



Apollo Curriculum Map 2024-2025



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/ Key Question	Me and my Five Senses.	Food and Health	Dinosaurs	Forest	Emotions	Seaside
Key Texts	<p>My Five Senses</p> <p>Me and My five Senses.</p> <p>What the lady bird had at the seaside.</p> <p>What makes me.</p>	<p>Poo at the zoo</p> <p>Handa's surprise</p> <p>The little red hen</p> <p>Stickman</p>	<p>Dinosaur Roar!</p> <p>Dinosaurs in the supermarket</p> <p>How to grow a dinosaur</p> <p>Dinosaur brave (With signing)</p> <p>Dinosaur</p>	<p>The Gruffalo</p> <p>Little Red Riding Hood.</p> <p>We are going on a bear hunt.</p> <p>The Owl babies.</p>	<p>The colour monsters</p> <p>The colour monster goes to school</p> <p>Ruby's worry.</p> <p>Ravi's roar</p>	<p>Rainbow fish</p> <p>Commotion in the Ocean</p> <p>Hooray for Fish!</p> <p>Beach Day</p> <p>Sea, Sand, Me!</p> <p>The Fish Go Swimming</p>
Phonics	<p>Little Wandle</p> <p>Phase 2/3/4/5</p> <p>Note: Adapted according to individual needs</p>	<p>Little Wandle</p> <p>Phase 2/3/4/5</p> <p>Note: Adapted according to individual needs</p>	<p>Little Wandle</p> <p>Phase 2/3/4/5</p> <p>Spelling Words with two or more digraphs</p> <ul style="list-style-type: none"> Phase 4 CVCC CCVC CCVCC CCCVC Phase 4 with long vowels Phase 2-4 tricky words 	<p>Little Wandle</p> <p>Phase 2/3/4/5</p> <p>Spelling Words with two or more digraphs</p> <ul style="list-style-type: none"> Phase 4 CVCC CCVC CCVCC CCCVC Phase 4 with long vowels Phase 2-4 tricky words 	<p>Little Wandle</p> <p>Phase 2/3/4/5</p> <p>Identify digraphs and trigraphs already taught.</p> <p>Spelling Words with two or more digraphs</p> <ul style="list-style-type: none"> Phase 4 CVCC CCVC CCVCC CCCVC 	<p>Little Wandle</p> <p>Phase 2/3/4/5</p> <p>Identify digraphs and trigraphs already taught.</p> <p>Spelling Words with two or more digraphs</p> <ul style="list-style-type: none"> Phase 4 CVCC CCVC CCVCC CCCVC



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Literacy	<p>To explore the five senses.</p> <p>To develop phonemic awareness through rhymes.</p> <p>To develop speaking and listening.</p> <p>To understand the role of the zookeeper.</p> <p>To recount the main events in the story.</p> <p>To use sequential language.</p> <p>Outcome</p> <p>To retell the stories in their own words.</p> <p>To develop comparison skills by comparing the main characters to another</p>	<p>To use adjectives to describe at least one fruit and one animal.</p> <p>To write a short retelling of the story using their own words.</p> <p>To understand the main elements of the story (character, setting, plot)</p> <p>To develop prediction skills.</p> <p>To use descriptive language.</p> <p>To write for different purposes</p> <p>Outcome</p> <p>To create their own version of the story with a new fruit and animal.</p> <p>To create a class mural of the caterpillar's transformation</p>	<p>To recount an event</p> <p>To describe characters from the story.</p> <p>To will engage in discussions about the story.</p> <p>To share their favourite parts or characters.</p> <p>To use descriptive language to explain the different dinosaurs in the story.</p> <p>To practice correct sentence structure.</p> <p>To engage in asking and answering "who," "what," and "where"</p>	<p>To recall the main events.</p> <p>To describe the main characters in the story.</p> <p>To sequence events in the correct order.</p> <p>To write sentences describing the characters.</p> <p>To identify and describe how the characters emotions change.</p> <p>To understand characters emotions and how they change throughout the story.</p>	<p>To create individual portraits and label their own emotions/feelings.</p> <p>To use conjunctions to extend the sentences.</p> <p>To compose simple sentences.</p> <p>Engage in imaginative role play.</p> <p>Outcome</p> <p>To write simple</p>	<p>To introduce new vocabulary.</p> <p>To engage in interactive reading to practice fluency.</p> <p>To learn about different sea features and their characteristic.</p> <p>To understand and use new vocabulary from the story.</p> <p>To sequence the story.</p> <p>Outcome</p>



