

Year —Curriculum Map—Summer 1

Literacy	Maths	Science	History	Art
<p><u>Narrative tale—The Ice Palace</u></p> <p>Vocabulary, Grammar and Punctuation:</p> <ul style="list-style-type: none"> • Clarity of use of pronouns • Adverbs of time, place and manner • Dialogue - between two characters <p>Continue to consolidate all time conjunctions</p> <p>Organise 5 paragraphs around a theme.</p> <p><u>Explanation Text – How to recognise a species</u></p> <p>Vocabulary, Grammar and Punctuation:</p> <ul style="list-style-type: none"> • Introduce present perfect tense • Nouns and pronouns for clarity • Prepositions • Adverbs of place and manner • Rhetorical question • Cause and effect conjunctions <p>Generalisers</p>	<p>Additional practise for formal methods of multiplication and division, including a high focus on reasoning</p> <p>Count up and down in tenths; recognise that tenths arise from dividing an object into ten equal parts and in dividing numbers or quantities by 10.</p> <p>Add and subtract measures (length, weight and volume) with up to 3 digits, using formal written methods of columnar addition and subtraction.</p> <p>Write and calculate measures for multiplication and division using known multiplication tables, including 2-digit x 1-digit, using mental and progressing to formal written methods.</p> <p>Know the numbers of seconds in a minute and the number of days in each month, year and leap year.</p> <p>Compare durations of events, for example to calculate time taken by particular events or tasks.</p> <p>Identify horizontal and vertical lines and pairs of perpendicular & parallel lines.</p>	<p><u>Animals including Humans</u></p> <p>Animals, unlike plants which can make their own food, need to eat in order to get the nutrients they need.</p> <p>Food contains a range of different nutrients – carbohydrates (including sugars), protein, vitamins, minerals, fats, sugars, water – and fibre that are needed by the body to stay healthy.</p> <p>A piece of food will often provide a range of nutrients.</p> <p>Humans, and some other animals, have skeletons and muscles which help them move and provide protection and support.</p>	<p><u>The Iron Age</u></p> <p>Identify and describe the common features of the archaeological remains of Iron Age hill forts found around Britain today;</p> <p>Describe the main features of an Iron Age round-house and identify and suggest reasons for the purpose of artefacts found within them;</p> <p>Interpret a range of evidence to generate reasons, and then explain, why Iron Age Britain was often a violent time;</p> <p>Recognise and describe the importance of Iron Age stagers and understand through explanation how archaeologists suggest they were used by people over 2,000 years ago;</p> <p>Recognise the range of reasons suggested for the discovery of a magnificent Iron Age shield in the River Witham and synthesise these reasons into an explanation;</p> <p>Describe who Boudica was and explain why she fought the Romans when they invaded Britain at the end of the Iron Age.</p>	<p><u>Local area—Coasts</u></p> <p>I can draw lines to represent the horizon line and the sea.</p> <p>I can compose and draw a beach scene using shapes provided and my imagination.</p> <p>I can identify different textures in a scene.</p> <p>I can find appropriate materials to create different textures and apply textures to a well known painting.</p> <p>I can identify colours used in artist's work.</p> <p>I can mix colours to match those I've seen.</p> <p>I can apply the colours carefully with a paintbrush.</p>
Music	Computing	RE	French	PSHE
<p><u>Blackbird</u></p> <p>To know the style of 5 songs, and know who sang or wrote them.</p> <p>To choose one song and be able to talk about its lyrics, musical dimensions, sections of the song and name the instruments they can hear.</p> <p>To know how to find and demonstrate the pulse, know the difference between pulse and rhythm and know how pulse, rhythm and pitch work together to create a song.</p> <p>To be able to sing in unison and in simple two parts and to sing with an awareness of being 'in tune'.</p> <p>Play any one, or all four differentiated parts on a tuned instrument from memory or using notation.</p> <p>To know and be able to talk about improvisation.</p> <p>To plan and create a section of music that can be performed within the context of the unit song.</p> <p>To make musical decisions about pulse, rhythm, pitch, dynamics and tempo and evaluate their performance.</p>	<p><u>Communication and Collaboration</u></p> <p>Log in to an email account, open emails, create and send appropriate replies;</p> <p>Attach different files to emails, open and save attachments;</p> <p>Create and share a collaborative document and work effectively with others on a collaborative document;</p> <p>Recognise the effect that content in their communications may have on others;</p> <p>Understand the need to keep personal information and passwords private;</p> <p>Know the school's rules for keeping safe online and how they apply beyond school;</p> <p>Understand the need for certain rules of conduct and that some online communication tools have age restricted access,</p> <p>Make contributions to comment on another pupil's work.</p>	<p><u>Hinduism</u></p> <p>To understand the importance of Rangoli patterns in Hindu faith.</p> <p>To understand the significance of the festival of light and the stories of Rama and Sita and the goddess Lakshmi.</p> <p>To understand the importance of the festival of Holi and its meaning.</p> <p>To understand why Hindus participate in pilgrimages.</p>	<p><u>Je me Presente</u></p> <p>Use basic greetings in French.</p> <p>Ask someone how they are feeling and be able to respond.</p> <p>Ask someone their name in French and respond when asked.</p> <p>Recall numbers from 1-20</p> <p>Ask somebody how old they are and respond.</p> <p>Ask somebody where they live and respond.</p> <p>Express my nationality in French and understand basic gender agreement rules.</p>	<p><u>Relationships</u></p> <p>Know that different family members carry out different roles or have different responsibilities within the family.</p> <p>Know that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc.</p> <p>Know some of the skills of friendship, e.g. taking turns, being a good listener.</p> <p>Know some strategies for keeping themselves safe online.</p> <p>Know how some of the actions and work of people around the world help and influence my life.</p> <p>Know that they and all children have rights (UNCRC).</p> <p>Know the lives of children around the world can be different from their own.</p>