

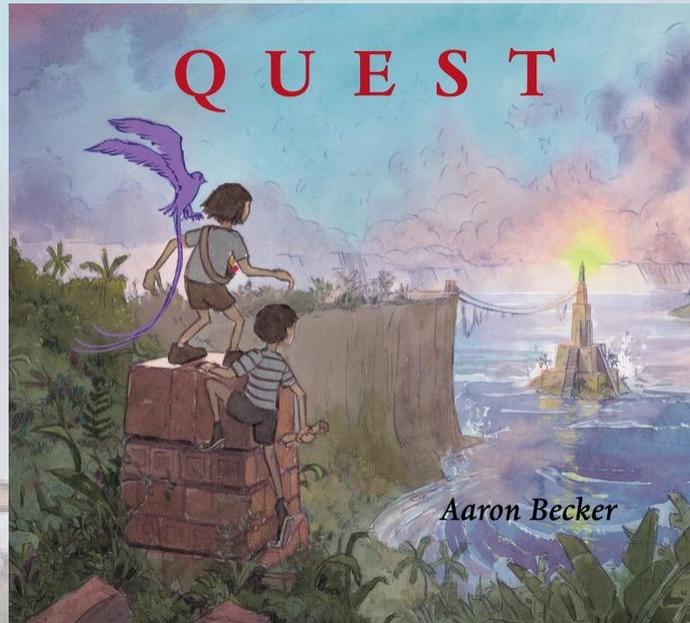
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- **Curriculum Map**
 - **Year 1 / 2**
 - **Term 6**

English

Quest

As writers we will:

- Read and respond to the book 'Quest' by Aaron Becker.
- We will plan and write a colour poem.
- We will write a set of instructions for how to make a delicious treat for the King.



A king emerges from a hidden door in a city park, startling two children sheltering from the rain. No sooner does he push a map and some strange objects into their hands than he is captured by hostile forces that whisk him back through the enchanted door. Just like that, the children are caught up in a quest to rescue the king.

English Vocabulary:

- Capital letters
 - Full stops
 - Commas
- Question marks
- Exclamation marks
 - Verbs
- Time conjunctions
 - Adverbs
 - Narrative
 - Adjectives
 - Sequence
 - Beginning
 - Middle
 - End

Phonics

Phonics is an approach to teaching literacy for children aged 4 to 9 that creates fluent readers, confident speakers and willing writers.

It is a way of teaching children to read and write words by hearing, identifying and using different sounds.

At the Grange we teach phonics daily by grouping the children into small ability groups.

We practise our sounds, read our green and red words and we partner read a story.



Speed Sounds Set 2

ay may I play? 	ee what can you see? 	igh fly high 	ow blow the snow 	oo poo at the zoo
oo look at a book 	ar start the car 	or shut the door 	air that's not fair 	ir whirl and twirl
ou shout it out 	oy toy for a boy 			

Speed Sounds Set 3

ea cup of tea 	oi spoil the boy 			
ā-e make a cake 	i-e nice smile 	o-e phone home 	u-e huge brute 	aw yawn at dawn
are care and share 	ur nurse with a purse 	er a better letter 	ow brown cow 	ai snail in the rain
oa goat in a boat 	ew chew the stew 	ire fire, fire! 	ear hear with your ear 	ure sure it's pure

