

YEAR 1 CURRICULUM MAP 2017 - 2018

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Topic</u>	<u>Super Me!!!</u>	<u>Dark nights bright lights</u>	<u>Toys and Transport</u>	<u>Creature Comforts</u>	<u>Grow your own</u>	<u>Beside the Seaside</u>
<p><u>Science</u></p> <p><u>All year 1 classes to have:</u></p> <p><u>Weather charts</u></p> <p><u>Table top display of items relating to the topic for children to look at and explore</u></p>	<p>Through this topic the children will be encouraged to ask simple questions, knowing they can be answered in different ways.</p> <p>e.g. Is the tallest person the oldest? Do we only grow on our Birthday? Are boys always taller than girls?</p> <p>*The children will learn to:- - Gather and record data. -Investigate our Senses. -Label external body parts and the human skeleton -Learn the names of the main body parts through songs and rhymes. - measure and compare the length of body parts you are as tall as you are wide? -name common animals -Compare animal and human body parts/skeletons -Compare mammals to birds Classify carnivores/herbivores and omnivores by looking at features - teeth</p>	<p>Through this topic the children will be encouraged to:- *name and describe seasons *Observe and describe weather associated with the seasons and how day length/weather varies. Think about the advantages and disadvantages of different seasons.</p> <p>The children will investigate:-</p> <p>Transparent materials – how could we test them? Once sorted use the transparent materials to make window art.</p> <p>Reflective materials – how could we test them? Once sorted use to transform yourself into reflective boy girl ready for power down</p> <p>What does transparent mean? What do you call the materials that are not transparent?</p> <p>How to make an electrical circuit</p> <p>Sources of light</p>	<p>Through this topic the children will have opportunities to:-</p> <p>*Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>*Work scientifically by performing simple tests to explore questions for example: What is the best material to use for a child’s toy?</p> <p>*Describe and compare the simple physical properties of a variety of everyday materials. By asking why children’s toys tend to be made out of plastic</p> <p>*investigate how to get a chosen toy car to go further when pushed (maths measures link</p> <p>*paper plan investigation (D&T link)</p>	<p>Through this topic the children will learn:- - How to Identify and name a variety of common animals giants including fish, amphibians, reptiles, birds and mammals - to classify</p> <p>They will be encouraged to ask and answer questions:-</p> <p>Do all living creatures have ears? What makes a bird a bird?</p> <p>The children will also:-</p> <p>*Work scientifically by using observations to compare and contrast animals at first hand or through videos and photographs.</p> <p>*Review animals that are carnivores, herbivores and omnivores.</p> <p>*Describe and compare mammals to reptiles</p>	<p>Through this topic the children will learn:-</p> <p>*To classify foods, types of food, where they are from, how they are grown.</p> <p>*What plants need to grow? Water, light</p> <p>*How to record observations to show how plants/vegetables that they have planted have changed (science log)</p> <p>*Name common plants / plant parts – and know which parts of the plant we eat.</p> <p>The children will be encourage to ask and answer questions:-</p> <p>Do all plants take the same amount of time to grow?</p> <p>How can we prove that plants need water? Light?</p>	<p>Through this topic the children will:-</p> <p>*Identify and name a range of everyday natural materials found at the coast</p> <p>* Name common seaside animals - Identify and classify sea and coastal creatures.</p> <p>*Use senses to explore their coast/seaside experience</p> <p>*Observe and describe weather associated with seasons and how day length varies</p> <p>* Investigate natural materials by testing different materials to see which holds the most water/most porous (link to Maths SSM) include a natural sponge, rock, chalk – how can we test them?</p>
