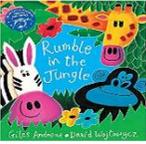
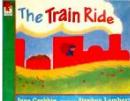
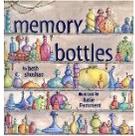
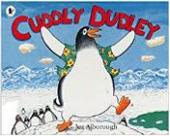
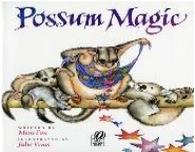
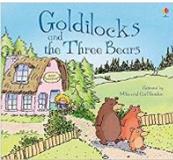
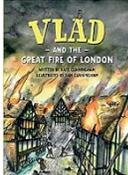
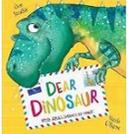


# Year 1 – Curriculum Map 2020-2021

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	<b>Cracking Ideas</b> 		<b>Australia</b> 		<b>Great Fire of London</b> 	
Curriculum Link	Science	History	Geography	Geography	History	History
Breadth - Topic	How are animals and humans the same and different?		What is it like in Australia and how is it different to the UK?		How did the Great Fire of London start and why was it so bad?	
Core Text (s)	 		    		     	
Memorable Experience			<p>'Possum Magic' introduced through Story Mapping on a map of Australia</p> <p>Australia Day (26<sup>th</sup> January) celebrated in class. Children will wear red, white and blue and take part in different Australian based activities.</p>		<p>Goldilocks Crime Scene – looking for and identifying evidence about what has happened.</p>	
					<p>Fire Engine visit – modern fire equipment</p>	

<p><b>English</b></p>	<p><b>Little Red Riding Hood</b> -Retelling the story in short complete sentences.</p> <p><b>Funnybones</b> -Retelling the story using full sentences with capital letters and full stops.</p> <p><b>Rumble in the Jungle</b> -Writing sentences about different animals -Writing simple poems and riddles about different animals using features such as rhyme and alliteration.</p>	<p><b>Memory Bottles</b> -Writing recounts about memories from the book and their own personal memories in full sentences using capital letters and full stops</p> <p><b>The Train Ride</b> -Retelling and sequencing the story using full sentences with capital letters and full stops -Writing postcards/letters about the journey. - Writing sense poem about the journey.</p> <p><b>Russell's Christmas Magic</b> -Retelling and sequencing the story using full sentences with capital letters and full stops. -Thank-you letters</p>	<p><b>Cuddly Dudley</b> -Retelling stories in Role (as penguin with pronoun I and full stops and capital letters, through diaries and letters from Dudley</p> <p><b>Possum Magic</b> -Writing character descriptions using noun phrases. -Retelling and sequencing the story in full sentences, using and to write longer sentences. -Writing instructions for making vegemite sandwiches using imperative verbs.</p>	<p><b>A is for Australian Animals-</b> Writing Non-Chronological Reports about different Australian Animals, using the key features of a report, including sub-headings.</p> <p><b>Goldilocks and the Three Bears</b> -Retelling and sequencing the story through letters, diaries in full, complete sentences.</p>	<p><b>Vlad</b> -Writing recounts of the events in the story through diaries, photo albums in full complete sentences, using 'and' to write longer sentences.</p> <p><b>Jasper's Beanstalk</b> -Writing instructions for planting beans using imperative verbs.</p>	<p><b>Great Fire of London</b> Writing Non Chronological Reports about The Great Fire of London (Newspaper Reports/ Posters) using different features of reports, including sub-headings.</p> <p><b>Dear Dinosaur</b> -Using the key features of letters to write letters to the dinosaur. They will ask questions and share facts about themselves. - Writing letters to Reception and Miss Westlake – using the Key features of letter</p>
<p><b>Maths</b></p>	<p><b>Place Value (10)</b> Reading, writing, ordering and comparing numbers to 10.</p> <p><b>Addition/Subtraction (10)</b> -Adding 2 single digit numbers together different methods and representations. -Number bonds for all numbers to 10</p>	<p><b>Addition/Subtraction (10)</b> -Subtracting 2 single digit numbers within 10 using different methods and representation. -Facts Families for sets of numbers.</p> <p><b>Shape</b> -Recognising and naming 2D and 3D shapes. -Making pattern</p> <p><b>Place Value (20)</b> -Reading, Writing and comparing numbers and groups of objects to 20. -Tens and ones to 20.</p>	<p><b>Addition and Subtraction (20)</b> -Adding and subtracting 2 numbers within 20 using numbers bonds, making 10 and crossing 10.