

# Year —Curriculum Map—Spring 1

Literacy	Maths	Science	Geography	Art
<p><b><u>Recount - Floella Benjamin</u></b> Vocabulary, Grammar and Punctuation:</p> <ul style="list-style-type: none"><li>Teach new time conjunctions before, after, while and although'</li><li>Nouns for clarity</li><li>Adverbs of time and introduce adverbs of place</li><li>Recap tenses</li><li>Organise five paragraphs around a theme</li></ul> <p><b><u>Non-Chronological Report</u></b> Vocabulary, Grammar and Punctuation:</p> <ul style="list-style-type: none"><li>Teach new conjunctions before, after, while and although'</li><li>Nouns for clarity and to begin to avoid rep.</li><li>Prepositions</li><li>Generalisers - all, many, majority, usually</li><li>Organise 4 paragraphs around a theme. (Use of topic sentence</li></ul>	<p>Compare and order numbers up to 1000 Recognise the place value of each digit in a 3 digit number</p> <p>Consolidate: Write and calculate mathematical statements for multiplication and division using known multiplication tables, including 2- digit x 1-digit, using mental and progressing to formal written methods.</p> <p>Write and calculate mathematical statements for multiplication and division using known multiplication tables, including use of money and length</p> <p>Recognise and show, using diagrams, equivalent fractions with small denominators. Recognise, find and write fractions of a discrete set of objects: unit fractions &amp; non-unit fractions with small denominators.</p> <p>Compare and order unit fractions, and fractions with the same denominators.</p> <p>Measure, compare, add &amp; subtract: lengths (m/cm/mm)mass (kg/g) Volume / capacity (l/ml).</p>	<p><b><u>Forces</u></b></p> <p>Compare how things move on different surfaces.</p> <p>Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance.</p> <p>Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</p> <p>Describe magnets as having 2 poles.</p> <p>Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</p>	<p><b><u>What causes an earthquake:</u></b></p> <p>The distribution of earthquakes occurring around the world.</p> <p>Why earthquakes happen at some locations but not others.</p> <p>How the magnitude of an earthquake is measured.</p> <p>Why earthquakes with the greatest magnitude do not necessarily cause the most deaths and destruction.</p> <p>Why earthquakes often occur at the same locations around the world.</p> <p>The location of the 'Pacific Ring of Fire' and why it is a hot spot for earthquakes and volcanoes.</p>	<p><b><u>Rainforests</u></b></p> <p>Observational drawing—sketching plants.</p> <p>Investigate the artwork of Abel Rodriguez, an artist from the rainforest area, making art about the region. Make sketches, notes and stick printed images recording your thoughts and feelings about his work.</p> <p>Research, draw, colour and cut out leaves.</p> <p>Create a background rainforest effect using paints, crayons or coloured paper etc.</p> <p>Arrange small background leaves on the horizon line, midground leaves in the middle (on the midline) and the foreground leaves at the front. Arrange them to make an interesting composition.</p> <p>Use self, peer and teacher assessment to award Developing, Meeting and Exceeding grades for drawing skills, ability to cut out shapes and ability to paint and colour.</p>
Music	Computing	RE	French	PSHE
<p><b><u>Three Little birds - singing</u></b></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</p> <p>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><b><u>Databases</u></b></p> <p>Identify records and fields of a database;</p> <p>Identify advantages and disadvantages of using databases;</p> <p>Select appropriate data to add to a database;</p> <p>Search and sort a database; Search a database to find information;</p> <p>Make a chart from information in a database; Interpret a chart and report findings;</p> <p>Create and use an online survey;</p> <p>Present information from a database.</p>	<p><b><u>What can we learn about Christian worship and visiting churches?</u></b></p> <p>To understand that objects in churches have a specific purpose and/or meaning.</p> <p>To understand belonging to the Christian community- protected by God.</p> <p>Introduction to diversity of practice in worship in different churches- worship-choirs same/ different.</p> <p>To understand Vicar/Priest is leader of service.</p> <p>Objects in Church have a religious meaning and purpose and all connected to the life and teachings of Jesus.</p>	<p><b><u>Les Fruits</u></b></p> <p>Name, recognise and remember up to 10 fruits in French.</p> <p>Attempt to spell some of these nouns with their correct article/ determiner.</p> <p>Ask somebody in French if they like a particular fruit.</p> <p>Say what fruits we like and dislike in French.</p>	<p><b><u>Melva - Explore Scratchicle Town</u></b></p> <p>To initiate discussion about wellbeing and the different things that can affect it.</p> <p>Introduce and explore the concept of building resilience.</p> <p>Consider how working through challenges can make us feel good and identify things that make us feel proud.</p> <p>To discover how doing kind things for other people actually helps us to feel good too.</p> <p>Choose a practical way to spread some kindness in your class or school.</p> <p>To recognise at least one significant person in our lives who helps us feel better and who we can talk to about our worries.</p> <p>To learn practical ways to build better relationships with other people in our class /group.</p> <p>To identify what makes a good quality friend.</p> <p>To understand that physical activity is also important for our emotional and mental health.</p> <p>To recognise how we can build physical activity into our everyday life, including in our classroom.</p>