<p><u>History</u></p> <p><u>Use real items when possible</u></p>	<p>*When I was a baby... personal history *Changes in living memory – birth to now. What can you do now that you couldn’t do when you were a baby? Baby visit - Ask and answer questions</p>	<p>*Ask and answer questions about the life/story of Guy Fawkes *Learn about the life of Guy Fawkes through rhymes and stories. *light sources now and in the past</p>	<p>*How vehicles and toys have changed (sci link) *Famous person in history. Henry Ford. *First woman to fly a plane – Amelia Earhart/First woman to sail around the world. (PSHE link)</p>	<p>*What was it like in the time of the dinosaurs? How do we know? Look at different artefacts – fossils, bones</p>	<p>What food was eaten during the 1st and 2nd world war? What could they have grown in the UK? How is our diet different now? Food from the UK other parts of the world</p>	<p>Seaside history – holidays in the past. What has changed? Clothing Entertainment/cameras Food – penny lick</p>
<p><u>Geography</u></p>		<p>Using our seasonal walks as a stimuli we will:- *Draw maps of the park – highlighting physical features *Identify Key geographical features of the local area. *Devise simple maps, journey to school/park - use simple keys. *conduct surveys of why people go to the park for and how they get there</p>		<p>*What wild animals live in the UK? – start with the class names. *Compare UK animas to Wild animals in Africa *Draw and label a map of the zoo</p>	<p>*Find out what foods are grown in the UK? *foods that grow hotter climates Africa (refer back to Handa’s Surprise) *World food maps. Find countries in an atlas. *Book – Grandad brought the world to my place</p>	<p>*Name and locate places - the four countries and capitals of UK and its surrounding seas. *Observe and record physical and human features of the seaside/coast. Use a range of sources including photos from our visit</p>
<p><u>Seasonal Changes</u></p> <p><u>Amarillis bulb</u></p> <p><u>Plants inside the classroom</u></p>	<p>The children will:- *Visit Central park twice – pre – Autumn/Autumn and compare items found and photos (display) *Draw, name, label a tree *Create an Autumn collection/display in the classroom.</p>	<p>*Visit central park *Autumn/winter collection/display *Observing changes by looking closely Look for deciduous and every green trees – how do you know? Plant flowering bulbs – observe changes</p>	<p>*Grow an Amarillis (bulb) and Keep a record of changes (drawings/photos) – measures – name the parts of the flower as it grows. (science logs) *Autumn/winter collection/display *Winter walk – compare previous observations/records</p>	<p>*Visit central park to look closely for signs of spring – (blossom, shoots) *Use information from books and computers to find out what to look out for. Take photos *Plant bulbs/seeds/fast growing veg seedlings. Look at the packaging –</p>	<p>*Observational drawing of a flower – label the parts. *Look closely – do all flowers have the same parts? Same number of parts?(leaves/petals) *What parts of the plant can be eaten? *Allotment visit draw list what is</p>	<p>*Visit to the park to look for signs of summer *Summer collection/display *Notice the differences and similarities between the different plants and name a variety of common wild and garden plants, including trees.</p>

	*Identify and name common trees found in the school grounds		*look for sicamoor seeds – helicopter (link to DT) what do the seeds of other trees look like	What parts of the plants might we eat?	grown.	
