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

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 |  |  |
| Role play |  | Engages in imaginative role-play based on own first-hand experiences.  • Builds stories around toys, e.g. farm animals needing rescue from an armchair ‘cliff’.  • Uses available resources to create props to support role-play.  • Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. Create simple representations of events, people and objects.  • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. |
| 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  -reading aloud what they have written  -learning how to use punctuation correctly  -learn how to use sentences with different forms  -learn how to use past tense correctly  EYFS  Speaking & understanding  • Beginning to use more complex sentences to link thoughts (e.g. *using and, because*).  • Can retell a simple past event in correct order (e.g. *went down slide, hurt finger*).  • Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.  • Questions why things happen and gives explanations. Asks e.g. *who, what, when, how.*  • Uses a range of tenses (e.g. *play, playing, will play, played*)..  • Builds up vocabulary that reflects the breadth of their experiences.  • Uses talk in pretending that objects stand for something else in play, e,g, *‘This box is my castle.’* • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.  • Uses language to imagine and recreate roles and experiences in play situations.  • Links statements and sticks to a main theme or intention.  • Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.  • Introduces a storyline or narrative into their play.  • Listens and responds to ideas expressed by others in conversation or discussion  EYFS - Reading & writing  30/50 • Listens to and joins in with stories and poems, one-to-one and also in small groups.  • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.  • Beginning to be aware of the way stories are structured.  • Suggests how the story might end.  • Listens to stories with increasing attention and recall.  • Describes main story settings, events and principal characters.  40/60 • Shows interest in illustrations and print in books and print in the environment. Hears and says the initial sound in words.  • Can segment the sounds in simple words and blend them together and knows which letters represent some of them.  • Links sounds to letters, naming and sounding the letters of the alphabet.  • Begins to read words and simple sentences.  • Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.  • Enjoys an increasing range of books.  W – 40 /60 Gives meaning to marks they make as they draw, write and paint.  • Begins to break the flow of speech into words.  • Continues a rhyming string.  • Hears and says the initial sound in words.  • Can segment the sounds in simple words and blend them together.  • Links sounds to letters, naming and sounding the letters of the alphabet.  • Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.  • Writes own name and other things such as labels, captions.  • Attempts to write short sentences in meaningful contexts. |
| 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  EYFS - number  Recognise some numerals of personal significance.  • Recognises numerals 1 to 5.  • Counts up to three or four objects by saying one number name for each item.  • Counts actions or objects which cannot be moved.  • Counts objects to 10, and beginning to count beyond 10.  • Counts out up to six objects from a larger group.  • Selects the correct numeral to represent 1 to 5, then 1 to 10 objects.  • Counts an irregular arrangement of up to ten objects.  • Estimates how many objects they can see and checks by counting them.  • Uses the language of ‘more’ and ‘fewer’ to compare two sets of objects.  • Finds the total number of items in two groups by counting all of them.  • Says the number that is one more than a given number.  • Finds one more or one less from a group of up to five objects, then ten objects.  • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting.  • Records, using marks that they can interpret and explain.  • Begins to identify own mathematical problems based on own interests and fascinations.  SSM 40/60  • Beginning to use mathematical names for ‘solid’ 3D shapes and ‘flat’ 2D shapes, and mathematical terms to describe shapes.  • Selects a particular named shape.  • Can describe their relative position such as ‘*behind*’ or ‘*next to*’.  • Orders two or three items by length or height.  • Orders two items by weight or capacity.  • Uses familiar objects and common shapes to create and recreate patterns and build models. |
| Science | Seasons  Growing plants  Animals and their habitats  Materials | EYFS utw  • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.  • Can talk about some of the things they have observed such as plants, animals, natural and found objects.  • Talks about why things happen and how things work.  • Developing an understanding of growth, decay and changes over time.  • Shows care and concern for living things and the environment. |
| 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.  EYFS EAD.  • Explores colour and how colours can be changed.  • Beginning to be interested in and describe the texture of things.  • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. Understands that different media can be combined to create new effects.• Manipulates materials to achieve a planned effect.• Constructs with a purpose in mind, using a variety of resources. • Chooses particular colours to use for a purpose.  • |
| 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  EYFS Technology  30/50 Knows how to operate simple equipment, e.g. turns on CD player and uses remote control.  • Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.  • Knows that information can be retrieved from computers 40/60 Completes a simple program on a computer.• Uses ICT hardware to interact with age-appropriate computer software. |
| 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  EYFS  Technology - Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.• Knows that information can be retrieved from computers Uses ICT hardware to interact with age-appropriate computer software.  •  EMM Uses simple tools and techniques competently and appropriately.• Selects appropriate resources and adapts work where necessary.• Selects tools and techniques needed to shape, assemble and join materials they are using**.** |
| 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.  Look at oceans and seas around the UK and world. Link the alantic ocean with the carribean sea included within the alantic. Sargasso sea and the migration of silver eels? Just off Bermuda | - 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;  EYFS PC Shows interest in the lives of people who are familiar to them.• Remembers and talks about significant events in their own experience.• Recognises and describes special times or events for family or friends.• Shows interest in different occupations and ways of life.• Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. |
| 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.  EYFS UTW  Enjoys joining in with family customs and routines. |
| 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  EYFS EAD  30/50Beginning to move rhythmically.  • Imitates movement in response to music. 40/60 • Begins to build a repertoire of songs and dances.• Explores the different sounds of instruments. |
| 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   EYFS PD  MH - Experiments with different ways of moving.  • Jumps off an object and lands appropriately.  • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.  • Travels with confidence and skill around, under, over and through balancing and climbing equipment.  • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. HSC- Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. |
| PSHE | Looking after our world  Fairness  Children could write to sponsor children and find out about the work of different charities.  (Y1 - See above) | EYFS MR - Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. Explains own knowledge and understanding, and asks appropriate questions of others• Takes steps to resolve conflicts with other children, e.g. finding a compromise. MfB Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. |
| 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?  EYFS PC• Shows interest in the lives of people who are familiar to them.• Remembers and talks about significant events in their own experience.  • Recognises and describes special times or events for family or friends.• Shows interest in different occupations and ways of life.• Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family. Enjoys joining in with family customs and routines. |
| 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. |