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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 |
| **RE:** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | **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. | |
| **PSHE/TIS:** | * Healthy eating – FN helped improve hospital meals * Personal hygiene – FN helped improve hospital hygiene |
| **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 (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 trees  DT – 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’ |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | |  | **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 | |
| **Maths:** | **Number and place value**, calculating, fractions, decimals and percentages, statistics, geometry, measures   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | 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. | Addition  Adding 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 50  Tens 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. | |
| **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 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. |  |  |  |  | |
| **History:** | Significant people from the past   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | 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. | |
| **Geography:** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | 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 | |  |  |  |  |  | |
| **Art and Design/ Design Technology:**  Including Cooking and Nutrition**:** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | 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. |  | |
| **Music/Drama:** | experiment with, create, select and combine sounds using the inter-related dimensions of music |
| **Computing:** | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | 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. | |
| **PE:** | * Real P.E. - 1 hour a week. * Forest schooling * Daily Mile * Forest schooling |