</p> <p><b>Place Value (20) including multiples of 2,5,10s</b> -Reading, writing, numbers to 50. -Tens and ones in numbers to 50</p>	<p><b>Place Value (20) including multiples of 2,5,10s</b> -Ordering and comparing numbers to 50. -Counting in 2s,5s and 10s</p> <p><b>Length and Height</b> -Comparing and measuring lengths and heights using cm and non-standard measurements.</p> <p><b>Volume and Capacity</b> -Measuring and comparing mass, volume and capacity using non -standard units</p>	<p><b>Multiplication and Division reinforce multiples of 2,5,10s</b> -Counting in 10s -Making equal groups and arrays through sharing and grouping</p> <p><b>Fractions</b> -Finding halves and quarters in shapes and numbers.</p> <p><b>Position and Direction</b> -Describing turns and positions.</p>	<p><b>Place Value (100)</b> - Reading, writing, ordering and comparing numbers to 100. -Partitioning numbers to 100 into tens and ones.</p> <p><b>Money</b> -Recognising coins and notes. - Finding amounts of coins</p> <p><b>Time</b> -Reading time to the hour and half hour -Comparing time -Measuring and writing time</p>
<p><b>Science</b></p>	<p><b>Animal, including Humans</b> -Children will name and label different body parts. -They will identify the different parts of the body associated with each of the 5 senses. - Children will name different animals and identify what group of animals they belong to (mammals, reptiles, etc) Children will look at what different animals eat and identify if they are herbivores, carnivores or omnivores.</p> <p><b>Autumn</b> Children will identify features of Autumn and how trees are changing.</p>		<p><b>Everyday materials</b> -Children will name different objects and the materials they are made from. -Children will look at the different physical properties of different materials and start to think about what they are used for. They will sort different materials based of different properties.</p> <p><b>Winter</b> Children will look at how animals adapt for winter (hibernate, migrate, adapt). Garden Birds (Bird Week) and how and why we help them.</p>	<p><b>Spring</b> Children will look at signs of Spring in the school grounds. Children will look at how plants change and how animals start appearing again.</p>	<p><b>Plants</b> -Children will name a variety of different plants – wild flowers, garden plants, trees, fruit and vegetables. -Children will look at and name different parts of plants (inc trees). They will begin to think about what they do.</p> <p><b>Summer</b> Children will look at the weather and the amount of sun. They will look at different insects that come out in summer.</p>	<p><b>Seasonal Changes</b> -Children will use the information collected over the year to identify different seasons. -They will look at the different weather associated with the different seasons and how day and night length varies through the year.</p> 

<b>Extended Write - Science</b>	Write a description of their favourite animals (focus Capital letters/full stops/full sentences)		Explanation/Persuasive piece about why a certain material is the best one to use.	Spring Poem using the 5 senses.	-Instructions for how to grow a sunflower -Recount of visit to Harlow Carr Garden Centre.	Diary of the Swallow following his migration through the seasons.
<b>Investigative Science – Focus question?</b>  <b>DT</b>	<b>Are we all the same or different?</b> Children will identify different children with different features. <b>Which one is it?</b> Children will use all their senses to answer clues to identify a mystery object.		<b>What is this material like?</b> Children will test materials, rating them against different properties such as waterproof, transparent, stretchy etc.	<b>What is the best material for a new umbrella?</b> Children will identify the best material for a specific use – linked to British Science Week.	<b>Can we change the colour of the petals?</b> Children will investigate how to change the petals on a white flower. <b>What parts do plants have?</b> Dissecting different parts of plants – looking closely at each part.	<b>What is the weather like?</b> Ongoing observations throughout the year.
