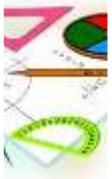


# CURRICULUM MAP – KS1 – PATHWAY 2 - AUTUMN 1 – 2020-21

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| <p><b>English</b></p>               | <p><b>Power Of Reading Text: A Brave Bear</b><br/> <b>Genre: Picture Book</b></p> <ul style="list-style-type: none"> <li>During this teaching sequence, the children will explore and interpret stories through creative activity including play, art, drama and drawing and sequence and explore story structure through storytelling and story mapping. They will create information texts and narrative episodes through shared writing, bookmaking and illustration.</li> </ul>                                                                                                                                                                                          | <p><b>Mathematics</b></p>            | <p><b>Maths Mastery Curriculum</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>Number (Addition and Subtraction): Combination and partitioning. Represent and use number bonds; read, write, interpret, represent and solve.</li> <li>Geometry (Properties of Shapes): Recognise common 2-D and 3-D shapes.</li> <li>Geometry (Position and Direction): Describe position, direction and movement.</li> </ul>                                                                             |
| <p><b>Science</b></p>               | <p><b>Use of Everyday Materials</b></p> <ul style="list-style-type: none"> <li>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul> <p><b>Working Scientifically Skills</b></p> <ul style="list-style-type: none"> <li>Identify and classify</li> <li>Gather &amp; record data to help in answering questions</li> <li>Observe closely, using simple equipment</li> <li>Perform simple tests</li> </ul> | <p><b>Computing</b></p>              | <p><b>Communication and Collaboration - Online Friends and Communication</b></p> <ul style="list-style-type: none"> <li>Children will learn what is meant by a friend, and that the qualities of a friend are the same on and offline.</li> <li>They will know they can use the internet to communicate with family and friends using a variety of tools e.g. emails</li> <li>Children will learn that communicating online is not always safe, and know what to do if they do not feel safe.</li> </ul>                                                                                                                   |
| <p><b>Humanities</b></p>           | <p>Updated soon</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b>Art and Design</b></p>       | <p><b>The Formal Elements of Art: Line, Tone and Texture</b></p> <p>Students will develop their drawing, shading and mark-making skills using a range of media techniques, to develop their understanding and ability to:</p> <ul style="list-style-type: none"> <li>Explore line and block mark-making</li> <li>Create a series of linear transfer drawings</li> <li>Develop symmetrical drawings using line and form</li> <li>Experiment with greyscales, making symmetrically painted images</li> <li>Create tonal range using various levels of pressure</li> <li>Apply tone to an image to create contrast</li> </ul> |
| <p><b>PSHE</b></p>                | <p><b>Core Theme 1: Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>Unit: Keeping Safe (Lesson – ‘Staying safe’)</li> </ul> <p><b>Core Theme 2: Relationships</b></p> <ul style="list-style-type: none"> <li>Unit: Fairness (Lesson – ‘Fair and Unfair’)</li> <li>Unit: Family and Friends (Lessons – ‘Friendship’)</li> </ul> <p><b>Core Theme 3: Living in the Wider World</b></p> <ul style="list-style-type: none"> <li>Unit: Communities (Lessons – ‘Our School’; ‘Belonging’)</li> </ul>                                                                                                                                                           | <p><b>Religious Education</b></p>  | <p><b>Sikhism</b><br/>         (Plan BEE Unit: What do Sikhs believe?)</p> <p>During this teaching sequence, the children will:</p> <ul style="list-style-type: none"> <li>Find out about Sikhs and how Sikhism began;</li> <li>Find out what being equal means to a Sikh;</li> <li>Find out why Sikhs meditate;</li> <li>Find out why Sikhs believe people should work hard and live honestly;</li> <li>Find out why Sikhs believe people should share.</li> </ul>                                                                                                                                                        |
| <p><b>Physical Education</b></p>  | <p><b>Invasion Games</b></p> <ul style="list-style-type: none"> <li>The children will participate in team games, developing simple tactics for attacking and defending</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p><b>Music</b></p>                | <p>Updated soon</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |