

## Year One Long Term Curriculum map 2020-2021

To include gaps and missed opportunities to work towards the Early Learning Goals due to COVID-19

Throughout the first term staff will be using the EYFS Statutory framework in order to assess and plan for continuous provision in accordance with the areas of learning.

- Characteristics of effective Learning
- Self Confidence and self- worth
- Listening and attention
- Understanding
- Speaking
- Reading
- Writing
- Number/ shape space and measures

Year 1	Super Me! Autumn 1	Toy Story! Autumn 2	Lego City! Spring 1	Animal Antics Spring 2	Groovy growing Summer 1	Journeys! Summer 2
<b>Trips and Visitors</b>	Superhero in school – wow day	Museum trip – toys workshop	Lego City workshop	Woburn Safari trip	Roots to Food in school Cooking experience	Wansford station trip
<b>Themed weeks</b>		Safety week – Personal safety focus	Author week		Sports week	Science week
<b>Core Books</b>	Science-Funny Bones by Janet and Alan Alhberg PSHE- Supertato by Sue Hendra and Paul Linnet History -What makes me a me? By Ben Faulks and David Tazzyman	History-Lost in the Toy Museum by David Lucas Science-Toys in Space by Mini Grey D&T-Traction Man by Mini Grey	D&T – The 3 Billy Goats gruff Science – The 3 Little Pigs Geog – Lego City short films	Science- The Bog baby by Jeanie Willis Art – Tinga Tinga tales Science/ Geog -Nimesh the Adventurer by Ranjot Singh	Science/Art -The Enormous Turnip Science -Oliver’s vegetables by Vivean French and Alison Bartlett The Little gardener by Emily Hughes	Seasons- The Rabbit Problem by Emily Gravett Geog- The Train Ride by June Crebin History - Mrs Armitage on Wheels by Quentin Blake
<b>Core Poems</b>						
<b>Science</b>	<b>Animals including Humans</b>	<b>Materials</b> What are objects made from?	<b>Materials</b>	<b>Animals including humans</b>	<b>Plants</b> What plants can grow in our local area?	<b>Nature Weather Seasonal</b>

	<p>Naming parts of the body and joints. Understanding the senses and how they are used.</p> <p><b>ELG – Physical Development -Health and Social Care</b> - Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p>	<p>Identify and name everyday materials.</p>	<p>Why are objects made out of different materials? Describe simple physical properties. Compare and grouping materials.</p>	<p>What makes some animals the same? Looking at common features of animals. Understanding common animal groups eg. Mammals. Understanding omnivore, herbivore, carnivore.</p>	<p>Identifying and naming wild and common plants. Know the structure of a plant. Comparing differences between plants. Growing Beans from seed. (Comparing fruit/seed, leaf shapes) Growing food to eat for sustainability Eco- Compost bins</p>	<p>How do we record the weather? Identify basic weather patterns.</p>
<b>Continual Science</b>	<p><b>Seasonal changes – Park visits, seasonal diary, Weather patterns, length of day and night</b>  <b>Core Book – Tree by Tricia Pegaty</b>  <b>Investigations and experiments. Comparing and observing, What would happen if.....?</b></p>					
<b>History</b>	<p>What was my life like when I was a baby? Where do I live? / Where are my family from? Personal history in living memory – simple family tree</p> <p><b>ELG – Understanding the World- People and Communities</b> - Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>What toys did our Great Grandparents play with? Exploring toys from the past and new. Handling artefacts. Understanding a basic time line.</p> <p><b>ELG – Understanding the World- People and Communities</b> - Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>				<p>How did we used to travel? Exploring vehicles from long ago and comparing them to vehicles today.  <b>The Wright Brothers, Amelia Earhart, Henry Ford</b></p>
<b>Geography</b>			<p>What do I know about my local area?</p>	<p>What do I know about the UK?</p>		<p>What different features can you see in the UK?</p>

