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

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|  | 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 & Others  GEOGRAPHY – 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 London  RE: 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 questions  GEOGRAPHY: 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 walk  Dream Big Day  Visits from police/fire service/doctors etc  Children to bring in photos/costumes/artefacts that reflect their culture and their family  Children 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’ picnic  Travel 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 studied  Create 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:** Handwriting  Children 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 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 – 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.** |

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| **Key texts/ Guided reading** | **Fiction:**  The Great Dragon Bake Off  Izzy Gizmo  Doctor  Ralph tells a Story  Rosie Revere Engineer  Pirates in the Supermarket  **Non-Fiction:**  What do Grown-ups do all day?  Welcome to Our World  Here We Are | **Fiction:**  Peace At Last  STUCK 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 tales  Shakespeare  **Non-Fiction**  Castles  Animals fact file  Continents fact file  Atlases  Information about Kings and Queens | **Fiction:**  Paddington  Teddy Bear’s Picnic (Rhyme)  **Non-Fiction:**  Teddy bear factfile  Instructions for sandwiches/picnic | **Fiction:**  Superworm  Percy the Park keeper  What the Ladybird Heard  Aargh Spider!  **Non-Fiction:**  Minibeast factfiles | **Fiction:**  We’re going on a lion hunt  Mrs Armitage on Wheels  Lost and Found  Emma Jane’s Aeroplane  The 100 Decker Bus  **Non-Fiction:**  Amelia Earhart |
| Maths | Shapes and Patterns  Counting 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 10  Unit 4: Subtraction within 10  Unit 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 amount quarter turns/ half turns | **Inspire Maths**  Unit 12: Numbers to 40  Unit 14: Multiplication  Unit 15: Division | **Inspire Maths**  Unit 16: Time  Unit 17: Numbers to 100  Unit 18: Money  Unit 19: Money  If time permits:  Unit 11- Picture graphs  Unit 13- Mental Calculations |
| Science | Animals Including Humans – Body and senses | Seasonal changes – observe tree in small playground and weather  Children 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 weather  Designing a raincoat for Paddington  Everyday materials   * Plastic * Glass * Wood * Cotton | Seasonal changes – observe tree in small playground and weather  Plants – 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 celebrate  and how do I celebrate?  Christmas  Diwali  Channukah |  | Easter |  | Eid |
| Art / D.T/ Food tech | Self portraits  Colour mixing for skin tone  Different line widths and strokes  Different mediums (chalk, pastels, paint etc) + what they are good for  Create a meal from a different culture (food tech)  Healthy Schools Week | Bonfire pictures  Different strokes  Collage  Lantern – Diwali  Stars and snowflakes for Christmas | Paul Klee – castles  Clay – making a goblet  3D model of a castle with moving drawbridge (cereal box) | Collage mixed media?  Photography of different toys put together  Make your own toys  Elastic band parrot  Design a teddy bears picnic  Paddington marmalade sandwiches | Leaf printing  Andy Warhol  Design your own shoebox garden | Self-portrait (to compare with beginning of Yr. 1)  Create a memories box. |
| Music | Charanga Unit 1  Songs from Sing Up | Charanga Unit 2  Songs from Sing Up  Learning songs for Christmas performance | Charanga Unit 3  Songs from Sing Up | Charanga Unit 4 | Charanga Unit 5  Rain shakers  Nature 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 portrait  Local Area - Draw your home and type a caption - Paint/2Simple(communication and creativity star)  **Online Safety/Digital Literacy:**  ‘Think before you click’  Espresso Primary - KS1  e-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 - Passport  Answer 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 lgfl  2Simple - 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 lgfl  JIT - 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 iPads  Sharing 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 stopping  Ball 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 production  Winter Fair (December) |  | PPRs  Parents Evenings (Mar) | Y2 SATs  Year 6 SATs (May)  Y6 School Journey | Y3 -5 Optional SATs (June)  Sports Day  PPRs  Reports  Parents Evenings (July) |