Ahlberg class curriculum map

BEST OF BRITISH

COMPUTING:

Spring 1: Programming: Explain what an algorithm is and write them. Follow an algorithm. Explain what inputs and outputs are. Create an achievable program. Decompose a design into steps. Identify bugs in an algorithm and how to fix them.

Spring 2: Programming 2: Discuss and demonstrate how the Bee-Bot works. Record video ensuring everyone is in the shot. Give a number of clear instructions in sequence. Program a Bee-Bot. Identify and correct mistakes in their programming.

ART:

Sculpture and 3D: Paper play. Creating simple three dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculptures.

HISTORY:

How have toys changed? Finding out about toys in the past, beginning to pose questions about how these have changed and investigating what toys may be like in the future.

DESIGN TECHNOLOGY:

Structures: Constructing a windmill. Inspired by the song, 'Mouse in a windmill', design and construct a windmill for a client (mouse) to live in. Explore various types of windmill, how they work and their key features.

RELIGIOUS EDUCATION:

Jewdaism and Christianity focus

- What do Jewish people remember on shabbot?
- What does the cross mean to christians?

PHYSICAL EDUCATION:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.

MUSIC:

Spring 1: Classical Music, dynamics and tempo – Animals: Sing in time from memory, with some accuracy. Play either a call and/or a response role in time. Keep a steady pulse. Improvise, using instruments, to a given stimulus.

Spring 2: Under the Sea: Create and explain movements that match the music. Recreate and then adapt descriptive sounds Make appropriate instrument choices to represent a descriptive sound. Control instruments and voices to make both quiet and loud sounds. Create their own graphic score and play from it.

SCIENCE:

Spring 1- Plants and Growth: Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structures of a variety of common flowering plants, including trees. Explaining and Evaluating: with help, they should record and communicate their findings in a range of ways and begin to use simple scientific language Sorting and classifying: use simple features to compare objects, materials and living things and with help decide how to sort and group them.

Spring 2- Animals and their needs: Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores herbivores and omnivores. Describe and compare the structure of a variety of common animals. Sorting and classifying: use simple features to compare objects, materials and living things and with help decide how to sort and group them. Secondary Sources: Ask people questions and use simple secondary sources to find answers.

VOCABULARY:

Construction: The action of building something, typically a large structure.

Sculpture: The art of making three-dimensional representative or abstract forms.

Weather: The state of the atmosphere at a particular place and time.

VOCABULARY:

The past: Gone by time and no longer existing.

Algorithm: A process or set of rules to be followed on a computer.

GEOGRAPHY:

How does the weather affect us? Looking at the countries and cities that make up the UK, keeping a daily weather record.