		<b>Mechanisms</b> Children will investigate simple slider and lever mechanisms. They will design, make and evaluate a greetings card with a sliding mechanisms. 	<b>Structures</b> Children will investigate freestanding structures. They will design, make and evaluate a chair for a story book character. 			<b>Food</b> Children will look at the different food groups and the food in those groups. They will design, make and evaluate a healthy fruit salad. 
<b>Art</b>	<b>Portraits</b> Children will look carefully at their facial features to create a self- portrait, using the correct shapes, colours and sizes.	<b>Painting</b> -Children will mix primary colours to make secondary colours. -Add white and black to colours to make tints and tones. Use different brushes for a specific purpose. 	<b>Textiles</b> -Children will learn a weaving technique to create a pattern. Join materials using glue and sort materials depending on colour and texture. 			<b>Printing</b> -Children will press, roll, rub and stamp to make prints. -They will make repeating patterns and replicate prints from their natural environment. 
<b>History</b>		<b>Cracking Ideas and Inventions</b> -Pupils will explore the history of the school, a former home for 'waifs and strays'. -Pupils will gain knowledge and understanding of the ideas and work of Ernest Beckett MP, who helped the poor and needy in Headingley in 1894.  -Children will identify new and old inventions and match them up. -They will look at how trains			<b>The Great Fire of London</b> -Children will look at the different jobs from the past and present in London. -They will find out about the Great Fire of London: -dates -Where it started and how it started - Why it spread so quickly and far.	<b>The Great Fire of London</b> -Children will look at different sources of evidence and how we knew about the Great Fire of London – concentrating on Samuel Pepys. -They will create pictures/paintings based on pictures of the Great Fire and create their own diary entries. -They will talk about how it was rebuilt and the different ideas that were given – giving reasons for their ideas.

		<p>have changed over time, focussing on The Rocket and George Stephenson.</p> <p>-Children will identify the different parts of the Rocket and talk about how a steam engine works.</p> <p>-Children will look at how Queen Victoria and Prince Albert introduced many of the Christmas Traditions we have today.</p>				
<b>Geography</b>			<p><b>Australia</b></p> <p>-Children will learn about the 7 continents of the world – labelling and naming them on a World Map.</p> <p>-Children will identify the 4 main compass points to describe positions.</p> <p>- Children will name and locate the 7 main territories and their main cities, thinking about the different landscapes in Australia.</p>	<p><b>Australia</b></p> <p>-Children will look different landmarks in Australia and their main features.</p> <p>-They will look at the weather in Australia and how it is different to ours, comparing Leeds to Perth.</p> <p>-Children will look at different animals native to Australia and their features.</p>	<p><b>The Great Fire of London</b></p> <p>-Children will identify the 4 main countries of the UK and their capital cities.</p> <p>-Children will look at London as it is today, using landmarks and features along the River Thames.</p>	
<b>Extended Write - Topic</b>		Information about the Bullet – clear sentences using full stops and capital letters.	Letter to other children in Australia to find out about Australia (asking questions)	Weather forecast for the year ahead in Australia.	Diary as one of the jobs from historical London – what it was like to do that job.	Persuasive letter to King Charles about how they should rebuilt London after the fire.
