**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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| **Materials Matter**  (Science focus) | **Overview** | **Objectives** |
| Big question for the term | How are materials used in the world around us? | See Geography and Science objectives. |
| WOW start | STEM visitor /building activity/ sculpure |  |
| English | **Fiction:**  **The Three Little Pigs (traditional) - Robins**  Narrative, sentence work, coordinating conjunctions.  **The True Story of the 3 Little Pigs - Hedgehogs**  Narrative, coordinating and subordinating conjunctions.  **Jack and the Beanstalk**  Narrative, description, sentence work.  **Instruction writing** | -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 | Robins – Number  Hedgehogs – Time, Number revision  Both – Measure including linking to topic. | 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 | **Materials**  Linking with art – architecture, Frank Lloyd Wright, Frank Gehry, Gaudi; linking with history – Brunel; den building; using recycled materials for our garden (see below); house in Robins class; make a house for a Robin, making cob.  Seasons  Life cycles – tadpoles.  Growing plants – grow and observe plants and vegetables including beans linking with English. | 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.  Pupils should be taught to:  ** 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**  ** describe the simple physical properties of a variety of everyday materials**  ** compare and group together a variety of everyday materials on the basis of their**  **simple physical properties.**  Year 2  Identify and name a variety of plants and animals in their habitats, including micro habitats.  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.  **Pupils should be taught to:**  ** identify and compare the suitability of a variety of everyday materials, including**  **wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses**  ** find out how the shapes of solid objects made from some materials can be changed**  **by squashing, bending, twisting and stretching.** |
| Art and Design | Using natural materials for sculpture – Andy Goldsworthy and Rob Long  Architects (see above in Science) – Gaudi, Gehry. Link with RE, music, topic and wow. Create special place. Stained glass.  Flowers/plants – Angie Lewin  Using man-made materials/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  Design | -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 | See art and science e.g. making cob, designing structures, creating dens etc. | 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 | Gaudi  Brunel – features, countries and cities of the UK (bridges and railways), seas (ships)  Robins – where our food comes from | - 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 | Linking with Science –  Brunel – features, countries and cities of the UK (bridges and railways), seas (ships)  Clifton Suspension Bridge  Tamar Bridge  Gaudi and changes to the cathedral over time. | -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 | Choir visitor to teach special church 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 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 |  |  |
| Religious Education | Why are places special?  Church visit  Architecture/Gaudi  Link with music and art  Make a special place and perform special music. | Why are symbols and places special?  What places are special to me? Why are they special?  What places are special to members of a religious or belief community?  What do these buildings look like?  Do they have special places, objects, pictures or symbols?  How are they used?  What do they tell us about how people believe? |
| Possible trips and visitors | STEM  Choir visitor  Visit to the church  Rosemoor/Arlington? | See all objectives above. |
| WOW celebration with parents | Make a special place and perform special music. | See all objectives above. |