

## Year One Long Term Curriculum map 2021-2022

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

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

- 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 (PE 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>	E-Safety Week		Author week		Sports week	Performing Arts Week
<b>LORIC Characteristics of learning</b>	Introduce all characters	Organisation	Communication	Resilience	Initiative	Leadership
<b>Core Books for Topics</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

Core Poems to recite and perform	Two Feet by Julia Donaldson and Nick Sharrat RWI poetry – Brother 1.1	'Teddy bear, Teddy Bear turn around' RWI poetry – If I were a hawk' 1.2	What do you do on a Nature walk by Kate Williams RWI poetry – Granny, granny comb your hair 1.3	All Change by Julia Donaldson and Nick Sharrat RWI Poetry – I've got a cold 1.4	How does your garden grow by Julia Donaldson RWI poetry – The monster under the bed 1/5	Biking by Judith Nicholls RWI Poetry – The Sound of music 1.6
Literacy/ The Write Stuff Texts	Character profile- Little Red Riding Hood Narrative- Handa's Surprise	Poetry – Firework Night Non Fiction – Toys from the past	Narrative- Last stop on Market Street Non fiction chronological report–Recount Trip to the Park	Fiction- Wombat goes Walkaboat Non Fiction- On Safari, Travel journal -	Fiction –Jack and the Beanstalk Non Fiction – How to grow a beanstalk.	Fiction- The Train Ride Non Fiction – Biography Amelia Earhart
Science	Animals including Humans <u>What can your body do?</u> Naming parts of the body and joints. Understanding the senses and how they are used. <b>Children in Reception should:</b> Describe what they see, feel and hear when outside. <b>ELG – PSED – Managing Self -</b> Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. <b>ELG – UTW – The Natural World -</b> Explore the natural world around them, making observations and drawing pictures of animals and plants	Materials <u>What are objects made from?</u> Identify and name everyday materials.	Materials <u>Why are objects made out of different materials?</u> Describe simple physical properties. Compare and grouping materials.	Animals including humans <u>What makes some animals the same?</u> Looking at common features of animals. Understanding common animal groups eg. Mammals. Understanding omnivore, herbivore, carnivore.	Plants <u>What plants can grow in our local area?</u> 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	Nature Weather Seasonal <u>How do we record the weather?</u> Identify basic weather patterns.
Continual Science	Seasonal changes – Park visits, seasonal diary, Weather patterns, length of day and night Core Book – Tree by Tricia Pegaty Investigations and experiments. Comparing and observing, What would happen if.....?					

<p><b>History</b></p>	<p><u><b>What was my life like when I was a baby?</b></u>  <u><b>Where do I live? / Where are my family from?</b></u>  Personal history in living memory – simple family tree</p> <p><u><b>How have I changed?</b></u>  <u><b>What can I do now?</b></u>  <b>Children in Reception should:</b>  Comment on images of familiar situations in the past.  <b>ELG – Understanding the World- Past and Present -</b>  Talk about the lives of the people around them and their roles in society</p>	<p><u><b>How have toys changed over the years?</b></u>  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- Past and Present -</b>  Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p>				<p><u><b>How did people used to travel?</b></u>  Exploring vehicles from long ago and comparing them to vehicles today.  <b>The Wright Brothers, Amelia Earhart, Henry Ford</b></p>
<p><b>Geography</b></p>	<p>Where do I live&gt;  Where are my family from?</p>		<p><u><b>What do I know about my local area?</b></u>  Looking at their home and the school. Simple mapping. Simple mapping of our school street, Local area study PE1 geographical Naming human and physical features in the local area. Eco- Rubbish and recycling  <b>Children in Reception should (Understanding the World - The Natural World):</b> Draw information from a simple map.  <b>ELG – Understanding the World – People, Cultures and Communities -</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p>	<p><u><b>What do I know about the UK?</b></u>  Naming 4 countries, surrounding seas and capital cities . Looking at similarities and differences. Begin to look at different features found in the UK. features eg, mountain, river, lake, cliff, field, woods  Using aerial photographs and field trip to look at features.</p>	<p><u><b>What key features can I see using maps and photos?</b></u>  Revisit features of the UK.  mountain, river, lake, cliff, field, woods, coast  Using aerial photographs to look at features.  Eco- National parks. Why do we have them?  Compare FEATURES where we live to other areas in the UK.  local area to another place.  Produce imaginative maps using a key.</p>	