			<p>Looking at their home and the school. Simple mapping. Simple mapping of our school street, Local area study</p> <p>PE1 geographical</p> <p>Naming human and physical features in the local area.</p> <p>Eco- Rubbish and recycling</p> <p><b>ELG – Understanding the World – The World</b></p> <p>-Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.</p>	<p>Naming 4 countries, surrounding seas and capital cities . Looking at similarities and differences.</p>		<p>Identifying features eg, mountain, river, lake, cliff, field, woods</p> <p>Using aerial photographs and field trip to look at features.</p> <p>Eco- National parks. Why do we have them? Compare local area to another place.</p>
<b>Art</b>	<p>Creating Self portraits using different media. (Select from - Andy Warhol/ Vincent Van Gogh/ Amedeo Modigliani/ Frieda Kahlo)</p> <p><b>ELG – Expressive Arts and design – Exploring and using Media and materials-</b> They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>			<p>Exploring patterns and textures with reference to Tinga tinga Art. (Edward Tinga, Henry Moore and Marianne North)</p> <p>Colin Self – peacock (alive)</p> <p>Animal relief clay</p>	<p>Food (still life)</p> <p>Using a range of materials to develop lines and shapes when drawing Food. (Guiseppe Arcimboldo)</p> <p>Will Rafuse(alive)</p>	
<b>Design and Technology</b>	<p>Cooking – Butternut squash scones: baking</p>	<p>Designing and making a toys. Thinking about joining techniques and moving parts.</p> <p><b>ELG – Expressive Arts and design – Exploring and using Media and</b></p>	<p>Designing and making a stable structure (bridges and Houses)</p> <p>Brunel - bridges</p>		<p>Cooking – Filo Spring Rolls</p>	<p>Designing and making a vehicle with an axle using construction kits.</p>

		<b>materials-</b> They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.				
<b>Computing</b>	E-safety Grouping and Sorting objects, ideas using purplemash program 2quiz  <b>ELG – Technology -</b> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	E-safety Creating graphs, pictograms using purplemash 2Count and2Connect.  <b>ELG – Technology -</b> Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.	E-safety Lego builders To follow and create simple instructions on the computer. Using 2Quiz	E-safety Maze explorers To understand direction keys. Know how to create and debug instructions (algorithm).	E-safety Animated Stories To introduce an e-book to create a story. Add an animation/ sound. Purplemash 2crete A Story	E-safety Coding To understand what coding is. Create a scene and characters. Purplemash 2code
<b>RE</b>	What beliefs and practices are in a Christian/ Hindu Family?	How and why do people celebrate Christmas/ Diwali?	What do Weddings look like across different religions? (Islam/Hindu/Christian)	What makes a place special? (Explore religions building, Hindu temple, Mosque)	Why do religions have special books? (Hinduism/Islam/Christianity) Listening and responding to religious stories. What do they teach us?	
<b>PSHE</b>	Myself and My Relationships. Beginning and Belonging  <b>ELG – Personal, Social and Emotional Development- Managing feelings and behaviours.</b> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.	Citizenship Working together <b>ELG – Personal, Social and Emotional Development – making Relationships</b> -Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.	Healthy and safer lifestyles Sex and relationships Education	Healthy and safer Lifestyles Managing Safety and Risk	Healthy and Safer Lifestyles Healthy Lifestyles	Citizenship Diversity and Communities

<p><b>Music</b></p>	<p>How can different instruments be played to create music?          Naming instruments and playing to a beat.          Sing to a steady beat controlling pitch.  <b>ELG - Expressive Arts and design – Exploring and using media and materials</b> -Children sing songs, make music and dance, and experiment with ways of changing them.  <b>ELG – Expressive Arts – Bring Imaginative-</b> Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>		<p>How can music reflect mood?          Listen and respond to different music.          Create own music expressing different moods.          Can understand dynamics and tempo.</p>		<p>How can we record music so we can play it the same again and again?          Play instruments using tempo, dynamics to create pieces. Play ostinato to accompany music.          Sequence symbols to make a simple score.</p>	
<p><b>PE</b></p>	<p><b>Gymnastic-</b> Points and Patches. Exploring traveling, balance and Fluency.  <b>Games</b> – Focus on ball skills sending and retrieving and making decisions  <b>ELG – Physical Development – Moving and Handling</b> - Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>	<p><b>Dance</b> – Friends, bubbles, shadows. Exploring travelling, balance, mood and feeling  <b>Multi skills</b> – Working on agility, balance, coordination and speed.</p>	<p><b>Games</b> – Throwing and catching and aiming games. (send, receive, turn, travel, making decisions)  <b>Gymnastics-</b> Rocking and Rolling. Exploring pathways, turns, jumps and traveling.</p>	<p><b>Dance</b> – Creating simple sequences. The Angry Elephant. (Creeping and galloping) Maypole dancing  <b>Games-</b> Bat and Ball Skills (sending and receiving, making decisions, fluency)</p>	<p><b>Dance</b> – Jack and the Beanstalk, Handa’s Surprise Exploring sequences using travel, balance, mood and feelings.  <b>Gymnastics</b> – Flight, bouncing, jumping and landing. Teaching the 5 basic jumps.</p>	<p><b>Gymnastics</b> – Wide, Narrow, Curled (pathways, balance, jumping, travel, making decisions)  <b>Games-</b> Developing Partner Work (sending and receiving, cooperation and making decisions)</p>