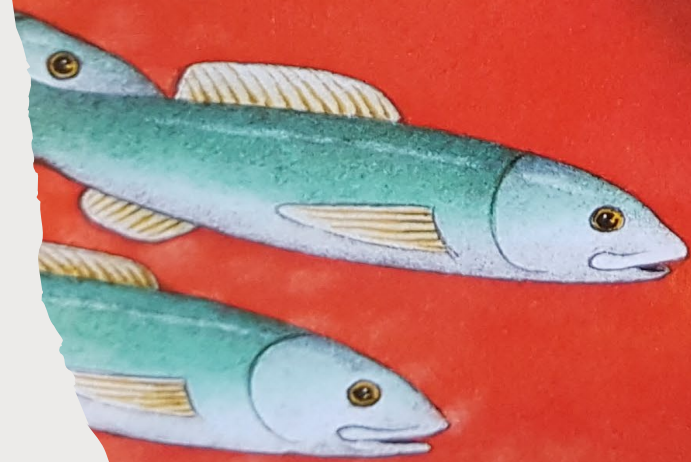
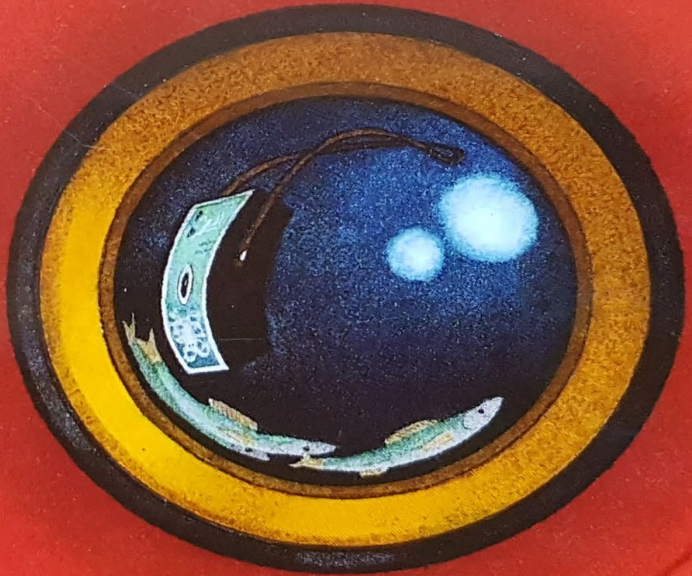


FLOTSAM



Year 1 / 2
Curriculum Map
Term 4



Flotsam

Flotsam by David Wiesner is a wordless picture book that tells the story of a young boy who discovers an old underwater camera washed up on the beach. He takes the film inside and has it developed, revealing strange and wondrous underwater scenes, including a glimpse of a city beneath the sea and creatures he has never imagined. As he continues to explore the photos, he finds one that shows a previous child holding the very same camera. The story leads to a sense of wonder, connection, and the idea that these "flotsam" (bits of debris) can carry unexpected stories across time and space. The book's detailed illustrations invite readers to use their imagination, making it a beautifully mysterious journey.

English

As writers we will:

- Read and respond to the cover of *Flotsam*, asking questions and making predictions about what the story might be about based on the title and illustrations.
- Explore the structure of a narrative (Beginning, Middle, End).
- Explore vocabulary to describe the illustrations in the book.
- Explore emotion within the narrative through drama.
- Plan, write, edit and publish a diary entry based on the story of *Flotsam*.

Write a postcard based on our favourite page from the story

Phonics

Phonics is an approach to teaching literacy for children aged 4 to 9 that creates fluent readers, confident speakers and willing writers.

It is a way of teaching children to read and write words by hearing, identifying and using different sounds.

At the Grange we teach phonics daily by grouping the children into small ability groups.

We practise our sounds, read our green and red words and we partner read a story.



Speed Sounds Set 2

| | | | | |
|--------------------------|-----------------------------|-------------------------|----------------------------|---------------------------|
| ay may I play? | ee what can you see? | igh fly high | ow blow the snow | oo poo at the zoo |
| oo look at a book | ar start the car | or shut the door | air that's not fair | ir whirl and twirl |

Speed Sounds Set 3

| | | | | |
|---------------------------|------------------------------|---------------------------|-------------------------------|-----------------------------|
| ea cup of tea | oi spoil the boy | ou shout it out | oy toy for a boy | |
| a-e make a cake | i-e nice smile | o-e phone home | u-e huge brute | aw yawn at dawn |
| are care and share | ur nurse with a purse | er a better letter | ow brown cow | ai snail in the rain |
| oa goat in a boat | ew chew the stew | ire fire, fire! | ear hear with your ear | ure sure it's pure |

| | | | | | | | |
|--|---|---|--|---|--|--|--|
| a Bounce: a-a-a apple Handwrite: Round the apple, down the leaf! | b Bounce: b-b-b boat Handwrite: Down the base to the head, round the bar. | c Bounce: c-c-c caterpillar Handwrite: Curl around the caterpillar. | d Bounce: d-d-d dresser Handwrite: Round the bottom, up the tall neck, down to the feet. | e Bounce: e-e-e egg Handwrite: Lift off the top and sweep out the egg. | f Stretch: f-f-f feather Handwrite: Down the stem and draw the leaves. | g Bounce: g-g-g girl Handwrite: Round her face, down her hair and give her a curl. | h Bounce: h-h-h horse Handwrite: Down the head to the hooves and over her back. |
| i Bounce: i-i-i insect Handwrite: Down the body, dot for the head. | j Bounce: j-j-j jacket Handwrite: Round the collar, curl and dot. | k Bounce: k-k-k kangaroo Handwrite: Down the kangaroo's body, tail and leg. | l Stretch: l-l-l leg Handwrite: Down the long leg. | m Stretch: m-m-m mountain Handwrite: Down the mountain. | n Stretch: n-n-n nose Handwrite: Down the bridge, over his hat. | o Bounce: o-o-o orange Handwrite: All around the orange. | p Bounce: p-p-p pirate Handwrite: Down the plank and over the pirate's face. |
| q Bounce: q-q-q queen Handwrite: Round her head, up past her earrings and down her hair. | r Stretch: r-r-r rabbit Handwrite: Down his back, then curl over his arm. | s Stretch: s-s-s snake Handwrite: Slither down the snake. | t Bounce: t-t-t tower Handwrite: Down the tower, across the tower. | u Bounce: u-u-u umbrella Handwrite: Down and under, up to the top and draw the puddle. | v Stretch: v-v-v vampire Handwrite: Down a wing, up a wing. | w Bounce: w-w-w worm Handwrite: Down, up, down, up. | x Bounce: x-x-x exercise Handwrite: Down the arms and leg and repeat the other side. |
| y Bounce: y-y-y yak Handwrite: Down a horn up a horn and under his head. | z Stretch: z-z-z zebra Handwrite: Zig-zag-zig. | ch Stretch: ch-ch-ch chick Handwrite: The press in the tower is moved by the horse. The eggs! ch-ch-ch. | sh Stretch: sh-sh-sh sheep Handwrite: Down the arms and leg and repeat the other side. | ch Bounce: ch-ch-ch chameleon Handwrite: Down the arms and leg and repeat the other side. | | | |

I the
you your
said was

mad at
dad sad
mat sat
delicious
precious
suspicious

Maths- Year 1

As Mathematicians, we will be covering:

Addition and Subtraction:

- Represent and use number bonds and related subtraction facts within 20.
- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
- Add and subtract one-digit and two-digit numbers to 20, including zero.
- Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$.

Maths Vocabulary

Numbers 1- 20, ones, tens, digit, addition, add, more, and make, sum, total, altogether, first, then, now, subtract, equals, take away, bonds, part-whole, number frames, number line, ten frames, counters.



Maths- Year 2

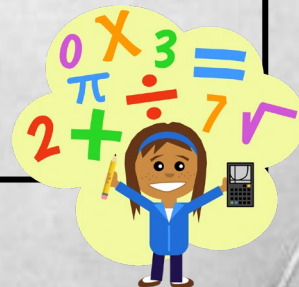
As Mathematicians, we will be covering:

Multiplication and Division:

- Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) sign.
- Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.
- Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.

Measurement- Length and Height

- Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm using rulers).
- Compare and order lengths and record the results using $>$, $<$ and $=$.



