

Curriculum Map for Year 1

Subject Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<p style="text-align: center;">Community</p> <p>What does a good community need and how can we improve it? Build on YR "People Who Help Us" and this time become the people who help others by observing, mapping, collecting data, designing and improving the local areas [parks/playgrounds] to be a safe, healthy, diverse and helpful community.</p>	<p style="text-align: center;">Festivals and Celebrations</p> <p>How can we understand and remember the past and celebrate other cultures? Build on YR "Our World" and "Art Attack", becoming knowledgeable about significant events in the past and how we remember these through celebrations and festivals, music and art, whilst embracing the diverse cultures and beliefs of our world.</p>	<p style="text-align: center;">Hot and Cold</p> <p>Is everywhere in the world the same as my community? Build on YR "Our World" and Y1 "Community" to compare your local area with parts of Africa, the Arctic and Antarctica, including weather, animals, cultures, physical and human features.</p>	<p style="text-align: center;">The Olden Days</p> <p>Did grandad play with the same toys as me when he was a boy and what are the possible ways to make our own? Explore real artefacts and places of the past in various ways gaining a concrete understating of life, homes, and toys in the past.</p>	<p style="text-align: center;">Farming</p> <p>Where does my food come from and what are the best ways to get it and use it? Build on YR "Nature Detectives", visit local farms, map them and compare with the local community from Term 1 along with other types of farms in countries around the world from Term 3,</p>	<p style="text-align: center;">Happily Ever After</p> <p>What stories can homes, music and books tell us? Build on T4 "The Olden Days" and look at how homes have changed over time and what these tell us about the people and their ways of life, focusing in on Castles. Solve problems of how to make a drawbridge before the enemy invade. Become immersed within traditional tales and understand how music can tell stories too.</p>
English Texts	<ul style="list-style-type: none"> -The Giant Jam Sandwich by John Vernon Lord -The Smartest Giant in Town by Julia Donaldson -Beegu by Alexis Deacon -Funny Bones by Allan & Janet Ahlberg 	<ul style="list-style-type: none"> -Where the Wild Things Are by Maurice Sendak, Jamela's Dress by Niki Daly The Diwali Gift by Shweta Chopra Shuchi The Great Race by Christopher Corr Grandpa Christmas by Michael Morpurgo 	<ul style="list-style-type: none"> -The Journey Home by Fran Preston-Gannon, -The Magic Bobaji Tree by Dianne Hofmyr -Winter's Child by Angela McAllister Lost and Found by Oliver Jeffers -The Rainbow Bear by Michael Morpurgo 	<ul style="list-style-type: none"> -Major Glad, Major Dizzy -It Could Always be Worse: A Yiddish Folk Tale by Margot Zemach, -"Charlie Needs a Cloak" by Tomie DePaola. 	<ul style="list-style-type: none"> -Farmer Duck by Martin Wadell, a -The Little Red Hen by Jerry Pinkney -Where, oh where is Rosie's Chick? By Pat Hutchins -Lulu the Big Little Chick by Paulette Bogan 	<ul style="list-style-type: none"> -Hansel and Gretel by Anthony Browne The - Three Billy Goats Gruff by Jerry -The Gingerbread Man by Jim Aylesworth -The Three Little Pigs: A Picture book by Ian Beck

	<p>Maybe Something Beautiful by F. Campoy</p> <p>-Strictly No Elephants by Lisa Mantchev</p> <p>-Community Soup by Alma Fullerton</p>	<p>-Samria's Eid by - Nasreen AkhtarLight,</p> <p>-Let's Celebrate! Festival Poems from Around the World by Debjani Chatterjee and Brian D'Arcy</p>	<p>-Fruits by Valerie Bloom</p>	<p>-The Tale of Peter Rabbit by Beatrix Potter</p> <p>-Lost in the Toy Museum: An Adventure by David Lucas</p> <p>-Toys and Games by Sally Hewitt</p>	<p>-Don't Forget the Bacon by Pat Hutchins</p> <p>-Farming by Gail Gibbons</p>	<p>-Rama and the Demon King by Jessica Souhami</p> <p>-Cendrillon: A Caribbean Cinderella Story by Robert D. San Souci</p> <p>Heritage Week: Mary Poppins by P.L. Travers</p>
<p>Mathematics</p>	<p>Place Value within 10 ; Addition and Subtraction (within 10 and 20)</p>	<p>Addition and Subtraction (within 10 and 20); Shape, Money</p>	<p>Place Value (within 50 and 100); Time</p>	<p>Length and Height; Weight and Volume; Multiplication and Division</p>	<p>Multiplication and Division; Fractions; Position and Direction</p>	<p>Position and Direction</p>
<p>Science</p>	<p>Animals including humans</p> <p>Identify, name draw and label the basic parts of the human body and say which parts of the body is associated with each sense</p> <p>Plants (local community)</p> <p>Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen</p> <p>Identify and describe the basic structure of a variety of common plants including roots, stem/trunk, leaves and flowers.</p>	<p>Animals including humans</p> <p>Identify and name a variety of common animals that are birds, fish, amphibians, reptiles and mammals</p> <p>Seasonal Change (Autumn & Winter)</p> <p>Observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>	<p>Animals including humans</p> <p>Identify and name a variety of common animals that are birds, fish, amphibians, reptiles and mammals</p> <p>Plants (local community)</p> <p>Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen</p> <p>Identify and describe the basic structure of a variety of common plants including roots, stem/trunk, leaves and flowers.</p>	<p>Materials</p> <p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, water and rock.</p> <p>Seasonal Change Spring & Summer)</p> <p>Observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>	<p>Animals including humans</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles and mammals, and including pets)</p> <p>Plants (farming)</p> <p>Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen</p> <p>Identify and describe the basic structure of common plants</p>	<p>Materials</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their physical properties.</p>

