**Curriculum Map – Year 1 2019- 2020**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1  | Summer 2  |
|  | **Geography** | **History** | **Geography** | **History** | **Geography** | **History** |
| **Topic Title** | **The World Around Us**Related image | Image result for celebrations clipart **Bright Sparks** | **Free vector graphic: Building, Cartography, Cartoon - Free ...Castles** | **Animal clip artBears** | **Clipart - butterflyDown at the bottom of the garden** | **Journeys**Image result for pirates clipart |
| **Topic Description and Cross-curricular Links** | Who am I?Where am I?What do I want to achieve?PSHCE – Me & OthersGEOGRAPHY – Develop an understanding of the local area and environment | What do we celebrate?What do we want to achieve as a class, and if we achieve it, how can we celebrate?HISTORY: Great Fire of LondonRE: Explore celebrations in different cultures | Who were the past Kings and Queens of England?How have they affected how we live now?HISTORY: Kings and Queens (significant people from the past)GEOGRAPHY: What are the different continents?Where in the world do our families come from? | What are your favourite toys? How have teddy bears changed?HISTORY: changes within living memory: how have toys changed? What toys do you play with now compared to your parents/grandparents?GEOGRAPHY: Exploring different areas and countries of the UK with Barnaby Bear; contrasting with Peru with Paddington Bear | What lives in the bottom of the garden?SCIENCE: Observe minibeasts closely, identifying and classifying; using their ideas and observations to suggest answers to questionsGEOGRAPHY: fieldwork and observational skills to study the geography of the grounds of the school | How do things change?What changes do we need to make to achieve our goals? HISTORY: finding out about important explorers in history; the life of pirates.PSCHE: To reflect on the year and observe and understand changes.GEOGRAPHY: Use simple compass directions (N-S-E-W), locational and directional language |
| **Trips/Stimuli** | Local area walkDream Big DayVisits from police/fire service/doctors etcChildren to bring in photos/costumes/artefacts that reflect their culture and their familyChildren come into school dressed as what they want to be at the end of the H/T | Class party with children able to dress up, games and different celebration foods.Halloween – make costumes and carve a class pumpkin (adult led). | Set up classroom like an aeroplane. Provide tickets, have simulator on whiteboard.Visit to the Tower of London or Buckingham Palace | Trip to Museum of Childhood – teddy bear hunt Teddy bears’ picnicTravel with Barnaby Bear (BBC Learning) | Set up classroom as though minibeasts have paid a visit.Have delivery of caterpillars to study. Garden visit: What do you think you will find?Why do you think we will find it?Trip to Walthamstow Wetlands | Visit from Pirate. Make own pirate costumes and have a pirate day.  |
| **Topic Outcome** | Create a meal from the cultures we have studiedCreate a fact file about our local area | Children have an understanding of different celebrations that varying cultures enjoy. | Children to understand that they all come from different parts of the world, and that people from different areas have different ways of life. Children present assembly of their learning. |   | Children to understand that minibeasts are also animals and have a different habitat.Children present assembly of their learning. | Children to understand the lifestyle of a pirate and name some famous pirates and explorers from the past.  |
| **Literacy** | What is Fiction and Non -Fiction?**Develop pleasure in reading:** link their own experiences to what they read or hear**Focus:** HandwritingChildren should be taught to:* sit correctly at a table, holding a pencil comfortably and correctly
* begin to form lower-case letters in the correct direction, starting and finishing in the right place
* form capital letters
* form digits 0-9
* understand which letters belong to which handwriting ‘families’ (ie letters that are formed in similar ways) and to practise these
 | *Writing Composition*Children should be taught to:Write sentences by:* + saying out loud what they are going to write about
	+ composing a sentence orally before writing it

Writing – *vocabulary, grammar and punctuation*Children should be taught to:* + leave spaces between words
	+ beginning to punctuate sentences using a capital letter and a full stop
