



## Year 1 Curriculum Map 2020-2021

Subject	Autumn	Spring	Summer
<b>English</b>	1 <sup>st</sup> half term... <b>Well-loved stories</b> The Gruffalo/Where the wild things are Label and caption writing Writing lists Sentence writing Character descriptions Adjective collections 2 <sup>nd</sup> half term... <b>Stories from other cultures</b> The story of Rama and Sita/After the storm/ Little Robin Redvest Story sequencing and retelling Information writing Writing an account Writing letters Using exclamation marks	1 <sup>st</sup> half term... <b>Traditional tales/contemporary book/non-fiction texts</b> Jack and the beanstalk /Maximus and the beanstalk/The bean diary/The tiny seed/Dinosaurs and all that rubbish Wanted posters/character descriptions Characterisations Story sequencing Writing captions Labelling diagrams Writing instructions Identifying non-fiction features 2 <sup>nd</sup> half term... <b>Shakespeare week/Poetry</b> Romeo and Juliet/senses poetry/Our senses/the 3 wishes/Once upon a time Writing poetry Information writing If I had 3 wishes Writing rhymes	1 <sup>st</sup> half term... <b>Traditional tales and contemporary books</b> The 3 little pigs/Good little wolf/the 3 little wolves and the big bad pig/Hansel and Gretel Writing alternative endings to stories Writing speech Retelling stories 2 <sup>nd</sup> half term... <b>Well-loved stories and information texts</b> Aliens love underpants/Tales of Robin Hood/Briar Rose triptych Question writing Lost posters Imaginative writing Letter writing Fact files/biographies Character descriptions
<b>Maths</b>	Place value (10) 4 weeks Addition and subtraction(10) 5 weeks Geometry shape 1 week Number place value (20)2 weeks	Addition and subtraction (20) 4 weeks Place value (50) 3weeks Measurement length and height 2 weeks Measurement weight and volume 2 weeks	Multiplication and division 4weeks Fractions 2 weeks Geometry position and direction 1 week Measurement money 1 week Measurement time 2 weeks
<b>Topic</b>	<b>This is me/Friends and family</b>		
<b>Science</b>	Differences and similarities between ourselves. Properties of materials....clothes we wear. Identification of birds and structure (focus on robin, English link) Seasonal changes	<b>The Four Seasons</b> Observe changes across the four seasons Observe and describe weather associated with the four seasons. Observe how day length varies Record weather and temperatures	Seasonal changes <b>Teddy Bear's Picnic</b> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees Identify and describe the basic structure of a variety of common flowering plants, including

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		<p><b>Peculiar Pets</b>  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 (fish, amphibians, reptiles, birds and mammals including pets)  Identify, name, draw and label the basic parts of the human body</p>	trees
<p><b>Science investigations</b></p>	<p><a href="http://www.science-sparks.com/materials-ks1/">http://www.science-sparks.com/materials-ks1/</a>  Curtains investigation</p>  <p>EXPERIMENTS FOR A BUILDING TOPIC</p>	<p>Start to ask and suggest answers to simple scientific questions  Use first-hand practical experiences to find answers  Start to observe closely  Begin to gather and record data simply using pictures and words  Start to discuss what they have found out  <a href="https://kidshealth.org/en/kids/experiment-main.html">https://kidshealth.org/en/kids/experiment-main.html</a>  Experiments for senses</p>	<p>Start to ask and suggest answers to simple scientific questions  Use first-hand practical experiences to find answers  Start to observe closely  Begin to gather and record data simply using pictures and words  Perform simple tests with support  Begin to use simple equipment eg magnifying glasses  Start to discuss what they have found out  Plants  <a href="http://www.science-sparks.com/plant-science-for-key-stage-1/">http://www.science-sparks.com/plant-science-for-key-stage-1/</a>  Observe plant growth.  What do plants need to survive?  Grass-heads</p>
<p><b>History/ Geography</b></p>	<p>Geography  Where we live...countries in the UK  My holiday.....plot locations on a map.  (Include use of geographical vocab to describe features of destinations)</p>	<p><b>Oh, The Places You'll Go!</b>  Geography  Compare the UK to a non-European holiday destination  Know names of 7 world's continents and 5</p>	<p><b>Hero Hunters</b>  Geography  Use directional knowledge, aerial photographs, plans and maps of the school  Know names of 7 world's continents and 5</p>

