
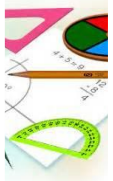








CURRICULUM MAP – KS1 – PATHWAY 2 – SUMMER 2 – 2024-25

<p>English</p> 	<p>Power Of Reading Text: Here's a Little Poem Genre: Poetry</p> <ul style="list-style-type: none"> ▪ During this teaching sequence, the children will explore personal responses to the language and meanings of poems through artwork, talk and play. They will talk about personal experiences of the world in relation to poems and bring poems to life by reading aloud together, responding to rhythm, rhyme and pattern. The children will begin to develop a repertoire of poems that is known by heart and compose their own rhymes and poems. 	<p>Mathematics</p> 	<p>Maths Mastery Curriculum R</p> <ul style="list-style-type: none"> ▪ Measurement (Money): Exploring coin recognition and values; combinations to total 20p; change from 10p. ▪ Measurement (Capacity, Mass and Length): describe capacity compare volumes and weights; estimate, compare and order lengths. ▪ Number (Number and Place Value): Explore number strategies; recognise and extend patterns; apply number, shape and measure knowledge; count forwards and backwards. <p style="text-align: center;">1</p> <ul style="list-style-type: none"> ▪ Number (Multiplication and Division): Solve one-step problems using concrete and pictorial representations and arrays. ▪ Measurement (Capacity and Volume): Compare, describe, measure, record and solve practical problems.
<p>Science</p> 	<p>Animals including Humans</p> <ul style="list-style-type: none"> ▪ Notice that animals, including humans, have offspring which grow into adults ▪ Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) ▪ Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <p>Working Scientifically skills</p> <ul style="list-style-type: none"> ▪ Use their observations and ideas to suggest answers to questions ▪ Ask simple questions and recognising that they can be answered in different ways ▪ Perform simple tests 	<p>Computing</p> 	<p>Computer Science and Coding – Programming and Algorithms</p> <ul style="list-style-type: none"> ▪ Children will explore how they can program characters by following and giving simple instructions. ▪ Children will learn that they need to repeat specific instructions to trigger a specific outcome. ▪ Children will create algorithms to program a character/sprite using Scratch Jr.
<p>Humanities</p> 	<p>Castles During this teaching sentences the children will learn about:</p> <ul style="list-style-type: none"> ▪ Significant historical events, people and places in their own locality. 	<p>Art and Design</p> 	<p>The Formal Elements of Art: Shape, Pattern and Composition Students will further explore shape and pattern through artist and cultural research and a range of media techniques, to develop their understanding and ability to:</p> <ul style="list-style-type: none"> ▪ Research and respond to the artwork of Ramesh Mario Nithiyendran, creating pastiches and developments ▪ Explore basic clay skills, hand building and surface texture ▪ Create and present a final outcome using clay, inspired by artist and cultural research
<p>PSHE</p> 	<p>Core Theme 3: Living in the Wider World UNIT 2: COMMUNITIES</p> <ul style="list-style-type: none"> ▪ Our School ▪ Belonging 1,2 ▪ Local Citizenship 1,2 <p>UNIT 3: MONEY AND FINANCE</p> <ul style="list-style-type: none"> ▪ Money 1,2,3,4 ▪ Choices ▪ Enterprise 	<p>Religious Education</p> 	<p>All Religions (Including Humanism) (PlanBee Unit: Special Books) During this teaching sequence, the children will:</p> <ul style="list-style-type: none"> ▪ Share special books; ▪ Find out which books are special for different religions; ▪ Find out about the special book for Jewish people; ▪ Find out about the special book for Christian people; ▪ Find out about the special book for Muslim people.

<p>Physical Education</p> 	<p>Athletics</p> <ul style="list-style-type: none">▪ The children will learn to perform basic movements including running, throwing and jumping.	<p>Music</p> 	<p>Performance</p> <ul style="list-style-type: none">▪ Pupils will continue to prepare and rehearse a performance piece. This may be sung or instrumental.
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