 | *Writing – Composition*Children should be taught to:Write sentences by:* + saying out loud what they are going to write about
	+ composing a sentence orally before writing it
	+ sequencing sentences to form short narratives
	+ re-reading what they have written to check that it makes sense

*Writing - vocabulary, grammar and punctuation*Children should be taught to:* + leaving spaces between words
	+ joining words and joining clauses using ‘and’
	+ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
	+ using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’
 | *Writing – Composition*Children should be taught to:Write sentences by:* + saying out loud what they are going to write about
	+ composing a sentence orally before writing it
	+ sequencing sentences to form short narratives
	+ re-reading what they have written to check that it makes sense
	+ discuss what they have written with the teacher or other pupils
	+ read their writing aloud, clearly enough to be heard by their peers and the teacher

Writing - vocabulary, grammar and punctuationChildren should be taught to:* + leaving spaces between words
	+ joining words and joining clauses using ‘and’
	+ beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
	+ using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’
 | *Writing – Transcription*Children should be taught to:add prefixes and suffixes:* using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
* using the prefix un–
* using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]

**Continue Writing, focussing on Transcription, Composition and vocabulary, grammar and punctuation at children’s’ specific needs.**  | **Continue Writing, focussing on Transcription, Composition and vocabulary, grammar and punctuation at children’s’ specific needs.**  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Key texts/ Guided reading** | **Fiction:**The Great Dragon Bake OffIzzy GizmoDoctorRalph tells a StoryRosie Revere EngineerPirates in the Supermarket**Non-Fiction:**What do Grown-ups do all day?Welcome to Our WorldHere We Are | **Fiction:**Peace At LastSTUCK story adaptation**Non-Fiction**Celebrations from different cultures.Books about the Great Fire of London | **Fiction:**The Princess and the White Bear King Variety of traditional talesShakespeare**Non-Fiction**Castles Animals fact fileContinents fact fileAtlasesInformation about Kings and Queens | **Fiction:** PaddingtonTeddy Bear’s Picnic (Rhyme) **Non-Fiction:** Teddy bear factfileInstructions for sandwiches/picnic | **Fiction:** SuperwormPercy the Park keeperWhat the Ladybird HeardAargh Spider!**Non-Fiction:** Minibeast factfiles | **Fiction:**We’re going on a lion huntMrs Armitage on WheelsLost and FoundEmma Jane’s AeroplaneThe 100 Decker Bus**Non-Fiction:** Amelia Earhart  |
| Maths | Shapes and PatternsCounting songs Numicon games Number games **Inspire Maths** - Unit 1: Numbers to 10 ; Unit 2: Number Bonds  | Counting songs Numicon games **Inspire Maths**Unit 3: Addition within 10Unit 4: Subtraction within 10Unit 5: Shapes and Patterns | Counting songs Numicon games **Inspire Maths**Unit 6: Ordinal Numbers Unit 7: Numbers to 20 | Counting songs **Inspire Maths**Unit 8: Addition and Subtraction within 20 Unit 9: Length Unit 10: Mass Fractions:½ and ¼ of an amountquarter turns/ half turns  |  **Inspire Maths**Unit 12: Numbers to 40 Unit 14: MultiplicationUnit 15: Division  | **Inspire Maths**Unit 16: TimeUnit 17: Numbers to 100Unit 18: Money Unit 19: Money If time permits: Unit 11- Picture graphsUnit 13- Mental Calculations |
| Science | Animals Including Humans – Body and senses  | Seasonal changes – observe tree in small playground and weatherChildren will learn about animals with vertebrates, focussing on the following groups Mammals * Amphibians
* Birds
* Fish
 | Seasonal changes – observe tree in small playground and weather*Science Week*Building a house for 3 little pigs?Everyday materials* Plastic
* Glass
* Wood
* Cotton
 | Seasonal changes – observe tree in small playground and weatherDesigning a raincoat for PaddingtonEveryday materials* Plastic
* Glass
* Wood
* Cotton
 | Seasonal changes – observe tree in small playground and weatherPlants – 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 | Seasonal changes – observe tree in small playground and weather |
| R.E.  | Food from different cultures | How others celebrateand how do I celebrate?ChristmasDiwaliChannukah |  | Easter |  | Eid |
