**Autumn** - Year B (2018/19)

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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| **People of the Past**  (History focus) | **Overview** | **Objectives** |
| Big question for the term | How did people of the past explore space?  What did they find?  How has space exploration changed how we see our world?  Why do we explore space?  How can what we have learnt from the past change our future? | See below. |
| WOW start | Exploring Space  Dress up as ‘space explorers’  Making rockets  What would the children like to find out about space? Collect children’s questions to find research and explore to look back on at the end. |  |
| English | **Fiction:**  **Orion and the Dark**  Narrative, sentence work.  Types of sentence (especially exclamations), suffixes and prefixes.  (No Nonsense Literacy)  **The Way Back Home**  Narrative, sentence work.  Apostrophes, conjunctions, suffixes, questions.  **How to catch Santa**  Instructional writing.  (No Nonsense Literacy) | Develop pleasure in reading, motivation to read and vocabulary understanding by:   * discussing word meanings, linking new meanings to those already known (Y1) * discussing and clarifying the meaning of words, linking new meanings to known vocabulary (Y2) * being encouraged to link what they read or hear read to their own experiences (Y1).   Understand the books they can already read accurately and fluently and those they listen to by:   * drawing on what they already know or on background information and vocabulary provided by the teacher (Y1/2)   predicting what might happen on the basis of what has been read so far (Y1/2).  Write sentences by:   * considering what they are going to write before beginning (Y2) * composing a sentence orally before writing it (Y1) * planning or saying out loud what they are going to write about (Y2) * sequencing sentences to form short narratives (Y1).   Develop positive attitudes towards and stamina for writing by:   * writing narratives about personal experiences and those of others * writing about real events * writing poetry   writing for different purposes (Y2).  Develop understanding of the concepts set out in Appendix 2 by:   * beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark (Y1) * using a capital letter for names of people, places, days of the week and the personal pronoun *I* (Y1) * learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists, and apostrophes for contracted forms and the possessive (singular) (Y2) * making correct and consistent choice of present and past tense throughout writing (Y2) * writing questions and statements (Y2). |
| Mathematics | Number and Place Value  Addition and Subtraction | 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  **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 |
| Science | **Ourselves** linking with space, food and the story Moon Zoo.  **Everyday Materials** linking with Wow start, making rockets and exploring different materials/how materials can change (solid/liquid)  **Seasonal Changes** linking with phases of the moon. Autumn trees and collecting leaves.  **Light and Dark (Reception)** | Year 1  *Identify and name animals*  *Identify and name a variety of animals that are carnivores, omnivores, herbivores*  *Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.*  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 | Leaf art – colour wheels and rubbings  Starry Night, Van Gogh  Sand glue and other media  Constellations  Milky Way hanging decorations  Night sky under tables to make into tents and torches (Reception)  Peter Thorpe – rocket art | -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 | B Bots linking with Rover. Link to Margaret Hamilton.  Researching space | -understand what algorithms are, how they are implemented as programs on digital devices  -create and debug simple programs  -use logical reasoning to predict the behaviour of simple programs  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 | Building rockets including string rockets exploring different materials (enquiry) | 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  Explore and evaluate a range of existing products .  Build structures exploring how they can be made stronger, stiffer and more stable |
| Geography | Navigation using stars.  Physical features of different planets e.g. hills, oceans using geographical vocabulary.  Aerial photographs. | - 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 | Introducing the moon landing  Neil Armstrong  Tim Peake  Margaret Hamilton (Margaret and the Moon book) | -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 | 1960’s/1970’s music  David Bowie  Holst, The Planets  Write Dance | 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 | REAL P.E. scheme  Mr Day weekly session  Reception Leap into Life | * 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 | About Me  P4C |  |
| Religious Education | Understanding Christianity Unit 1.1. What do Christians believe God is like?  Understanding Christianity Unit 1.3 Why does Christmas Matter to Christians?  Judaism – Shabbat (Sabbath) and Pesach (Passover) | Why are some stories special?  What stories and books are special to me and my family?  What stories and books are special to people within religions and beliefs?  How are stories told and books used within religion and beliefs?  What do some stories and books say about how people should live?  Why are some times special?  What special times and seasons can I remember? Why were these times special?  When do they happen?  What do they remember?  What do people do and why?  What special objects might be used in festivals and celebrations?  How might some stories and practices associated with religious and other celebrations and festivals relate to experiences and feelings in our own lives? |
| Possible trips and visitors | Visitors  Engineer – the importance of the even smallest component (linking to space rockets)  Life in the 1960/70’s  Rosemoor Trip - Seasons |  |
| WOW celebration with parents | Stargazing or google nights sky/apps on Ipads and using what we’ve learnt about space to answer the questions from WOW start. |  |