Tolsey Class

Curriculum Map

Term 1 2025

English

As readers, we will focus on:

*discussing the sequence of events in books and how items of information are related

* discussing and clarifying the meanings of words, linking new meanings to known vocabulary

*discussing their favourite words and phrases

*drawing on what they already know or on vocabulary provided by the teacher (understanding)

*drawing on what they already know or on background information and vocabulary provided by the teacher

*checking that the text makes sense to them as they read and correcting inaccurate reading

As writers, we will:

*use the forms a or an according to whether the next word begins with a consonant or a vowel

*use expanded noun phrases for description and specification

*focus on how the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command

*focus on the correct choice and consistent use of present tense and past tense throughout writing

*recap the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences

*recap the use of commas to separate items in a list

*Recap the use of apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns

Spelling

These lessons will follow the Read, Write, Inc approach.

Phonics

These lessons will follow the Read, Write, Inc approach.

Science—Light

As Scientists, we will learn:

*to recognise that we need light in order to see things and that dark is the absence of light

*to notice that light is reflected from surfaces

*to recognise that light from the sun can be dangerous and that there are ways to protect our eyes

*to recognise that shadows are formed when the light from a light source is blocked by an opaque object

Working Scientifically Skills

Pattern seeking: changes over time:

When is the classroom darkest?

Comparative/fair testing:

Which materials are the most reflective?

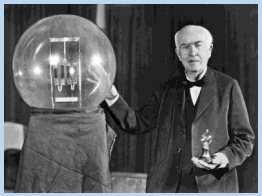
Research and Secondary Sources:

What will happen if you do no protect your eyes from the sun?

Key Scientists

Thomas Edison

Ibn al-Haytham



Religious Education—Is Shabbat important to Jewish children?

In this enquiry, the children talk about the Jewish Creation Story and the way Shabbat is commemorated. They discuss why it might be important to give thanks and to share family time.

Maths

As mathematicians, we will focus on:

*reviewing strategies for adding and subtracting across 10

*understanding there are ten tens in 100; there are 100 ones in 100

*how 100 can also be composed multiplicatively from 50, 25 or 20, units that are commonly used in graphing and measures

*known addition facts can be used to calculate complements to 100

*known strategies for addition and subtraction across the tens boundary can be combined with unitising to count and calculate across the hundreds boundary in multiples of ten

*knowledge of two-digit numbers can be extended to count and calculate across the hundreds boundary from/to any two-digit number in ones or tens

PSHE– Being me in My World

During our PSHE lessons we will,

*identify our hopes and fears for the years ahead

*understand the rights and responsibilities of class members

*understand that it is important to listen to other people

*understand that their own views are valuable

*learn about rewards and consequences and that these stem from choices

*understand that positive choices impact positively on self-learning and learning of others

*recognise our own feelings and know when and where to get help

*understand how to make their class a safe and fair place

Music— Instruments Together

As Musicians we will focus on:
*keeping a steady beat
*body-percussion
*discovering string sounds
*exploring voice-sounds, keyboards and piano
*rhythm-patterns from long and short notes
*find out about wind instruments and how they work
*smooth, gentle singing
*clear signing, especially of words
*melody-up and down
*high and low sounds
*introducing the concepts of vibrations and sound-waves
*melodic shapes (scales, step-by-step, zigzags, up and down)

PE

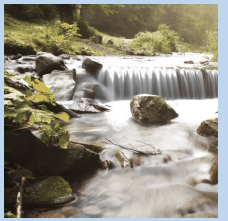
During our lessons with Mrs Beaney, we will apply 'champion' gymnastic skills to our movements and balances in wide, narrow and curled ways on the floor and on apparatus. We will develop simple sequences, linking movements together.

As footballers, we will develop moving the ball using our feet , applying this to dribbling as well. We will explore passing the ball by kicking it to score a point.

Art—Using Natural Materials to Make Images

As Artist, we will:
*explore artists who use natural materials to make artwork, such as pigments and sunlight
*make visual notes about how artists have made images
*use foraged natural materials to create artwork which reflects the environment that the objects were found in
*begin to understand how materials can be transformed through our actions
*Share our experiences and artwork by talking to classmates about what I like and what I would like to try again

Geography



As Geographers we will be able to:

*explain the process of the water cycle
*understand where the Earth's water is found
*explain why the water cycles is a closed cycle
*explain that a river can be split into three stages
*describe the different river landforms found in the three stages of a river
*explain what affects the flow of a river
*name the different parts of a river
*give examples of human and physical features near rivers
*locate major rivers around the world
*give reasons why people liver near rivers
*explain the human impact on rivers
*explain how people manage flooding of rivers
*explain the causes of not being able to access water
*give examples of consequences of not being able to access water
*Share strategies to help save water
*explain why we need to use water more sustainably
*explain the term water footprint
*give examples of how to use water sustainably

Computing—Connecting Computers

As programmers, learners will develop their understanding of digital devices, with an initial focus on inputs, process, and outputs. They will also compare digital and non-digital devices. Next, learners will be introduced of computer networks, including devices that make up a network's infrastructure, such as wireless access points and switches. Finally, learner will discover the benefits of connecting devices in a network.