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|  | **Curriculum Map 2019-2020**Class-Jade Year-1 |
| **Autumn Term**  |
| **Topic:**Question:  Launch:REAL Outcome: | **The Spirit of Adventure**  |
| Who are the wild things? |
| Eden Project Visit  |
| Tehidy Woods – We’re going on a bear hunt. Newquay Zoo Parent exhibition invitation.  |
| **Trips/Visits/Outdoors** | Tehidy Woods – 12.9.19Newquay Zoo – 30.10.19 |
| **Interactive Displays/Roleplay** | Role play cave.  |
| **Whole School Special Days and Festivals** | * Christingle
* Christmas Performance
* Bonfire Night – paint blowing
* Anti-bullying Week
* Harvest festival
* Roald Dahl day
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| **RE:** |  Hinduism—Religious stories, celebrations, differences and similarities, religious symbols, communication and vocabulary.  Diwali  Advent and the Christmas story   |
| **PSHE/TIS:**  | Circle time daily in Autumn 1. Autumn 2: * Max makes 'mischief'. What does this mean?
* Look at the characters' expressions in the illustrations and discuss how they are feeling at each point in the story.
* Max gets sent to bed when he makes mischief. Discuss what consequences are and how they result from our actions.
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| **BRITISH VALUES: School Council democratic elections.**Tolerance for those with different faiths and beliefs and for those without faith.  |
| **English:**Focus books (linked to topic) | A range of **FICTION** linked to topics which develop children’s understanding of characters, plot and setting. **Non-fiction**: Instructions, factual reports, explanations, discussions persuasive adverts and posters.

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|  | **Week 1 (2 days)** | **Week 2 (4 days)** | **Week 3 (5 days)** | **Week 4 (5 days)****Mock Phonics Screening** | **Week 5 (5 days)** | **Week 6 (5 days)** | **Week 7 (3 days)** |
| **Writing**  | Imitation – We’re Going on a Bear Hunt.  | Imitation – We’re Going on a Bear Hunt. | Innovation - Planning | Innovation – planning/ writing Independent writing | Non-fiction – Newspaper report for a missing creature.  | Non-fiction – Newspaper report for a missing creature. | Poetry – Acrostic poems/chocolate cake by Michael Rosen |
| **Spelling Rule** |  |  |  |  |  |   |  |
| **ERIC** |  | Predictions | Is the story easy to understand. |  |  |  |  |

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|  | **Week 8 (5 days)** | **Week 9 (5 days)** | **Week 10 (5 days)****Anti-bullying Week**  | **Week 11 (5 days)** | **Week 12 (5 days)** | **Week 13 (5 days)** | **Week 14 (5 days)** **Xmas Performances?** | **Week 15 (5 days)** |
| **Writing** | Imitation – Where the Wild Things AreIndependent writing | Planning innovations of Where the Wild Things Are Innovating writing  | Innovating and editing  | Non-Chronological reports  | Non-Chronological reports  | Non-Chronological reports  | Christmas poems  | Christmas poems  |
| **Spelling Rule** |  |  |  |  |  |  |  |  |
| **ERIC**  |  |  |  |  |  |  |  |  |

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| **Maths:** | **Number and place value**, calculating, fractions, decimals and percentages, statistics, geometry, measures

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|  | **Wk1****(2 days)** | **Wk2****(4 days)** | **Wk3****(5 days)** | **Wk4****(5 days)** | **Wk5****(5 days)** | **Wk6****(5 days)** | **Wk7****(3 days)** | **Wk8** | **Wk9** | **Wk10****Anti-bullying week** | **Wk11** | **Wk12** | **Wk13** | **Wk14** | **Wk 15** |
|  | Number and place value* ▪ count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
* ▪ count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
* ▪ given a number, identify one more and one less
* ▪ identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
* ▪ read and write numbers from 1 to 20 in numerals and words.
 | Addition and Subtraction within 10. * ▪ read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs
* ▪ solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = – 9.
 | Shape▪recognise and name common 2-D and 3-D shapes, including:▪2-D shapes [for example, rectangles (including squares), circles and triangles] ▪3-D shapes [for example, cuboids (including cubes), pyramids and spheres].  | Number and place valuePupils should be taught to: * ▪ count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
* ▪ count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
* ▪ given a number, identify one more and one less
* ▪ identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
* ▪ read and write numbers from 1 to 20 in numerals and words.
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| **Science:** | **Working Scientifically:** Asking questions, setting up practical enquiries, making systematic and careful observations, taking measurements, recording findings, reporting on findings, using results to draw conclusions, using scientific evidence to answer questions

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| **Week 4** | **Week 5** | **Week 6** | **Week 7** | **Week 8**  | **Week 9** | **Week 10** | **Week 11** | **Week 12** | **Week 13** |
| To be able to name, draw and label the basic parts of the human body.  |  To understand which parts of my body I use to smell, taste, hear, see and feel.  | To be able to use my senses to do tests.  | Newquay zoo trip  | To be able to gather information to find the answer to a puzzle. | To be able to sort animals into groups. | To be able to compare common animals. | To be able to name some carnivores, herbivores and omnivores. | To be able to sort animals into carnivores, herbivores and omnivores.  |  |

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| **History:** | N/A |
| **Geography:** | Locational Knowledge:Name and locate the world’s seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the UK and surrounding areas. * World maps, atlases and globes.
* Use compass directions

We are going on a bear hunt link: Autumn 1: * Look at the different places that the family explore together? Can you think of similar locations near to where you live?

Autumn 2: * Draw a map showing Max's bedroom, the ocean that he sails over and the place where the 'wild things' live.
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| **Art and Design:** | Autumn 1: * Look at the use of colour in the illustrations. Can you use shading to draw some black and white pictures?
* Find some pictures of bears and try to draw your own.

Autumn 2: * Look at the illustration of the coloured leaves on the inside cover. Could you get different colours of leaves and arrange them to make a picture? Could you cut out and paint leaf shapes and arrange these?
* Imagine that a forest (or other type of landscape) 'grew' in your bedroom / kitchen / classroom. Draw a picture showing what this might look like.
* Look at how Maurice Sendak used shading within the illustrations. Try creating different shades of one colour. Can you use these shading techniques in your own pictures?
* Can you make a flip-book animation based on a scene in the book. Look at this video showing a test animation by Disney which is based on the book:
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| **Design Technology:**Including Cooking and Nutrition | * Make a model of the boat that Max uses to sail to where the wild things live.
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| **Cooking:** Roald Dahl day – drinks, Christmas – Mince Pies, Halloween – cupcakes  |
| **Music/Drama:** | Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Christmas songsAlphabet song.  |
| **Computing:**  | Autumn:  Use technology purposefully to create, organise, store, manipulate and retrieve digital content—Creating our own fictional character to write about. Recognise common used of a IT beyond school Make a wild thing using [the Switch Zoo site](http://www.switchzoo.com/) https://www.switchzoo.com/rhinoceros\_habitat.html |
| **PE:** | * Real P.E. - 1 hour a week.
* Daily Mile
* Forest schooling
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