

Windrush Class
Curriculum Map
Term 1 2025

Reading and Writing



As readers, we will follow the Read Write Inc Scheme.

As writers:

We'll discover many ways in which readers and writers interact with each other and explore a range of sentence types (oral and/or written), applying them immediately in a real context. Links will be made to enhance continuous provision, and we will work together as a class to create and publish our own interactive book.



Science— Seasonal changes (Autumn)

Key Scientist: Barbara Edwards (first female meteorologist on BBC)

observe changes across the four seasons -observe and describe weather associated with the seasons



PE



Gymnastics: The unit of work will develop pupils' ability to apply 'champion gymnastics' as they explore movements and balances on big and small body parts in wide, narrow and curled ways on the floor and on apparatus

Football: The unit of work will explore how to apply the principles of attack vs defence, with a particular focus on passing and moving and dribbling.



Maths

Revisit number names to 10, and know the order of them will not change (stable-order principle).

Know that we can start our verbal count from any given number within 10.

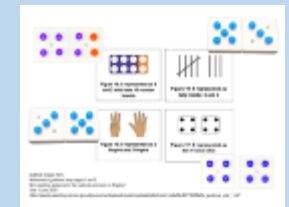
The numbers are always in the same order when we count up to 20.

The numbers are always in the same order when we count back from 20.

Counting objects means matching one word to one object. The last number you say is the number in the set.

addition & subtraction bridging 10

Adding subtracting 3 1-digit numbers Bridging 10



PSHE— being me in my world

We will explore how I feel special and safe in my class, ways that I belong to my class, how to make my class a safe place for everybody to learn, how it feels to be proud of an achievement the range of feelings when I face certain consequences



Religious Education— Judaism

Enquiry Question: Who is God to Jews?

In this enquiry, the children learn the basic beliefs of Judaism and the symbols associated with it.



Geography— Beyond my window

We will aim to understand similarities and differences through studying the human and physical geography Burford. Use basic geographical vocabulary to refer to key physical and human features. -use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features -Use simple fieldwork and observational skills to study the geography of our school and its grounds and the key human and physical features of its surrounding environment. - devise a simple map; and use and construct basic symbols.



Computing—we will explore how is information technology (IT) being used for good in our lives? With an initial focus on IT in the home, learners explore how IT benefits society in places such as shops, libraries, and hospitals. Whilst discussing the responsible use of technology, and how to make smart choices when using it.



Art— spirals



In this pathway children are enabled to build an understanding about the way they can make marks on a drawing surface. They explore how the way they hold a drawing tool, and move their bodies, will affect the drawings they make.