin to sequence words, signs or symbols appropriately
 - Contribute to a form modelled by the teacher
 - Show understanding of different formats, e.g. cards, lists, invitations.

- I can...
- Hold writing instruments appropriately
 - Write from left to right
 - Discriminate between letters
 - Distinguish between upper- and lower-case letters
 - Use correct initial consonant by beginning to apply phonic knowledge
 - Use familiar and high-frequency words in writing

Translanguaging

- I am aware of names of my L1* and L2*.
- When receiving simple words and phrases, in both my L1 and L2, I can pay attention.
- I can repeat back simple words and phrases, in both my L1 and L2.
- I can express words I receive in both my L1 and L2 in other forms, e.g. pictures, objects, actions. I am beginning to make correspondences between words in my L1 and L2.

Welsh: Oracy

Cwestiwn ac Ateb:

I can respond to questions appropriately saying the following **answers:**

... dw i
Dw i'n...
Dw i'n hoffi...
Mae..... tost gyda fi
Mae yn y fagedd
Cei
Na chei
Dw i'n gwisgo...
Ydw, dw i'n hoffi...
Nac ydw, dw i ddim yn hoffi...

Welsh: Reading

- I can
- begin to recognise and read *high-frequency words* that I encounter

Welsh: Writing

- I can
- use familiar words and phrases and experiment with newly-learned vocabulary

Digital competence

Citizenship

- I can...
- Recognise online rules and understand consequences
 - Recognise that data can be shared online

- I can...
- Talk about everyday use of devices

- I can...
- Add my name to my digital work
 - Find the name of the author on digital work

- I can...
- Explain how people can connect/ communicate online
 - Use appropriate words and feelings

Interacting & Collaborating

- I can...
- Talk about different forms of online communication

- I can...
- Work together with my partner/partners on a piece of digital work

- I can...
- Save work by clicking an icon and understand that the work can be retrieved.

Producing

- I can...
- Identify a success criterion in response to questions
 - Find information with a variety of sources

- I can...
- Select appropriate software from a limited range to create multimedia components; create and explore the use of text, image, sound, animation and video.

- I can...
- Comment on work in relation to a single success criterion

Data & Computational Thinking

- I can...
- Control devices by giving them instructions
 - Listen to and follow a sequence of instructions from others
 - Create verbal instructions
 - Attempt alternative approaches to solve a problem or achieve a goal.

- I can...
- Begin to interpret information/data by making direct comparisons
 - Classify objects using one criterion
 - Create a simple pictogram using suitable software.

Science and Technology

Being curious and searching for answers to predict and understand how things happen; Design thinking and engineering to make creative ways to meet society's needs and wants; Understanding how living things depend on each other for survival; Understanding matter and how it behaves in our lives and universe; Understanding how forces and energy help us make sense of our universe; Coding and knowing how it creates our digital world.

Investigations:

Explore, idea, look, carefully

Design thinking:
(with textiles, food, mechanisms, structures or electrical systems):

Materials, write, create

Biology:

Living, non-living, growing

Chemistry:

Sort, group, shiny, see-through, dull, water, metal, plastic, wood, rock, paper

Physics:

Away, towards, left, right, past, over, higher, lower

Coding:

Log-in, username, password, log-out, delete

Maths & Numeracy

Developing Numerical Reasoning

- can transfer mathematical skills to play and classroom activities.
- I can identify steps to complete the task or reach a solution .
- I can select appropriate mathematics and techniques to use.
- I can select and use relevant number facts and mental strategies.
- I can select appropriate equipment and resources.
- I can use knowledge and practical experience to inform estimations

- I can use everyday and mathematical language to talk about my own ideas and choices
- I can present work orally, pictorially and in written form, and use a variety of ways to represent collected data
- I can devise and refine informal, personal methods of recording, moving to using words and symbols in number sentences

- I can use checking strategies to decide if answers are reasonable
- I can interpret answers within the context of the problem and consider whether answers are sensible
- I can interpret information presented in charts and diagrams and draw appropriate conclusions

