Year 1 Curriculum Map

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Topic/Theme | The Rainforest | Inventors | Our Changing World | The Secret Life of Animals | Our Animal Friends |
| Outdoor Learning |  | SUMMER TERM |
| Trips & Visits |  |  |  |  |  |  |
| English: Writing Outcomes | \*Personal responses\*Traditional stories\*Beginning, middle and end familiar stories\*Sequencing\*Re-telling\*Basic recountsDictionaryCaptions\*Animal/plant fact files (information writing)\*Predictable patterns/rhyme (poetry) | \*Personal responses\*Everyday settings\*Retelling a familiar story\*Recounts (personal exp.) \*Chronological order\*Lists\*Predictable patterns/rhyme (poetry) | \*Personal responses\*Retelling a familiar story\*Diary (retelling a familiar story in first person)\*Biography (sequencing)\*Patterned language | \*Personal responses\*Stories with a pattern\*Character description/ profiles\*Writing in a similar form\*Instructions\*Information text (features)\*Simple list poems | \*Personal responses\*Beginning, middle and end fantasy (fairy) stories\*Features of narratives\*Re-telling\*Recounts (based on personal experiences)\*Captions \*Simple list poems | \*Personal responses\*Everyday/fantasy settings\*Retelling a familiar story\*Labels\*Reports\*Performing poems |
| English: SPAG objectives | \*Separating words with finger spaces\*Capital letters and question marks to demarcate sentences\*Adjectives | \*Joining words and clauses using ‘and’\*Using capital letter for pronoun ‘I’ | \*Adding verb suffixes (-ed and –ing)\*Adjectives\*Capital letters, question marks and exclamation marks to demarcate sentences | \*Adding verb prefixes (un-)\*Sequencing sentences to form short narratives | \*Capital letters, question marks and exclamation marks to demarcate sentences\*Joining words and clauses\*Sequencing sentences to form short narratives |
| Class Text(s) | \*Pongo\*Monkey Puzzle\*Slowly, Slowly, Said the Sloth | \*Man on the Moon\*Traction Man |  \*Beegu\*Lila & the Secret of Rain\*The Lighthouse Keeper’s Lunch | \*Elmer and the Hippos\*The Snail and the Whale\*Jellyfish Poems (CLPE) | \*The Storm Whale\*The Lonely Beast\*Me and You\*That Rabbit Belongs to Emily Brown |
| Maths | \*Counting forwards & backwards\*Lengths & heights | \*Addition & subtraction\*Counting in 2s and 10s\*Position & direction | \*Sequencing (time)\*Common 2D & 3D shapes | \*’Date’ words\*Telling the time\*Weights & capacity (lunchboxes) | \*Doubling\*Finding 1/2 and 1/4\*Lengths & heights\*Weights  |  |
| Science: Topics | Plants\*identifying & classifying plants from rainforest & local areas\*similarities & differences\*planting winter bulbs (for Seasonal Changes)\*scientific drawing & labelling (deciduous & evergreen) | Everyday Materials | Seasonal Changes | Animals including Humans |
| Science: Objectives | \*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 tress | \*Distinguish between an objects 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 processes of a variety of everyday materials\*Compare and group together a variety of everyday materials on the basis of their simple physical properties | \*Observe changes across the four seasons\*Observe and describe weather associated with the seasons and how the day varies | \*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 and say which part of the body is associated with each sense |
| Science: Working Scientifically | During Years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills:\*asking simple questions and recognising that they can be answered in different ways\*observing closely, using simple equipment\*performing simple tests\*identifying and classifying\*using their observations and ideas to suggest answers to questions\*gathering and recording data to help in answering questions |
| History | \*Tribes\*Discovery of new species |  | \*Moon landing\*Neil Armstrong & Copernicus |  |  |  |
|  | During Years 1 and 2, pupils should be taught about:\*changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life\*events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries)\*the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell)\*significant historical events, people and places in their own locality. |
| Geography | \*World maps | \*Geographical study: Brazil & local area |  | \*Weather patterns\*Day and night\*Comparing weather in different continents |  | \*Continents\*Animals around the world |
|  | During Years 1 and 2, pupils should be taught to:\*name and locate the world’s seven continents and five oceans\*name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas\*understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country**\***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 basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather\*key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop\*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\*use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map\*use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key\*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. |
| Art & Design | \*Colour-mixing (rainforest painting) |  | \*Space pictures (chalks & pastels)\*Spaceship sketches |  | \*Animal models (clay & texture) |  |
|  | During Years 1 and 2, pupils should be taught:\*to use a wide range of materials creatively to design and make products\*to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination\*to develop a wide range of art and design techniques in using colour, texture, pattern, line, shape, form and space\*about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work |
| Design & Technology |  | \*Carnival masks |  | \*Pulleys & levers\*Testing tensile strength (Lighthouse Keeper’s Lunch) |  | \*Building animal shelters/homes |
|  | When designing and making, pupils should be taught to:\*design purposeful, functional, appealing products for themselves and other users based on design criteria\*generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology\*select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]\*select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics\*explore and evaluate a range of existing products\*evaluate their ideas and products against design criteria\*build structures, exploring how they can be made stronger, stiffer and more stable\*explore and use mechanisms (for example, levers, sliders, wheels and axles) in their products. |
| Music | In Years 1 and 2, pupils should be taught to:\*use their voices expressively and creatively by singing songs and speaking chants and rhymes\*play tuned and untuned instruments musically\*listen with concentration and understanding to a range of high-quality live and recorded music\*experiment with, create, select and combine sounds using the inter-related dimensions of music. |
| Computing | During Years 1 and 2, pupils should be taught to:\*understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous programs\*create and debug simple programs\*use logical reasoning to predict the behaviour of simple programs\*use technology purposefully to create, organise, store, manipulate, store and retrieve digital content\*recognise common uses of information technology beyond school\*use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the Internet or other online technologies |
| RE |  |  |  |  |  |  |
| PSHE | RIGHTS RESPECTING SCHOOLS |