

OUR LADY & ST EDWARDS CATHOLIC PRIMARY & NURSERY VOLUNTARY ACADEMY

Half Term: Advent 1 2020 Curriculum Map **Teachers:** Mrs Harrison & Mrs Astley Mondays **Teaching Assistants:** Mrs Loftus, Miss Wells, Miss Dyer

How is the past remembered? (Famous Events: The Great Fire of London)

DATE	WEEK 1 Tuesday 1 st Sep (Tues/Wed Admin) WELLBEING	WEEK 2 Monday 7 th September WELLBEING WEEK	WEEK 3 Monday 14 th September	WEEK 4 Monday 21 st September	WEEK 5 Monday 28 th September	WEEK 6 Monday 5 th October	WEEK 7 Monday 12 th October
Statement to live by...	We are all special.	We are all special.	I can say one good thing about myself.	I can say how I feel.	I can laugh and have fun.	I know what to do if I see anyone being hurt.	I understand that rights match responsibility.
R.E. Beginnings Signs & Symbols	Explore: The many beginnings each day offers.	Learning Focus 1: Know and understand God was there at the beginning of the world.	Learning Focus 2: Go was there at my beginning and God is there at every beginning. Learning Focus 3: It is good to begin the day with a prayer.	Learning Focus 4: A psalm is a song of praise to God. Learning Focus 5: God is always close.	Learning Focus 6: God who is present in our beginning knows and loves each one of us. Respond: Remembering, celebrating and responding to the many beginnings each day offers and that God is present at every beginning.	Explore: Experiences of signs and symbols. Learning Focus 1: know and understand the signs and symbols used in Baptism – review the Sacrament of Baptism.	Learning Focus 2: How does the church family welcome a new baby? Learning Focus 3: Listening to the word of God and Baptism with water.
English Diary – Fire Cat By Pippa Goodhart. Traditional Story Character Descriptions Dick Whittington	Wellbeing Story: Only One You	Wellbeing Story: The Invisible String (The Colour Monster, Silly Billy) Reading Comprehension: Familiar Story – New Beginnings	Reading Comprehension: Diary – Fire cat by Pippa Goodhart. Retrieval questions. Features of the text.	Reading Comprehension: Diary – Fire cat by Pippa Goodhart. Feelings & Inference Senses	Reading Comprehension: Non-Fiction What further information can we find out about TGFOL? Features of Non-fiction text type.	Reading Comprehension: Traditional Story: Dick Whittington Retrieval questions. Features of the text type. Story Setting.	Reading Comprehension: Traditional Story: Dick Whittington Character type good .v. bad. Reasons for character feelings and actions. (because)
	Writing: Hopes and wishes, thoughts and feelings. Creating our class mission.	Writing: Sentence level – peer affirmations and invisible string sentences.	Writing: Vocabulary to describe the fire – synonyms.	Writing: Guided Write 7-ects Purpose: Can we make TGFOL seem terrible and frightening? Diary – What Sammy saw Uses senses to describe the fire.	Writing: Diary – To write a diary entry of Sammy the Cat, describing his journey through the streets of TGFOL.	Writing: Developing vocabulary choices to write a character description Dick Whittington and his cat.	Writing: Guided Write 7-ects Can we make the squire's son seem greedy and mean? Character description of the Squire's Son

	<i>SPAG note: Recap Phase 3 vowel digraphs & Phase 4 consonant blends throughout phonics sessions.</i>	Phonics/SPAG: Alphabet (vowels – short/long) Simple sentences: Subject (noun), predicate (verb) stop. Using the coordinating conjunction (and).	Phonics/SPAG: Long A – a-e ai ay ea ey eigh aigh Subject, predicate, stop Proper nouns for people and places Verbs	Phonics/SPAG: Long E – ea ee ie e ey y Statement sentence Punctuation: CL . Subject, predicate, stop Using adjectives. Coordinating conjunction: and	Phonics/SPAG: Long I – igh i-e ie y Question sentences Punctuation: CL . ? Subject, predicate, stop Using adjectives. Coordinating conjunction: and Question sentences	Phonics/SPAG: Long O – oa o-e ow oe o Coordinating conjunctions: and but Adjectives – expanded noun phrases Punctuation: CL . ! Exclamation	Phonics/SPAG: Long U – oo ue u-e ew o conjunctions: and but Adjectives – expanded noun phrases Verb choices Punctuation: CL . ! Exclamation
Maths		Daily Practice: Counting to 100 1 and 10 more/less Read and write numbers to 100	Daily Practice: Recognising the place value of each digit in 2-digit numbers Count and add and subtract tens/ones – linked to place value.	Daily Practice: Add and subtract mentally two digit numbers and ones. Big number in your head count on/back.	Daily Practice: Count in twos. X2 table facts and division facts Identify odd/even. Link to doubles	Daily Practice: Recall number bonds to 10, then 20. Addition and subtraction	Daily Practice: Count in fives X5 table and division facts
		WR Maths: Number: Place Value Counting fwds and bwd within 20 then 50, tens and ones within 20 then 50. Compare numbers within 50 < > =	WR Maths: Number: Place Value Count objects, read, write and represent numbers to 100. Tens and ones with a part-whole model	WR Maths: Number: Place Value Tens and ones using addition Use a place value chart Compare objects Compare numbers < >	WR Maths: Number: Place Value Order objects and numbers Count in 2s, 5s and 10s Count in 3s.	WR Maths: Number: Addition & Subtraction Fact families Check calculations, Compare number sentences	WR Maths: Number: Addition & Subtraction Related facts Bonds to 100 (tens) Add and subtract 1s
		NC Objectives: Read and write numbers to at least 100 in numerals and in words. Recognise the place value of each digit in a 2-digit number (tens, ones). Identify, represent and estimate numbers using different representations including the number line. Compare and order numbers from) up to 100, use < > and = signs. Use place value and number facts to solve problems. Count in steps of 2, 3, and 5 from 0 and in tens from any number fwds and bwd.				NC Objectives: Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100. Add and subtract numbers using concrete objects, pictorial representations and mentally including 2-digit numbers and ones; a 2-digit numbers and tens; two 2-digit numbers; adding three 1-digit numbers. Addition of two numbers can be done in any order – commutative law- but subtraction cannot. Solve problems using addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures, applying increasing knowledge of mental and written methods. Recognise and use the inverse to check calculations and find missing numbers.	

