

Grampound Road
Curriculum maps



Inspire
What is inside the memory box?

Discover
How has life changed since the 1950s?

Thrive
Would you have preferred to grow up in the 1950s?

Literacy (including reading)

Intent: use punctuation accurately in different pieces of writing.

In Year One we will learn how to:

- Apply phonic knowledge and skills as the route to decode words.
- Read accurately by blending sounds in unfamiliar GPCs that have been taught.
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

In Year Two we will learn how to:

- Read most words accurately without overt sounding and blending to allow us to focus on understanding of the text we are reading.
- Check if a text makes sense and answer questions and make some inferences about the text we are reading.
- Retell the story of 'The Greedy Fox'.
- Use the present and past tense consistently when writing for different purposes.
- Use coordinating conjunctions (and/or/but) to join clauses.
- Spell common exception words and make phonetically plausible attempts to spell others.

Key vocabulary: sentences, capital letter, full stop, finger space, adjective, conjunctions.

Impact: compose sentences and write coherently for different purposes.

Maths

Intent: understand mathematical processes to solve addition, subtraction and multiplication problems.

Year 1

- We will learn about the place value of numbers within 50.
- We will secure our knowledge of number bonds and apply this to add numbers within 20.
- We will recognise and name 2D and 3D shapes.
- We will make patterns using 2D and 3D shapes.

Year 2:

- We will make equal groups and add equal groups.
- We will make arrays to begin to know what multiplication is.
- We will use arrays to solve multiplication questions.
- We will apply our knowledge of the 2s, 5s and 10s to divide by 2, 5 and 10.
- We will learn about different coins and recognise the difference in value of pence and pounds. We will then select money to make an amount and find the total and change.

Key vocabulary: place value, patterns, 2D and 3D shapes, multiplication, division, coins, pence, pounds.

Impact: understand the place value of numbers to 50. Apply knowledge of the 2s, 5s and ten times table to multiply and divide numbers.

R.E.

Intent: to explore the question 'who is Jewish and how do they live?'

- We will explore what is meaningful to us and how we remember and look after these precious things.
- We will learn about Judaism and what a Jewish person believes.
- We will learn about the special objects that Jewish people have in their homes and the special events that they celebrate.
- We will explore the different Jewish festivals that are celebrated and compare them to other religious festivals we know.
- We will reflect on how Jewish people live their lives.

Key vocabulary: Judaism, Jew, Jewish, Shabbat,

Impact: understand that Jewish people believe in one God and know the different special events that they celebrate.

Science

Intent: identify, name and classify animals into different groups.

- We will identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- We will identify and name a variety of common animals that are carnivores, herbivores and omnivores.
- We will use our knowledge of different animals to group and compare them in different ways.
- We will describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets), learning about how they look different.
- We will identify, name, draw and label the basic parts of the human body and investigate how we are all different.

Key vocabulary: animals, human, mammal, bird, fish, reptile, amphibian, omnivore, herbivore, carnivore.

Impact: be able to identify, name and classify animals based on different criteria.

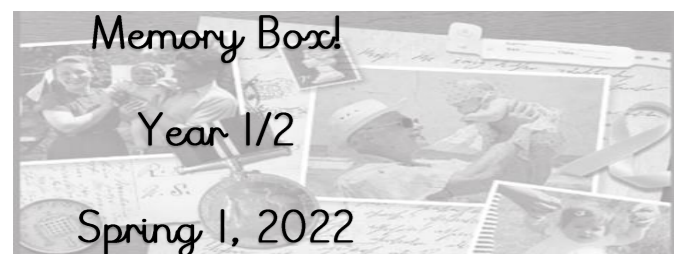
PSHE

Intent: to aspire to achieve a goal and reflect on what I can do to support my friends.

- This half-term we will focus on 'Dreams and goals'.
- We will think and talk about what a realistic goal is and how we can achieve it.
- We will discuss our strengths as learners and learn why it is important to persevere even when things are difficult.
- We will reflect on who we work well with and who might be more difficult to work with.
- We will use this to choose a suitable group to work with and reflect on what sharing successes with others feels like.

Key vocabulary: dreams, goals, success, achievements, perseverance.

Impact: know how to share success with other people and recognise the positive feelings associated with this.



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Computing

Intent: use different computing skills to complete an activity.

- This half-term we will share our knowledge of what the internet is and use this to show others how to use a search engine.
- We will learn how to sort items in different ways and use our knowledge of purple mash to sort items based on different criteria.
- We will explore 2-paint A picture and learn about different artists and their style of art before creating our own digital artwork inspired by them.

Key vocabulary: internet, search engine, google, sort, criteria, paint, digital.

Impact: be able to explain what the internet is and how it can be used effectively to search for information. Use different digital programmes to create artwork inspired by different artists.

History

Intent: to understand how life has changed since the 1950s.

- We will look at and describe different historical artefacts related to childhood in the 1950s. We will learn how historians use artefacts to find out about the past.
- We will learn about different toys that children had to play with and how this is different to what we have today.
- We will learn about and understand when the 1950s was, using a timeline to show different decades and help us to understand chronology of events.
- We will explore how life has changed since the 1950s and we will consider what it would have been like to grow up in the past.
- We will learn about the Queen's coronation in 1952 and consider how this event impacted people's lives.

Key vocabulary: artefact, childhood, change, chronology, Victorian, toy, museum, past, now.

Impact: we will make comparisons between childhood today and childhood in the 1950s and we will reflect on how changes over time have affected our lives.

D.T.

Intent: explore how wheels make a product move.

- We will explore the mechanism of different wheels and axles on different items.
- We will use our observations to design a functional product that has wheels.
- We will select from a range of tools and equipment to use when making our product.
- We will select from different materials based on their characteristics and we will discuss what we think would be the most suitable for the design we have drawn.
- We will evaluate our product based on a set criteria and suggest improvements for next time.

Key vocabulary: wheel, axel, design, make, material, equipment.

Impact: we will know how a wheel and axel mechanism works and create a product with a set criteria.

P.E

Intent: develop our physical literacy using equipment.

- We will learn how to roll a ball to a target with success and accuracy.
- We will learn how to throw a ball underarm and towards a target.
- We will learn how to receive a ball from an underarm throw by catching it with two hands. Then, we will learn how to bounce the ball with control and accuracy whilst standing still and also whilst moving.
- We will demonstrate how to successfully catch a ball with two hands and explain what is really important to remember when catching.
- We will learn how to hit a ball and what skills we need to use to hit it towards a target.
- We will demonstrate how to do each of the skills in a circuit and explain top-tips to my partner and an adult.

Key vocabulary: roll, target, throw, underarm, catch, success, accuracy.

Impact: we will apply a range of skills to pass a ball in different ways with success and accuracy.

Music

Intent: learn to sing a song and perform with instruments.

- This half-term we are focussing on the song 'In the groove'. We will listen to and appraise the song and listen to different songs of the same genre.
- As well as learning to sing, play, improvise and compose with this song, we will listen and appraise other songs of the same genre.
- We will learn and/or build on our knowledge and understanding about the interrelated dimensions of music through different activities.
- We will learn to sing the song and perform the song with musical instruments and we will experiment with changing the composition of the song with the instruments we play.

Key vocabulary: instrument, sing, listen, appraise, pulse, rhythm, pitch.

Impact: we will perform a song we have learnt using instruments to accompany us.