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|  | **Curriculum Map 2019-2020**Class-Jade Year-1 |
| **Spring Term**  |
| **Topic:**Question: Launch:REAL Outcome: | **Significant Nurses.** |
| What did they leave behind?  |
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| **Trips/Visits/Outdoors** |  |
| **Interactive Displays/Roleplay** | Role play hospital with costumes |
| **Whole School Special Days and Festivals** | * St Piran’s day
* Mother’s day
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| **RE:** |

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| **Week 1 (5 days)** | **Week 2 (5 days)** | **Week 3 (5 days)** | **Week 4 (5 days)** | **Week 5 (5 days)** | **Week 6 (5 days)** |
| To understand that God created the world in six days. | To be able to discuss what the world looked like when it was first created.  | To be able to describe what the world looked like when it was newly created.  | To be able to share ideas for looking after the world. | To be able to write instructions using ordinal numbers. | Continue week 5. |
| Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
| To be able to retell the story of Noah’s Ark. | To understand what makes us who we are. | To understand the story of Jesus’ Disciples. | To understand that Easter is a Christian celebration. | To understand that Easter is a celebration to think of others. |

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| **PSHE/TIS:**  | * Healthy eating – FN helped improve hospital meals
* Personal hygiene – FN helped improve hospital hygiene
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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 (5 days)** | **Week 2 (5 days)** | **Week 3 (5 days)** | **Week 4 (5 days)** | **Week 5 (5 days)** | **Week 6 (5 days)** |
| **Writing**  |  |  | RE – Description writing of what the world looked like when it was first created.  | Science – Recount of finding deciduous and evergreen treesDT – Evaluating their lamp design.  | RE/Science – Instruction writing for looking after the world.  |  |
| **Spelling Rule** | Days of the week  | ‘ph’ = f  | ‘k’ for ‘k’i.e. skin not scin  | tch – catch  | ‘v’ as in live, have  | Prefix ‘un’  |

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|  | **Week 7 (5 days)** | **Week 8 (5 days)** | **Week 9 (5 days)** | **Week 10 (5 days)****Phonics assessment week** | **Week 11 (5 days)** |
| **Writing** |  |  Topic/History: Letter writing to a nurse they have learned about.  |  | Topic/DT: Invitation writing to SS to invite her to come and eat our healthy food.  |  |
| **Spelling Rule** | Suffix – ing  | Suffix – ed  | Suffix - er | Er and est to rootwords | S and es  |

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

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| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| **Place value** Pupils begin to recognise place value in numbers beyond 20 by reading, witing, counting and comparing numbers up to 100.  | AdditionAdding by counting on. Adding ones Finding number bonds Add by making 10 | Addition word problems. Subtraction: Subtracting ones Subtracting tens and ones Subtracting by crossing tens.  | Subtraction word and picture problems. Addition and subtraction facts within 20. Comparing addition and subtraction. | Counting to 50Tens and ones to 50.Representing numbers to 50. Comparing numbers of objects to 50. Comparing numbers. | Ordering numbers and objects to 50.Counting in 2s. Counting in 5s. Solving word problems.  |
| Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
| Comparing lengths and heights. Non-standard units of measure. Measuring length using a ruler. Solving length word problems.  | Comparing weight Measuring weight. Comparing weight using measuring. Comparing capacity. Measuring capacity.  | Comparing capacity using measuring. Solving weight and capacity word problems.  | 2D and 3D shapes.  | Times tables. |

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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 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| To be able to ask and answer questions about plants.  | To be able to name a variety of common wild plants. | To be able to identify and name some garden plants.  | To be able to sort deciduous and evergreen trees.  | To be able to describe and identify the parts of plants and trees.  | To know what plants need to grow well and give reasons for my answers.  |
| Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
| Seasonal changes. |   |   |  |  |

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| **History:** | Significant people from the past

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| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| To understand what makes a person significant.  | To be able to explain why Florence Nightingale improved nursing.  | To be able to recall and explain facts about Mary Seacole.  | To be able to how Edith Cavell helped soldiers.  | To be able to compare lives of different nurses.  | To be able to compare hospital life from the past to the present.  |
| Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
| To be able to compare nurses from the past to the present.  |  To know the difference that different nurses made on others lives.  | Letter writing to a nurse of their choice. Plan, write, edit and redraft.  | Letter writing to a nurse of their choice. Plan, write, edit and redraft. | Letter writing to a nurse of their choice. Plan, write, edit and redraft. |

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| **Geography:** |

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| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| To be able to name the world’s seven continents.  | To be able to locate the world’s seven continents.  | To be able to name the world’s five oceans.  | To be able to locate the world’s five oceans.  |  |  |
| Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
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| **Art and Design/ Design Technology:**Including Cooking and Nutrition**:** |

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| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|  |  |  |  | Portrait of a significant nurse from the past inspired by the work of Paul Klee. | Lamp designing.  |
| Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
| Lamp making  | Lamp evaluating  |  What is healthy food?  | Making healthy food. |  |

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| **Music/Drama:** | experiment with, create, select and combine sounds using the inter-related dimensions of music |
| **Computing:**  |

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| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|  |  |  |  | To be able to describe and program a character. | Safer internet day! |
| Week 7 | Week 8 | Week 9 | Week 10 | Week 11 |
| To be able to program a character to grow and shrink.  | To be able to use instructions to make characters move at different speeds and distances.  | To be able to create a repeat instruction and predict the behaviour.  | To be able to create programs with a recorded sound.  | To be able to create a program with a sequence of linked instructions.  |

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| **PE:** | * Real P.E. - 1 hour a week.
* Forest schooling
* Daily Mile
* Forest schooling
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