<p><b>Art</b></p>	<p><u>What must all portraits have?</u>          Creating Self portraits using different media. (Select from - Andy Warhol/ Vincent Van Gogh/ Amedeo Modigliani/ Frieda Kahlo)  <b>Children in Reception should:</b>          Explore, use and refine a variety of artistic effects to express their ideas and feelings.  <b>ELG – Expressive Arts and design – Creating with Materials -</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p>			<p><u>How can we use lines to make patterns?</u>          Exploring patterns and textures with reference to Tinga tinga Art. (Edward Tinga, Henry Moore and Marianne North)          Colin Self – peacock (alive)          Animal relief clay          Painting, sketching.</p>	<p><u>Can we only make art on paper?</u>          Food (still life)          Using a range of materials to develop lines and shapes when drawing Food.          Paul Cezanne still life          Frida Kahlo water melon          Clay relief, texture and leaf print</p>	
<p><b>Design and Technology</b></p>	<p>Cooking –          1. Pizza faces – cutting/bridge technique, kneading and shaping.          2. Butternut squash scones: baking.</p>	<p><b>Joining materials in different ways –</b>  <u>Can you design and create a toy with a moving part?</u>          Discuss what toy the children could make? Who will it be for? What it will be made out of? Show children pictures of a selection of toys. For example, pop up toys, puppets on strings etc. Children to choose what they would like to make. Draw their design and label parts.  <b>Children in reception should:</b>          Explore a range of materials safely in order to create a product of their own choice and explaining the process.</p>	<p><b>Stable structures-</b>  <u>Can you construct a stable structure and test if it can hold a weight?</u>          Exploring materials and how to construct something thinking of strengths and weaknesses (strong/weak). Links to the Three Billy Goats gruff story. Children to explore a range of materials and properties that would make a good bridge. Show children pictures of bridges in Peterborough and around the world e.g town bridge, crescent bridge, severn bridge etc.          Children to construct stable structures to make bridges</p>		<p>Cooking – Filo Spring Rolls</p>	<p><b>Mechanisms-</b>  <u>Can you plan and build a vehicle with an axle?</u>          Explore new and old vehicles in photographs and real life. Discuss as a class. Look at the different features of the vehicles. E.g windows etc.          Overall, children to make a vehicle with construction kits and other materials.</p>

		<p><b>ELG – Expressive Arts and design – Creating with materials-</b> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They should also share their creations, explaining the process they have used.</p>	<p>using different materials and test them.</p>			
<b>Computing</b>	<p>E-safety Grouping and Sorting objects, ideas using purplemash program 2quiz <b><u>How many different ways can you sort a set of objects?</u></b></p>	<p>E-safety Creating graphs, pictograms using purplemash 2Count and 2Connect. <b><u>What can a pictogram show you?</u></b></p>	<p>E-safety Lego builders To follow and create simple instructions on the computer. Using 2Quiz <b><u>Can you follow and create instructions on a computer program?</u></b></p>	<p>E-safety Maze explorers To understand direction keys. Know how to create and debug instructions (algorithm). <b><u>Can you debug a game on the computer?</u></b></p>	<p>E-safety Animated Stories To introduce an e-book to create a story. Add animation/ sound. Purplemash 2create A Story <b><u>What's the difference between a traditional book and an e book?</u></b></p>	<p>E-safety  Coding To understand what coding is. Create a scene and characters. Purplemash 2code <b><u>Why do we use code?</u></b></p>
<b>RE</b>	<p><b>Exploring Beliefs</b> <b><u>Can you explain how a Christian family practices?</u></b> <b>Family</b> Explore practice you would expect to find in a Christian family (e.g. going to Church, reading the Bible, prayer, grace before meals etc.) Hindu and Muslim families Harvest Festival <b>Children in Reception should:</b> Recognise people have different beliefs and celebrate special times in different ways. <b>ELG – Understanding the World – People, Culture, Communities</b> - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>	<p><b>Exploring Beliefs</b> <b><u>How are why do people celebrate Christmas?</u></b> <b>Celebrations</b> Focus on The Christmas Story – Why is Christmas important for Christians? (link to Eid/Diwali) Christingle Service/Christmas Tree festival – Church <b>ELG – Understanding the World – People, Culture and Communities</b> - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p>	<p><b>Special Times</b> <b><u>What makes an event special?</u></b>  Weddings in Islam, Hinduism and Christianity Raksha Bandhan in Hinduism What might you do during special times? How might people behave, dress etc.?</p>	<p><b>Special Places</b> <b><u>What makes a place special?</u></b>  Explore special places for Christians, Muslims and Hindus – what makes them special? Special places for the children  Mosque visit Hindu Temple Visit</p>	<p><b>Special Stories</b> <b><u>How do religions use special books in their daily lives?</u></b> <b><u>What might Christians use from Bible Stories?</u></b>  <b>Special Books</b> Christianity – The Bible Islam – The Qur'an Hindu Scriptures – Stories How do they help them? What do they teach? <b>Bible Stories</b> Teacher's Choice – see Nick Butterworth books e.g. <i>The Fox's Tale</i>, <i>The Lost Sheep</i>, <i>The Ten Silver coins</i> etc.</p>	

