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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 – 12.9.19  Newquay 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 |
| **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. |
| **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.   |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | |  | **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. |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **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 Are  Independent 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** |  |  |  |  |  |  |  |  | |
| **Maths:** | **Number and place value**, calculating, fractions, decimals and percentages, statistics, geometry, measures   |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | |  | **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 value  Pupils 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. | | | |  | |
| **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   |  |  |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **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. |  | |
| **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. |
| **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: |
| **Design Technology:**  Including Cooking and Nutrition | * Make a model of the boat that Max uses to sail to where the wild things live. |
| **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 songs  Alphabet 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 |