



Blessed Robert Widmerpool CVA - Pentecost Term Curriculum Map 2024-25

<div>Religious Education</div> <ul style="list-style-type: none">Holidays/Holydays: Do we need holidays and holy days?Being Sorry: Why should we be sorry?Neighbours: Who is my neighbour? <p>Throughout topics, we will find links to Saints, Catholic Social Teaching and Stewardship.</p>		<div>English:</div> <div>Whole Class Reading texts:</div> <ul style="list-style-type: none">Jack and the BeanstalkThe day the Crayons QuitThe Big Ship Sails on the Alley Alley Oh - poem <div>Additional Reading Texts:</div> <ul style="list-style-type: none">Stories from the Bible – Come and See topic linksVariety of non-fiction texts linked to topic <div>Writing genres:</div> <ul style="list-style-type: none">Traditional Story RetellLetter WritingPoetryNon-chronological report		<div>SPaG:</div> <ul style="list-style-type: none">Sentence structure is mostly accurate.I am beginning to use a capital letter and a full stop to start and end some sentences correctly.I can use word banksI know that words can be put together to build sentences and I leave spaces between wordsI am beginning to use 'I' for pronouns and capital letters for names of people, places and days of the week.I am beginning to add together two sentences using 'and'.I sequence sentences to form short narratives (with a simple beginning middle and end). <p>I can use time adverbs, word banks and include some adjectives to add detail.</p>		<div>Maths</div> <div>Multiplication and Division:</div> <ul style="list-style-type: none">Count in 2sCount in 10sCount in 5sRecognise equal groupsAdd equal groupsMake arraysMake doublesMake equal groups <div>Fractions:</div> <ul style="list-style-type: none">Recognise half an object or shapeFind half an object or shapeRecognise half of a quantityFind a half of a quantityRecognise a quarter of a shape or objectRecognise quarter of a quantity <div>Position and Direction:</div> <ul style="list-style-type: none">Describe turnsDescribe position – left and rightDescribe position – forwards and backwardsDescribe position – above and belowOrdinal numbers <div>Place Value:</div> <ul style="list-style-type: none">Count from 50-100Tens to 100Partition tens and onesNumber line to 1001 more, 1 less <div>Money:</div> <ul style="list-style-type: none">UtilisingRecognise coins	
<div>Science:</div> <div>Plants:</div> <ul style="list-style-type: none">Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.Identify and describe the basic structure of a variety of common flowering plants, including trees.Describe key features of trees and plants <p><i>*Observe changes across the four seasons (Seasonal Changes)*</i></p>		<div>Year 1</div> <div>Stewards of the Earth: How will you share your gifts?</div>		<div>Art</div> <div>Rangoli Patterns</div> <ul style="list-style-type: none">To show an awareness of patterns – regular and irregularTo identify repeating patterns and lines of symmetryTo describe what they can see and give an opinion about the work of an artist.To ask questions about rangoli patterns <p>Evaluate: Identify how their own work, peers or other artists work makes them feel.</p>			
<div>PE</div> <ul style="list-style-type: none">Ball Skills – Friday PMPhysical: roll, track, dribble with feet, kick, throw, catch, dribble with handsSocial: inclusion, communication, collaboration, leadershipEmotional: independence, honesty, perseverance, determinationThinking: comprehension, select and apply skills, use tactics <ul style="list-style-type: none">Gymnastics – Wednesday AMPhysical: shapes, balances, travelling actions, shape jumps, barrel roll, straight roll, forward rollSocial: leadership, work safely, respectEmotional: confidence, independenceThinking: select and apply actions, creativity				<div>Visitors:</div> <p>Invite community members to come in and share information about India:</p> <ul style="list-style-type: none">What is it like there?What is the weather like?What food do people eat?What is the culture like?			
<div>DT</div> <div>Food Technology: Vegetable Curry</div> <div>Hook: We are going to design and make healthy vegetable curry to eat.</div> <ul style="list-style-type: none">Understand the need for to eat a variety of foods in our - link to science/RSHE knowledge expectation)Have an understanding of where main ingredients chosen come from (food comes from plants/animals, has to be farmed/grown elsewhere)Use own ideas to make something – A vegetable curryExplain to someone else how they want to make their product and make a simple plan before makingCut, peel, grate and chop ingredients safely with helpMeasure and weigh ingredients to use in a recipe with helpDevelop a food vocabulary - taste, texture, smell and feelExplain what works well and not so well in the meal they have madeDiscuss how closely their finished products meets their design success criteria		<div>History</div> <div>Seaside Holidays</div> <ul style="list-style-type: none">Identify key period features of seaside holidaysCompare holidays between then and now. How are they the same? Different?Analyse a series of paintings to extract period detailsMake deduction's from sourcesChildren grasp that holidays have changed over 100 years and give reasons why.Children recognise the disadvantages of holidays in the past.		<div>Geography: India</div> <ul style="list-style-type: none">Locate India on map of Asia and the worldRecognise and describe the tropical climate of India including the monsoonIdentify and describe key physical and human features of India and use basic vocabulary to describe some of these.Compare some aspect of life in India with life in Nottingham/UKIdentify the location of jungles in IndiaExplain why natural tropical forest vegetation (jungle) grows so widely in IndiaIdentify the position and significance of the Tropic of Cancer and the Equator in relation to IndiaRecognise that there are large differences between the wealthy and poor people who live in India.Explain why there appears to have been a small rise in tiger numbers in India thanks to the efforts of its government during the past decade			
<div>Music</div> <ul style="list-style-type: none">Pupils will know the style “Musical theatre” through listening.Pupils will know how to sing the new song through listening.Pupils will know how to perform in time to the beat on tuned percussion instruments reading from letter notation.Pupils will know how to perform the extension parts, in time to the beat on tuned percussion through reading from letter notation.Pupils will know how to improvise within the piece, in time to the beat, on tuned percussion.. <ul style="list-style-type: none">Pupils will know how to compose an 8 beat melody and perform that in the Coda section of the piece.Pupils will know how to sing and perform all sections of the piece through listening and reading simple stave notation.Pupils will know how to rehearse and perform the piece, implementing their compositions and improvisation.Pupils will perform with musicianship							



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