

Curriculum Mapping 2020-2021

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class Read	<i>The Owl who was Afraid of the Dark</i> <i>How to Lose a Lemur</i>	<i>The Polar Bears Son - An Inuit Tale</i> <i>Spyder</i> <i>Fantastic Mr Fox</i>	<i>The Wishing Clock</i> <i>Hue Boy</i>	<i>Jack and the Beanstalk</i>	<i>Charlie and the Chocolate Factory</i>	<i>Hue Boy</i>
The me	<i>This is Me!</i>	<i>Frozen</i>	<i>This is Cheltenham</i>		<i>Jack and the Beanstalk</i>	<i>Ready Steady Cook</i>
English						
	<p>Information writing - This is me- writing sentences about likes/dislikes, family and hobbies to create a talking book</p> <p>Purpose: to write informative sentences Inspiration: The Greatest Showman- This is Me Outcome: to create a talking book about themselves</p> <p>Poetry - Giles Andreae week Purpose: create a short story Inspiration: Giles Andreae story books Outcome: a published story</p>	<p>Narrative - stories from another Culture. The Polar Bear Son (an Inuit Tale)</p> <p>Purpose: to use talk for writing to learn a story structure Inspiration: The Polar bear son Outcome: to write an innovated story</p> <p>Information Writing - Scott's journey</p> <p>Purpose: to use fronted adverbials Inspiration: original footage of Scott's expedition Outcome: to write a recount</p> <p>Poetry - winter poetry, rhyming couplets. Recite familiar poems by heart</p> <p>Purpose: to write informative sentences Inspiration: Frozen and the magic of Winter</p>	<p>Narrative - writing inspired by the Wishing clock story</p> <p>Purpose: to write narrative sentences, leading into stories Inspiration: video of the arcade fish blowing bubbles/ The Wishing Clock story Outcome: writing a story inspired by the characters</p> <p>Information writing - Grand Designs. Design and describe a dream home</p> <p>Purpose: to use imagination in non-fiction writing Inspiration: Grand Designs/Cribs for kids Outcome: to design and describe our dream house</p>	<p>Instruction writing- How to Lose a Lemur Purpose: to tell a story in order Inspiration: acting out the story using an obstacle course Outcome: to write innovative instructions</p> <p>Narrative- story set in Cheltenham- Leckhampton Hill</p> <p>Purpose: to write a story inspired by a setting Inspiration: visit the setting Outcome: to write a story about a local place</p> <p>Information writing - Information about Cheltenham, who am I Purpose: to inform and develop my understanding of local knowledge Inspiration: bus tour of Cheltenham</p>	<p>Narrative - Traditional tales from around the world</p> <p>Purpose: to be able to retell traditional tales Inspiration: traditional tales Outcome: to write alternative endings to stories</p> <p>Narrative - Jack and the Bean Stalk. A talk for writing unit aimed at developing story structures and using adjectives to bring characters to life.</p> <p>Purpose: to use adjectives to describe characters and settings Inspiration: talk for writing actions Outcome: to write an innovated story describing the characters and settings</p>	<p>Instructions: a Science and English unit based on cooking Purpose: to develop our understanding of chronology Inspiration: to bake gingerbread men Outcome: to make a wrap/parcels/gingerbread man)</p> <p>Instructions - Charlie and the Chocolate Factory</p> <p>Purpose: describe the senses Inspiration: hidden golden tickets Outcome: design their own sweet</p>