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	<p>character from a different story.</p>		<p>questions about the dinosaurs</p> <p>Outcome</p> <p>To develop comprehension skills.</p>	<p>Outcome</p> <p>To make simple inference based on the actions of the characters.</p> <p>To describe the forest setting and how it creates an atmosphere in the story.</p>	<p>sentences independently.</p>	<p>To create sentences about ocean animals.</p> <p>To explore different animals in the sea and ocean</p>
Mathematics	<p>Number:</p> <p>Place Value (within 10)</p> <ol style="list-style-type: none"> 1. sort objects 2. count objects 3. count objects from a larger group 4. represent objects 5. recognise numbers as words 6. count on from any number 7. identify 1 more and 1 less 8. count backwards within 10 9. compare groups by matching 10. use vocabulary: fewer, more, same 	<p>Number: Addition and Subtraction</p> <ol style="list-style-type: none"> 1. Introduce wholes 2. Part-whole model 3. Write number sentences 4. Fact families – addition facts 10. Addition problems 11. Find a part 12. Subtraction – find a part 13. Fact families – the eight facts 14. Subtraction – take away/cross out (How many left?) 	<p>Geometry: Shape</p> <ol style="list-style-type: none"> 1. Recognise and name 3-D shapes 2. Sort 3-D shapes 3. Recognise and name 2-D shapes in 3D shape 4. Sort 2-D shapes <p>Patterns with 2D and 3D shapes.</p> <p>Number:</p> <p>Place Value (within 20)</p> <ol style="list-style-type: none"> 1. Count within 20 2. Understand 10 	<p>Number: Addition and subtraction (within 20)</p> <ol style="list-style-type: none"> 1. Add by counting on within 20 2. Add ones using number bonds 3. Find and make number bonds to 20 4. Doubles 5. Near doubles 6. Subtract ones using number bonds 	<p>Measurement</p> <p>Length and Height</p> <ol style="list-style-type: none"> 1. Compare lengths and heights 2. Measure length using objects 3. Measure length in centimetres <p>Mass and Volume</p> <ol style="list-style-type: none"> 1. Heavier and lighter 2. Measure mass 3. Compare mass 4. Full and empty 5. Compare volume 6. Measure capacity 	<p>Number: Multiplication and Division</p> <ol style="list-style-type: none"> 1. Count in 2s 2. Count in 10s 3. Count in 5s 4. Recognise equal groups 5. Add equal groups 6. Make arrays 7. Make doubles 8. Make equal groups – grouping



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	<p>11. less than, greater than, equal to 12. compare numbers 13. order objects and numbers read the number line</p>	<p>5. Number bonds within 10 6. Systematic number bonds within 10 7. Number bonds to 10 8. Addition – add together 9. Addition – add more</p>	<p>15. Take away (How many left?) 16. Subtraction (counting back) on a number line 17. Add or subtract 1 or 2</p>	<p>3. Understand 11, 12 and 13 4. Understand 14, 15 and 16 5. Understand 17, 18 and 19 6. Understand 20 7. 1 more and 1 less 8. The number line to 20 9. Use number line to 20 10. Estimate number line to 20 11. Compare numbers to 20 Order numbers to 20</p>	<p>7. Subtraction – counting back 8. Subtraction – finding the difference 9. Related facts Missing number problems Number 1. Count from 20 to 50 2. 20, 30, 40 and 50 3. Count by making groups of tens 4. Groups of tens and ones 5. Partition into tens and ones 6. The number line to 50 7. Estimate on a number line to 50</p>	<p>Compare capacity 9. Make equal groups – sharing Number: Fractions 10. Recognise a half of an object or a shape 11. Find a half of an object or a shape 12. Recognise a half of a quantity 13. Find a half of a quantity 14. Recognise a quarter of an object or a shape 15. Find a quarter of an object or a shape 16. Recognise a quarter of a quantity Find a quarter of a quantity</p>
<p>Personal, Social, Emotional Development</p>	<p>Building relationships Outcome To play with one or more other children, extending and elaborating play ideas.</p>	<p>Knowing myself and my feelings Outcome Answering ‘Why’ about a question about emotions. Understand my feelings.</p>	<p>Friendship Outcome Caring Asking Taking turns</p>	<p>Friendship Outcome Caring Asking Taking turns</p>	<p>Making choices Outcome Develop patience and perseverance. Completing work</p>	<p>Making choices Outcome Completing work Following the school routines</p>



