

Year —Curriculum Map—Spring 1

Literacy	Maths	Science	History	Art
<p>Transcription: Continue to learn how to spell some common exception words. Use of past tense –ed Continue to form lowercase letters in the correct direction. Begin to form lowercase and capital letters of the correct size through the use of tramlines. Capital letters for names. Personal pronoun 'I'.</p> <p>Composition: Joining words and clauses using 'and'.</p> <p>Continue to punctuate sentences using a capital letter and full stop.</p> <p>Begin to punctuate sentences using a question mark.</p>	<p>Number and Place Value – Representing numbers in variety of ways; one more, one less. Measures - Measuring using non-standard units, comparing mass/weight, begin to measure mass in g and kg. Geometry - Identifying and describing common 2D shapes. Measures - Recognise and know the value of different denomination coins and notes. Addition and Subtraction – adding and subtracting 1 digit and 2 digit numbers to 20. Solving one-step problems involving addition and subtraction using concrete objects and pictorial representations.</p>	<p>Seasonal Change: In the UK, the day length is longest at mid-summer (about 16 hours) and gets shorter each day until mid-winter (about 8 hours) before getting longer again. The weather also changes with the seasons. In the UK, it is usually colder and rainier in winter, and hotter and dryer in the summer. The change in weather causes many other changes. Some examples are: numbers of minibeasts found outside; seed and plant growth; leaves on trees; and type of clothes worn by people.</p> <p>Investigations: Ask simple questions and recognise that they can be answered in different ways. Observe closely, use simple equipment, perform simple tests, identify and classify Use their observations and ideas to suggest answers to questions, gather and record data to help in answering questions. Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies.</p>	<p>Great Explorers Know that Ranulph Feinnes recognised as the 'world's greatest living explorer', and give at least one example of why. (The first person to cross the continent of Antarctica on foot, the first person to travel on foot to both the North Pole and South Pole, and the only person in the world to reach the summit of Mount Everest and the North Pole and South Pole). Know that Amy Johnson, in 1930, became the first woman in the world to fly solo from England to Australia and give at least one reason why this was such a remarkable achievement. (Role of women in 1930's society) Know that in the 1400's Christopher Columbus discovered the 'New World', North America. Know that in 1969, Neil Armstrong became the first man to walk on the moon.</p>	<p>Space To develop skill and technique when using chalk pastels to create form To develop drawing skills to draw an astronaut. Develop tonal shading skills when drawing an astronaut. To analyse and document thoughts about 'The Fallen Astronaut' by Paul Van Hoeydonck. To understand the concept of a monument and why they are important to leave a legacy of what has gone before To use thoughts about my own legacy to design a personal monument. To realise own original monument using sketches, notes and images. To understand the progress they have made in this project and gain awareness of the steps they need to take to improve.</p>
Music	Computing	RE	French	PSHE
<p>In the groove To know 5 songs by heart, and know what they're about To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. To confidently sing or rap five songs from memory and sing them in unison. Play a tuned instrumental part with the song they perform. To learn the names of the instruments they play To know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To be able to create a simple melody using one, two or three notes. (C, D, and/or G or E)</p>	<p>Algorithms Know what an algorithm is. Write an algorithm. Use an algorithm. Improve an algorithm. Understand and explain debugging. Debug an algorithm. Spot patterns in algorithms. Understand that computers follow programming languages or 'code'. Give clear, unambiguous instructions.</p>	<p>Christianity We will explore the question 'Why is Jesus special to Christians?' Why is Jesus special to Christians? Belief: Introduction to the special nature of Jesus shown through his special birth [Incarnation], life and ministry, death and resurrection [Salvation] Authority: Stories about the life and ministry of Jesus - as healer, miracle worker, teacher (e.g. through parables). Expressions of belief: Sunday worship in church - words and actions, prayers, reading from the Bible, sermon, hymns, music. Impact of belief: Christians (as individuals and church communities) show love, care and forgiveness, how they help others and follow the example of Jesus.</p>	<p>In my town Recognise, recall, and remember up to 7 places from the town in French. Attempt to spell some of these nouns with their correct indefinite article determiner. Attempt to build a sentence using the structure 'il y a' (there is) plus the noun and the correct indefinite article/determiner Learning to listen carefully and repeat what we hear with improving accuracy. Working on memory skills so we are able to remember the new words and phrases we have learnt in French long term and with accurate and authentic pronunciation. Learning how to build a short simple sentence in French using 'il y a' (there is), an indefinite article/determiner (un or une) and a noun (in this unit a place from the town).</p>	<p>Dreams and Goals Set simple goals. Understand how I learn best. Understand how to work well with a partner. Know how to tackle a challenge. Talk about how it feels to succeed.</p>