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| School: Thompson Primary School Class: Robins (KS1) Curriculum Map Year 2019/20 **(Cycle A)** | | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Learning Challenge** | How have toys changed over time?  (History challenge)  Science subsidiary | What should the little pigs use to build their houses?  (Science challenge) | How does the weather affect us?  (Science and geography challenge) | Is change always a good thing?  (Science and history challenge) | Are you afraid of the dark?  (Science & history challenge) | What was so ‘great’ about the Great Fire of London?  (History & geography) |
| **WOW** | Bringing in own toys to share and discuss | Gressenhall Trip (end of previous half-term) | Water tornado in bottles (w/ Mr Sayer) |  |  | Outdoor fire and marshmallows (or similar) with a story.  Strangers’ Hall Trip |
| **Suggested Text** | [Charlie & Lola](https://www.bbc.co.uk/iplayer/episodes/b0070s19/charlie-and-lola) by Lauren Child | Trad tale – Three Little Pigs  [Traditional tales](https://central.espresso.co.uk/espresso/primary_uk/subject/module/frontscreen/item688839/grade1/index.html?source=subject-English-KS1-English-Resource%20types)  [Christmas](https://www.literacyshed.com/the-christmas-shed.html) Story | Weather information texts  Weather poetry book  The Works | [Traditional tales](https://central.espresso.co.uk/espresso/primary_uk/subject/module/frontscreen/item688839/grade1/index.html?source=subject-English-KS1-English-Resource%20types) (change related) | The Dark – Lemony Snicket  The Works | GFOL history information texts  Samuel Pepys’s diary |
| **English** | Handwriting (letter formation, families)  Sentence writing  Fiction – Charlie and Lola  Non-fiction – toys/homes  Instruction  Phonics | Fiction - Fairy Tales  (Rumplestiltskin, 3 Little Pigs, Little Red Riding Hood)  Poetry  Letters  Handwriting  Phonics | Non-fiction – information texts  Grammar  Poetry  Handwriting  Phonics  Comprehension | Fiction  Letters  Non-fiction  Handwriting  Phonics  Comprehension | Stories  Information texts  Poetry  Handwriting  Phonics  Comprehension | Fiction – Roald Dahl  Diary (recount)  Handwriting  Phonics  Comprehension |
| **Maths** | Number recognition and formation  Place value  Addition and subtraction  Measures – length  Shapes and properties | Measurement  Statistics  Time  Recognise simple fractions  Multiplication and division | Count, compare, order numbers  2D and 3D shapes  Addition, subtraction, multiplication and division | Measurement: length, mass, capacity  Charts, graphs and pictograms  One step problems | Fractions of amounts  Calculations (+ - x /)  Algebra  Geometry | Measure time, temperature and capacity  Categorise data  Recognise money  Money and time problems  Fractions |
| **Science** | Sorting materials | Sorting materials | Seasonal Changes  Weather | Weather & Plants | Plants & Living Things | Animals including humans |
| **RE** | What do Christians believe about how the world began? Harvest | Christmas | How and why are symbols used in ceremonies? | Easter | Islam | Buddhism |
| **Geography** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Maps  What different things do maps show us?  Geog skills & fieldwork  *use world maps, atlases and globes to identify the United Kingdom and its countries*  *use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key*  Locational knowledge  *name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas*  *name and locate the world’s seven continents and five oceans*  Human & physical  *use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. HOMES FROM THE PAST HISTORY* | Maps  What different things do maps show us?  *use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage*  Locational knowledge  *name and locate the world’s seven continents and five oceans*  Human & Physical Geography  *identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles*  *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* | An island home  Geog skills & fieldwork  *use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map*  *use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage*  *use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.* | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Place knowledge  *understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country*  *RE – Islam link* | Location knowledge  Geog skills & fieldwork  *use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage*  Locational knowledge  *name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas*  *name and locate the world’s seven continents and five oceans*  Place knowledge  *understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country*  Human & Physical Geography  *identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles*  *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*  *key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop* |
