

**Totternhoe CE Academy Theme-based Curriculum 2018-2019**  
**Cross-curricular Writing and Mathematics mapping**

<b>Enrichment:</b> <b>KS1 visits: Totternhoe Knolls, Totternhoe Park, Milton Keynes Museum, Warwick Castle</b> <b>KS2 visits: Roman festival, St Albans; RE visit Queen's Park Faith Tour, Bedford</b>				
<b>AUTUMN</b>	<b>KS1</b>		<b>KS2</b>	
	<b>Location, Location, Location</b>		<b>Rise of the Romans</b>	
	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
<b>English</b>	<b>Read, Write Inc. programme:</b> <ul style="list-style-type: none"> <li>• Holding a sentence</li> <li>• Editing</li> <li>• Prefixes and suffixes</li> <li>• Letter writing</li> <li>• Poster</li> <li>• Retelling a story</li> <li>• Writing a story based on a story that they have read</li> <li>• Verbs and adverbs</li> <li>• Description writing</li> <li>• Instruction writing</li> <li>• Meanings of words</li> <li>• Spelling</li> <li>• Past and present tense</li> <li>• Punctuation</li> </ul>	<u><b>Literacy</b></u> <ul style="list-style-type: none"> <li>• Traditional Tales – writing fables based on examples</li> <li>• Imaginative Stories – using extended sentences and correct tenses to write a fictional narrative</li> <li>• Letters and Postcards – writing excuse letters and postcards using correct features</li> <li>• Information Texts – research and create a leaflet for looking after a pet</li> <li>• Imaginative Poetry – use Y2 grammar and different sentence types to write imaginative poems.</li> </ul>	<b>Fiction: Stories in familiar settings:</b> - <ul style="list-style-type: none"> <li>• settings, adverbs, adverbials, prepositions, story writing;</li> </ul> <b>N-F: Recounts:</b> - <ul style="list-style-type: none"> <li>• report writing, use of conjunctions to extend sentences; research, note taking; newspaper recounts.</li> </ul> <b>Poetry: Creating images</b> <ul style="list-style-type: none"> <li>• write image poetry about animals and weather.</li> </ul> <b>F: Myths and Legends: Roman Myths:</b> <ul style="list-style-type: none"> <li>• written adaptations of myths</li> <li>• Dialogue punctuation</li> </ul> <b>N-F: Instructions and Explanations:</b> <ul style="list-style-type: none"> <li>• instruction writing</li> </ul> <b>Poetry on a theme:</b> write poetry from the POV of a pet	
<b>Mathematics</b>	<b>NC14 Y1</b>	<b>NC14 Y2</b>	<b>NC14 Y3</b>	<b>NC14 Y4</b>
<b>Science</b>	<b>Seasonal Changes; Everyday Materials</b> Recording observations Writing explanations Completing tables  Measuring Grouping/Sorting Reading scales Counting Using language of time	<b>Living things and their habitats; Everyday materials</b>  Recording observations Writing explanations  Using language of time Order events Sorting and recording data – using tables and diagrams	<b>Light; Animals including Humans 4 - Teeth and Digestion</b>  Recording observations Investigation report writing; explanations; conclusions  Using language of time Order events Sorting and recording data – using tables and diagrams Measuring: time, distance	

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<p style="text-align: center;"><b>RE</b> Using Beds Agreed Syllabus</p>	<p><b>What does it mean to belong?</b> Writing explanations: key ideas/beliefs</p> <p><b>Why should we care for the Earth?</b> Retelling stories Writing explanations: key ideas/beliefs</p>		<p><b>Unit 1: Where, how and why do people worship?</b> Writing prayers Big Write recount of Faith Tour visit Y3: Prayer writing (Harvest) Y3: Gifts of the Spirit prayers/ideas (RE week) Information texts</p> <p><b>Unit 5: How and Why does a Christian follow Jesus?</b> Explanations of ideas Writing a letter to describe events and feeling (feeding 5000) Explanations of metaphors for Jesus</p>
<p style="text-align: center;"><b>History</b></p>	<p style="text-align: center;">N/A</p>		<p>Non-chronological report Research from secondary sources – non chronological reports Note taking Evaluation of chariot making, design, process etc. Understanding of chronology; timelines BCE/CE (BC/AD)</p>
<p style="text-align: center;"><b>Geography</b></p>	<p><b>Location, Location, Location</b> Instruction writing Create questions Explanation writing Description Recording in simple tables Tally charts Pictogram Labelling</p>	<p><b>Location, Location, Location</b> Instructions for games Persuasive letter for playground and park improvement Descriptive writing about parks Non-fiction brochure about a contrasting location – Kenya</p> <p>Recording in simple tables Tally charts Pictogram Labelling</p>	<p>Labelling of countries on maps</p>
<p style="text-align: center;"><b>Art/DT/Music</b></p>	<p>Reviewing own work using technical vocabulary Measuring</p>	<p>Reviewing own and peer work using artistic language and vocabulary.</p>	<p>Reviewing and evaluating own and peers' work using technical vocabulary Measuring accurately in making tasks: cm/mm</p>
<p style="text-align: center;"><b>Computing</b></p>	<p>Develop word-processing skills by creating text</p>	<p>Record information from internet searches. Create and use shapes to form digital art</p>	<p>Record information from internet searches. Note taking Develop word-processing skills; editing work</p>
<p style="text-align: center;"><b>PE</b></p>	<p style="text-align: center;">N/A</p>		<p>Sports Leaders:</p>