

OUR LADY & ST EDWARDS CATHOLIC PRIMARY & NURSERY VOLUNTARY ACADEMY

Half Term: Advent 1 2021 Curriculum Map Teachers: Mrs Harrison & Mrs Astley (Mondays) Student Teacher: Miss Philbin Teaching Assistant: Miss Carroll

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

DATE	WEEK 1 Tuesday 31 st Aug WELLBEING & Transition to Year 2	WEEK 2 Monday 6 th September	WEEK 3 Monday 13 th September	WEEK 4 Monday 20 th September	WEEK 5 Monday 27 th September	WEEK 6 Monday 4 th October	WEEK 7 Monday 11 th October
Word of the Week	Creation	Encounter	Belonging	Learning	Inclusion	Rosary	Diversity
PSHE Me and My Relationships		All about me	What makes me special	Me and my special people	Types of bullying	Who can help me?	My feelings.
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 Class Books: Fire-Cat & other cat stories.	Wellbeing Story: Only One You 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)	Reading Comprehension Non-fiction To read and find out about the merchant ships referred to in the story of Dick Whittington. Using sub-headings.
	Writing: Summer holiday recount. Hopes, wishes, aims – our class mission.	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	Writing: Story: To tell the story of Dick Whittington's cat using traditional story language (using a story mountain plan).

	<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: 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
	Number Bonds Making 5, 10, 20. Learning to use their maths boxes.	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 bwds.				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	Investigations linked to the story of the colour monster. Rainbow science - introducing the working scientifically ladder.	Classroom Materials Can you identify a range of common materials and their properties? <i>WS: Observe, identify, classify, raise questions.</i>	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>	Why are certain objects made from certain materials? Why can an object be made from different/similar materials? Rulers, chairs, bags. <i>WS: Observe, identify, classify, explain uses and properties.</i>	What can we find out about Charles Macintosh? Why do we need waterproof material? <i>WS: research information from secondary sources.</i>	Which material would make the best bucket to carry water? (Link to TGFOL) <i>WS: raise questions, use ideas to suggest a test, test, observe, measure, record, explain.</i>	
History The Great Fire of London Geography London	Topic Mind-Map – What do you know about London & The Great Fire? Countries and Capital Cities of the UK: Can you name and locate the four countries and surrounding seas of the United Kingdom? Can you name the four capital cities? To use a simple key and NSEW to locate the UK capital cities. Focus: London		When did TGFOL take place? Place/recognise the event on the class timeline. To compare 17 th century London with London today. To identify similarities and differences.	To sequence the events of TGFOL in chronological order – creating a timeline. To find out about TGFOL using different sources: pictures, stories, accounts, diaries, artefacts. To give reasons for historical events. How did the fire begin? How and why did it spread? How was the fire stopped?		London Landmarks: To use simple geographical language to describe the main human features of London. To create a simple fact-file of London.	To understand the importance of eye-witness accounts to give us information about the past. To study accounts of the fire written by Samuel Pepys (and John Evelyn). To make comparisons and judgments.
Art Drawing, painting and Collage inspired by TGFOL	Only One You Art	To explore different paintings/pieces of art about TGFOL. Evaluate and assess evidence about the event from the artwork.	To use sketching/charcoal pencils to extend a sketch of TGFOL using different shading techniques considering line, shape and tone.	To explore and create hot and cold colours (considering colour and tone) using paint to depict fire/water.	To create silhouettes using paint and black paper to depict TGFOL – small scale.	To create 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)	
Computing Online safety	E-SAFETY HECTOR'S WORLD ANIMATED SERIES Details, details... Children learn to recognise what forms 'personal information' can take. Children learn that a person can be identified by knowing only a few pieces of information	Welcome to the Carnival Children understand that not everyone they meet (whether in the 'real world' or online) is trustworthy. Children can identify some of the characteristics	It's a Serious Game Children can identify different types of personal information that may be elicited in the online environment. Children understand that very rarely are we offered something online without something expected in return.	The Info Gang Children will begin to identify the different feelings they may experience when dealing with someone untrustworthy. Children will understand that it is good to act on their feelings (intuition) in order to avoid or	Heroes Children understand some of the techniques that are used in the online environment to elicit their personal information. Children demonstrate an awareness of why it may be unwise to disclose their personal details online and how	Cyberbullying – You are not alone Children understand that teasing is bullying and is never a joke Children understand the range of feelings of those who are teased or bullied	Oops Children understand that passwords can help protect information we care about on a computer. Children understand that some files can harm computers but parents / caregivers can help keep them safe

	about them, and must therefore be careful about what information they provide online.	of people they can trust.		escape unsafe situations.	to keep themselves safe.		
	Link- History - Learning about TGFOL www.fireoflondon.org.uk/game						
PE (One session with a provider.)		Provider Wellbeing outdoor games and activities.	Provider Gymnastics: Travelling in Space	Provider Gymnastics: Travelling & Still Shapes	Provider Gymnastics Travelling and Balancing	Provider Gymnastics Travelling and Jumps.	Provider Gymnastics Rolls
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 stokes effectively.						
Forest School (Pupils need appropriate clothing and footwear.)	Forest School every Monday (am) Learning about living things and the environment. Personal wellbeing and development.						
Special Events						Black History Month	Black History Month