



ENTRY POINT	IPC	English
<p>Transform your classroom into Professor Spark's Learning Lab.</p> <p>Think tank: Provide an area of games and puzzles that will help improve the children's learning. These could include memory, maths and spelling games.</p> <p>Play lab: You may wish to set up your own laboratory role-play area, where the children can pretend to be Professor Spark's lab assistants. This could include plastic test-tubes, beakers and trays, pipettes, measuring jugs, lab coats or aprons, goggles, clipboards stop watches, play food and so on. You could also decorate the area with posters/images of the brain, healthy foods, brain exercise routines.</p>	<p><u>Week 1</u> Knowledge harvest - What does learning look like? How do we learn? How can we look after our brain? Task 1 – Explaining the theme (jigsaw task) Task 2 – Personal goals (role play scenarios) Task 3 – knowledge skills and understanding (3D glasses activity) Task 4 – knowledge (Super spark challenge)</p> <p><u>Week 2</u> Task 5 – skills (PE skills) Task 6 – understanding (Spark course challenge) Task 7 – healthy brains (healthy brain diary) Task 8 – Putting it all together (picture-based problems)</p> <p>Learning goals</p> <ul style="list-style-type: none"> 1.01 Know that they can affect the quality of their own learning 1.02 Know about some of the recent evidence and research into the brain and learning 1.03 Be able to apply these theories to their own learning and reflect on their importance 	<p>My Little Brain – connected text. Basic grammar and punctuation recap of Year 1 beginning to progress into early Year 2 expectations. Focus on when to correctly use capital letters and full stops. How to ensure full sentences are being written.</p> <ul style="list-style-type: none"> - Capital letters for places, names, beginning of sentences. - Full stops used correctly at the end of sentences (not at the end of the line). - Rewriting sentences so that punctuation is correct. - Nouns - Adjectives - Verbs <ul style="list-style-type: none"> •Form lower-case letters of the correct size relative to one another •Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters •Use spacing between words that reflects the size of the letters •Proof-reading to check for errors in spelling, grammar and punctuation [e.g. ends of sentences punctuated correctly] <p>Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters.</p>
Maths	<p>Topic – BRAINWAVE Duration: 2.5 weeks 24th August – 9th September 2021</p>	
<p><u>Beginning place value – 2 weeks (to continue in next topic)</u></p> <p><u>Place value</u></p> <ul style="list-style-type: none"> - recognise the place value of each digit in a two-digit number (tens, ones) - read and write numbers to at least 100 in numerals and in words. 	<p>PSHE / Personal Learning Goals</p> <p><u>PSHE Jigsaw – Being Me in My World</u></p> <p>Week 1: Hopes and fears for the year. Week 2: Rights and responsibilities.</p>	<p>Trips</p> <p>No trip for this topic.</p>
		<p style="text-align: center;">EXIT POINT</p> <p>Professor Spark wants them to use a little brain magic to transform their classroom into a positive learning environment. As a whole class, begin by mind mapping all the things you have learned about the brain and its needs. Then consider the type of learning environment you would like to create to promote learning and positivity.</p> <p>What would children like in their class - Light, Plants and animals, Story time area, hydration zone, puzzle zone, wall space, music.</p>