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	<p>Form positive attachments to adults and friendships with peers.</p> <p>Know what makes me unique and different.</p> <p>Share my feelings</p>	<p>share my feelings</p> <p>Recognise feelings of characters.</p> <p>Identify emotions in stories.</p> <p>Recognise feelings of adults and friends.</p>	<p>Listening</p> <p>Working together</p> <p>Sharing</p> <p>Managing feelings- excitement, anger</p> <p>Asking questions.</p>	<p>Listening</p> <p>Working together</p> <p>Sharing</p> <p>Managing feelings- excitement, anger</p> <p>Asking questions.</p>	<p>Following the school routines</p> <p>Listening to my teachers</p> <p>Choosing rewards</p> <p>Managing my feelings</p> <p>Beginning to understand feelings of others.</p>	<p>Listening to my teachers</p> <p>Choosing rewards</p> <p>Managing my feelings</p> <p>Understanding feelings of others.</p>
Speech and Language	<p>Children work on individual targets set by speech and language therapist.</p> <p>Colourful Semantics</p> <p>Lego therapy</p> <p>Attention Autism</p>	<p>Children work on individual targets set by speech and language therapist.</p> <p>Colourful Semantics</p> <p>Lego therapy</p> <p>Attention Autism</p>	<p>Children work on individual targets set by speech and language therapist.</p> <p>Colourful Semantics</p> <p>Lego therapy</p> <p>Attention Autism</p>	<p>Children work on individual targets set by speech and language therapist.</p> <p>Colourful Semantics</p> <p>Lego therapy</p> <p>Attention Autism</p>	<p>Children work on individual targets set by speech and language therapist.</p> <p>Colourful Semantics</p> <p>Lego therapy</p> <p>Attention Autism</p>	<p>Children work on individual targets set by speech and language therapist.</p> <p>Colourful Semantics</p> <p>Lego therapy</p> <p>Attention Autism</p>
Outdoor Learning	<p>Sensory based activities.</p> <p>Drawing self-portraits using chalk outdoors.</p>	<p>Exploring food items using their senses.</p> <p>Design placemats</p>	<p>Create a volcano inspired water area for children to experience what life</p>	<p>Nature walks in the eco area.</p>	<p>Emotion card games</p>	<p>Investigate shadows-create shadows with toys or draw around</p>



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			would have been like for dinosaurs.	Outdoor art and craft.		someone's shadow.
Home Learning	Maths and Literacy homework Reading books Spellings Practical homework depending on individual needs	Maths and Literacy homework Reading books Spellings Practical homework depending on individual needs	Maths and Literacy homework Reading books Spellings Practical homework depending on individual needs	Maths and Literacy homework Reading books Spellings Practical homework depending on individual needs	Maths and Literacy homework Reading books Spellings Practical homework depending on individual needs	Maths and Literacy homework Reading books Spellings Practical homework depending on individual needs
Visits/ Enrichments	Attend Trips with their respective year groups. Year 4 Temple	Attend Trips with their respective year groups. Year 2 London eye Year 3 Beam river	Dinosaur experience in school visit	Thorndon Country Park the Gruffallo trail	Movie night 'Inside out' children to invite a sibling or friend to support social skills development.	Chalkwell beach
Parental Engagement			SEN coffee mornings	Bow Arts – dates to be confirmed.	Bow Arts-dates to be confirmed.	



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