

Year 1 Curriculum Map

2018 - 2019

	Term 1		Term 2		Term 3	
	1 st half	2nd half	1 st half	2nd half	1 st half	2nd half
Science	<p><u>Why are humans not like tigers?</u> Location of animals around the world Characteristics of animals and humans. Identifying herbivore and carnivores How to look after a pet. Identify common, mammals, reptiles, birds, amphibians. <u>RSE</u> Intellectual Why do we need to grow up in families? What happens if you grow up without a family? What would you miss?</p> <p><u>Why isn't everyone afraid of the dark?</u> <u>**Please note this topic will be covered throughout the year **</u> Focus – Autumn Nocturnal animals 4 seasons and weather changes within them.</p>		<p><u>Which birds and plants would Senley find in our park?</u> Nature walk. Identification of birds and trees. Deciduous and evergreen. Data collection of birds/ plants/ trees. Basic structure of a variety of common plants Links to DT – making bird feeders and houses.</p> <p><u>Why isn't everyone afraid of the dark?</u> <u>Focus – Winter and Spring</u> Bird Feeder How we get day and night 4 seasons and weather changes within them.</p>		<p><u>Which materials would the gingerbread man use to create his clothes?</u> Sorting materials and discussing advantages and disadvantages of each one. Effectiveness of materials for different jobs. Experiment to investigate how materials can be changed and joined. Investigate waterproof materials.</p> <p><u>Why isn't everyone afraid of the dark?</u> <u>Focus – Summer</u> Light sources- natural and man-made. Importance of the sun. 4 seasons and weather changes within them.</p>	

NC Aims	<p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</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 (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p>	<ul style="list-style-type: none">• Observe changes across the four seasons• Observe and describe weather associated with the seasons and how day length varies	<ul style="list-style-type: none">• Distinguish between an object and the material from which it is made• Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock• Describe the simple physical properties of a variety of everyday materials• Compare and group together a variety of everyday materials on the basis of their simple physical properties	<ul style="list-style-type: none">• 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 trees
History	<p><u>How did our grandparents travel and what did they like to do?</u></p> <p>Comparing old and new modes of transport.</p> <p>Naming famous events - Stephenson’s Rocket - and its significance to the area.</p> <p>Comparing old and new clothes and televisions.</p> <p>Transport museum trip</p>	<p><u>What entertained our parents and grandparents when they were young?</u></p> <p>Investigate old games/ technology.</p> <p>Look at technology developments. Walkmans, CD , mp3, ipods, internet, games consoles.</p> <p>Compare old and new objects.</p>	<p><u>How did we get a man on the moon?</u></p> <p>Investigate/ research travel into Space.</p> <p>Research using different sources</p> <p>Impact of their early space travel on today.</p> <p>Sequence events in chronological order.</p>	
NC Aims	<ul style="list-style-type: none">• Significant historical events, people and places in their own locality.• Stephenson’s Rocket	<ul style="list-style-type: none">• Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life	<ul style="list-style-type: none">• The lives of significant individuals in the past who have contributed to national and international achievements.• Recount interesting facts from an historical event.	

Gography	<p><u>Where do the leaves go in the Winter?</u> Questioning skills about the weather. Keep a weather chart. Explain the changes in the weather in the different seasons. Human geography- what do we wear and do during the different seasons? Make predictions about the weather.</p>	<p><u>Why can't a meerkat live in the north pole?</u> Identify features of hot and cold places. Compare weather in different locations. Describe different locations. Discussing different weather for each season. Identification of the north pole, south pole and the equator Naming and identifying the 7 continents of the world.</p>	<p><u>Where do and did the wheels on the bus go?</u> Identifying features of a town and coastal area. Looking at the 4 countries and major cities in the UK Use google maps/ globes to locate places.</p>
NC Aims	<ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom 	<ul style="list-style-type: none"> name and locate the world's seven continents and five oceans identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage 	<ul style="list-style-type: none"> use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
	Term 1	Term 2	Term 3

	1 st half		2nd half		1 st half		2nd half		1 st half		2nd half	
Computing	Algorithms and Programs				Data Retrieval				Communicating			
	Internet Safety				Internet Safety				Internet Safety			
NC Aims	<ul style="list-style-type: none">Can they create a simple series of instructions -left and right?Can they record their routes? Place cards on the floor & take photo's on camera/ iPad.Do they understand forwards, backwards, up and down?<ul style="list-style-type: none">Can they put two instructions together to control a programmable toy?Can they begin to plan and test a Bee-bot journey?				<ul style="list-style-type: none">Can they capture images with a camera / iPad?Can they print out a photograph from a camera or other device with help?<ul style="list-style-type: none">Can they record a sound and play it back?Can they enter information into a template to make a graph?<ul style="list-style-type: none">•Can they talk about the results shown on a graph?				<ul style="list-style-type: none">Do they know what a home address is, a postcode and an email address is?Have they joined in sending a class email?Can they use the @ key and type an email address?<ul style="list-style-type: none">Can they word process ideas using a keyboard?			
	RE and RSE	<u>Families</u> <u>RSE</u> <u>Physical</u> Who is in my family?				<u>Special People</u> <u>RSE</u> <u>Spiritual</u> What special titles do we give to God?			<u>Change</u> <u>RSE</u> <u>Emotional</u> What are the saddest and happiest moments in your family?			
<u>Social</u> The wonder and excitement of these moments		<u>Belonging</u> <u>RSE</u> <u>Spiritual</u> How were we born into God's family?	<u>Waiting</u>			<u>Meals</u>			<u>Holidays and Holydays</u>	<u>Being Sorry</u> <u>RSE</u> <u>Emotional</u> How is love shown in your family?	<u>Neighbours</u>	
NC Aims	<ul style="list-style-type: none">Come and See											