| Art / D.T/ Food tech | Self portraitsColour mixing for skin toneDifferent line widths and strokes Different mediums (chalk, pastels, paint etc) + what they are good forCreate a meal from a different culture (food tech)Healthy Schools Week |  Bonfire pictures Different strokes CollageLantern – DiwaliStars and snowflakes for Christmas  | Paul Klee – castlesClay – making a goblet 3D model of a castle with moving drawbridge (cereal box)  | Collage mixed media?Photography of different toys put togetherMake your own toys Elastic band parrotDesign a teddy bears picnicPaddington marmalade sandwiches | Leaf printingAndy Warhol Design your own shoebox garden  | Self-portrait (to compare with beginning of Yr. 1)Create a memories box. |
| Music | Charanga Unit 1Songs from Sing Up | Charanga Unit 2Songs from Sing UpLearning songs for Christmas performance | Charanga Unit 3Songs from Sing Up | Charanga Unit 4 | Charanga Unit 5Rain shakersNature sounds | Charanga Unit 6 |
| Computing | **Digital Literacy:**Initial focus: **Logging in** - knowing passwords - discuss e-safety rules linked to passwords | **Digital Literacy:**Initial focus: **Logging in** - knowing passwords - discuss e-safety rules linked to passwords**Multimedia & Word Processing:**Mouse skills on paint - Draw a portraitLocal Area - Draw your home and type a caption - Paint/2Simple(communication and creativity star)**Online Safety/Digital Literacy:**‘Think before you click’Espresso Primary - KS1e-safety videos ‘staying safe online’ Key rules for staying safe online and online safety quiz.SMART posters - Safe Meet Accept Reliable Tell**Discuss /sign AUP** | **Programming:**Crazy Character Barefoot Unit - Algorithms activity (Instructions/creative link)Espresso Coding Unit 1 Year 1 (4-5 week unit)**Communication & Collaboration:**Online research on countries: Use Espresso Primary KS1 - Geography - PassportAnswer key questions using online research eg. What is the capital of Brazil?**Multimedia & Word Processing:**Create a fact file booklet on chosen country using online research - 2Simple - Text and image**Online Safety/Digital Literacy:****Safer Internet Day/Week** Hector’s World [www.thinkuknow.co.uk/5\_7/](http://www.thinkuknow.co.uk/5_7/) | **Digital Media:**Take photos using cameras/iPads of garden area, minibeasts, minibeast habitats**Data:**Create pictogram of minibeasts found on a minibeast hunt -simple graph using JIT on lgfl2Simple - 2Graph **Multimedia & Word Processing:**Mouse skills on paint - Draw a mini beast on Paint  | **Multimedia & Word Processing:**Keyboard skills - 2type/bigbrownbear.co.uk/learntotype **Communication & Collaboration:**Blogging on JIT lgflJIT - mix (teacher upload photo of each child as pirate) children produce recount of pirate day - To be used for blogging Spend a session commenting on each other’s work on the blog. (Send links to parents on newsletter.)**Online Safety/Digital Literacy:**E-Safety folder Year 1 - Keeping private activity | **Programming:**Unit 1 Bee-bots Simple dance with BeeBots to music clip (link to Let’s Party topic)Progression: BeeBots App on iPadsSharing Sweets Barefoot Unit - Algorithms activity (Maths link)**Multimedia & Word Processing:**Create an invitation/Christmas card - 2Simple **Communication & Collaboration:**Create and share story in pairs 2Publish or Puppet Pals app on iPads - Use recording audio app to retell story. (Link to literacy unit)**Online Safety/Digital Literacy:**E-Safety folder Year 1 - Going Places Safely activity |
| PE | Games | Develop pace, starting and stoppingBall control * Rolling
* Catching
* Throwing
 | Gymnastics | Dance | Games -Team games | Athletics and sports day preparation |
| PSHCE | Our Class Charter‘**Me & Others’** – understanding differences and similarities, different cultures and traditions, and our responsibilities Growth Mindset  | ‘**Fun Times’** – learning about how different people and cultures celebrate, learning about foods and different games played in various cultures and countries.Growth MIndset | ‘**Keeping Safe’** – understanding how to be safe online, and in different environments and situations | **‘What do we put into and onto our bodies’** – Learning about being safe around medicines | **‘Feelings’** – finding out about big and small feelings, and how to cope with difficult emotions | ‘**My Money’** – understanding where money comes from, how to make choices about spending money and keeping it safe. |
| **Discrete and whole school events.** | Family Food Evening (Oct) | Christmas productionWinter Fair (December) |  | PPRsParents Evenings (Mar) | Y2 SATsYear 6 SATs (May) Y6 School Journey | Y3 -5 Optional SATs (June)Sports DayPPRsReportsParents Evenings (July) |