

## Year 1 Curriculum Map

Autumn Autumn 1 8 weeks Autumn 2 7 weeks		Spring Spring 1 6 weeks Spring 2 7 weeks		Summer 4 weeks Summer 2 7 weeks	
<b>Topic 1 Animals everywhere</b>		<b>Topic 1 What a Wonderful World</b>		<b>Topic 1 Magical Forest Adventure</b>	
Question	Where would a badger live?	Question	How can we look after our amazing planet? How has it changed?	Question	What can we find in the forest?
Hook:	Starting point the quad – Why did the duck choose to nest here?	Hook:	Dinosaur footprints arrive in school – dinosaur eggs in the pool.	Hook:	Fairy dust on the floor and a message left
Experience	Stable visit Teddy bears picnic Role play – animals	Experience	Adopt a Polar Bear through WWF	Experience	Botanical Gardens Local walk
Books	Giraffes can't dance	Reading	3 wolves and the big bad pig, Noah's Ark	Reading	Dinner with Mr Fox
Arts	Painting with a range of materials	Arts	Clay animals	Arts	Create a dream catcher/ forest crown
WRITING- Recount  GEOGRAPHY- <ul style="list-style-type: none"> <li>Use simple directional language</li> <li>Draw a map</li> <li>Use symbols</li> <li>Compare localities</li> </ul> SCIENCE: <b>Biology</b> <b>Sc1:</b> Identify and classify animals in their habitat Sort domestic animals into groups <ul style="list-style-type: none"> <li>Notice that animals, including humans, have offspring which grow into adults</li> </ul>		WRITING- Explaining Letter  <b>SMSC</b> <ul style="list-style-type: none"> <li>Opportunity to respect, accept and celebrate diversity within local, national and global communities</li> </ul> HISTORY <ul style="list-style-type: none"> <li>Identify similarities and differences between different times.</li> </ul>		WRITING- Recount Explaining  <b>SMSC</b> <ul style="list-style-type: none"> <li>Willingness to participate in and respond to artistic, sporting and cultural opportunities</li> </ul> GEOGRAPHY- <b>Key Skills</b> <ul style="list-style-type: none"> <li>Simple compass directions</li> <li>Simple field work observational skills</li> <li>Locational and direction language</li> <li>Geographical similarities and differences</li> </ul>	

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<ul style="list-style-type: none"> <li>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> </ul> <p>Forest School</p> <ul style="list-style-type: none"> <li>Seasonal Changes</li> </ul> <p>ART:</p> <ul style="list-style-type: none"> <li>Use pencil to create pattern</li> <li>Experiment with different textures and patterns</li> </ul> <p>Music</p> <ul style="list-style-type: none"> <li>Use voices expressively and creatively by singing songs and speaking in chants and rhymes</li> </ul>	<p>DT</p> <ul style="list-style-type: none"> <li>Generate, develop, model and communicate ideas</li> </ul> <p>MATH LINKS</p> <p>Mass – weighing and sorting materials</p> <p><b>Forest School</b></p> <p><b>Science: Seasonal Changes (Spring)</b></p> <p><b>Sc1: Asking and answering questions</b></p> <p>RE-</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><b>Theme:</b> Easter - Palm Sunday</p> <p><b>Concept:</b> Salvation</p> <p><b>Key Question:</b> Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</p> <p><b>Religion:</b> Christianity</p> </div> <p>SMSC- Climate – global warming</p>	<p>ART-</p> <p>Develop a wide range of art and colour technique</p> <p>Describe and research an artist</p> <p>Develop form, tone and space</p> <p>SCIENCE-</p> <p><b>Forest School</b></p> <p><b>Science: Seasonal Changes (Spring)</b></p> <p><b>Sc1: Asking and answering questions</b></p> <p>RE-</p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><b>Theme:</b> Rosh Hashanah and Yom Kippur</p> <p><b>Key Question:</b> Are Rosh Hashanah and Yom Kippur important to Jewish children?</p> <p><b>Religion:</b> Judaism</p> </div> <p><b>SMSc</b></p> <p>What is fair and unfair?</p> <p>Father's Day</p>																								
Topic 2 Pets	Topic 2 Muck, Mess and Mixtures	Topic 2- Growing																								