PE	<i>Multi-skills and Gymnastics- taught by sports coach</i>	<i>Handball- taught by sports coach</i>	<i>Fitness and Gymnastics- taught by sports coaches</i>	<i>Rugby - taught by coaches</i>	<i>Athletics- taught by coaches</i>	<i>Kwik Cricket- taught by coaches</i>
NC Aims	<ul style="list-style-type: none"> compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<ul style="list-style-type: none"> play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending 	<ul style="list-style-type: none"> perform dances using a range of movement patterns develop flexibility, strength, technique, control and balance 	<ul style="list-style-type: none"> play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending 	<ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination 	<ul style="list-style-type: none"> take part in outdoor and adventurous activity challenges both individually and within a team
Art	<p><i>Sketching</i> Can you draw a car from memory? Develop use of line, tone, shape, pattern.</p> <p><i>Technology</i> Create images of different transport (linked to history topic) using a paint package.</p>	<p><i>Collage</i> Leaf animals linked to Leaf man text and Geography Topic Environmental art using leaves etc from nature walk to create garden collage. Focus on Andy Goldsworthy and look at Van Gogh's paintings of Flowering Garden with Path' or The Poet's Garden. Claude Monet's work too.</p> <p><i>Sketching</i> Observational drawing linked to Leaf Man</p>	<p><i>Painting</i> Primary colours. Colour mixing – can they create their own paintings? Paint pictures of toys linked to History topic.</p>	<p><i>Painting</i> Look at African art/figures and make representations. How can you recreate African art? (linked to Geography topic) Martin Bulinya - explore the colours associated with African art. Can they say how other artists have used colour, pattern and shape? Can they reflect hot and cold through their colour choices?</p>	<p><i>Painting</i> Vincent Van Gogh Van Gogh – Starry Night (linked to History topic) Look at other paintings of night sky such as Nicole Wong's 'Love Under Night Sky. 'Destination Mars' Marina Petro.</p> <p><i>Printing</i> Animal prints inspired by animal tracks/ habitats – link to Meercat mail and Science (birds and plants)</p>	<p><i>Textile</i> Seasonal weaving using a variety of materials- linked to Science topic (Seasons)</p>

NC Aims	<p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>play tuned and untuned instruments musically</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p>		<p>play tuned and untuned instruments musically</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p>		<p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p>		<p>play tuned and untuned instruments musically</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p>		<p>play tuned and untuned instruments musically</p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p>		<p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>		<p>play tuned and untuned instruments musically</p> <p>experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	
	Term 1		Term 2		Term 3									
English	1 st half		2nd half		1 st half		2nd half		1 st half		2nd half			

Main text	Peace at last	The Leaf Man	The Owl and the pussycat (Performance Poem)	Meercat Mail	Toys in Space	The Jolly Postman
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Sub text	Traditional Tales How my bike was made The Sound Collector - Poetry	Dear Greenpeace Whale Facts	Paddington My Toys, Gran's Toys	The Bear who wouldn't share	Beegu Dr Xargle's book of Earthlets (Poem)	Click, click, Moo
Links to NC						

Genres to cover (colours link to change in subject)	<ul style="list-style-type: none"> • Recount • Sentence composition • Letter writing • Diary entry • Lists/captions • Poems 	<ul style="list-style-type: none"> • Letters • Character descriptions • Descriptive writing • Information text about whales. 	<ul style="list-style-type: none"> • Performance Poetry • Recount 	<ul style="list-style-type: none"> • Instructions • Story writing <ul style="list-style-type: none"> • Comics • Letter writing 	<ul style="list-style-type: none"> • Story writing • Comics • Setting • Poetry 	<ul style="list-style-type: none"> • Post cards • Letters • Information texts <ul style="list-style-type: none"> • Story writing • Setting descriptions
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Spelling and Grammar links	<p>Spelling of CVC/ CCVC words using P3 phonemes.</p> <p>Writing dictated sentences.</p> <p>Verbalising sentences before writing.</p> <p>Leave spaces between words.</p> <p>Punctuating sentences with capital letters and full stops.</p> <p>Nouns and adjectives.</p> <p>Letter formation.</p>	<p>Spelling common exception words</p> <p>Recognising sentences in own writing.</p> <p>Checking own writing for meaning.</p> <p>Question marks.</p> <p>Letter formation</p>	<p>Alternative sounds for the same grapheme</p> <p>Capital letters.</p> <p>Recognising nouns.</p> <p>Capital letters for proper nouns.</p> <p>Letter formation.</p>	<p>Plurals- adding s and es.</p> <p>Sentences to make short narratives and recounts.</p> <p>Recognising verbs.</p> <p>Exclamation marks.</p>	<ul style="list-style-type: none"> • prefix un to change meaning of words. • Discuss own writing with adults. • Conjunctions- and, but, because so. • Use grammatical terms to discuss own writing. 	<ul style="list-style-type: none"> • suffixes es ing ed est to words. • Discuss own writing with peers. • Recognising and using adverbs. • Identifying word classes.
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