Using Number Skills

- I can...
- Count reliably up to 10 objects, counting objects that I can touch and those that I cannot touch
 - Notice, recognise and write numbers from 0-10 and beyond
 - compare and order numbers to at least 10.
 - Count forwards and backwards within 20 (and from different starting points)
 - Count in 2's to 20
 - Mentally recall one more /one less than a given number within 10
 - Use number facts within 5

- I can...
- I have explored forming a quantity in different ways, using combinations of objects or quantities
 - I can understand and use mathematical language to describe and compare quantities (e.g. more than/less than/equal to)
 - I can make sensible estimates (up to 10)
 - I can group or share small quantities into equal sized groups (because I have experienced grouping and sharing with objects and quantities)

- I can...
- combine two groups of objects to find 'how many altogether'?
 - take away objects to find 'how many are left'?
 - Solve simple problem that involve addition and subtraction to 5
 - **PATTERN /ALGEBRA)**
 - recognise and describe a repeating pattern or sequence
 - copy and extend a three object/colour/clapped pattern or sequence
 - I am beginning to demonstrate, using objects, an understanding of the concepts of 'equal' and 'not equal'.
 - order
 - **PATTERN /ALGEBRA)**
 - describe, repeat and extend patterns e.g. visual patterns/sequences, shape patterns
 - explore, recognise, copy and complete simple sequences of number
 - I am beginning to use the equals sign to indicate that both sides of a number sentence have the same value

- I can...
- exchange money for items e.g. use 1p, 2p, 5p and 10p coins to pay for items
 - ~~Begin to understand that there is no 3p or 4p coin but these amounts can be made up with 1p and 2p coins~~

Using Measuring Skills

- I can...
- Use direct comparisons with:
 - Length, height and distance, e.g. longer/shorter than
 - Weight/mass, e.g. heavier/lighter than
 - Capacity, e.g. holds more/less than
 - use a variety of objects to measure. I am beginning to understand the need to repeat the same physical unit without any gaps when measuring.

- I can...
- use the concept of time in terms of their daily activities
 - demonstrate a developing sense of how long tasks and everyday events take.

- I can...
- Use direct comparisons when describing temperature

- I can...
- Move in given directions.
 - Can recognise and name common 2D and 2D shapes within plat activities and the environment.
 - Use 2D and 2D shapes to make pictures and models.

Using Data Skills

- I can...
- group sets into categories and I am beginning to communicate the rule(s) I have used.
 - begin to represent and interpret data, e.g. Record collections using marks, numbers or picture

Humanities

Religion, Values and Ethics:

Understanding the human condition; asking deepening questions; being compassionate to all; caring for the natural world; showing awe and wonder for nature; being part of a diverse community; understanding my own and others' identities; understanding the roles of all leaders

and followers; making healthy relationships; making moral decisions; understanding everyone's journey through life

Geography, History, Social Studies, Careers:

Exploring and investigating the world, its past, present and future; Understanding how complex events and human experiences are, and interpreting and showing this in different ways; Understanding that the natural world is diverse and changeable, and is affected by processes and human actions; Understanding that human societies are complex and diverse, and shaped by human actions and beliefs; Becoming an informed, self-aware citizen who gets involved with challenges and opportunities that face humanity, being able to take thoughtful, ethical action.

Geography/ History/ Social Studies:

Peace, trade, pollution

Religion, values and ethics:

Good and evil

Community

Life and death

Belief

Religion and secular

Outdoor learning:

Flora- flower, petal, bulb, leaf, root, seed

Fauna- insect, mammal

Places-beach, sand dunes

Health & Wellbeing

Improving my physical health and well-being for life; Understanding how experiences and relationships affect the mental health and emotional well-being of myself and others; Understanding that my decision-making changes the quality of the life of myself and others; Growing positive relationships with others to help my health and well-being.

Physical health:

Movements, travel, safety, awareness of space, instructions, rules/ charter, rest, healthy food, exercise

Thought/Emotion:

afraid, disgusted, surprised

Being Inclusive:

Myself, others, sharing

Cynefin:

Friendship), group, strangers

Relationships:

Respect, fairness, harmful, bullying privacy