











CURRICULUM MAP – KS1 – PATHWAY 2 – SPRING 2 – 2021-22

<p>English</p> 	<p>Power Of Reading Text: The Gruffalo Genre: Classic Texts and Modern Classics</p> <ul style="list-style-type: none"> During this teaching sequence, the children will learn to use language to imagine and recreate roles and experiences in play. They will explore the themes of courage and bravery whilst being exposed to humour. The children will interpret the story creatively, through drama, painting and imaginative role play activities and learn to write for meaning and purpose. 	<p>Mathematics</p> 	<p>Maths Mastery Curriculum</p> <ul style="list-style-type: none"> Number (Addition and Subtraction): Comparison and difference. Represent and use number bonds; read, write, interpret and solve one-step problems. Number (Fractions): Recognise, find and name a half and a quarter as one of two or four equal parts respectively. Measurement (Length and Mass): Compare, describe, measure, record and solve practical problems.
<p>Science</p> 	<p>Plants</p> <ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including trees. <p>Working Scientifically Skills</p> <ul style="list-style-type: none"> Perform simple tests Identify & classify Use observations and ideas to suggest answers to questions Gather & record data to help in answering questions 	<p>Computing</p> 	<p>Productivity – Data</p> <ul style="list-style-type: none"> Children will begin to use technology to organise information/items. Children will begin to use technology to create graphs and pictograms, recognising there is a link between data collected and the information presented on screen. Children will investigate a branching database.
<p>Humanities</p> 	<p>Florence Nightingale</p>	<p>Art and Design</p> 	<p>The Formal Elements of Art: Colour and Composition</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"> Refine colour mixing and application skills Explore and respond to artists' work, creating visual pastiches and developments Create and present a series of final outcomes inspired by artist research and prior learning
<p>PSHE</p> 	<p>Core Theme 1: Health and Wellbeing</p> <ul style="list-style-type: none"> Unit: Keeping Safe (Personal Safety, Emotional Safety) <p>Core Theme 2: Relationships</p> <ul style="list-style-type: none"> Unit: Bullying (Lessons – Definition, Unkindness, Behaviour) 	<p>Religious Education</p> 	<p>Hinduism (PlanBee Unit: What do Hindus celebrate?)</p> <p>During this teaching sequence, the children will:</p> <ul style="list-style-type: none"> Find out what Hindus believe; Find out about special occasions in a Hindu childhood; Find out what happens at a Hindu wedding; Find out about the Hindu festival of Diwali; Find out about the Hindu festival of Raksha Bandhan; Find out about the Hindu festival of Ganesh Chaturthi.
<p>Physical Education</p> 	<p>Dance</p> <ul style="list-style-type: none"> The children will learn to perform different movement patterns through dance 	<p>Music</p> 	<p>Music from around the World.</p> <p>The students will:</p> <ul style="list-style-type: none"> Understand the connection of music interpretation and major and minor scales to mood (happy-sad, calm-exited...). Listen to folk music from different parts of the world and have a unique AUDIO-VISUAL experience (Audio-visual therapy). They will listen to music from Africa, Europe, America, Asia and Oceania and will be able to tell us how they feel, identify instruments and answer to questions about music aspects. Make their own instruments and play them.