a Bounce: a-a-a-apple Handwrite: Round the apple, down the leaf! 	b Bounce: b-b-b-boot Handwrite: Down the heel to the heel, round the toe. 	c Bounce: c-c-c-caterpillar Handwrite: Curl around the caterpillar. 	d Bounce: d-d-d-dresser Handwrite: Round his bottom, up his tall neck, down to his feet. 	e Bounce: e-e-e-egg Handwrite: Lift off the top and sweep out the egg. 	f Stretch: f-f-f-flower Handwrite: Down the stem and draw the leaves. 	g Bounce: g-g-g-girl Handwrite: Round her face, down her hair and give her a curl. 	h Bounce: h-h-h-horse Handwrite: Down the head to the hooves and over his back.
i Bounce: i-i-i-ice-cream Handwrite: Down the body, dot for the head. 	j Bounce: j-j-j-j-j-j-j-j-j-j Handwrite: down his body, curl and dot. 	k Bounce: k-k-k-k-kangaroo Handwrite: Down the kangaroo's body, tail and leg. 	l Stretch: l-l-l-l Handwrite: Down the long leg. 	m Stretch: m-m-m-mountain Handwrite: Make, mountain, mountain. 	n Stretch: n-n-n-n Handwrite: Down Nobby, over his hat. 	o Bounce: o-o-o-orange Handwrite: All around the orange. 	p Bounce: p-p-p-plate Handwrite: Down the plate and over the person's face.
q Bounce: q-q-q-queen Handwrite: Round her head, up past her earrings and down her hair. 	r Stretch: r-r-r-r Handwrite: Down his back, then curl over his arm. 	s Stretch: s-s-s-s Handwrite: Slither down the snake. 	t Bounce: t-t-t-tower Handwrite: Down the tower, across the tower. 	u Bounce: u-u-u-umbrella Handwrite: Down and under, up to the top and draw the puddle. 	v Stretch: v-v-v-v Handwrite: Down a wing, up a wing. 	w Bounce: w-w-w-worm Handwrite: Down, up, down, up. 	x Bounce: x-x-x-x Handwrite: Down the arm and leg and repeat the other side.
y Bounce: y-y-y-yak Handwrite: Down a horn up a horn and under his head. 	z Stretch: z-z-z-z Handwrite: Zig-zag-zig. 	ch Stretch: ch-ch Handwrite: A chag on a string, chag, chag, chag, chag, chag, chag, chag, chag. 	th Stretch: th-th Handwrite: The horse in the tower is moved by the horse, the horse in the tower. 	sh Stretch: sh-sh Handwrite: Shag the horse to the happy water. 	ch Bounce: ch-ch-ch Handwrite: The horse passes when the caterpillar's feet get up his nose. 		

I the
you your
said was



mad at
dad sad
mat sat
delicious
precious
suspicious

Maths- Year 1

As Mathematicians, we will be covering:

Multiplication and division:

- Count in multiples of twos, fives and tens.
- Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Fractions:

- Recognise, find and name a half as one of two equal parts of an object, shape or quantity.
- Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

Measurement- Mass and Volume

- Measurement: Weight and Volume Measure and begin to record mass/weight, capacity and volume.
- Compare, describe and solve practical problems for mass/weight:[for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter].

Maths Vocabulary

Numbers 1- 50, multiplication, multiply, multiplied by, multiple, division, dividing, grouping, sharing, doubling, halving, array, number patterns, groups, lots of, groups of, total, 2s, 5s, 10s, number sentence, repeated addition, equal, unequal.

Fraction, equivalent fraction, numerator, denominator, equal part, mixed number, equal grouping, equal sharing, parts of a whole, half, two halves, one of two equal parts, split

guess, how many, estimate, nearly, roughly, close to, kilogram, half kilogram, weigh, weighs, balances, heavy, light, heavier than, lighter than, heaviest, lightest, scales



Maths- Year 2

As Mathematicians, we will be covering:

Measurement- Time

- Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.
- Know the number of minutes in an hour and the number of hours in a day.
- Compare and sequence intervals of time.

Statistics

- Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
- Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.
- Ask and answer questions about totalling and comparing categorical data.

Geometry- Position and Direction

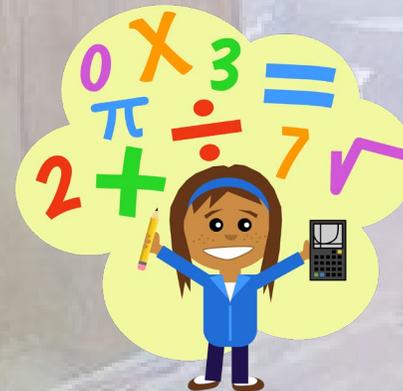
- Use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).
- Order and arrange combinations of mathematical objects in patterns and sequences.

Maths Vocabulary

time, clock, minute hand, hour hand, big hand, small hand, hour, minute, second, intervals, past, to, o'clock, half past, quarter past, quarter to, before, after, next, last, earlier, later, morning, afternoon, evening, midnight,

Count, quantity, data, total, tally, chart, sort, vote, graph, block graph, pictogram, represent, set, list, table, title, label, heading, most popular, most common, least popular, least common.

position, direction, forwards, backwards, left, right, up, down, over, under, underneath, above, below, top, bottom, side, on, in, outside, inside, around, in front, behind, front, back, beside, next to, opposite, apart, between, middle, edge, centre, corner, direction, journey, route, turn, clockwise, anticlockwise.



