
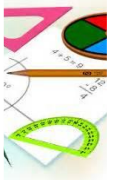










# CURRICULUM MAP – KS1 – PATHWAY 2 - SPRING 1

<p><b>English</b></p> 	<p><b>Power Of Reading Text: The Gigantic Turnip</b>  <b>Genre: Traditional Tales</b></p> <ul style="list-style-type: none"> <li>During this teaching sequence, the children will listen and respond to the book through retelling and re-enacting the story. They will read by joining in the repeated text, responding to the patterns and rhythms and matching these with the print. The children will explore the structure through story mapping and storytelling and write their own story and recipe.</li> </ul>	<p><b>Mathematics</b></p> 	<p><b>Maths Mastery Curriculum</b></p> <p style="text-align: center;"><b>R</b></p> <ul style="list-style-type: none"> <li>Number (Number and Place Value): Count, read, write, identify, represent, double and half, and use comparative language.</li> <li>Measurement (Time): Explore days of the week, seasons, and sequence daily events.</li> <li>Number (Addition and subtraction): explore addition as counting on and subtraction as taking away; counting and sharing in equal groups; explore the relationship between grouping and sharing.</li> </ul> <p style="text-align: center;"><b>1</b></p> <ul style="list-style-type: none"> <li>Measurement (Time): Tell the time to the hour and half-past the hour; solve practical problems for time.</li> <li>Number (Addition and Subtraction): Represent and use number bonds; use concrete and pictorial representation to solve one-step problems.</li> <li>Number (Number and Place Value): Count, read, write, identify, represent in numerals and words; recognise place value.</li> </ul>
<p><b>Science</b></p> 	<p><b>Magnets and Forces</b></p> <ul style="list-style-type: none"> <li>Compare how things move on different surfaces</li> <li>Notice that some forces need contact between two objects, but magnetic forces can act at a distance</li> <li>Observe how magnets attract or repel each other and attract some materials and not others</li> <li>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</li> <li>Describe magnets as having two poles</li> <li>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul> <p><b>Working Scientifically Skills</b></p> <ul style="list-style-type: none"> <li>Observe closely, using simple equipment</li> <li>Gather and recording data to help in answering questions</li> <li>Perform simple tests</li> </ul>	<p><b>Computing</b></p> 	<p><b>Creativity – Music and Sound</b></p> <ul style="list-style-type: none"> <li>Children will explore music and sound using technology.</li> <li>Children will use a range of devices to experiment with creating, recording and playing sounds.</li> <li>Children will learn how to apply music and sound to animations they create.</li> </ul>
<p><b>Humanities</b></p> 	<p><b>Around the World</b>          During this teaching sequence, the children will:</p> <ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans;</li> <li>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;</li> <li>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop;</li> <li>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.</li> </ul>	<p><b>Art and Design</b></p> 	<p><b>The Formal Elements of Art: Line, Tone and Texture</b>          Students will develop their drawing, shading and mark-making skills using a range of media techniques, to further their understanding and ability to:</p> <ul style="list-style-type: none"> <li>Create a series of line and tonal drawings using various techniques</li> <li>Explore line and block mark-making, describing surface texture</li> <li>Experiment with greyscales using a range of media</li> <li>Apply tone to an image to create contrast</li> </ul>
<p><b>PSHE</b></p>	<p><b>Core Theme 2: Relationships</b>  <b>UNIT 1: COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>Feelings</li> <li>Responses</li> </ul>	<p><b>Religious Education</b></p>	<p><b>Buddhism</b>          (PlanBee Unit: Who was Buddha?)          During this teaching sequence, the children will:</p>

	<ul style="list-style-type: none"> <li>▪ Opinions</li> <li>▪ Co-operation</li> <li>▪ Good Manners</li> </ul> <p>UNIT 2: BULLYING</p> <ul style="list-style-type: none"> <li>▪ Definition</li> <li>▪ Unkindness</li> <li>▪ Behaviours 1,2,3</li> </ul>		<ul style="list-style-type: none"> <li>▪ Understand how Siddhartha Gautama came to be known as 'the Buddha';</li> <li>▪ Recognise Buddhist symbols;</li> <li>▪ Explain the meaning of a Buddhist parable;</li> <li>▪ Explain what Buddha taught Buddhists about how to live their lives;</li> <li>▪ Recognise where and how Buddhists worship;</li> <li>▪ Understand how and why the life of Buddha is celebrated during Vesak.</li> </ul>
<p><b>Physical Education</b></p> 	<p><b>Sending and Receiving</b></p> <ul style="list-style-type: none"> <li>▪ The children will perform basic movements including running, throwing and catching in isolation.</li> </ul>	<p><b>Music</b></p> 	<p><b>Composition</b></p> <ul style="list-style-type: none"> <li>▪ Pupils will learn and analyse a simple well-known melody and then compose their own short phrases or melody based on the features of the existing melody. This unit will use tuned percussion.</li> </ul>