Science Uses of Everyday Materials		<p>Investigations linked to the story of the colour monster.</p> <p>Rainbow science - introducing the working scientifically ladder.</p>	<p>Classroom Materials Can you identify a range of common materials and their properties?</p> <p><i>WS: Observe, identify, classify, raise questions.</i></p>	<p>Building Materials Past/present Can you identify and group the uses of everyday materials in houses? Which materials are man-made/natural? Can you record your observations to answer questions? <i>WS: Observe, record, identify, classify.</i></p>	<p>Why are certain objects made from certain materials? Why can an object be made from different/similar materials? Rulers, chairs, bags.</p> <p><i>WS: Observe, identify, classify, explain uses and properties.</i></p>	<p>Which material would make the best bucket to carry water? (Link to TGFOL)</p> <p><i>WS: raise questions, use ideas to suggest a test, test, observe, measure, record, explain.</i></p>	<p>What can we find out about Charles Macintosh? Why do we need waterproof material?</p> <p><i>WS: research information from secondary sources.</i></p>
History The Great Fire of London Geography London		<p>Topic starter – What do you know about London and the Great Fire? Countries and Capital Cities of the UK: Can you name and locate the countries and capital cities of the United Kingdom?</p>	<p>London Landmarks: Can you identify and describe the physical features and key landmarks of our capital city? How is 'The Monument' in London significant? Reading a map of London using coordinates.</p>	<p>When did TGFOL occur? Can we put it on a timeline? Can we compare London now with London 350years ago? Create timelines and compare similarities and differences (London now and then) using pictorial evidence.</p>	<p>What was life like in 17th Century London? How do we know?</p> <p>How is life today similar/different to then? How were homes, shops and jobs similar/different?</p>	<p>How did TGFOL begin? How and why did it spread? Can you sequence the events of TGFOL?</p>	<p>Mapping TGFOL: Can you use NSEW and simple coordinates to identify physical features on a map of the fire of London? Can you use a map to show how the fire spread?</p>
Art Drawing, painting and Collage inspired by TGFOL	Self-portraits	<p>Feelings paintings – the colour monster. Peg people – feelings dolls.</p>	<p>Exploring different paintings/pieces of art about TGFOL. Evaluate and assess evidence about the event from the artwork.</p>	<p>Using sketching/charcoal pencils to extend a sketch of TGFOL using different shading techniques considering line, shape and tone.</p>	<p>Exploring and collecting hot and cold colours using paint to depict fire/water.</p>	<p>Creating silhouettes using paint and black paper to depict TGFOL – small scale.</p>	<p>Creating a class collage of TGFOL using hot and cold colours, box and recycled materials. Creating 3d effects considering shape, space, colour and tone (large scale)</p>
Computing Multi-media & Finding out.		<p>Using google maps to locate UK countries and cities.</p>	<p>Link – Science To record and use digital observations of materials used to make houses and homes.</p>		<p>Link - Art Using multimedia to research and collect hot and cold images.</p>	<p>Link – History Learning about The Great Fire of London using the interactive game: http://www.fireoflondon.org.uk/game/</p>	
PE (One session with a provider.)		<p>Provider</p> <p>Wellbeing outdoor games and activities.</p>	<p>Provider</p> <p>Gymnastics: Travelling in Space</p>	<p>Provider</p> <p>Gymnastics: Travelling & Still Shapes</p>	<p>Provider</p> <p>Gymnastics Travelling and Balancing</p>	<p>Provider</p> <p>Gymnastics Travelling and Jumps.</p>	<p>Provider</p> <p>Gymnastics Rolls</p>

French (Provider)		Learning different greetings and numbers (up to 60) in French.					
Music (Provider)		Pupils will expand their knowledge of straight rhythms on the bongo drums, these will include a revision of slow and fast rock, country and pop. Pupils will revise how to hold the drums correctly and produce different sounds from each stroke. Students will start to combine these strokes effectively.					
Forest School (Pupils need appropriate clothing and footwear.)			Forest School Monday (am)	Forest School Monday (am)	Forest School Monday (am)	Forest School Monday (am)	Forest School Monday (am)
Special Events							