CURRICULUM MAP
AUTUMN 2 – CYCLE A

LITERACY



Little Red Riding Hood – Narrative

Writing a narrative using story structure, description and sequence.



The desk diddler – Poetry

MATHS

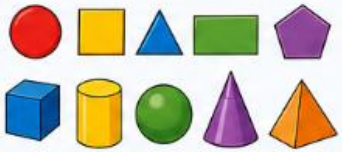
PLACE VALUE

- Step 1 Count beyond 20
- Step 2 Count tens
- Step 3 Groups of tens and ones
- Step 4 Partition into tens and ones
- Step 5 Use a place value chart
- Step 6 Flexible partitioning
- Step 7 Number lines
- Step 8 Estimate on number lines
- Step 9 1 more and 1 less
- Step 10 Compare numbers with the same number of tens
- Step 11 Compare any two numbers
- Step 12 Order objects and numbers



SHAPE

- Step 1 Recognise and name 2-D and 3-D shapes
- Step 2 Count sides on 2-D shapes
- Step 3 Count vertices on 2-D shapes
- Step 4 Draw 2-D shapes
- Step 5 Vertical lines of symmetry
- Step 6 Count faces on 3-D shapes
- Step 7 Count edges on 3-D shapes
- Step 8 Count vertices on 3-D shapes
- Step 9 Sort 2-D and 3-D shapes
- Step 10 Patterns with 2-D and 3-D shapes



SCIENCE

Materials : Everyday materials

- Name objects and identify the materials they are made from.
- Recognise that objects are made from materials that suit their purpose.
- Recall that a property is how a material can be described.
- Sort objects based on the materials they are made from.
- Group objects based on their properties.
- Suggest ways to test materials for their properties.
- Make predictions and recognise whether they were accurate.
- Use their observations to answer questions.
- Begin to recognise if a test is fair.



HISTORY

Childhood past and present, family trees



GEOGRAPHY

UK geography and local maps



ART, DESIGN AND TECHNOLOGY

Stained glass –

Visiting the church, designing and making a stained glass window.
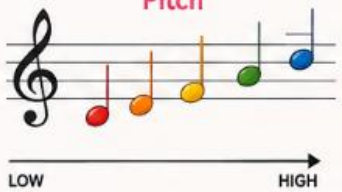


RE



What do Jewish people believe about God?

MUSIC

Pitch



COMPUTING

Online safety



PE



Gymnastics, rugby

PHSCE

Equalities week – Racial equality

How can I build safe, kind and caring relationships with others?



CROSS-CURRICULAR THEMES

- **Autumn** – Seasonal changes, harvest, caring for our environment
- **Past and Present** – Childhood, toys, family trees, changes over time
- **Where We Live** – UK, local maps, our school and community
- **Personal Development** – Feeling safe and happy, kindness, friendships
- **Core Skills** – Observation, questioning, communication, problem solving, teamwork, independence