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Outcome: to learn about Captain Scott's Journey		Outcome: write an information leaflet		
Spelling, Punctuation and Grammar						
			Forming sentences Joining sentences with and Capital letters for names and I	Capital letters and full stops Separating words with spaces Question Marks	Exclamation Marks Adding s and es Adding ing and ed Adding er and est Adding un at the start of words	Words ending in ff, ll, ss and zz Words ending in ve Words ending in nk Words ending in tch and ch
Guided reading						
		Whole class guided reading	Whole class guided reading	Whole class guided reading	Whole class guided reading	Whole class guided reading
Class read						
	Year 1- focus on one book a day from a range of different genres including non-fiction and poetry to develop the children's comprehension skills. Each lesson is based on one of the reading VIPERS (Vocabulary, Inference Prediction, Explain, Retrieval and Summarize).					
Phonics						
	Phase 3	Phase 5	Phase 5	Phase 5	Phonics Screening	Prefixes and suffixes
Maths						
	Counting 1-20 Number lines Number writing 1-20 numerals Number Bonds to 10 Number bonds to 20	Adding number lines to 20 Place value- numbers to 100 Place value Addition 1 Addition and subtraction 2 Addition and subtraction 3	Counting in 2s 5s 10s Doubling Halving Halves of shapes, objects and numbers Quarters of shapes, objects and numbers.	Addition and subtraction 4 Days, months and time. Time and sequencing Time Positional language	Subtraction One step problems addition and subtraction Properties of 2d shapes Properties of 3d shapes Length Weight Capacity	Money 1 Money 2 Addition and subtraction revisit Multiplication Arrays and repeated addition Multiplication and division Multiplication and division problem solving Fraction Revisit
Science						
	Animals including humans	Animals including humans Seasonal Changes (autumn and winter)	Everyday materials	Everyday materials	Plants	Seasonal Changes (spring and summer)
Computing						
	'We are Painters' -	'We are celebrating' - creating a card electronically (Christmas)	'We are Treasure Hunters' -	'We are collectors - finding images using the web	'We are Story Tellers' - producing a talking book	'We are TV chefs' Filming the steps of a recipe

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	self portraits and illustrating an ebook (about ourselves) using a digital camera to take each other's photographs		using programmable toys to navigate a map of the classroom/school	Tourism poster for Cheltenham		
RE						
	Does God want Christians to look after the world?	The Christmas Story	Why do Christians believe Jesus is a friend?	Why was Jesus welcomed like a king or celebrity?	Is Shabbat important to Jewish Children?	Are Rosh Hashanah Yom Kippur important to Jewish Children?
History						
		Why is Cheltenham famous?				
		Who was Captain Scott of Antarctica? Local focus: Wilson from Cheltenham	How have homes changes over time? Local focus: Cheltenham's Regency architecture	Why is Pittville Pump Rooms important to Cheltenham? Local focus: Spa town Pittville Pump		
Geography						
		Compare and contrast our local area, Cheltenham and Antarctica				
		Antarctica- Tundra (cold desert)	Our local area - features of our local area including the route to school, jobs and buildings	A study of Cheltenham – Cheltenham landmarks		
DT						
		Moving pictures – with a Christmas theme		Giant's castle – with moving drawbridge		Cooking – visiting Waitrose with a focus on wraps, parcels, gingerbread, jelly
Art						
	Self portrait – sketching their own self-portrait An artist study –using a range of mediums and techniques (sketch, paint, modern colour substitution, ICT) with reference to specific artists.		Wishing tree drawings		Sculpture - exploring the school grounds and the nature area and making a sculpture to enhance the nature area	Place mats – using weaving

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music	Ourselves - exploration of voice Number - beat Pattern - beat		Our school - recording sounds Seasons - pitch		Animals - pitch Storytime - exploring sounds	
Games	Gymnastics and Dance		Multi Skills units Catching Over arm Under arm		Athletics - Multi Skills Units Kick rounders Rolling the ball Kicking	
PSHE	What are my school and classroom responsibilities? How do we change and keep healthy? Look how I have changed	How can we managing our different feelings?	How can we make our class a fairer and better place?	How can we stay healthy?	How are we the same/different? What is in my local community?	How can we care for our world and environment?
SMSC	<p>SMSC stands for spiritual, moral, social and cultural development.</p> <p>Spiritual Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect.</p> <p>Moral Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.</p> <p>Social Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.</p> <p>Cultural Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.</p> <p>We believe at Warden Hill that SMSC is essential to academic progress and attainment of pupils. It is something that is woven through everything we do and our values of Belong, Explore Succeed support these developments. Many elements of citizenship education support SMSC, such as appreciating diversity, understanding different viewpoints and collaborating for change. Running through these areas we also teach our children the British Values of:</p>					

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

- democracy
- the rule of law
- individual liberty
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

Our PSHCE and RE curriculums allow for a considered exploration of these values and we also address them through assemblies, School and Eco Councils, House/Vice/Sports Captain Elections and themed days.

All our teaching community fully support and articulate our British Values as well as the SMSC areas. Where it isn't always visible then we are quick to address these areas to make improvements.