PHES Medium Term Curriculum Map - Term 1 2021-2022

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<p>Arrange a visit to a local park, a wildflower area or garden centre to observe flowering plants. Study their different colours, sizes, shapes and forms. Encourage the children to make a note of the names of some of the flowers they see. They should also look out for any insects that are attracted to the flowers. Encourage the children to make sketches and take photographs with a range of digital devices such as cameras and iPads so that they can refer to these in forthcoming tasks.</p> <p>Look at the photos they have taken - which do they like best and why? Discuss what makes their favourite photos successful, drawing attention to details such as focus, framing, lighting and subject matter.</p> <p>Working in teams, the children should then display, group and label their sketches and photos, identifying the common wild and garden plants, including deciduous and evergreen trees, they have discovered.</p> <p>Watch film clips such as <i>Antz</i>, <i>A Bug's Life</i> or <i>Honey, I Shrunk the Kids</i>; read the children some poems or extracts from stories about gardens, insects or flowers.</p>	<p><u>Art:</u></p> <ul style="list-style-type: none"> 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><u>Geography</u></p> <ul style="list-style-type: none"> 1.12 Be able to use secondary sources to obtain simple geographical information 1.14 Be able to communicate their geographical knowledge and understanding in a variety of ways <p><u>International</u></p> <ul style="list-style-type: none"> 1.04 Be able to respect one another's individuality and independence 1.05 Be able to work with each other where appropriate <p><u>Science</u></p> <ul style="list-style-type: none"> 1.02 Be able to pose simple scientific questions 1.03 Be able to identify ways of finding out about scientific issues 1.04 Be able, with help, to conduct simple investigations 1.05 Be able, with help, to gather information from simple texts 		
Maths	<p>Topic – Flowers and Insects (6 weeks) 12th September – 21st October 2021</p>		EXIT POINT
<p><u>Place value</u></p> <ul style="list-style-type: none"> recognise the place value of each digit in a two-digit number (tens, ones) identify, represent and estimate numbers using different representations, including the number line compare and order numbers from 0 up to 100; use <, > and = signs read and write numbers to at least 100 in numerals and in words. <p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none"> solve problems with addition and subtraction: using concrete objects and pictorial representations. recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100. add and subtract numbers using concrete objects, pictorial representations, and mentally. show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. 	PSHE / Personal Learning Goals	Trips	<p>Celebrate the children's learning at the end of this unit by having an Ugly Bug Ball.</p> <p>Create small models instead and role-play the ball using the models.</p> <p>The children could write invitations to each other on leaf-shaped pieces of card.</p> <ul style="list-style-type: none"> youtube.com/watch?v=XXSOJH4KmZw – youtube.com/watch?v=HYWycl8vR5c <p>Encourage the children to create themed refreshments, e.g. chocolate-coated ants (raisins), beetles made from liquorice, carrots cut into flower shapes, green-coloured drinks, etc.</p>
	<p><u>Being me in my world</u></p> <p>Rewards and consequences</p> <p>Safe and fair learning environment</p> <p>Valuing contributions</p> <p>Choices</p> <p>Recognising feelings</p>	<p>Trip to a local park – Al Wakra Garden</p>	



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<p>The day before you plan to start the unit, you should secretly bury a collection of objects (e.g. coins, pieces of pottery, replica artefacts, small ‘treasures’, etc.) in play-sand or soil areas. Bury at least one item for each group of children to find.</p> <p>Once all the objects have been ‘discovered’ the children can then begin to plan how to display their collection. Decisions will need to be made about selection, grouping and display. Set up a class ‘Time Detectives’ museum with the children writing or word-processing information labels and an information leaflet for their exhibits.</p>	<p><u>Art</u></p> <ul style="list-style-type: none"> 1.03 Be able to suggest ways of improving their own work 1.04 Be able to comment on works of art <p><u>History</u></p> <ul style="list-style-type: none"> 1.04 Be able to use key words and phrases relating to the passing of time 1.05 Be able to order events and objects into a sequence 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><u>International</u></p> <ul style="list-style-type: none"> 1.04 Be able to respect one another’s individuality and independence 1.05 Be able to work with each other where appropriate <p><u>Science</u></p> <ul style="list-style-type: none"> 1.02 Be able to pose simple scientific questions 1.03 Be able to identify ways of finding out about scientific issues 1.04 Be able, with help, to conduct simple investigations 1.05 Be able, with help, to gather information from simple texts 		
Maths	<p>Topic – Time Detectives (7 weeks) 31st October – 16th December 2021</p>		EXIT POINT
<p><u>Shape</u></p> <ul style="list-style-type: none"> compare and sort common 2-D and 3-D shapes and everyday objects. identify 2-D shapes on the surface of 3-D shapes identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces identify and describe the properties of 2-D shapes, including the number of sides and lines of symmetry in a vertical line. <p><u>Place value</u></p> <ul style="list-style-type: none"> recognise the place value of each digit in a two-digit number (tens, ones) identify, represent and estimate numbers using different representations, including the number line compare and order numbers from 0 up to 100; use <, > and = signs read and write numbers to at least 100 in numerals and in words. read and write numbers to at least 100 in numerals and in words. count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward use place value and number facts to solve problems. 	<p>PSHE / Personal Learning Goals</p> <p><u>Celebrating differences</u></p> <p>Assumptions and stereotypes about gender</p> <p>Understanding bullying</p> <p>Standing up for self and others</p> <p>Making new friends</p> <p>Gender diversity</p> <p>Celebrating difference and remaining friends</p>	<p>Trips</p> <p>Museum trip – Sheik Faisal.</p>	<p>Trip to the Sheik Faisal Museum.</p>