<p><b>PSHE</b></p>	<p><b>Myself and My Relationships. Beginning and Belonging</b>  <b><u>How can we feel safe?</u></b>  Class and school rules / Establishing <i>Safety Circle</i> / Strategies for coping with new situations.  <b>Children in Reception should:</b> Identify and moderate their own feelings socially and emotionally.  <b>ELG – Personal, Social, Emotional Dev- Managing Self</b> - Explain the reasons for rules, know right from wrong and try to behave accordingly.</p>	<p><b>Citizenship Working together</b>  Building self esteem/ Respectful relationships and valuing diversity / caring friendships.  <b>(Ensure using new 2021 Unit from OneDrive)</b>  <b><u>How are we special?</u></b>  <b><u>How can I be a good friend?</u></b>  <b>ELG – Personal, Social and Emotional Development- Self-Regulation</b> - Shows some awareness of the listener by making changes to language and non-verbal features.  <b>ELG – Personal, Social, Emotional Dev. Managing Self</b> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</p>	<p><b>Healthy and safer lifestyles Sex and relationships Education</b>  <b><u>Can you explain how your body works?</u></b>  <b><u>How can you keep your body clean?</u></b>  Naming body parts / understanding some of the body functions / Understand basic hygiene routines.  <b>In line with our school Relationships Education Policy Y1 will teach and use the term <i>private parts</i> to refer to vagina, vulva, penis, testicles, anus.</b></p>	<p><b>Healthy and safer Lifestyles Managing Safety and Risk</b>  <b><u>Can you list some dangerous situations and solutions for staying safe?</u></b>  Identifying risky situations (crossing the road / stranger danger / fire / drowning) / Knowing how to ask for help in an emergency.</p>	<p><b>Healthy and Safer Lifestyles Healthy Lifestyles</b>  <b><u>What choices can you make to be healthy?</u></b>  Healthy diet and exercise</p>	<p><b>Citizenship Diversity and Communities</b>  <b>STRONG</b> links to Spiritual Moral Social and Cultural Development and British Values  <b><u>Are we all the same?</u></b>  Recognising and celebrating similarities and differences in our community / Equality and inclusion / Respecting and protecting the community and environment</p>
<p><b>Music</b></p>	<p><b>Charanga Hey you Rhythm in the Way we walk and Banana Rap</b>  <b><u>What can you hear?</u></b>  Sort and name different sounds  <b><u>How can you play this instrument?</u></b>  Play a steady beat (Rotate between the classes – play a tuned instrument – ocarina)  <b>Children in Reception should:</b> Listen attentively, move to and talk about music, expressing their feelings and responses, Sing in a group or on their own, increasingly matching the pitch and following the melody, Explore and engage in music making and dance, performing solo or in groups.  <b>ELG - Expressive Art and Design – Being Imaginative</b> - Sing a range of well-known nursery rhymes and songs.  <b>ELG - Expressive Art and Design – Being Imaginative</b> - Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p>	<p><b>Charanga In the Groove Round and Round</b>  <b><u>How will you join in with this song?</u></b>  Play a single pitched note to accompany a song (drone)  <b><u>How does this piece of music make you feel and why?</u></b>  Choose a movement/dance to express the music.  Recognise and respond through movement /dance to different musical characteristics and moods of music</p>	<p><b>Charanga Your Imagination Reflect, Rewind, Replay</b>  <b><u>Choose different symbols to create your score.</u></b>  Sequence symbols to make a simple structure (score)  <b><u>Which words will you use to describe the music you are playing/listening to?</u></b>  Begin to use musical terms (louder/quieter, slower/faster)</p>			

<p><b>PE</b></p>	<p><b>Gymnastic-</b> Points and Patches. Exploring traveling, balance and Fluency.</p> <p><b>Games</b> – Focus on ball skills sending and retrieving and making decisions</p> <p><b>Children in Reception should:</b> Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p><b>ELG – Physical Development – Gross Motor Skills -</b> Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>ELG – Physical Development – Gross Motor Skills -</b> Negotiate space and obstacles safely, with consideration for themselves and others.</p>	<p><b>Dance</b> – Toys –(eg. spinning toys, ragdoll dolls, robotic) Exploring travelling, balance, body shape, mood and feeling</p> <p><b>Multi skills</b> – Working on agility, balance, coordination and speed.</p> <p><b>ELG – Physical Development – Gross Motor Skills -</b> Demonstrate strength, balance and coordination when playing.</p>	<p><b>Games</b> – Throwing and catching and aiming games. (send, receive, turn, travel, making decisions)</p> <p><b>Gymnastics-</b> Rocking and Rolling. Exploring pathways, turns, jumps and traveling.</p>	<p><b>Dance</b> – Animal dance - creating simple sequences. (eg. Creeping and galloping)</p> <p><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</p> <p>Exploring sequences using travel, balance, mood and feelings.</p> <p><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)</p> <p><b>Games-</b> Developing Partner Work (sending and receiving, cooperation and making decisions)</p>
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**PSHE GUIDANCE** Please read the following guidance before teaching the Spring term 1 unit <https://www.gov.uk/government/news/relationships-and-sex-education-for-the-21st-century>