

Class 1		Down at the bottom of the garden			Autumn First Half Term Curriculum Map 2016		
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Literacy	Farm shop role play set up– Labels Lists & Captions Write labels, lists and sentences to accompany role play. Label food for sale, write shopping lists and recipes for making soup.	Non-fiction Write a simple first person recount based on personal experience, using adverbs of time to aid sequencing. Inspiration from our trip to the woods.	What the ladybird heard Narrative - Stories with predictable phrasing Write simple sentences using patterned language, words and phrases taken from familiar stories. Write own versions of the story – focus on sequence and predictable phrases		Poetry Read, write and perform a free verse. Inspired by senses - changes in the garden throughout the year.	The Gruffalo Narrative - Stories with predictable phrasing Write simple sentences using patterned language, words and phrases taken from familiar stories. Write own versions of the story – focus on sequence and predictable phrases	
Grammar focus for this term:	Write, leaving spaces between words Use capital letters for the names of people, places, days of the week, etc		Write, leaving spaces between words Begin to punctuate sentences using a capital letter and a full stop Use grammatical terminology		Use capital letters for the start of lines in a poem	Write, leaving spaces between words Begin to punctuate sentences using a capital letter and a full stop Use grammatical terminology	
Big write	N/A this term						
Spellings	a, the, to, , l	See, tree, green, meet, week	Me, be, he, she, we	Oil, join, coin, point, soil	Food, pool, moon, zoo, soon	No, a, the, to l, is	Boy, toy, enjoy, annoy
Guided reading	<ul style="list-style-type: none"> Apply phonic knowledge and skills as the route to decode words Read aloud accurately books that are consistent with their developing phonic knowledge Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught 						
Independent comprehension	Discuss the significance of the title and events		Recognising and joining in with predictable phrases		Predict what might happen on the basis of what has been read so far		Explain clearly their understanding of what is read to them*

Maths	Number and Place Value Read & Write numbers to 20 - Focus teen numbers. Ordering numbers to 20. Solve problems involving number sequencing to 20		Number and Place Value I can count in multiples of 10.2 & 5. Solve problems involving counting in multiples		Geometry – Positional Language & directions I can describe position, direction and movement. I can solve problems involving position <i>Link with Geography map making and Literacy retelling story</i>		Measurement Measure and begin to record mass/weight Compare, describe and solve practical problems for mass/weight			Calculating – Addition and Subtraction I can read, write and interpret mathematical statements involving +, - and = signs I can solve mathematical problems involving addition and subtraction signs				
Big maths Counting	C	Saying numbers 3 I can count from 60 to 69	C	Reading numbers 3 I can read 10, 20, 30, 40, 50, 60, 70, 80, 90, 100	C	Counting multiples 1 I can count in 10's	C	Saying numbers 4 I can count to 100	C	Reading numbers 4 I can read 2d numbers	C	Counting multiples 2 I can count in 5's	C	Counting multiples 3 I can count in 2's
Learn it's	L	Step 1 1+1=, 2+2=	L	Step 2 5+5=, 4+4=, 3+3=	L	Step 3 2+3=, 2+1=	L	Step 4 4+6=, 3+7=, 2+8=, 1+9=, 5+5=						
It's nothing new	I	Doubling 1 I can double 1 digit numbers			I	Halving 1 I can half 1 digit numbers			I	Jigsaw numbers 1 I can find the missing piece of 10				
Calculation	C	Addition 5 I can add numbers of objects to 10			C	Subtraction 5 I can subtract numbers to 10			C	Multiplication 3 I can set out groups of blocks when I play	C	Multiplication 4 I can find the total amount of blocks	C	Division 5 I can share 6, 9, 12 or 15 between 3 objects
Science	<p>Daily I can observe the changes across the four seasons I can observe and describe weather associated with the seasons and how day length varies</p> <p>Plants</p> <ul style="list-style-type: none"> I can identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen. I can describe the basic structure of a variety of common plants including roots, stem, leaves and flowers. 													

Art and Design	Self Portraits – wax resist Create images from observation Experiment with crayons and pastels. Use a variety of tools and techniques including the use of different brush sizes and types	Garden bunting – classroom decoration <ul style="list-style-type: none"> • Use a variety of techniques eg weaving, fabric crayons and sewing. • How to thread a needle, cut, glue and trim material • Carry out different printing techniques 	Drawing/Painting <ul style="list-style-type: none"> • Use sketchbook to collect ideas • Experiment with a variety of tools inc pencils, crayons, pastels and chalk • Mix and match colours to artefacts and objects • Use a variety of tools and techniques including the use of different brush sizes and types 	
Computing			Algorithms Programme beebots over maps – link with Literacy, what the ladybird heard. Programme friends to move forwards/backwards.	Use technology purposefully in classroom to create, organise, store, manipulate and retrieve digital content. Use ipad to take photos of small world area to make own scene for their story. Use in animation apps.
Design Technology	Role play – soup making <ul style="list-style-type: none"> • Know that everyone should eat at least five portions of fruit and vegetables every day • how to prepare simple dishes safely and hygienically, without using a heat source • how to use techniques such as cutting, peeling and grating 			
		Garden bunting measure, mark out, cut and shape materials and components	Making ‘traps’ to catch animals/bugs in the garden <ul style="list-style-type: none"> • Use a range of materials and components, including construction materials and kits, textiles, food ingredients and mechanical components • Assemble, join and combine materials and components • Suggest how their products could be improved 	
Geography	Look at maps used in stories we are using – What the ladybird heard Discuss purpose of maps. Use of labels. Devise a simple map of the garden; and use and construct basic symbols in a key. Use map to do garden tours for new reception and ready for school celebration.	Map of world Use world maps, atlases and globes Use some basic geographical vocabulary	Directing Beebots around maps Use simple compass directions to describe the location of features and routes on a map	

History	N/A for this term
Languages	Learn to answer register in different languages – French, Spanish, Cornish, Welsh
Music	<p>Singing this term. Learn new maths songs. Learn new whole school songs and perform during harvest festival.</p> <ul style="list-style-type: none"> • To use voice expressively in songs, rhymes and chants by changing tempo or dynamic to suit the words. • To develop and understanding of pitch (high and low) and how this changes in songs, rhymes and chants. •
Physical Education	<p>Gymnastics</p> <ul style="list-style-type: none"> • Explore gymnastics actions and still shapes • Move confidently and safely in their own and general space, using change of speed and direction • Copy or create and link movement phrases with beginnings, middles and ends • Perform movement phrases using a range of body actions and body parts •
Religious Education	N/A for this term
PSHE	<ul style="list-style-type: none"> • To make real choices – choosing own lunches • To agree and follow rules for their group and classroom, and understand how rules help them • To contribute to the life of the class and school • To take and share responsibility (for example, for their own behaviour; by helping to make classroom rules and following them) •
Educational visits	Trip to Cardinham woods