<p>Geography /History</p>	<p>GEOGRAPHY Study physical and human features of school grounds and local area Plans and maps of school grounds and local areas Direction and locational language/routes Touch on weather/seasons observations in science for comparison as the year goes on</p>	<p>HISTORY Events within living memory e.g yesterday, last week, birthdays Events beyond living memory that are significant nationally and globally, remembered through festivals and celebrations The Gunpowder Plot Remembrance Day International Nurses Day - remembering Florence Nightingale</p>	<p>GEOGRAPHY Compare physical and human features of UK to a None-European country Locate hot and cold areas of the world in relation to the equator and North/South Poles Features of UK map compared to world map (continents, equator, seas) Weather patterns of hot and cold countries and compare these to the UK weather patterns</p>	<p>HISTORY To know about the changes within and beyond living memory with toys, household objects and leisure activities.</p>	<p>GEOGRAPHY Compare physical and human features of rural farm areas in Kent with towns/cities, Plans and maps of farms Direction and locational language/routes Build on knowledge about hot and cold locations to answer "where in the world might we find these farms?" and describe their features</p>	<p>HISTORY Build on understanding of homes in the past from T5 and focus on Norman Castles as homes, work places and defence. Exploring how the Tower of London's uses have changed over time Significant individuals [William The Duke of Normandy and King Harrold]</p>
<p>Art /Design and Technology</p>	<p>DT Design purposeful playground equipment for the local area or school grounds using some design criteria Build playground structures from art straws Select from and use a range of tools for cutting, shaping and joining</p>	<p>ART Notice the patterns of colour, lines and shape seen in fireworks, wrapping paper Notice the patterns in the art work of Henri Matisse and William Morris and use of colour in Duffy and Derain. Create art work using patterns of colour, line or shape</p>	<p>ART To develop their understanding of painting with colour and texture by exploring Look at the art work of famous painters that use hot and cold colours Create painting split in half to represent the hot and cold areas studied using hot and cold colours</p>	<p>DT Design purposeful puppets using mechanisms to allow them to move Select from and use a range of tools for cutting, shaping and joining Explore and use mechanisms (levers and sliders)</p>	<p>DT (Cooking and Nutrition) Understand where food comes from Use the basic principles of a healthy and varied diet by cooking food with farm produce. ART Study and compare paintings and pencil drawings of urban and rural Thomas Sidney Cooper or John Constable's naturalist, rural landscapes. L. S. Lowry city and urban cityscapes</p>	<p>DT Select and use materials to construct a stable and strong 'Billy Goats bridge' only using paper and tape teach basic cutting, joining and shaping What if we need a bridge to get over a moat to the King's castle? How long will the bridge need to be and how can we still keep it secure?</p>

Music	<p>Ourselves - Music Express [Exploring sounds] Our School - Music Express [exploring sounds]</p>	<p>Weather - Music Express [Exploring sounds] Christmas - Charanga [singing]</p>	<p>Seasons - Music express [Pitch and dynamics] Water - Music Express [Pitch]</p>	<p>Machines - Music Express [Beat] Pattern - Music Express [Beat]</p>	<p>Animals - Music Express [Pitch] Animals - Charanga [singing - Bob Marley]</p>	<p>Music Express: "Storytime" [exploring sounds] Our Bodies - Music Express [beat]</p>
Computing	<p>Online safety/ Exploring Purple Mash Grouping and Sorting</p>	<p>Pictograms Lego Builders</p>	<p>Coding</p>	<p>Maze Explorers technology outside school</p>	<p>Animated Story Books</p>	<p>Spreadsheets Presentation using Green Screen/ Book Creator x 4 weeks</p>
MFL	<ul style="list-style-type: none"> • Sharing/discussing different languages within the classroom and our community • Daily classroom routines in Spanish • Joining in with Spanish songs 					
PE	<p>Agility <i>change direction and maintain balance</i></p>	<p>Co-ordination <i>Throw and catch underarm</i></p>	<p>Multi - Skills Run, jump, hop, stop, touch and change direction</p>	<p>Tag Rugby <i>To run with the ball</i></p>	<p>Striking and Fielding To stop a ball and to hit a moving ball</p>	<p>Athletics Running, long jump, hurdles</p>
	<p>Gymnastics Develop ability to hold own body weight</p>	<p>Healthy Heroes Team work games</p>	<p>Balance Ability to balance when moving and standing still</p>	<p>Dance Change, direction, speed and level</p>	<p>Gymnastics Mount and dismount apparatus. Hold body weight on hands.</p>	<p>Balance Bikes Balance whilst remaining still on small objects</p>
PSHE	<p>Citizenship: roles and responsibilities at home</p>	<p>Fun, food and fitness: fun times</p>	<p>Keeping safe and well : looking after myself</p>	<p>Drug, alcohol and tobacco education: what goes into and onto our bodies</p>	<p>Mental Health : good feelings/ not so good feelings</p>	<p>Financial capability : money</p>
RE	<p>GOD What do Christians believe that God is like?</p>	<p>INCARNATION Why does Christmas matter to Christians? <i>CORE LEARNING</i></p>	<p>GOSPEL What is the good news that Jesus brings? <i>CORE LEARNING</i></p>	<p>SALVATION Why does Easter matter to Christians? <i>CORE LEARNING</i></p>	<p>JUDAISM Who is Jewish and what do they believe?</p>	<p>JUDAISM Who is Jewish and what do they believe?</p>