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<p>Arts</p> <p>Create a clay poppy</p> <p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>Narrative</li> <li>Poetry</li> </ul> <p><b>SCIENCE-</b></p> <p><b>Sc1:</b> Identify and classify animals in their habitat Sort domestic animals into groups</p> <ul style="list-style-type: none"> <li>Describe the importance for humans and pets of exercise, eating the right amounts of different types of food, and hygiene</li> <li>Identify and name a variety of common animals</li> <li>Use the terminology of habitat</li> </ul> <p><b>Forest school</b></p> <ul style="list-style-type: none"> <li>Observe and describe weather changes</li> </ul> <p><b>SMSC</b></p> <ul style="list-style-type: none"> <li>Enjoyment and fascination about the world around them</li> <li>Willingness to participate in a variety of communities/social settings</li> </ul> <p><b>MATH LINKS-</b></p> <ul style="list-style-type: none"> <li>Representing data</li> <li>Sorting – Venn</li> </ul> <p><b>Art:</b></p> <ul style="list-style-type: none"> <li>Develop a wide range of art and design techniques using texture and line</li> </ul>	<p>Arts</p> <p>Clay animals</p> <p><b>WRITING</b> Instructions Poetry</p> <p><b>SMSC</b></p> <ul style="list-style-type: none"> <li>Enjoyment and fascination in learning about themselves, others and the world around them</li> </ul> <p><b>ART-</b></p> <ul style="list-style-type: none"> <li>Mix colours to create patterns and textures.</li> </ul> <p><b>DT</b></p> <ul style="list-style-type: none"> <li>Generate, develop, model and communicate ideas</li> <li>Explore properties</li> </ul> <p><b>SMSC</b></p> <ul style="list-style-type: none"> <li>Willingness to participate in and respond to artistic, sporting and cultural opportunities</li> </ul> <div style="background-color: #fce4d6; padding: 5px; margin-top: 10px;"> <p><b>Theme:</b> Jesus as a friend</p> <p><b>Concept:</b> Incarnation</p> <p><b>Key Question:</b> Was it always easy for Jesus to show friendship?</p> <p><b>Religion:</b> Christianity</p> </div> <p><b>SMSC-</b></p>	<p>Arts</p> <p>Van Gogh painting</p> <p><b>WRITING-</b></p> <p>Stimulus- Botanical gardens trip Recount of trip to Botanical Gardens, <b>sequencing</b></p> <p><b>Stimulus:</b> Collect flowers / Create a Woodland / flower crown <b>Outcome: Instructions</b></p> <p><b>SMSC</b></p> <ul style="list-style-type: none"> <li>Willingness to participate in a variety of communities and social settings</li> </ul> <p><b>Stimulus: Pounds / Tadpole's Promise</b> <b>Outcome: Narrative</b></p> <p><b>Stimulus- plant a sunflower/ bean</b> Outcome- Chn to write instructions on how to plant a sunflower</p> <p><b>ART-</b></p> <p>Van Gogh Develop pattern, texture, line, shape, form and space.</p> <p><b>SMSC</b></p> <ul style="list-style-type: none"> <li>Willingness to participate in and respond to artistic, sporting and cultural opportunities</li> </ul> <p><b>SCIENCE- Biology</b></p> <p><b>What happens when we plant a seed?</b> <b>Plant wild and woodland flowers</b> <b>Plants and Food</b> <b>Name common plants</b></p> 
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<ul style="list-style-type: none"> <li>Use a range of materials to paint, draw and collage</li> </ul> <p><b>RE:</b></p> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p><b>Theme:</b> Creation Story</p> <p><b>Concept:</b> God/Creation</p> <p><b>Key Question:</b> Does God want Christians to look after the world?</p> </div> <p><b>Religion:</b> Christianity</p>	<p style="text-align: center;">Mother's Day</p>	<p style="text-align: center;">Classify trees at forest school <b>Scientist:</b> George Forrest <b>Sc1:</b> To be able to observe closely using simple equipment Performing and simple test</p> <p style="text-align: center;">Observe and describe how seeds and bulbs grow into mature plants <b>SMSC</b></p> <ul style="list-style-type: none"> <li>Making a positive and productive contribution to life in modern Britain</li> </ul> <p><b>MATH LINKS-</b></p> <p>Measure – length / height <b>Classifying and sorting</b></p>																														
<b>Topic 3 Whiskers, paws and claws</b>	<b>Topic 3 It's all in the past</b>	<b>Topic 3- Summer fun!</b>																														