<b>Computing</b>	<p><b>Using the Chromebooks</b></p> <p>-Children will be introduced to the Chromebooks and sign in using their user name and password.</p> <p>-They will begin to use and navigate around the Chrome Book</p> <p><b>We are Treasure Hunters</b></p> <p>- will create clear instructions for others and program a programmable toy to get to a specific place/route</p>		<p><b>We are painters</b></p> <p>-Children will use a paint program to draw a picture of a traditional tale.</p> <p>-They will learn how to save and retrieve their own work throughout</p>	<p><b>We are collectors</b></p> <p>-Children will retrieve pictures and information from the internet using ‘copy and paste’ to create a short presentation about Australia.</p> <p>-They will learn how to save and retrieve their own work throughout</p>	<p><b>We are TV Chefs(Gardener)</b></p> <p>-Children will work in a team to create a video to demonstrate how to plant a sunflower.</p> <p>-They will plan the sequence using an algorithm and take on different roles to create the film.</p>	<p><b>We are celebrating</b></p> <p>-Children will use an art program to create a greeting card to say Thank-You to give at our Thank-you celebration event.</p> <p>-They will learn how to save and retrieve their own work throughout</p>
<b>E-Safety</b>	<p><b>Staying SMART Online</b></p> <p>Children will learn the rules for staying safe on-line and how to make good/bad choices.</p>	<p><b>My Personal Information</b></p> <p>Children will identify what is classed as personal information and what can and cannot be shared.</p>	<p><b>Owning Your Creative Work</b></p> <p>Children will understand the importance of dating and naming their own work.</p>	<p><b>Safe Image Searching</b></p> <p>Children will identify what they need to do when searching on online (search engines and key words) and what to do if they see something they shouldn’t.</p>	<p><b>What Is Email?</b></p> <p>Children will identify the advantages of email and why it is used. They will think about how to use it safely.</p>	<p><b>Keeping Zibb Safe Online</b></p> <p>Children will use everything they have learnt about online safety to advice others.</p>
<b>Music</b>	<p><b>I’ve got a body, a very busy body...</b></p> <p>-I can identify the beat of a tune.</p> <p>-I can create a mixture of different sounds (long, short, loud, quiet, high, low).</p>	<p><b>Christmas</b></p> <p>-I can sing accurately and follow a melody imitating change in pitch.</p>	<p><b>We’re off on an Adventure</b></p> <p>(Australian sounds – everyday materials/objects)</p> <p>-I can follow instructions and know when to sing or play an instrument.</p> <p>-I can choose sounds and</p>	<p><b>Kookaburra</b></p> <p>I can identify the beat of a tune.</p> <p>I can follow instructions and know when to sing or play an instrument.</p>	<p><b>London’s Burning, London’s Burning</b></p> <p>-I can identify the beat of a tune.</p> <p>-I can identify changes in pitch (high/low), tempo (speed) and dynamics (volume).</p> <p>-I can sing accurately and</p>	<p><b>Thank you! Song</b> (tune of London’s Burning, London’s Burning)</p> <p>-I can sing accurately and follow a melody imitating change in pitch.</p> <p>-I can choose sounds and sequence them to create an</p>

			sequence them to create an overall effect. -I can use symbols to represent composition.		follow a melody imitating change in pitch. -I can chose sounds and sequence them to create an overall effect.	overall effect. -I can use symbols to represent composition.
<b>PE and Sport</b>	<b><u>Exploring rings and hoops (SL)</u></b> -Children will explore and develop ways of using small apparatus. -Children will safely carry out a teacher led warm up. <b><u>Interpretive Dance - Alphabet actions (SL)</u></b> -Children will create movement linked to key letters eg creep, curl, crouch etc for C and responding to the sound of musical instruments. -Children can copy, explore and perform basic teacher led actions.	<b><u>Aerobic Fitness Dance - Wake up Shake Up (PF)</u></b> -Children will create, practise and perform Aerobic dance sequences to music. -Children will choose and link basic actions appropriately. - Children will become aware of body changes during exercise.	<b><u>Gymnastics - travelling in different ways (SL)</u></b> -Children explore travelling in different ways using large apparatus including the apparatus frame, benches, tables, planks and boxes. - Children become aware of the need for safe practice including safely using and moving large equipment. <b><u>Throwing and catching (SL)</u></b> -Children explore throwing and catching using a variety of small equipment. -Children can drop and catch a ball with consistency.	<b><u>Tag Rugby</u></b> -Children will develop ball handling skills. - Children can take part in a simple team games using multi skills . - Children can change for PE independently in reasonable time.	<b><u>Gymnastics - basic shapes (SL)</u></b> -Children learn basic gymnastics shapes, jumps and balances and begin to link them in a basic sequence. -Children can perform given actions in a given order with appropriate actions. -Children can watch, describe and discuss their peers work. <b><u>-Multi skills- towards athletics skills</u></b> -Children begin exploring running, jumping and throwing skills through team games	<b><u>Bat and ball/ tennis skills (PF)</u></b> -Children develop bat and ball skills using small equipment -Children can play a roll-receive rallying game in pairs.
