
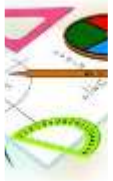










# CURRICULUM MAP – KS1 – PATHWAY 2 – SPRING 2 – 2020-21

<p><b>English</b></p> 	<p><b>Power Of Reading Text: We're Going on a Bear Hunt</b></p> <p><b>Genre: Classic Texts and Modern Classics</b></p> <ul style="list-style-type: none"> <li>During this teaching sequence, the children will think and talk about their response to the book, using predictions, asking questions and making connections with their own experiences. They will explore the story through collaborative play, role-play and storytelling and use language to imagine and recreate roles and experiences. The children will write for meaning and purpose in a variety of narrative and non-narrative forms.</li> </ul>	<p><b>Mathematics</b></p> 	<p><b>Maths Mastery Curriculum</b></p> <ul style="list-style-type: none"> <li>Number (Addition and Subtraction): Comparison and difference. Represent and use number bonds; read, write, interpret and solve one-step problems.</li> <li>Number (Fractions): Recognise, find and name a half and a quarter as one of two or four equal parts respectively.</li> <li>Measurement (Length and Mass): Compare, describe, measure, record and solve practical problems.</li> </ul>
<p><b>Science</b></p> 	<p><b>Plants</b></p> <ul style="list-style-type: none"> <li>Observe and describe how seeds and bulbs grow into mature plants</li> <li>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</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> <li>Use their observations and ideas to suggest answers to questions</li> </ul>	<p><b>Computing</b></p> 	<p><b>Productivity – Publishing/E-Book</b></p> <ul style="list-style-type: none"> <li>Children will develop their skills in using technology and how they can use different tools to control technology e.g. typing and use of the mouse/trackpad</li> <li>Children will learn to use technology to combine text with photographs, graphics and drawings.</li> <li>Children will explore creating, selecting, editing, processing and organising digital content.</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: Colour and Composition</b></p> <p>Students will further explore colour theory, applying key skills learned in Spring 1, using a range of media techniques to develop their understanding and ability to:</p> <ul style="list-style-type: none"> <li>Refine colour mixing and application skills</li> <li>Explore and respond to artists' work, creating visual pastiches and developments</li> <li>Create and present a series of final outcomes inspired by artist research and prior learning</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: Healthy Lifestyles (Lessons – 'Physical Activity'; 'Exercise')</li> <li>Unit: Changing and Growing (Lessons – 'Similarities and Differences'; 'The human body'; 'Growing up'; 'Changing Needs')</li> </ul>	<p><b>Religious Education</b></p> 	<p><b>Hinduism</b> (PlanBee Unit: What do Hindus celebrate?)</p> <p>During this teaching sequence, the children will:</p> <ul style="list-style-type: none"> <li>Find out what Hindus believe;</li> <li>Find out about special occasions in a Hindu childhood;</li> <li>Find out what happens at a Hindu wedding;</li> <li>Find out about the Hindu festival of Diwali;</li> <li>Find out about the Hindu festival of Raksha Bandhan;</li> <li>Find out about the Hindu festival of Ganesh Chaturthi.</li> </ul>
<p><b>Physical Education</b></p> 	<p><b>Net/Wall and Target Games</b></p> <ul style="list-style-type: none"> <li>The children will learn to master basic movements including throwing and catching</li> </ul>	<p><b>Music</b></p> 	<p>Updated soon</p>