Maths Vocabulary

Multiplication and division:

2s, 5s, 10s, 3s, numeral, how many, multiplication, multiply, multiplied by, multiple, groups of, lots of, times,
repeated addition, equals, altogether, sum, total, array, row, column, number patterns, multiplication table, multiplication fact, division fact

Measurement:

Key vocabulary:

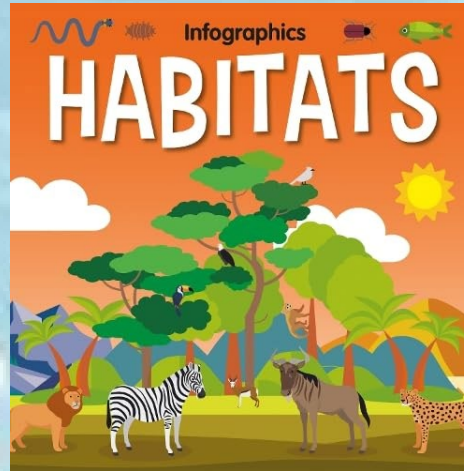
centimetre (cm), metre (m), length, height, width, depth long, short, tall, high, low wide, narrow thick, thin, longer, shorter, taller, higher ... and so on, longest, shortest, tallest, highest ... and so on, far, further, furthest, near, close ruler, metre stick, tape measure, estimate, nearly, roughly, greater than, less than, equal to, order, longest, shortest.

Science

Working Scientifically

As Scientists, we will:

- identify things that are living, things that are dead and things that have never been alive.
- understand that living things need to live in suitable habitats.
- To explore plants and animals that live in seaside habitats.
- To be able to explore plants and animals in an unfamiliar habitat.
 - To explore food chains in a habitat.
- **The week beginning the 10th of March is science week. The children will take part in arrange of hands on investigations**



Scientific Vocabulary

Habitat
Living
Investigate
Observe
Measure
Results
Conclusion
Question
Enquiry
Accurate
Record
Data

Geography

As Geographers we will:

Ask where the seaside is found

Know where the seaside is

- Explore the features of a seaside
- Look at a seaside past and present
 - Explore seaside towns
 - Investigate islands

Geography Vocabulary

Seaside

Coast

Sea

Beach

Ocean

Map

Cliff

Rock

Near

Next to

Behind

In front of



RE

Noah's Ark

We will:

*find out what Judaism is and
what Jews believe.*

*find out how the Torah began on
Mount Sinai*

*find out how the Torah is used by
Jews today.*

*explore the stories in the Torah
and what they teach about
God.*

*Find out about some of the laws
in the Torah.*

Religious
Vocabulary
Judaism
Jew
Torah
Mount Sinai

Art

Water Art

We will:

Use watercolours and collage to :

- Sketch and paint sea creatures
- Create an underwater scene.
- Make a under the sea shoebox scene.