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<p><b>WRITING-</b> Character Description Narrative</p> <p><b>SCIENCE-</b> <b>Biology</b> <b>Sc1:</b> Observe closely</p>	<p><b>WRITING-</b> Narrative, sequencing fact file</p> <p><b>SMSC</b></p> <ul style="list-style-type: none"> <li>Hearing the viewpoints of others</li> </ul> <p><b>HISTORY-</b></p> <ul style="list-style-type: none"> <li><b>Knowledge:</b> Recall facts from the past</li> </ul>	<p><b>WRITING-</b></p> <p><b>Stimulus:</b> The Boy on the Beach / contrasting setting description. <b>Outcome:</b> <b>Describing</b> Setting description <b>SMSC</b></p>																														

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<ul style="list-style-type: none"> <li>Name outer parts of the human body and say which sense is linked to them.</li> <li>Identify, name, draw and label the basic parts of the human body</li> <li>Say which part of the body is associated with each sense</li> </ul> <p><b>SMSC</b></p> <ul style="list-style-type: none"> <li>Sense of enjoyment and fascination in learning about themselves, others and the world around them</li> </ul> <p>MATH / Computing LINKS:</p> <ul style="list-style-type: none"> <li>Using positional/directional language to program a robot</li> </ul> <p>ART:</p> <ul style="list-style-type: none"> <li><b>Social Enterprise project – September design a Christmas card for Jack Dromey</b></li> </ul> <p>SMSC</p> <ul style="list-style-type: none"> <li>Opportunity to respect, accept and celebrate diversity shown through tolerance and positive attitudes towards different religions, ethnic and socio-economic groups in local, national and global communities</li> <li>Willingness to participate in a variety of communities/social settings</li> <li></li> </ul> <p><b>RE</b></p> <div style="background-color: #fce4d6; padding: 5px; border: 1px solid #ccc;"> <p><b>Theme:</b> Christmas</p> <p><b>Concept:</b> Incarnation</p> <p><b>Key Question:</b> What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?</p> <p><b>Religion:</b> Christianity</p> </div>	<ul style="list-style-type: none"> <li><b>Enquiry:</b> Answer simple questions based on the past</li> <li><b>Chronological understating:</b> understand the difference between past and present in their own life.</li> </ul> <p><b>SMSC</b></p> <ul style="list-style-type: none"> <li>Understanding and appreciation of cultural influences that have shaped own heritage and that of others</li> </ul> <p><b>SCIENCE- Physics</b></p> <p><b>Sc1:</b> Research information using a range of resources</p> <ul style="list-style-type: none"> <li>Distinguish between an object and the material from which it is made</li> <li>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> </ul> <p><b>DT</b></p> <ul style="list-style-type: none"> <li>Explore, design and build purposeful, functional, appealing products for themselves and others users based upon a design.</li> <li>Evaluate own ideas and products against design criteria</li> </ul> <p><b>Forest School:</b></p> <ul style="list-style-type: none"> <li>Naming a variety of common plants</li> <li>Exploring seasonal changes</li> </ul> <p><b>MATH LINKS</b></p> <ul style="list-style-type: none"> <li>Sequence events in chronological order</li> <li>Use language of time</li> <li>Time</li> </ul>	<ul style="list-style-type: none"> <li>Opportunity to respect, accept and celebrate diversity within local, national and global communities</li> </ul> <p><b>ART- Technicolour Carlisle</b></p> <p><b>Develop colour techniques, patter, line, shape, form and space.</b></p> <p><b>Learn about a range of artists.</b></p>  <p><b>RE-</b></p> <div style="background-color: #fce4d6; padding: 5px; border: 1px solid #ccc;"> <p><b>Theme:</b> Shabbat</p> <p><b>Key Question:</b> Is Shabbat important to Jewish children?</p> <p><b>Religion:</b> Judaism</p> </div> <p><b>SMSC</b></p> <p>Changes (teeth – school nurse visit)</p> <p>Staying safe on our bikes / scooters</p> <p><b>Reading spine-</b></p> <p>Avocado Baby</p> <p>The Elephant and the Bad Baby</p> <p>Beegu</p>
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	<p><b>SMSC-</b></p> <ul style="list-style-type: none"><li>• Willingness to participate in a variety of communities/social settings</li><li>• Use of a range of social skills in different contexts</li></ul>	<p>Can't You Sleep Little Bear</p>
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