Computing Internet safety beginning of each half term	E- safety and exploring purple mash 4 weeks Grouping and sorting – 2 weeks	Coding – 6 weeks Programs- 2code	Pictograms – 3 weeks 2count Lego Builders Program -2DIY	Maze Explorers – 3 weeks Programs- 2go	Spreadsheets – 3 weeks Program – 2 calculate Technology out side school 2 weeks	Animated storyboards 5 weeks 2create a story
Art How to draw ...transport books	The children will:- -be introduced to sketch books and line drawing skills -Draw and paint self Portraits -Explore portraits by famous artist e.g.) Van Gogh *mix colours to make Autumn colour wheels *Use drawing Skills – introduce sketch book (link to literacy Tiz and Otts) (shape, line, tone) Design and create Eid mendi patterns (visitor to demonstrate)	The children will:- *Use a range of materials to make a firework picture which link to children’s experiences and imagination. (encourage use of colour missing from previous half term) *transparent window art (science link) *Create Rangoli patterns – using chalk, coloured sand and other materials	The children will:- *use variety of media to draw/paint vehicles - using photos from their trip to Duxford	*Drawing and Painting animals, using pattern, texture, line.	*Food Art –Guiseppe Archin *observational drawing of fruit/veg *use drawings to make posters for the hall (healthy eating)	Create own 3D art inspired by – Andy Goldsworthy (using natural materials found on the beach Sculptures using sand/clay Compare art by different natural artists. Sea side picture/painting inspired
Design (Year 1 focus on structures) Paper plane books – ongoing busy activity – challenge at the end of half term	The children will:- *Design, make and evaluate a super smoothie – link to food and nutrition (keeping healthy) Start with a shop brought mix (frozen) – evaluate pros and cons including cost What would you add to your super smoothie pack? What would you call it? How much would it cost?	The children will:- *Design/make and evaluate homemade soup *Make bread rolls *Taste different soups before designing – what do you like dislike? *Make a 3D house – investigate how to make the structure stable (add circuit and bulb)	The children will use construction kits to:- *Construct a vehicle (following instructions) *Design and make their own moving vehicle *Make a vehicle structure to go on to construction kit base/frame *The children will also design, test, modify and make paper plans in a bid to see who’s will fly the furthest! *Make and modify paper helicopters (based on sicamoor seeds)	*reclaimed animal art – make a standing (3D) animal * look at the work of craftsman who use reclaimed materials	Children will evaluate their pasties and different examples of sandwich packaging before Designing and making a package for their cheesy/veggie pastie .	Make a structure inspired by our trip to the coast – light house/beach hut/boat/wind turbine/boat house
Food /Nutrition	Washing and preparing fruit for tasting (wow day) tasting fruits, designing a super smoothie. Wow day – super hero food – keeping your body super. Are smoothies as good for you as eating whole fruit?	International Week Curry and Chipati – compare to soup and bread rolls safety & hygiene (chopping, combining, boiling, moulding)			Cooking – cheesy/veggie pasties Wash, cut, peel, boil, mix, roll, seal	
Literacy (outside of RWI sessions)	<ul style="list-style-type: none"> I can ... sentences – linked to busy body song Create a book about ourselves. Individual passports – what I am good at would like to be better at... The Gruffalo (Julia Donaldson) Read/learn and write senses poems. Draw/plan and write own travelling story 	<ul style="list-style-type: none"> In groups Debate and present:-is the best season because... (research and record ideas in different forms) Safety posters 	<ul style="list-style-type: none"> Create an alternative version of Mrs Armitage On Wheels. Non-Fiction book about vehicles. Hot Air Balloon – letter to home from Balloon. Invitation to Christmas Play. Toy story/stills from film as stimuli for writing 	<ul style="list-style-type: none"> Extend The Mixed Up Chameleon. Leaflets, labels, facts, from zoo visit. Animal Poetry with focus on description. Handa’s surprise 	<ul style="list-style-type: none"> The enormous Turnip – create own version. Instructions for cooking– link to ICT. 	<ul style="list-style-type: none"> Postcard Recount from visit to Seaside. Lists of equipment to take to the beach
Maths	See long term maths plan	See long term maths plan	See long term maths plan	See long term maths plan	See long term maths plan	See long term maths plan
Core books	<ul style="list-style-type: none"> The Gruffalo by Julia Donaldson. 	Mrs Armitage on wheels (Quintin Blake) Guy F – non fiction	Toy Story Mrs Armitage on Wheels by Quentin Blake.	Handa’s surprise The Mixed Up Chameleon. Non – fiction animal books	Eddies Garden	The Snail and the Whale by Julia Donaldson.
Core Poems/songs	Heads, Shoulders, Knees and Toes – song.	*Down at the Station Early in the *Morning – song.				<ul style="list-style-type: none"> Poetry – Sand by John Foster – improve and extend.