| **History** | Toys throughout history  Historical investigations *observe or handle evidence to ask simple questions about the past;**observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;* *choose and select evidence and say how it can be used to find out about the past.*  Chronological understanding *sequence artefacts and events that are close together in time;* *order dates from earliest to latest on simple timelines;**sequence pictures from different periods;**describe memories and changes that have happened in their own lives;*  *use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.*  Knowledge and understanding of events, people and changes *recognise some similarities and differences between the past and the present;* *identify similarities and differences between ways of life in different periods;* Presenting, organising and communicating *talk, write and draw about things from the past;**use historical vocabulary to retell simple stories about the past;*  *use drama/role play to communicate their knowledge about the past.* | Homes from the past  Historical interpretations *observe and use pictures, photographs and artefacts to find out about the past;*  *explain that there are different types of evidence and sources that can be used to help represent the past.*  Historical investigations  *choose and select evidence and say how it can be used to find out about the past.*  Chronological understanding *sequence artefacts and events that are close together in time;* *order dates from earliest to latest on simple timelines;**sequence pictures from different periods;**describe memories and changes that have happened in their own lives;*  *use words and phrases such as: old, new, earliest, latest, past, present, future, century, new, newest, old, oldest, modern, before, after to show the passing of time.*  Knowledge and understanding of events, people and changes *recognise some similarities and differences between the past and the present;* *identify similarities and differences between ways of life in different periods;**understand that there are reasons why people in the past acted as they did;*  Presenting, organising and communicating *talk, write and draw about things from the past;**use historical vocabulary to retell simple stories about the past;*  *use drama/role play to communicate their knowledge about the past.* | Changes in living memory (weather, climate, seasons)  Historical interpretations *start to compare two versions of a past event;* *observe and use pictures, photographs and artefacts to find out about the past;* *start to use stories or accounts to distinguish between fact and fiction;* *explain that there are different types of evidence and sources that can be used to help represent the past.*  Historical investigations *observe or handle evidence to ask simple questions about the past;**observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;* *choose and select evidence and say how it can be used to find out about the past.* | Changes in living memory (weather, climate, seasons)  Knowledge and understanding of events, people and changes *recognise some similarities and differences between the past and the present;* *identify similarities and differences between ways of life in different periods;**know and recount episodes from stories and significant events in history;**understand that there are reasons why people in the past acted as they did;*  *describe significant individuals from the past.*  Presenting, organising and communicating *show an understanding of historical terms, such as monarch, parliament, government, war, remembrance;* |  | Events Beyond Living Memory - Great Fire of London  Knowledge and understanding of events, people and changes *recognise some similarities and differences between the past and the present;* *identify similarities and differences between ways of life in different periods;**know and recount episodes from stories and significant events in history;**understand that there are reasons why people in the past acted as they did;*  *describe significant individuals from the past.*  Presenting, organising and communicating *talk, write and draw about things from the past;**use historical vocabulary to retell simple stories about the past;*  *use drama/role play to communicate their knowledge about the past.* *show an understanding of historical terms, such as monarch, parliament, government, war, remembrance;* |
| **Computing** | Where is ICT used outside of school? | Keeping safe online | Creating programs | Understanding programs and their uses | Controlling a floor turtle |  |
| **PE** | Multi Skills | Multi Skills | Dance & Gym | Dance & Gym | Games | Games |
| **Design & Technology** | Design and make toys | Christmas cards  Building different homes |  |  |  |  |
| **Art & Design** |  | Designing homes | Mother nature | Easter Cards |  |  |
| **Music** | Taking off | | What’s the score? | | Rain, rain go away | |
| **PSHE** | Going for goals | Generosity & relationships | Getting on and falling out | Health and wellbeing | Building a healthy future | |
| **Languages** | French | French | French | French | French | French |

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| School: Thompson Primary School Class: Robins (KS1) Curriculum Map Year 2018/19 **(Cycle B)** | | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Learning Challenge** | What is the best material? | How can we be safe and healthy? | What is different around the world? | Are all animals omnivores? | How can we make a difference to our environment? | In what way can we all be special? |
