

Curriculum Map

Paws, claws and whiskers

Year 1

Summer 2 2019

English

- Ask relevant questions to extend their understanding and knowledge.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Participate in discussions, presentations, performances, role play, improvisations and debates.
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Compose a sentence orally before writing it.
- sentences to form short narratives.
- Read aloud their writing clearly enough to be heard by their peers and the teacher.
- Say out loud what they are going to write about.
- Re-read what they have written to check that it makes sense.
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place

Maths

- To compare volume and capacity using the terms 'more than' and 'less than,' 'full' and 'empty.'
- To find the volume and capacity of a container using non-standard units.
- To describe volume using the terms 'half' and 'quarter.'
- To describe volume using the terms 'half' and 'quarter.'
- To find the mass of an object using non-standard units; to use visualisation skills to estimate the number of units
- To describe the position of objects in relation to one another using varied vocabulary.
- To describe movements of objects using varied language.
- To understand how to make turns using mathematical language, connecting the making-turns knowledge to time.
- To recall number bonds to 10 and 100.
- To understand place value of two digit numbers.
- To add numbers within 20.
- To subtract numbers within 20.


Science

- Identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- Gather and record data to help in answering questions.
- Perform simple tests.
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).
- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals

PSHE & British Values

- Know that family and friends should care for each other.
- Share their opinions on things that matter to them and explain their views.
- Recognise that they belong to various groups and communities, such as family and school.
- Recognise, name and deal with their feelings in a positive way.

<ul style="list-style-type: none"> • Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. • Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. • Link what they read or hear to their own experiences. • Check that the text makes sense to them as they read and correct inaccurate reading. • Learn to appreciate rhymes and poems, and to recite some by heart. 		<ul style="list-style-type: none"> • Listen to other people, and play and work co-operatively. • Feel positive about themselves.
PE	Computing	Art & DT
<ul style="list-style-type: none"> • Perform dances using simple movement patterns. • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. • To develop skills and ball control when playing tennis. 	<ul style="list-style-type: none"> • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. 	<ul style="list-style-type: none"> • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. • Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • Use a range of materials creatively to design and make products. • Design purposeful and functional products for themselves and other users based on design criteria. • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

History & Geography	Music	○ RE & SMSC
<ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage. • 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. 	<ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Play tuned and untuned instruments musically 	
<p>Home Learning & WOW days</p>	<ul style="list-style-type: none"> • WOW moment – trip to Twycross zoo • Showcase – pet day 	 <p>Redlands Community Primary School <small>Working Together and Aiming for Excellence</small></p>