

Curriculum Mapping 2022-2023

	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>Anna Hibiscus</i> <i>Hue Boy</i>	<i>Charlie and the Chocolate Factory</i>	<i>Jack and the Beanstalk</i>	<i>The Wishing Clock</i>	<i>The Hodgeheg</i>
Theme	<i>This is Me!</i>	<i>Frozen</i>	<i>Adventures</i>		<i>This is Cheltenham</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</p> <p>Outcome: to create a talking book about themselves</p> <p>Poetry - Giles Andreae week</p> <p>Purpose: create a short story Inspiration: Giles Andreae story books</p> <p>Outcome: a story in the style of Giles Andreae</p>	<p>Autumn Senses Poem</p> <p>Fireworks Acrostic Poem</p> <p>Information Writing - How to Lose a Lemur. A talk for writing unit Purpose: to tell a story in order</p> <p>Outcome: to write innovative instructions</p> <p>Non-Fiction Purpose: To Inform Outcome: A non-chronological report about an Antarctic animal.</p> <p>Narrative - stories from another Culture. Anna Hibiscus Purpose: to use talk for writing to learn a story structure Purpose: to Outcome: to write an innovated story</p>	<p>Fiction Writing Purpose: To entertain To describe To inform Outcome: To use 'Julian is a Mermaid' to write a piece focusing on diversity.</p> <p>Descriptive writing: Charlie and the Chocolate Factory Purpose: describe using the senses Inspiration: hidden golden tickets Outcome: design their own sweet and describe a setting</p> <p>Information writing - Grand Designs. Design and describe a dream home for Charlie and his family now that he is rich.</p> <p>Purpose: to use imagination in non-fiction writing Inspiration: Grand Designs/Cribs for kids</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</p> <p>Narrative - Traditional tales from around the world - Magic Paintbrush</p> <p>Purpose: to be able to retell traditional tales Inspiration: traditional tales Outcome: to write alternative endings to stories</p>	<p>Narrative - writing inspired by the Wishing clock story Purpose: to write narrative sentences, leading into stories</p> <p>Inspiration: video of the arcade fish blowing bubbles/ The Wishing Clock story Outcome: writing a story inspired by the characters</p> <p>Narrative- story set in Cheltenham</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</p>	<p>Instructions: a Science and English unit based on cooking - instructions how to grow a plant</p> <p>Purpose: to develop our understanding of chronology Inspiration: How to create a healthy breakfast pot</p> <p>Outcome: Make a healthy breakfast pot.</p> <p>Narrative unit: The Hodgeheg</p>

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		Poetry – winter poetry, rhyming couplets Recite familiar poems by heart Purpose: to write informative sentences Inspiration: Frozen and the magic of Winter	Outcome: to design and describe our dream house		Inspiration: bus tour of Cheltenham 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 5	Phase 5	Phase 5	Phase 5	Phonics Screening	Prefixes and suffixes
Maths						
	Number and place value: Up to 20 Geometry: Properties of shapes Addition and Subtraction	Number and place value: up to 100 Addition and subtraction: Facts of 7-11 Geometry: Properties of shapes	Addition and subtraction: Facts of 11-16 Measurement: Length	Addition and subtraction: Facts of 17-20 Fractions Geometry: Position and direction	Addition and Subtraction Measurement: Time Multiplication and division	Multiplication and division Measurement: Money Measurement: Mass and capacity
Science						
	Animals including humans	Animals including humans Seasonal Changes (autumn and winter)	Everyday materials	Everyday materials Seasonal Changes (spring)	Plants	Seasonal Changes (spring and summer)

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Computing						
	'We are Digital Artists' - self-portraits using a digital camera to take each other's photographs and draw and painting programs	'We are Digital Artists' - self-portraits using a digital camera to take each other's photographs and draw and painting programs	'We are Rhythmic' - using Scratch to make digital music	'We are detectives' - finding images using the web Understanding how to create and use a database Tourism poster for Cheltenham	'We are Publishers' producing an ebook using Shadow Puppet edu	'We are TV chefs' Filming the steps of a recipe
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		Why is Queen Elizabeth important?	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		Visit local playgroup Evaluate		Cooking - visiting Waitrose with a focus on wraps, parcels, gingerbread, jelly Create a healthy breakfast

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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
Music	Ourselfs – 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	Myself and my relationships Beginning and belonging- managing new situations, who can help?	Myself and my relationships My emotions How can we manage our different feelings?	Citizenship What makes us special? What is my community? How can we make our class a fairer and better place?	How can we stay healthy? Healthy and safer lifestyles- drug educations What medicines are and how people use them.	Healthy and safer lifestyles How to stay healthy What is healthy eating?	Relationship and sex education What is a life cycle- human and animals
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>					

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	<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> <ul style="list-style-type: none"> • democracy • the rule of law • individual liberty • mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. <p>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.</p>					