



## PHES Medium Term Curriculum Map - Term 1.1 2021-2022

ENTRY POINT	IPC	English
<p><u>Circus is Coming to Town</u></p> <p>Create excitement at the start of the unit by telling the children that you are going to invite them to a circus.</p> <p>Hand out invitations in advance so that the children have time to dress up for the occasion as clowns, trapeze artists, acrobats, jugglers, ring masters, spectators, and so on.</p> <p>Arrange the seating in the classroom in a circle, like a circus ring. You could drape red and yellow striped fabric over the windows and dim the lights to create an atmosphere of anticipation.</p> <p>Make sure you plan for an interval with drinks and popcorn.</p> <p>Show the children a thrilling circus DVD, viewed on a large screen, if possible.</p>	<p><b>The Circus is Coming to Town</b></p> <p><b>Art:</b></p> <p>1.02 Be able to use a variety of materials and processes</p> <p>1.03 Be able to suggest ways of improving their own work</p> <p>1.04 Be able to comment on works of art</p> <p><b>Geography:</b></p> <p>1.10 Be able to make maps and plans of real and imaginary places, using pictures and symbols</p> <p><b>History:</b></p> <p>1.04 Be able to use key words and phrases relating to the passing of time</p> <p><b>International:</b></p> <p>1.04 Be able to respect one another's individuality and independence</p> <p>1.05 Be able to work with each other where appropriate</p> <p><b>Science:</b></p> <p>1.02 Be able to pose simple scientific questions</p> <p>1.03 Be able to identify ways of finding out about scientific issues</p> <p>1.04 Be able, with help, to conduct simple investigations</p>	<p><b>Spoken Language:</b></p> <ul style="list-style-type: none"> <li>Give well-structured descriptions and explanations</li> <li>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>Gain, maintain and monitor the interest of the listener(s)</li> </ul> <p><b>Word Reading:</b></p> <ul style="list-style-type: none"> <li>Apply phonic knowledge and skills as the route to decode words</li> <li>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> </ul> <p><b>Reading Comprehension:</b></p> <ul style="list-style-type: none"> <li>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>Drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>Making inferences on the basis of what is being said and done</li> </ul> <p><b>Writing Transcription:</b></p> <ul style="list-style-type: none"> <li>Words containing each of the 40+ phonemes already taught</li> <li>Common exception words</li> <li>Sit correctly at a table holding a pencil comfortably and correctly</li> <li>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> </ul> <p><b>Writing Composition:</b></p> <ul style="list-style-type: none"> <li>Composing a sentence orally before writing it</li> <li>Sequencing sentences to form short narratives</li> <li>Saying out loud what they are going to write about</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>Leaving spaces between words</li> <li>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> </ul>
<b>Maths</b>	<p><b>Autumn 1.1</b></p> <p><b>Brainwave (2.5 Weeks)</b></p> <p><b>The Circus is coming to Town (6 weeks)</b></p>	
<p><b>Reception Review (NEW 2021 Curriculum Objectives for EYFS)</b></p> <ul style="list-style-type: none"> <li>Have a deep understanding of number to 10, including the composition of each number.</li> <li>Subitise (recognise quantities without counting) up to 5.</li> <li>Verbally count beyond 20, recognising the pattern of the counting system.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</li> <li>Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.</li> <li>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.</li> <li>Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally</li> </ul> <p><b>Number and Place Value (within 10)</b></p> <ul style="list-style-type: none"> <li>count to ten, forwards and backwards, beginning with 0 or 1 or from any given number.</li> <li>count, read and write numbers to 10 in numerals and words.</li> <li>recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</li> <li>identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</li> <li>given a number, identify one more and one less</li> <li>count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</li> <li>count to and across 100, forwards and backwards, beginning with 0 or 1, for from any given number</li> <li>read and write numbers from 1 to 50 in numerals.</li> <li>count to fifty, forwards and backwards, beginning with 0 or 1, from any given number.</li> <li>read and write numbers from 1 to 20 in numerals and words.</li> <li>count to twenty, forwards and backwards, beginning with 0 or 1, from any given number</li> </ul>	<b>PSHE / Personal Learning Goals</b>	<b>Trips</b>
	<p><b>Being Me In My World</b></p> <p>Feeling special and safe</p> <p>Being part of a class</p> <p>Rights and responsibilities</p> <p>Rewards and feeling proud</p> <p>Consequences</p> <p>Owning the learning charter</p>	<p style="text-align: center;"><b>EXIT POINT</b></p> <p>Invite the children to help you plan and prepare for the circus event. Ask them to design, print and hand out invitations to other classes in the school and/or parents (see ICT Extension Task).</p> <p>Give the children sufficient warning if you want them to prepare their costumes at home. Arrange for traditional circus refreshments to be made available at the interval, e.g. popcorn, ice cream, candyfloss and fruit drinks.</p> <p>Video/Photo evidence to share with parents</p>



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<p><b>Number: Addition and Subtraction (within 10)</b></p> <ul style="list-style-type: none"><li>• read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</li><li>• add and subtract one-digit and two-digit numbers to 20, including zero</li><li>• represent and use number bonds and related subtraction facts within 20</li><li>• solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = ? -</math></li></ul>			
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## PHES Medium Term Curriculum Map - Term 1.2 2021-2022

