CURRICULUM MAP – KS1 – PATHWAY 2 - SUMMER 1 – 2022-23

English	**Power Of Reading Text: Surprising Sharks** **Genre: Non-fiction** ▪ During this teaching sequence, the children will identify features of non-fiction texts and learn where to find information. They will use talk to give explanations and opinions and write for meaning and purpose in a variety of non-narrative forms.	**Mathematics**	**Maths Mastery Curriculum** **R** ▪ Number (Addition and Subtraction): explore commutativity law; explore addition and subtraction and comparing two amounts. ▪ Number (Number and Place Value): Count up to 10 and beyond with objects; represent, compare and explore numbers to 20; one more or fewer; estimate and count; grouping and sharing. **1** ▪ Number (Number and Place Value): Count from a given number in 1s, 2s, 5s and 10s; represent, identify and estimate numbers; recognise place value. ▪ Number (Addition and Subtraction): Applying strategies and structures. Represent and use number bonds; read, write, interpret and solve one-step problems. ▪ Measurement (Money): Recognise and value coins and notes; solve one-step addition/subtraction problems.
Science	**Living Things and their Habitats** ▪ Identify and name a variety of plants and animals in their habitats, including micro-habitats ▪ Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. **Working Scientifically Skills** ▪ Identify and classify ▪ Ask simple questions and recognise that they can be answered in different ways	**Computing**	**Computer Science and Coding – Bluebots** ▪ Children will understand that they can control/program a programmable toy. ▪ Children will follow and create algorithms to program a robot. ▪ Children will understand that computers can be controlled through instructions. ▪ Children will learn how to predict, debug and evaluate simple programmes.
Humanities	**My World and Me** During this teaching sequence, the children will: ▪ Name and locate the world's seven continents and five oceans; ▪ Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and	**Art and Design**	**The Formal Elements of Art: Shape and Pattern** Children will develop their knowledge of shape and pattern through artist and cultural research, using a range of media techniques, to develop their understanding and ability to: ▪ Research and respond to 2D and 3D Hindu deities ▪ Explore imaginative drawing skills, using shapes as a starting point

	of a small area in a contrasting non-European country; ▪ 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; ▪ Use basic geographical vocabulary to refer to key human features; ▪ 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 aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.		▪ Create a series of block print creatures, inspired by cultural research and drawings
PSHE	**Core Theme 3: Living in the Wider World** UNIT 1: RULES AND RESPONSIBILITIES ▪ Rules / Expectations 1,2 ▪ Taking Turns ▪ Lending / Borrowing ▪ Sharing ▪ Caring	**Religious Education**	**Christianity** (PlanBee Unit: What did Jesus teach us?) During this teaching sequence, the children will: ▪ Find out about the life of Jesus; ▪ Find out about the parable of the lost son; ▪ Find out about the parable of the good Samaritan; ▪ Find out what Jesus taught at the Sermon on the Mount; ▪ Explore what we can learn from the actions of Jesus; ▪ Summarise what Jesus taught people.
Physical Education	**Dance** ▪ The children will perform dances using simple movement patterns. **Personal Best** ▪ The children will challenge themselves in basic movement activities	**Music**	**Performance** ▪ Pupils will prepare and rehearse a performance piece. This may be sung or instrumental.