Art Vocabulary

Brush

Stroke

Watercolour

Perspective

Texture

Paint

Collage



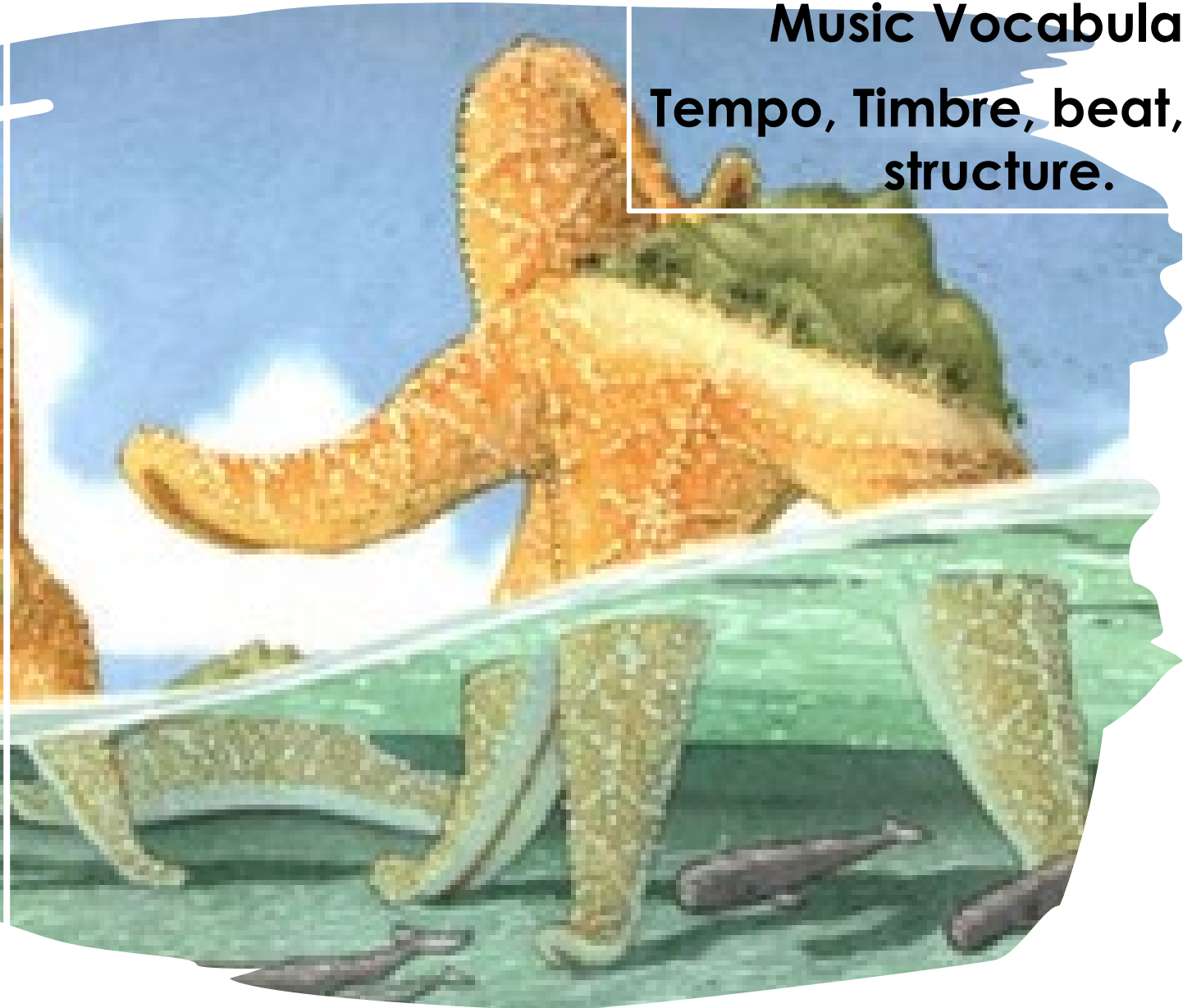
Music

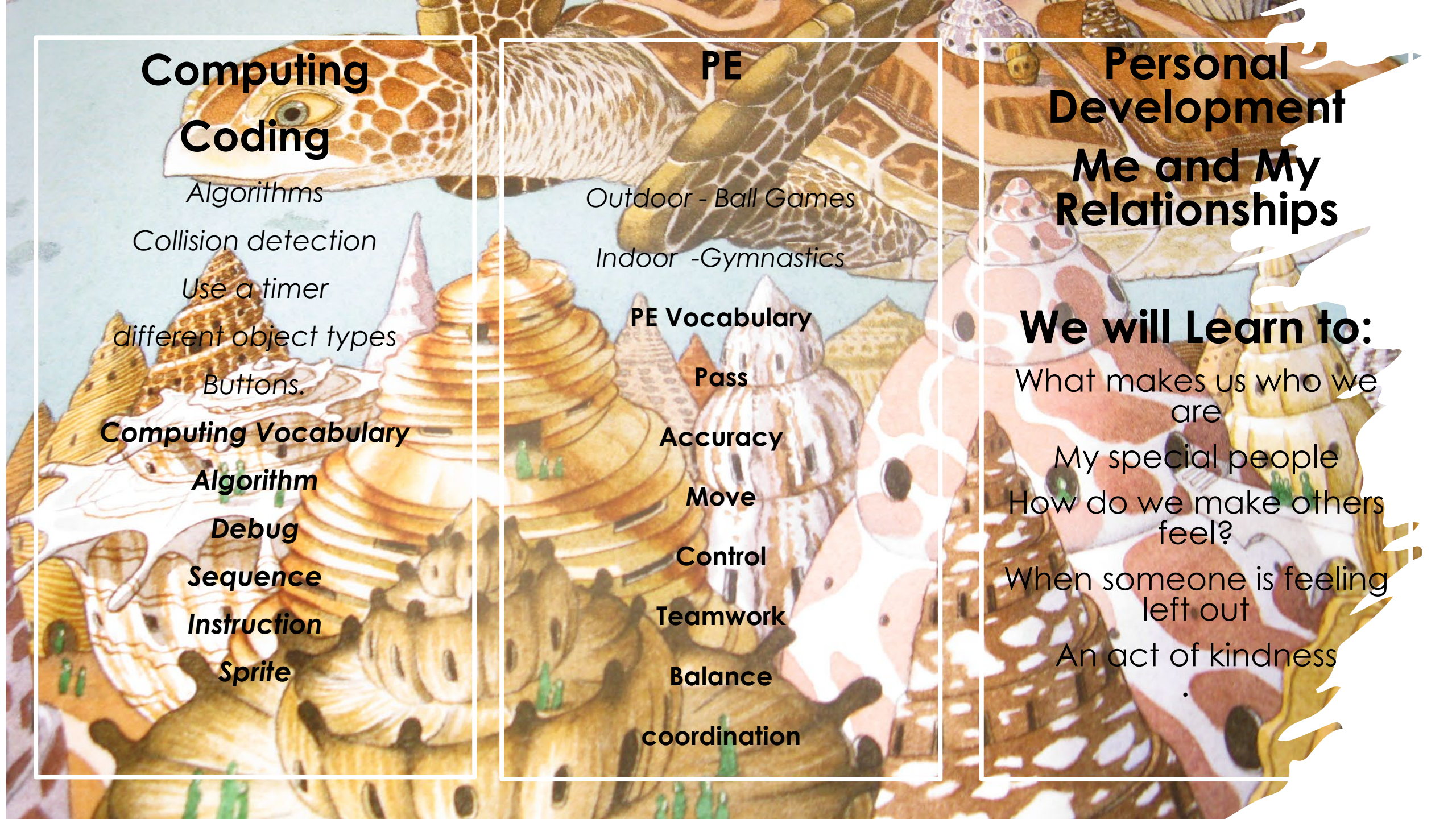
Swing-a-long with Shostakovich

- Feel patterns of beats in our bodies, swinging in time with a partner and marking the beat using simple body percussion patterns.
- We will explore how beats are grouped and will devise our own body percussion patterns to demonstrate this.
 - We will begin to identify different metres in familiar songs.
 - We will be invited to move freely and creatively to two pieces from Shostakovich's Jazz suites, each in a different metre, using scarves, ribbons, cloths, or even old socks!

Music Vocabulary

Tempo, Timbre, beat, pulse, structure.



The background of the entire page is a colorful illustration. At the top, a turtle's head and front legs are visible, with its eye looking towards the left. Below the turtle, there are several golden beehives of varying sizes, some with bees flying around them. The scene is set against a light blue sky and a brownish ground. The text is overlaid on this illustration in three white-bordered boxes.

Computing Coding

Algorithms

Collision detection

Use a timer

different object types

Buttons.

Computing Vocabulary

Algorithm

Debug

Sequence

Instruction

Sprite

PE

Outdoor - Ball Games

Indoor -Gymnastics

PE Vocabulary

Pass

Accuracy

Move

Control

Teamwork

Balance

coordination

Personal Development Me and My Relationships

We will Learn to:

What makes us who we are

My special people

How do we make others feel?

When someone is feeling left out

An act of kindness

Additional Information

P.E Days

Cropredy – Monday/ Wednesday

Hanwell – Monday/ Wednesday

Wroxton – Monday/ Wednesday

Your child's P.E kit needs to be in school on a Monday and will be sent home every Friday.

Reading

It is expected that children read regularly at home in order to continue making progress and to consolidate phonics sounds as well as building on comprehension skills.

Please record your child's reading in the reading journal and the expectation is that reading journals are in school every day.

Reading journals will be kept in school each Monday to allow us to give feedback.

Please can all children have wetsuits/waterproofs and wellies in school for each term.

Forest School

This term Cropredy class will take part in Forest school on Mondays.

Useful Links

<https://www.youtube.com/user/ArtforKidsHub>

<https://www.bbc.co.uk/bitesize/subjects/zkqmhyc/year/z7s22sg>

[BBC iPlayer - Go Jettors](#)

[Story Time - Stories for kids - CBeebies - BBC](#)

[Phonics Play - Resources](#)

[KS1 English - England - BBC Bitesize](#)

[Primary School | The Grange CP School | England](#)

[KS1 Science - BBC Teach](#)

[Purple Mash by 2Simple](#)

[School login - MyMaths](#)

[Times Tables Rock Stars - Times Tables Rock Stars \(trockstars.com\)](#)

[Super Movers - BBC Teach](#)

[Games for kids and early years activities - CBeebies - BBC](#)

