











## CURRICULUM MAP – KS1 – PATHWAY 2 - AUTUMN 1 – 2022-23

<p><b>English</b></p> 	<p><b>Power Of Reading Text: A Brave Bear</b> <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> R</p> <ul style="list-style-type: none"> <li>▪ Early mathematical experiences: Classifying objects based on one attribute; matching equal and unequal sets; comparing and ordering objects and sets.</li> <li>▪ Number Patterns: Recognise, describe and extend colour and size patterns; count and represent numbers; estimate by counting. 1</li> <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><b>At the Farm</b> During this teaching sequence, the children will:</p> <ul style="list-style-type: none"> <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> </ul>	<p><b>Art and Design</b></p> 	<p><b>The Formal Elements of Art: Colour</b> Students will explore colour theory using the colour wheel as a starting point and key art skills, including experimenting with a range of media techniques. They will develop their understanding and ability to:</p> <ul style="list-style-type: none"> <li>▪ Identify the key colour groups- primary and secondary</li> <li>▪ Recognise black and white are not colours</li> <li>▪ Mix primary colours to create secondary ones</li> <li>▪ Experiment with a range of dry and wet media</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right]</li> <li>▪ Describe the location of features and routes on a map</li> <li>▪ Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</li> <li>▪ Devise a simple map</li> <li>▪ Use and construct basic symbols in a key</li> </ul>		<ul style="list-style-type: none"> <li>▪ Explore basic hot and cold colours</li> <li>▪ Recognise complementary colour pairs</li> </ul>
<p><b>PSHE</b></p> 	<p><b>Core Theme 1: Health and Wellbeing</b>  <b>UNIT 1: HEALTHY LIFESTYLES</b></p> <ul style="list-style-type: none"> <li>▪ Healthy Eating</li> <li>▪ Physical Activity</li> <li>▪ Exercise</li> </ul> <p><b>UNIT 2: HYGIENE</b></p> <ul style="list-style-type: none"> <li>▪ Dental Hygiene</li> <li>▪ Washing Hands</li> <li>▪ Keeping Clean</li> <li>▪ Skin</li> </ul>	<p><b>Religious Education</b></p> 	<p><b>Sikhism</b>  (Plan BEE Unit: What do Sikhs believe?)  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>Patterns of Movement</b></p> <ul style="list-style-type: none"> <li>▪ The children will develop balance, agility and coordination in a variety of different positions</li> </ul>	<p><b>Music</b></p> 	<p><b>Rhythm</b></p> <ul style="list-style-type: none"> <li>▪ Pupils will develop an understanding of tempo and pulse using djembe drums and percussion</li> </ul>