











# CURRICULUM MAP – KS1 – PATHWAY 2 – SPRING 2 – 2022-23

<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> <p style="text-align: center;"><b>R</b></p> <ul style="list-style-type: none"> <li>Number (Addition and Subtraction): Count, read, write, identify, represent, double and half, and use comparative language.</li> <li>Geometry (Properties of Shape): Describe and sort 2-D and 3-D shapes; recognise, complete and create patterns.</li> </ul> <p style="text-align: center;"><b>1</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><b>Intrepid Explorers</b></p> <p>During this teaching sequence, the children will:</p> <ul style="list-style-type: none"> <li>Explore the lives of significant individuals in the past who have contributed to national and international achievements. (Some should be used to compare aspects of life in different periods);</li> </ul>	<p><b>Art and Design</b></p> 	<p><b>The Formal Elements of Art: Line, Tone, Texture and Composition</b></p> <p>Students will further develop their drawing, shading and mark-making skills, applying key skills learned in Spring 1, to develop their understanding and ability to:</p> <ul style="list-style-type: none"> <li>Create a range of mixed media mark-making experiments</li> </ul>

	<ul style="list-style-type: none"> <li>Develop historical understanding of the lives and significance of Christopher Columbus and Neil Armstrong;</li> <li>Identify the kit needed for an expedition and compare the equipment taken by Columbus across the seas to the Americas in the fifteenth century with the equipment taken by Armstrong through space to the moon in the twentieth.</li> </ul>		<ul style="list-style-type: none"> <li>Explore and respond to the artwork of Brianna McCarthy, creating developments in collage</li> <li>Create and present a final outcome inspired by artist research and prior learning</li> </ul>
<p><b>PSHE</b></p> 	<p><b>Core Theme 2: Relationships</b></p> <p>UNIT 3: Fairness</p> <ul style="list-style-type: none"> <li>Fair and Unfair</li> <li>Comparisons</li> <li>Behaviour</li> <li>Right and Wrong</li> <li>Teasing</li> <li>Kindness</li> </ul>	<p><b>Religious Education</b></p> 	<p><b>All Religions</b></p> <p>(PlanBee Unit: Leaders and Teachers)</p> <p>During this teaching sequence, the children will:</p> <ul style="list-style-type: none"> <li>Find out about leaders in school, and what they do;</li> <li>Understand the challenges of being a leader, and why leaders are important;</li> <li>Find out about religious leaders and their special books;</li> <li>Understand the importance of global religious leaders;</li> <li>Learn the names, clothing, places of worship, holy books and duties of local religious leaders.</li> </ul>
<p><b>Physical Education</b></p> 	<p><b>Adapted Net and Wall</b></p> <p>The children will develop throwing, catching and movement skills leading up to using a racket where appropriate.</p>	<p><b>Music</b></p> 	<p><b>Improvisation</b></p> <ul style="list-style-type: none"> <li>Pupils will explore different concepts and ideas of spontaneous music making and improvisation. They will play different improvisation games and move onto constructing simple improvised phrases. This will incorporate a mix of tuned and non-tuned percussion.</li> </ul>