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	<p>Seasonal changes. History Remembrance day and the national significance of it. Compare childhood of children and grandparents.</p>	<p>oceans Name the four countries of the UK and their capital cities Start to use world maps, atlases and globes Talk about similarities and difference between area of the UK and a non-European area Begin to use basic geographical vocabulary eg coast, seaside, inland Find hot and cold areas in the world using atlases Talk about daily weather and seasonal weather patterns in the UK <b>London's Burning</b> History Use artefacts, stories, pictures and online sources to find out about the past Be introduced to different representations of the past and discuss similarities and differences Ask some questions about the past Use a timeline to develop chronological language Describe and discuss historical events beyond living memory Describe significant people from the past Develop understanding of changes within living memory Develop understanding of local history Use historical vocabulary e.g. past, long, ago</p>	<p>oceans Name the four countries of the UK and their capital cities Start to use world maps, atlases and globes Begin to use simple compass directions and locational language Use aerial photos and plans to recognise landmarks Draw simple maps eg of the school grounds Begin to use basic geographical vocabulary <b>Neverland</b> History Explore homes over time - compare modern and Edwardian homes. Use artefacts, stories, pictures and online sources to find out about the past Ask some questions about the past Use a timeline to develop chronological language Develop understanding of changes within living memory Develop understanding of local history Use historical vocabulary e.g. past, long, ago</p>
<b>Geography</b>	Local walk to undertake termly and record changes natural/man-made		
<b>Art</b>	Portraits; traditional and abstract. Focus on Picasso/Van Gogh/Hogarth/Faith Ringgold Diva lamps		<p><b>Great Britain, Great Britons</b> Recreate a print by a famous designer eg. Kath Kidson</p>

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	How celebrations are depicted in art.			In print, use repeat or overlapping shapes (using objects) to create print Talk about the work of a range of artists, craft makers and designers	
<b>DT</b>	Cooking.....role of food in celebrations and healthy choices Rocking robins Gears, levers, pulleys; Moving cards (DT association; moving pictures) Textiles; Making a bag (DT association fancy a bag)		Design a product to carry water Design simple products that work and look appealing Discuss and draw ideas and use ICT to communicate Use a range of materials and components Use a range of tools and equipment to perform practical tasks Explore existing products Discuss own ideas and designs		Making a home (DT association; homes) OR Create a pop-up scene from the story Peter Pan Discuss and draw ideas and use ICT to communicate Design simple products that work and look appealing Explore simple mechanisms Start to build structures, exploring ways to stiffen, stable and strengthen Explore existing products Discuss own ideas and designs Use a range of tools and equipment to perform practical tasks
<b>Computing</b>	Computing skills Mouse skills, thisissand/bees and honey programmes Online safety		Painting Programming toys <a href="http://www.j2e.com">http://www.j2e.com</a> <a href="http://www.j2e.com/jit5#turtle">http://www.j2e.com/jit5#turtle</a> Use a search engine to input questions about the Great Fire of London		Scratchjr programming Using and applying Word processing skills Use digital literacy skills to store and retrieve information
<b>Music</b>	<b>Menu song</b> Perform a traditional song with style and personality Sing a cumulative song from memory, remembering the order of the verses Create a dramatic group performance using props and kitchen sound-maker  <b>In the Autumn</b> Sing a song with a relaxed	<b>The King is in the castle</b> Identify and follow a simple song structure and rhyme pattern Change voices to suit different characters while performing appropriate actions Incorporate new characters and actions, and remember the order	<b>Who stole my chickens and my hens</b> Sing a dotted melody accurately and mark rests with untuned percussion Add a clapping game while singing a song Make up new lyrics and clapping/tapping patterns for a song	<b>Aoka backe</b> Chant rhythmically as a group and add sound effects Sing a three-note melody and play it on tuned percussion Add a game and adapt it to create new versions  <b>Come dance with me</b>	<b>The animals went in two by two</b> Sing a traditional song in a minor key Communicate a long narrative from memory and with good enunciation Perform as a call-and-response song with group solos  <b>Oats and beans and barley</b>  <b>Mister Double Trouble</b> Sing a song with a verse and chorus structure, and add actions Sing and play dotted rhythms accurately Create a performance incorporating singing, percussion and solo acting roles  <b>As I was walking down the</b>

