

## Curriculum Map - Y1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Vertical drivers:</b>	<b>My World Around Me</b>	<b>Time (chronology)</b>	<b>The Wider World</b>	<b>Power and Respect</b>	<b>Sustainability and the Environment (food and fair trade)</b>	<b>Legacy and Responsibility</b>
	<b>Geography</b>	<b>History</b>	<b>Geography</b>	<b>History</b>	<b>Geography</b>	<b>History</b>
<b>Topic Title</b>	<b>My World - Wonderful Weather</b> UK small area study	<b>Family Fun (Toys)</b>	<b>British Isles</b>  (UK - 4 countries and capital cities)	<b>Queens and Kings</b>	<b>Life on the Farm</b>	<b>Transport</b>  (change over time inc. first flight)
<b>Topic Description and Cross-curricular Links</b>  <b>Geography and History</b>	<p><b>My locality</b></p> <p>Seasonal and daily weather study</p> <p>Windometer/rainometer / temperature map.</p> <p>Fieldwork on growing vegetation spaces</p> <p>Use of Atlas and Globes</p> <p>Place knowledge: study similarities and differences in human and physical features</p>	<p><b>What is an historian Who am I and who came before me?</b></p> <p>Study the differences between own lives and lives of parents / grandparents, eg food, toys and technology</p> <p>Toys past and present.</p> <p>Use pictures/ photographs/ artefacts stories and diaries</p> <p>Significant historical events, people and places in their own locality.</p> <p><i>Geography: Locations</i> <i>Locate countries our families are from and locate continent/ocean</i></p>	<p><b>What is important to a Geographer? Where are we in the world?</b></p> <p>Locate and name 4 UK countries and capital cities</p> <p>Describe features of cities</p> <p>Use a map to find simple geographical features</p> <p><i>History: How have seaside towns changed over time?</i></p>	<p><b>Queen Victoria - King Charles III</b></p> <p>Timelines</p> <p>Role of the Monarch</p> <p>Compare aspects of life in different periods.</p> <p><i>Geography: empire and trade</i></p>	<p><b>Food production and fair trade - UK</b></p> <p>Map work with key (of farms/ vegetable plots at school).</p> <p>Link directional language and compass points</p> <p><i>Place knowledge: study similarities and differences in human and physical features compared to city / town/village.</i></p>	<p><b>Why do people want to fly and was it a good idea?</b></p> <p>Timelines</p> <p>Explain main events in History and describe differences between then and now using stories of Wright Brothers first flight and Amelia Earhart's solo voyage</p> <p><i>Geography: Map skills</i> <i>How to follow routes on a map and use simple compass directions.</i></p>

<b>Trips/Stimuli</b>	Local area walk	Museum of Childhood	London Southbank - compare with local area	V & A Museum	Freighliners farm visit/ Ark farm at school	Transport museum
<b>Topic Outcome</b>	Description and map of local area	Toy scrapbook	Make a landscape - Kapow Art	King/ Queen puppet - Kapow DT	Cook a British dish using local ingredients- TastEd	Make a vehicle - Kapow DT
<b>RRS, school values, British values, P4C, cultural capital, Pooles Park child</b>	Value: Ready BV: We treat people how we want to be treated (mutual respect and tolerance) P4C: Introductions and thinking games CC: Music, garden session, PPC: I am a Londoner	Value: Ready BV: We treat people how we want to be treated (mutual respect and tolerance) P4C: Boys and girls toys / questions from key text CC: music PPC: I am community minded	Value: Respect BV: We make decisions together (democracy) P4C: CC: Music, Cooking, Welsh language session, Performing to an audience PPC: I am tolerant	Value: Respect: BV: We understand that rules matter (Rules of law) P4C: Should we respect people because they are powerful? How do small events have big impacts? How do laws and rules keep us safe? Is someone always to blame? Should we all follow the rules of people in power? CC: Music, Museum trip PPC: I am emotionally literate	Value: Responsible BV: BV: We believe in freedom for all (individual liberty) P4C: CC: Music, Cooking, Drumming workshop PPC: I am environmentally aware	Value: Responsible: BV: We believe in freedom for all (individual liberty) P4C: Do humans belong in the air? Do we have a right to explore? How determined were the Wright brothers? Did they fail or succeed? Developing empathy with people from the past CC: Music, Museum trip PPC: I am aspirational
<b>Literacy</b>	What is Fiction and Non -Fiction?  <b>Writing outcomes</b> F: Character description NF: Local area walk recount NF: My route to school	<b>Writing outcomes</b> F: Story writing F: Setting description NF: Factfile	<b>Writing outcomes</b> F: Post cards NF: Adverts NF: Factfile	<b>Writing outcomes</b> F: Invitations NF: Diary writing NF: Newspaper report	<b>Writing outcomes</b> F: Story writing- Three Little Pigs TFW NF: Estate Agents for Three Little Pigs -TFW NF: Recount trip NF: Recipe	<b>Writing outcomes</b> F: Story writing - TFW NF: How to stay healthy NF: Fact file Amelia Earhart

<b>Maths</b> White Rose	Place value within 10 Number and subtraction within 10 Shape		Place value within 20 Addition and subtraction within 20 Place value within 50 Measurement: Length and height Measurement: Mass and volume		Multiplication and division Fractions Position and direction Place value within 100 Money Time	
<b>Science</b>	Everyday Materials Seasonal Change	Everyday Materials Seasonal Change	Animals including humans Seasonal Change	Animals including humans Seasonal Change	Plants Seasonal Change	Plants Seasonal Change
<b>R.E.</b> Islington Scheme	L1.3 - Believing	L1.4 - Believing	1-5 What makes some places sacred?	L1.6 - Expressing	1-7 What does it mean to belong to a faith community?	L1.8 - LIVING
<b>Art and Design</b> (Kapow - original scheme)	Kapow Formal Elements of Art: Shape, line and colour	Kapow Art and Design skills	Kapow Landscapes using different media	Kapow Sculptures and collages	Natural collages	Illustrating stories
<b>Design Technology</b> Kapow/ TasteEd Blocked in final week of each half term	Kapow Food: Fruit and vegetables	Kapow Mechanisms: Make a moving story book	Kapow: Structures: Constructing a windmill	Kapow Textiles: Puppets	TasteEd	Kapow Mechanisms: Wheels and axles
<b>Music</b> Charanga	Charanga U1	Charanga U2	Charanga U3	Charanga U4	Charanga U5 Song - What the Ladybird heard	Charanga U6 Song: We could be Heroes - David Bowie
<b>Computing</b>	Digital Literacy: Common Sense Media Technology around Us	Digital Painting and Digital Writing: Busy Things and JIT	Digital Painting and Digital Writing: Busy Things and JIT	Data: Busy Things	Computer Science: Beebots	Computer Science: Busy Things (Busy Code)

<b>PE</b> Get Set 4 PE	Gymnastics Basic Skills games	Dance Basic Skills games - ball control	Gymnastics Football	Dance Invasion Games	Gymnastics Team Games	Dance Athletics
<b>PSHE</b>	Physical health and wellbeing	Keeping safe and managing risk	Identity, society and others	Careers, financial capability and economic well being	Mental health and emotional wellbeing	Drug, alcohol and tobacco education