**Spring** - Year A (2017/18)

Curriculum Map – Proposed areas of study, changes may be made to respond to needs of children, current events and unexpected learning opportunities

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| **Time Detectives**  (Geography/Science focus) | **Overview** | **Objectives** |
| Big question for the term | Active Planet  How can we look after our planet?  How can recycling help our planet?  How can fair trade help our planet?  How do plastics affect our planet?  How does our planet produce food and other resources?  Where do different foods/resources come from?  Which products come from our country and which products come from other countries?  What is life like in South America?  How is life different in South America and England? | See Geography and Science objectives. |
| WOW start |  |  |
| English | **Fiction:**  **The Tin Forest, Helen Ward**  Description, narrative, sentence work.  **Dinosaurs and all that Rubbish, Michael Foreman**  Narrative, past tense, suffixes, verbs.  **A Child’s Garden of Hope, Michael Foreman**  Narrative, description, sentence work.  **The Paper Bag Prince, Colin Thompson** | -Word reading objectives  -Listening to, discussing and expressing views about a range of contemporary stories  -discussing the sequence of events in books and how items of information are related  -making inferences  -answering and answering questions  -predicting what might happen  -Spelling and handwriting objectives  -vocabulary, punctuation and grammar objectives  -writing narratives  -writing for different purposes  -planning or saying aloud what they are going to write about  -writing down ideas and/or key words  -evaluating their writing with teacher and pupils  -re-reading  -proof reading  -reading aloud what they have written  -learning how to use punctuation correctly  -learn how to use sentences with different forms  -learn how to use expanded noun phrases  -learn how to use past tense correctly  -subordination and co-ordination |
| Mathematics | No Nonsense Maths/Mental maths daily focusing on number and place value, addition and subtraction.  Geometry – Properties of shapes  Measurement  Number – multiplication and division | Year 1  **Number - number and place value**  Pupils should be taught to:  count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number  count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s  given a number, identify 1 more and 1 less  identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least  read and write numbers from 1 to 20 in numerals and words  **Number - addition and subtraction**  Pupils should be taught to:  read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs  represent and use number bonds and related subtraction facts within 20  add and subtract one-digit and two-digit numbers to 20, including 0  solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = ? – 9  **Measurement**  Pupils should be taught to:  compare, describe and solve practical problems for:  lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]  mass/weight [for example, heavy/light, heavier than, lighter than]  capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]  time [for example, quicker, slower, earlier, later]  measure and begin to record the following:  lengths and heights  mass/weight  capacity and volume  time (hours, minutes, seconds)  recognise and know the value of different denominations of coins and notes  sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]  recognise and use language relating to dates, including days of the week, weeks, months and years  tell the time to the hour and half past the hour and draw the hands on a clock face to show these times  **Geometry - properties of shapes**  Pupils should be taught to:  recognise and name common 2-D and 3-D shapes, including:  2-D shapes [for example, rectangles (including squares), circles and triangles]  3-D shapes [for example, cuboids (including cubes), pyramids and spheres]  **Number - multiplication and division**  Pupils should be taught to:  solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher  Year 2  **Number - number and place value**  Pupils should be taught to:  count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward  recognise the place value of each digit in a two-digit number (10s, 1s)  identify, represent and estimate numbers using different representations, including the number line  compare and order numbers from 0 up to 100; use <, > and = signs  read and write numbers to at least 100 in numerals and in words  use place value and number facts to solve problems  Number - addition and subtraction  Pupils should be taught to:  solve problems with addition and subtraction:  using concrete objects and pictorial representations, including those involving numbers, quantities and measures  applying their increasing knowledge of mental and written methods  recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100  add and subtract numbers using concrete objects, pictorial representations, and mentally, including:  a two-digit number and 1s  a two-digit number and 10s  2 two-digit numbers  adding 3 one-digit numbers  show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot  recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems  **Measurement**  Pupils should be taught to:  choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels  compare and order lengths, mass, volume/capacity and record the results using >, < and =  recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value  find different combinations of coins that equal the same amounts of money  solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change  compare and sequence intervals of time  tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times  know the number of minutes in an hour and the number of hours in a day  **Geometry - properties of shapes**  Pupils should be taught to:  identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line  identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces  identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]  compare and sort common 2-D and 3-D shapes and everyday objects  **Number - multiplication and division**  Pupils should be taught to:  recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers  calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs  show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot  solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts |
| Science | Seasons  Growing plants  Animals and their habitats  Materials | Year 1  Observe changes across the four seasons and observe and describe weather associated with the seasons and how day length varies.  Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.  Identify and describe the basic structure of a variety of common flowering plants, including trees.  Identify and name a variety of common animals including fish, amphibians, retiles, birds and mammals.  Identify and name a variety of common animals that are carnivores, herbivores and omnivores.  Distinguish between an object and the material from which it is made.  Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.  Year 2  Explore and compare the differences between things that are living, dead, and the things that have never been alive.  Identify that most living things livie in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other.  Identify and name a variety of plants and animals in their habitats, including micro habitats.  Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain.  Observe how seeds and bulbs grow into mature plants.  Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.  Identify and compare the suitability of a variety of everyday materials for particular uses. |
| Art and Design | Using natural materials – Andy Goldsworthy  Using man-made materials/recycled materials  Sculpture, collage  Create our own ‘tin forest’ made from recycled materials. | -To use a range of materials creatively to design and make products  -To use drawing, painting and sculpture to develop and share ideas, experience and imagination  -To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  -About the work of a range of artists and making links to own work. |
| Computing | Research places, look at fair trade websites and watch clips of people making products in different locations. | -use technology purposefully to create, organise, store, manipulate and retrieve digital content  -recognise common uses of technology beyond school  -use technology safely and respectfully |
| Design and Technology | Junk Modelling  Recycling  Re-using plastics | Design purposeful, functional products for themselves and others based on design criteria  Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and where appropriate ICT  Select from and use a range of equipment to perform practical tasks  Select from and use a wide range of materials and components  Build structures exploring how they can be made stronger, stiffer and more stable |
| Geography | Compare and contrast South America and England.  Look at the impact of plastics on our planet.  Look at the impact of fair trade in South America.  Discuss how recycling and using sustainable materials might impact life in England/South America. | - name and locate the world’s seven continents and five oceans  name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas  identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop  use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage  use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map  use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; |
| History | Influential person – William Wilberforce. Link to today’s Fair Trade movement. | -Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time.  -They should know where the people and events they study fit within a chronological framework  Use a wide vocabulary of historical terms  Ask and answer questions  Understand some of the ways we find out about the past  Changes within living memory  Events beyond living memory that are significant nationally or globally  -identify similarities and differences between ways of life in different periods.  -the lives of significant individuals in the past who have contributed to national and international achievements.  Significant events, people and places in their own locality. |
| Languages (KS2) |  | - |
| Music | Listen to and explore some South American music. | Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of great composers and musicians  Learn to sing and use their voices, to create and compose music on their own and with others  Understand and explore how music is created, produced and communicated through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate notations  -use their voices expressively and creatively by singing songs and speaking chants and rhymes  -play tuned and untuned instruments musically  -listen with concentration and understanding to a range of live and recorded music  -experiment with, create, select and combine sounds |
| Physical Education | Use new PE schemes | * master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities * participate in team games, developing simple tactics for attacking and defending * perform dances using simple movement patterns |
| PSHE | Looking after our world  Fairness  Children could write to sponsor children and find out about the work of different charities.  (See above) |  |
| Religious Education | Finish:  Autumn 2: Where do we belong? Who are we? Judaism - Purim  Understanding Christianity Who made our World? (Going Deeper)  Also Philosophy for Children – link to justice etc. | Where do I belong? Where do people belong? What do people do because they belong to a faith or belief community? How might ideas of family and community be reflected in our own lives? |
| Possible trips and visitors | Plastics – visitor and visit to beach to pick up plastics?? Also link to art Andy Goldsworthy?  Fair Trade shop (Helen)  Recycling | See all objectives above. |
| WOW celebration with parents | Fair Trade/Recycled sale – children could bake using FT ingredients, create items from recycled materials etc. Money raised go to sponsor child. They could also do a small presentation on what they have learned and perhaps perform some South American music. | See all objectives above. |