**Autumn** - 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**  (History focus) | **Overview** | **Objectives** |
| Big question for the term | What can we find out about the past from old photos?  What can we find out about the past from people still living?  What can we find out about the past from art?  How has our area changed in the last century? | See history objectives |
| WOW start | Tea dance with grandparents invited  Children to serve cakes and teas, learn a waltz, and ask their parents and grandparents about what life was like when they were young.  Also ask Rev Carvosso and other local people to come and show old photos of the local area and school and tell the children what it was like.  Later in the term, compare old and modern farm machinery using photographs, art and a visit from Fred Turner to show the children his 1950’s tractor and his modern one. | See history objectives |
| English | **Letters**  Children to write letters to tell their teachers about themselves, things they like doing and the year that they were born, then write letters to family members asking what life was like when they were young. Also make invitations for Wow start.  Text – Dear Mother Goose by Micheal Rosen  **Fiction:**  Traditional Tales (following on from Micheal Rosen) – write their own set in Tawstock in one of the time periods studied.  Consider using Don’t Spill the Milk by Stephen Davies and Christopher Corr or Fatou, Fetch the Water by Neil Griffiths  **Christmas** – Use Man on the Moon teaching sequence? | -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 | White Rose maths planning | Ongoing: year appropriate learning goals taken from Whiterose Maths Planning.  Contexts linked to termly theme where possible. |
| Science | Seasons - weather diaries and observations. Link to art and history.  Ourselves and our bodies (link to self portraits in art) | Year 1  Observe changes across the four seasons and observe and describe weather associated with the seasons and how day length varies.  Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.  Year 2  Notice that animals, including humans, have offspring which grow into adults.  Find out about and describe the basic needs of animals, including humans for survival (water, food, air).  Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene. |
| Art and Design | Self portraits – look at a range including Van Gogh, Picasso, Modigliani.  Family trees – Klimpt’s tree of life.  Learn about the work of Bruegel and Lowry.  Paint landscapes of the local area at different times. | -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 | Find out about the year they were born.  Photography of the local area. | -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 | Compare farm machinery across the decades studied in history using old photos, people’s memories and visit from Fred Turner.  Compare how photography has changed. | 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 | Explore and observe the local area, linking to history. | - 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;  devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. |
| History | Finding out about the past in living memory:  Create a class timeline, beginning by finding out about the children’s birth years and talking about what life is like for them now, then finding out about what life was like when their parents and grandparents were born, going as far back as the 1940’s. Look at photos and art from those times, particularly of the school and local area, including talking about how farming has changed. Record key events in each decade.  Learn about influential artists from the past, including Bruegel and Lowry. | -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 terns  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 | Learn some songs from different time periods e.g. war time songs and compare.  Discuss their own favourite music and why they enjoy it. | 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 | About me |  |
| Religious Education | Autumn 1: Who are we? Using Understanding Christianity unit 1.2 - Who made the world?  Autumn 2: Where do we belong? Who are we? Judaism - Purim  Link both units to our topic.  Also Philosophy for Children | Who and what is special to me? Who and what supports and guides us? What makes us joyful, peaceful, wonder, reflective, happy and sad? How might stories, prayers and songs help us to understand more about ourselves and God?  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 | Wow start – tea dance to include local visitors to teach the children to dance, show old photos and talk about what life was like.  Fred Turner to come and show tractors.  Possible visit to Barnstaple Museum? | See history objectives. |
| WOW celebration with parents | Art gallery with children serving ‘cocktails and canapes’. | See history and art objectives. |