	I've got a Body and Very Busy Body – Song. Body rhymes and songs One finger one thumb	*Festival poems *Remember, Remember the 5 th of November				
PSHE	New beginnings class rules Beginning and Belonging or Me and My Emotions. Keeping safe – my body	Citizenship Working Together (GFG) Link to Rangoli patterns – how do we make people feel welcome?	Healthy and Safer Lifestyles. 10 Sex and Relationships; parts of the body, what it does and keeping it clean.	Diversity and Community. How do we care for animals? What do animals and humans need? Managing Risk – keeping ourselves safe.	Healthy and Safer Lifestyles 7 How can I stay healthy?	What are risky situations and how can I keep myself safer?
Personal Safety And Keeping healthy	Keeping safe – local walks/public places Keeping safe – my body My emotions – What makes us happy?	Fire work safety Being seen in the dark	Trip safety Road safety – seat belts – clunk click	What do animals including people need to stay healthy	Eating a healthy diet Trip safety	Beach/sun safety
Visit	The children will visit:- *Central park – ID different trees *The Church – Christian Celebrations We will invite:- *parents to come and demonstrate/talk about Mendi	We will invite:- *Parents to demonstrate making chipati The children will visit:- *Central park to look for signs of Autumn *Hindu dance and storytelling day.	Duxford Air Museum	Woburn sarfari park Central park	Roots to food visit	Old Hunstanton Central park – signs of summer – how is human activity different in the summer compared to the winter
R.E	We will learn and celebrate:- *Harvest *Eid *Christian celebrations – Wedding, Christening, Birthday	We will learn about Autumn Celebrations:- (link to Diwali ~ Hindu, Eid-ul-Adha ~ Muslim, Hanukkah ~ Jewish)		What is Christian worship? (link to Easter)	People in Christianity	Big story of the Bible
P.E	See separate plans	See separate plans	See separate plans			
Music	HARVEST SONGS Body songs Music Ex – 2 nd Ed (ME2) Our school (exploring sounds) Ourselves (exploring sounds) The Gruffalo song	(ME1) Fireworks (duration) (ME2) Number (beat) (ME2) Our Bodies (beat) Christmas Dongs	ME2) Machines (beat) (ME2) Travel (performance) (ME1) Sounds in the City (Y2 ME) Travel songs (pitch)	(ME2) Animal (pitch) Easter Chick composition (ME2) Pattern (beat) Moving to music – Zumba – Africa – Shakira Handa's Surprise	(ME2) Story time (exploring) (ME1) Jack & the Beanstalk (Pitch) (ME2) Seasons (pitch)	(ME2) Water (pitch) + Y2 ME2 – Water Songs Seaside songs & shanties Beach composition
Role Play	Hospital/Doctors : Labelling Write a prescription. Describe illness Speaking and listening	Firework factory Price lists Telephone/Order sheets Instructions – how to make a rocket Noisy words	Fantasy Toy Shop: Money – make amounts/change - prices Sorting/classifying toys Design own toys Toys for sale Toy wish lists	Magic pet shop: Weighing/measuring animals Lost missing posters Animal descriptions (magic powers) – animals for sale Describing/labelling animals Designing own animal giant	Farmers market : Sorting/Counting Measuring - Heaviest/longest veg Money – prices/change/labels Order book Real veg	Seaside shop : Beach/holiday items Price labels- making amounts/change Holiday board Postcards – to make and write Observation/matching
Outdoor Topic Provision (Decking)	*Labelling body parts *Numbers on feet (5's) *Common exception words on hands *Mirror for portraits. *Measuring equipment (scales and measuring tapes)	*Electrical circuits in tactile tray *Planting trays (bulbs) *Bulbs with magnifying glasses (grow in plastic/transparent container) *resources to make a dark den	Toy story small world Bike wheel weaving Vehicle HFW words and numbers. How to make Paper plane books Seeds from different plants/trees and seeds – magnifying glasses	Counting animals Imagis and models of different animals Match tracks to animal. Animal HFW and numbers.	Food HFW and numbers. Magnifying glasses/rulers for growing areas. Grow bags Large soil pit	Sand emphasis. Following instructions/sandcastle challenge. HFW and numbers on sea creatures. Seaside books. Items from the seaside