Science

Super Scientists

As Scientists, we will:

- Investigate the effects of gravity
- Explore what happens to light when it passes through transparent objects.
 - Investigate the wind.
- Investigate whether sounds can pass through different materials.
- Explore our senses on reflexes.



Scientific Vocabulary

Gravity
Light
Dark
Sounds
Transparent
Translucent
Opaque
High
Low
Pitch
Hear
See
Taste
Tough
Smell

History

Seasides in the past

As Historians we will:

- Identify features of seaside holidays
- Use photography to find clues about what holidays were like in the past.
 - Find out how and when seaside became popular.
- Find out what seaside holidays were like 100 years ago.
 - Identify similarities and differences between seaside holidays in the past and now.



Vocabulary

Past

Present

Holidays

Similarities

Differences

Seaside

Chronological
order

Timeline

Photographs

RE

What do Sikhs believe?

We will:

- Find out about Sikhs and how Sikhism began.
- Find out what being equal means to a Sikh.
- Find out why Sikhs meditate.
- Find out why Sikhs believe people should work hard and live honestly.
- Find out why Sikhs believe people should share.



Religious Vocabulary

Sikh
Sikhism
Beliefs
Meditate
Religion
Guru Nanak
Equality
Core beliefs
God
Sharing
Kindness

Art

Henri Rousseau

We will:

- Understand about the life of Henri Rousseau.
- Explore the skills and techniques used by Henri Rousseau
- Understand the meaning of Henri's genre.
- Understand about the animals in Henri's paintings.
- Use our imaginations to create our own piece in the style of Henri Rousseau.



Art Vocabulary

Artwork

Technique

Landscape

Portrait

Henri Rousseau

Painting

Animals

Artist

Music

Tańczymy labada

As Musicians we will:

- Listen and match the beat of others and recorded music, adapting speed accordingly.
- Demonstrate an internalised sense of pulse through singing games.
 - Listen to traditional and composed music from Poland. Begin to understand how music helps people share tradition and culture.
- Sing confidently in Polish and play a cumulative game with spoken call-and-response sections.
- Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern.



Music Vocabulary

Tempo, Timbre, beat, pulse, structure.



Computing

Lego Builders

- Follow instructions
- Following and creating instructions
- Following a recipe.

Computing Vocabulary

Instructions

Programme

Algorithm

Debug

PE

- Tennis
- Athletics

PE Vocabulary

Racket

Ball

Hitting

Rolling

Catching

Backhand

Forehand

Running

Jumping

Throwing

Long Jump

Aiming



Personal Development

Keeping Safe

We will Learn to:

- Understand that medicines make people feel better when they are ill.
- Identify situations that are safe and unsafe.
- Suggest actions for dealing with unsafe situations.
- Identify situations where you would need to say, 'Yes', 'No', 'I'll tell', 'I'll ask' in relation to keeping myself safe.
 - I don't like that!
- To identify safe and unsafe secrets.

Additional Information

P.E Days

Cropredy – Monday/
Wednesday

Hanwell – Monday/
Wednesday

Wroxton – Monday/
Wednesday

Your child's P.E kit needs to be in school on a Monday and will be sent home every Friday.

Reading

It is expected that children read regularly at home in order to continue making progress and to consolidate phonics sounds as well as building on comprehension skills. Please record your child's reading in the reading journal and the expectation is that reading journals are in school every day. Reading journals will be kept in school each Monday to allow us to give feedback.



Home Learning

Home learning tasks are sent out weekly via Parent Hub on Fridays. Please complete work set, in homework books to be returned by the following Wednesday.

Please can all children have wetsuits/waterproofs and wellies in school for each term.

Forest School

This term Cropredy class will take part in Forest school on Mondays.



Summer Term

Please can you provide your child with a named summer hat and suncream.



Useful Links

<https://www.youtube.com/user/ArtforKidsHub>

<https://www.bbc.co.uk/bitesize/subjects/zkamhyc/year/z7s22sg>

[BBC iPlayer - Go Jettors](#)

[Story Time - Stories for kids - CBeebies - BBC](#)

[Phonics Play - Resources](#)

[KS1 English - England - BBC Bitesize](#)

[Primary School | The Grange CP School | England](#)

[KS1 Science - BBC Teach](#)

[Purple Mash by 2Simple](#)

[School login - MyMaths](#)

[Times Tables Rock Stars - Times Tables Rock Stars \(trockstars.com\)](#)

[Super Movers - BBC Teach](#)

[Games for kids and early years activities - CBeebies - BBC](#)

Aaron Becker