| **English** | [Traditional tales](https://central.espresso.co.uk/espresso/primary_uk/subject/module/frontscreen/item688839/grade1/index.html?source=subject-English-KS1-English-Resource%20types)  2 in 1 book – Ugly Duckling & Elves & Shoes-maker  Skip through the Seasons book – *verbs, adj, nouns* | Trad tale – Pied Piper of Hamelin Drama/Writing  Poetry  [Christmas](https://www.literacyshed.com/the-christmas-shed.html) Story  Letters – to Santa | [Traditional tales](https://central.espresso.co.uk/espresso/primary_uk/subject/module/frontscreen/item688839/grade1/index.html?source=subject-English-KS1-English-Resource%20types)  The Magic Paintbrush  [Cloud maker Lit shed video](https://www.literacyshed.com/cloudylesson.html)  [Eye of the Storm](https://www.literacyshed.com/eyeofthestorm.html) | Trad tale – Gingerbread man, Enormous Turnip  [Butterfly Book Lit Shed](https://www.literacyshed.com/butterflies.html) | Trad - Cinderella  Click, Clack, Moo  Letters | RD Magic Finger  Story writing  Recount |
| **Maths** | **Unit 1 & 2**  Number recognition and formation  Place value  Addition and subtraction  Fractions  Shape | **Unit 3 & 4**  Measurement (length, time, money)  Statistics  Fractions (equivalence HA)  Multiplication & division  Geometry, position & direction | **Unit 5 & 6**  Place value  + - written method  Estimation  Addition & subtraction  Multiplication & division  2D & 3D shape  Problem solving | **Unit 7 & 8**  Statistics – charts  Measurement (length, mass, time, capacity)  Addition & subtraction  Multiplication & division | **Unit 9 & 10**  Addition & subtraction  Multiplication & division  Fractions  Shape (properties, nets, compare)  Algebra  Missing number | **Unit 11 & 12**  Measurement (time, temperature, capacity)  Statistics & data |
| **Science** | Materials | Changes over time – seasons  Myself – *body parts*  Health & Growth | Changes over time – seasons & weather | - Living Things  - Animals including humans  *carn, omn, herbi* |  | Changes over time – seasons |
| **RE** | Harvest | Christmas  [Diwali](https://central.espresso.co.uk/espresso/primary_uk/subject/module/frontscreen/item866836/grade1/index.html) | [Chinese New Year](https://central.espresso.co.uk/espresso/primary_uk/subject/module/frontscreen/item1010981/grade1/index.html?source=subject-RE-KS1-RE-Resource%20types) (16th Feb) | Easter | [Hanukkah](https://central.espresso.co.uk/espresso/primary_uk/subject/module/frontscreen/item1098070/grade1/index.html) | Retell religious stories & reflect |
| **Geography** |  | Around our school  *maps, walk, physical & human* | Location knowledge |  | The environment (recycling, sustainability) |  |
| **History** | [Toys from the past](https://central.espresso.co.uk/espresso/modules/t1_toys/index.html?source=subject-History-KS1-History-Resource%20types)  [Lego Story](https://www.literacyshed.com/legostory.html) | [Bonfire Night](https://central.espresso.co.uk/espresso/primary_uk/subject/module/frontscreen/item1097281/grade1/index.html?source=subject-History-KS1-History-Resource%20types) |  |  |  | [Famous People](https://central.espresso.co.uk/espresso/modules/t1_florence/index.html?source=subject-History-KS1-History-Resource%20types)  [F Nightingale & M Seacole](https://central.espresso.co.uk/espresso/modules/t1_florence/index.html?source=subject-History-KS1-History-Resource%20types) |
| **Computing** | Digital literacy, internet safety & respect for technology | Labelling and classifying – Snowflake Body  Programming | Assembling texts  Programming | Labelling and classifying – Snowflake Habitats  Programming | Programming | Create, store (save) and manipulate digital content |
| **PE** | Team-building skills | OAA & Dance | Gymnastics |  | Games | Games |
| **Design & Technology** | Paper manipulation  Lego design | [Healthy Eating](https://central.espresso.co.uk/espresso/modules/t1_healthy_eating/index.html?source=subject-Design%20and%20technology-KS1-Design%20and%20technology-Resource%20types) |  | [Finding out about food](https://central.espresso.co.uk/espresso/modules/t1_finding_about_food/index.html?source=subject-Design%20and%20technology-KS1-Design%20and%20technology-Resource%20types) |  |  |
| **Art & Design** | Toy Drawing  Pencil techniques |  |  | [Sculpture](https://central.espresso.co.uk/espresso/modules/t1_sculpture/index.html?source=subject-Art%20and%20design-KS1-Art%20and%20design-Resource%20types) OR |  |  |
| **Music** | [Music Maker](https://central.espresso.co.uk/espresso/modules/subject/index.html?subject=862650&grade=ks1)  Make musical instruments |  | [Music stories](https://central.espresso.co.uk/espresso/modules/t1_musical_stories/index.html?source=subject-Music-KS1-Music-Resource%20types) (from other cultures) |  |  |  |
| **PSHE** |  | Changes as I grow |  |  | [Going green](https://central.espresso.co.uk/espresso/modules/resource_box/going_green/page_1.html?referrer=../../t1_pshe.html&navtext=PSHE%201&pagetitle=Espresso%20Primary%20-%20PSHE%201%20-%20Resource%20box%20-%20Going%20green&source=subject--KS1--Resource%20types)  [Fairtrade](https://central.espresso.co.uk/espresso/primary_uk/subject/module/frontscreen/item1015100/grade1/index.html?source=subject-PSHE-KS1-PSHE-Resource%20types) |  |