<b>RE</b>	<b><u>Which books or stories are important?</u></b> -Children will learn about different Holy Books and how they are treated. -They will listen to different stories from the Bible and Quran and think about what they are teaching us.	<b><u>Who brought messages about God and what did they say?</u></b> -Children will listen to different bible stories and think about the messages. -The children will learn about the Christmas story and why it is an important message for Christians.	<b><u>What does it mean to belong to a Church or a Mosque?</u></b> -Children will identify and name different places of worship and look at what happens in each of the different places. -They will look at the physical features of churches and mosques and compare and contrast them.		<b><u>Why do we care about people?</u></b> -Children will think about what it means to care for people and how they can demonstrate this in school.	<b><u>How do we celebrate special occasions?</u></b> -Children will talk about all the different festivals we have celebrated over the year and how they are celebrated. -They will plan and host their own celebration for parents to say thank you.
<b>Extended Write - RE</b>	<b>Retell/sequencing of a chosen Bible Story</b>	<b>Retell/sequencing of the Nativity Story.</b>	<b>Diary about a visit to Church and what they saw and did</b>	<b>Information leaflet about what happens in a Mosque.</b>	<b>Retelling the story of The Good Samaritan.</b>	<b>Letter to parent/carers to say Thank-You for everything they do and for helping them.</b>
<b>PSHE</b>	<b><u>Mental health and emotional wellbeing</u></b> <b><u>Feelings</u></b> Children will name and identify different feelings and how they can see, express and deal with these feelings.	<b><u>Careers, financial capability and economic wellbeing</u></b> <b><u>Money</u></b> Children will think about where money comes from. They will think about the importance of saving it and how to do it safely.	<b><u>Identity, society and equality</u></b> <b><u>Me and Others</u></b> Children will talk about their uniqueness. They will think about the different responsibilities they have and how they can apply this.	<b><u>Drug, alcohol and tobacco education</u></b> <b><u>What do we put into and on to bodies?</u></b> Children will learn about what is safe and not safe to put on and onto our bodies and understand what to do if they are not sure.	<b><u>Keeping safe and managing risk</u></b> <b><u>Feeling Safe</u></b> Children will talk about the dangers they experience around them and how it makes them feel. They will identify what to do when they do not feel safe. NSPCC Pants Campaign.	<b><u>Physical health and wellbeing</u></b> <b><u>Fun Times</u></b> Children will learn about different games they can play, inside and outside and the importance of staying safe in the sun. They will talk about special food they have at special times.

<b>MindMate lessons</b>	<p><b><u>Feeling Good and Being me</u></b> Children will identify feelings in themselves and others</p>	<p><b><u>Friends and Family</u></b> Children will recognise how others show feelings &amp; know how to respond. They will know when their friends are feeling happy.</p>	<p><b><u>Life Changes</u></b> Children will begin to understand that talking about their feelings can help.</p>	<p><b><u>Strong Emotions</u></b> Children will recognise and identify what is fair/ unfair right/wrong and know when someone is being unkind.</p>	<p><b><u>Being the same and being different</u></b> Children will celebrate differences and understand that the people in their class are all different.</p>	<p><b><u>Solving Problem (making it better)</u></b> Children will develop skills to work &amp; play well in a small group through setting goals and targets/</p>
<b>Curriculum Enhancements</b>	<p><b><u>Sense Station</u></b> – identify different items using different senses Mirrors – look at own features (draw and paint self portraits)</p>	<p><b><u>Small World</u></b> – Designing Train tracks (Building the Railway) <b><u>Investigation station</u></b> – looking at and describing items from the past – asking questions about it.</p>	<p><b><u>Role Play</u></b> – Travel Agents -Booking holidays around the world. Using world maps to identify continents. -Phonemes/Tricky words on tickets. <b><u>Craft area</u></b> – using different materials to make pictures</p>	<p><b><u>Role Play</u></b> – Goldilocks and the Three Bears house -Phonemes/Tricky words on items with er/est endings.</p>	<p><b><u>Role Play</u></b> – Garden Centre - Reading key words on flowers- Sorting seeds depending on phoneme family - Using the equipment correctly for planting</p>	<p><b><u>Role Play</u></b> – Post Office -Reading/Writing and posting letters -Sorting mail/letters out depending on phonemes in name.</p>