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	<p>swung rhythm</p> <p>Use dynamics to enhance the mood of a song</p> <p>Create a performance with an accompaniment using untuned percussion and kazoos</p>	<p><b>Football</b></p> <p>Chant together rhythmically, marking rests accurately</p> <p>Play a simple ostinato on untuned percussion</p> <p>Create and perform a new rap based on this model</p>	<p><b>Just like me</b></p> <p>Sing a song with changing speeds</p> <p>Perform actions accurately following contrasting rhythm patterns</p> <p>Create a performance using new 'travel' words and movements, and appropriate speeds</p>	<p>Sing either part of a call-and response song</p> <p>Play the response sections on tuned percussion using the correct mallet hold</p> <p>Use pairs of rhyming words to invent new lyrics and moves</p>	<p><b>grow</b></p> <p>Sing a traditional song from memory</p> <p>Perform a dance in time with music</p> <p>Create and perform a rhythmic ostinato</p>	<p><b>street</b></p> <p>Sing a song that includes a time change from march to jig</p> <p>Mark the pulse on untuned percussion and recognise a change in time signature</p> <p>Perform a full version of the song, including an accompanying dance</p>
<b>PE</b>	<p>Dance/gym</p> <p>Gym/games</p>		<p>Dance/games</p> <p>Gym/games</p>		<p>Dance/games</p> <p>Gym/games</p>	

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<b>RE (new)</b>	<b>Belonging <i>and</i> All About Me</b> What groups do I belong to and how do they make me feel? (family, school, activities, clubs, faith) How do people show they belong to a religion? (Baptism; dedication; Shabbat; kippah; mezuzah) Does belonging to groups make a difference to who I am? (rules, activities, values, feelings)  What makes me, me? What am I like? (likes/dislikes; hobbies; interests; family; friends) What do religions believe about what people are like and what they should be like? (Adam and Eve; 10 Commandments; Golden Rule; 2 greatest commandments) What do you think the perfect person would be like? Can we agree? (beliefs, behaviour, values, feelings) Bible stories to link with values...Daniel in the lion's den	<b>Special Things (What makes things sacred)</b> What things are special in your home, to you, your family and friends? (cuddly toy; family heirloom; memories) What objects are sacred or important in the religion and why? (crucifix/cross; Bible; menorah; mezuzah) What do special things show about what is important to people? (beliefs, feelings, values)  Bible stories; The parable of the sower, the parable of the lost sheep	<b>Important Places</b> What makes your home a special place for you? (people, things, feelings, activities) What makes some places important in religions? (home; churches; synagogue) What can special places tell us about people? (beliefs, feelings, practices, values) Visit to St Peters Bible stories; The wise man and the foolish man, the parable of the cruel servant
<b>RE Special occasions running across the year focusing on occasions as and when they happen</b>	What special times do I celebrate with my family and friends and why? (birthdays, festivals; special days) How do religious people celebrate their special times? (Christmas, Diwali, Hannukkah, Easter, Passover; Sukkot) What do these special occasions show about what is important to people? (beliefs, feelings, values) Diwali Hanukkah Christmas story	<div style="border-top: 1px solid black; height: 100px; position: relative;"> <div style="position: absolute; top: 0; left: 0; right: 0; border-bottom: 1px solid black;"></div> <div style="position: absolute; bottom: 0; left: 0; right: 0; border-top: 1px solid black;"></div> </div> Easter story Passover	<div style="border-top: 1px solid black; height: 100px; position: relative;"> <div style="position: absolute; top: 0; left: 0; right: 0; border-bottom: 1px solid black;"></div> <div style="position: absolute; bottom: 0; left: 0; right: 0; border-top: 1px solid black;"></div> </div> Eid

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<b>Learning about values</b>	Individuality Benjamin Zephaniah Creativity Marley Dias Peace Desmond Tutu Thoughtfulness David Attenborough		Responsibility Greta Thunberg Empathy Anne Frank Compassion Mary Seacole		Kindness Steve Backshall Collaboration Julia Donaldson/Axel Scheffler Generosity William Kamkwamba Happiness Kadeena Cox	
<b>PSHE</b>	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
<b>Trips and visitors</b>	Visit to the war memorial		Hearing dogs Tiggywinkles animal hospital Pets at Home Local walk		Trip to Chiltern Open Air Museum Local walk Visit to St Peter's	