ENTRY POINT	IPC	English	
<p>Prior to the session, create a collection of costume items and props. You may already have a costume box or prop cupboard at school that you can use. Try and add to the collection with as many suitable, everyday objects as you can. Not only will these objects add to the children's role play and help develop their ideas, but they can also be used and re-used throughout the duration of this unit.</p> <p>With the role-play, and also throughout the course of this unit, try to avoid any gender stereotyping. For example, children may commonly associate footballers with boys and nurses with girls. Try to encourage the children where possible to consider all roles and professions, unhindered by issues of gender. Where stereotyping is common, you could use this as an opportunity to open up discussion about stereotyping and challenge the children's perceptions – perhaps by looking at examples of men and women who perform roles that are often associated with one particular gender.</p>	<p><b>Art</b>            1.02 Be able to use a variety of materials and processes            1.03 Be able to suggest ways of improving their own work            1.04 Be able to comment on works of art</p> <p><b>Geography</b>            1.07 Be able to use geographical terms            1.09 Be able to describe the geographical features of the school site and other familiar places            1.10 Be able to make maps and plans of real and imaginary places, using pictures and symbols            1.14 Be able to communicate their geographical knowledge and understanding in a variety of ways</p> <p><b>History</b>            1.04 Be able to use key words and phrases relating to the passing of time            1.06 Be able to identify differences between their own lives and those of people who have lived in the past            1.07 Be able to find out about aspects of the past from a range of sources of information</p> <p><b>International</b>            1.04 Be able to respect one another's individuality and independence            1.05 Be able to work with each other where appropriate</p>	<p><b>Spoken Language:</b></p> <ul style="list-style-type: none"> <li>Give well-structured descriptions and explanations</li> <li>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>Gain, maintain and monitor the interest of the listener(s)</li> </ul> <p><b>Word Reading:</b></p> <ul style="list-style-type: none"> <li>Apply phonic knowledge and skills as the route to decode words</li> <li>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> </ul> <p><b>Reading Comprehension:</b></p> <ul style="list-style-type: none"> <li>Discussing the significance of the title and events</li> <li>Making inferences on the basis of what is being said and done</li> <li>Predicting what might happen on the basis of what has been read so far</li> </ul> <p><b>Writing Transcription:</b></p> <ul style="list-style-type: none"> <li>Words containing each of the 40+ phonemes already taught</li> <li>Common exception words</li> <li>Sit correctly at a table holding a pencil comfortably and correctly</li> <li>Begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> </ul> <p><b>Writing Composition:</b></p> <ul style="list-style-type: none"> <li>Sequencing sentences to form short narratives</li> <li>Re-reading what they have written to check that it makes sense</li> </ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"> <li>Leaving spaces between words</li> <li>Joining words and joining sentences using 'and'</li> <li>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> </ul>	
<b>Maths</b>	<h2 style="margin: 0;">Autumn 1.2</h2> <h3 style="margin: 0;">A Day in the Life (5 Weeks)</h3> <h3 style="margin: 0;">IT &amp; Computing (2 Weeks)</h3>		<b>EXIT POINT</b>
<p><b>Number: Addition and Subtraction (within 10)</b></p> <ul style="list-style-type: none"> <li>read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.</li> <li>add and subtract one-digit and two-digit numbers to 20, including zero</li> <li>represent and use number bonds and related subtraction facts within 20</li> <li>solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = ? -</math></li> </ul> <p><b>Geometry and Shape</b></p> <ul style="list-style-type: none"> <li>recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]</li> </ul> <p><b>Number and Place Value (within 10)</b></p> <ul style="list-style-type: none"> <li>count to ten, forwards and backwards, beginning with 0 or 1 or from any given number.</li> <li>count, read and write numbers to 10 in numerals and words.</li> <li>recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.</li> <li>identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</li> <li>given a number, identify one more and one less</li> <li>count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</li> <li>count to and across 100, forwards and backwards, beginning with 0 or 1, for from any given number</li> <li>read and write numbers from 1 to 50 in numerals.</li> <li>count to fifty, forwards and backwards, beginning with 0 or 1, from any given number.</li> <li>read and write numbers from 1 to 20 in numerals and words.</li> <li>count to twenty, forwards and backwards, beginning with 0 or 1, from any given number</li> </ul>	<b>PSHE / Personal Learning Goals</b>	<b>Trips</b>	<p>Create your own soap opera/children's show performance for the children's friends and family, or to present to the whole school.</p> <p>By learning through the different tasks in this unit, the children should have had opportunity to explore the different jobs and roles in their local community. They should have created their own characters, created an intro sequence and theme tune, and made their own props to help role play the different locations in their imaginary village/town/city.</p>
	<p><b><u>Celebrating Difference</u></b></p> <p>Similarities and differences</p> <p>Understanding bullying and knowing how to deal with it</p> <p>Making new friends</p> <p>Celebrating the differences in everyone</p>	<p><b>KidZania / KidZMondo</b></p>	