



Curriculum Map 2021-2022: Year 1

Autumn

	Main Topic - History	Geography	D&T	Art	Music
Year 1 Dinosaur planet	<p>Learn about pre historic times focussing on the Dinosaurs.</p> <ul style="list-style-type: none"> Learn about events beyond living memory that are significant nationally or globally. Ask and respond to simple questions about the past, using sources of information by completing a study of fossils and discussing extinction using reference books for information. Sequence the story of a significant historical figure - Mary Anning Begin to describe similarities and differences in historical artefacts and pictures by comparing life during the time of the dinosaurs with life now. Use simple vocabulary to describe passing of time (e.g. now, then, long ago, before and after). 	<ul style="list-style-type: none"> To name and locate the world's seven continents and five oceans. Find out about the dodo bird and other species of animals at risk of extinction from around the world. Mark the creatures' home areas on a world map or globe. Consider why they are in danger and what can we do to help. 	<p>Design: Design and create a design landscape using different medium and a range of small tools to shape, mould, carry and sift.</p> <p>Design - sewing Create a sockasaurus - using googly eyes and other decorative materials and a brightly coloured sock</p> <p>Design/Make/Evaluate: Make a healthy dinosaur snack. Make own dinosaur themed games.</p> <ul style="list-style-type: none"> Select from and use a range of tools and equipment to perform practical tasks. Select from and use a wide range of materials and components including textiles according to their characteristics. 	<p>Sculpture: Large scale using tyres, wooded blocks etc.</p> <p>Printing: Create dinosaur footprints using clay</p> <ul style="list-style-type: none"> Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Use a range of materials creatively to design and make products. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. <p>Artist: Kandinsky Matisse</p>	<p>Singing CN</p> <ul style="list-style-type: none"> Sings songs and chants. Repeat short melodic patterns with my voice. Begins to follow instructions on how and when to sing and play an instrument. Make different sounds with my voice. <p>Samba CN</p> <ul style="list-style-type: none"> Begins to use untuned instruments correctly. Keep a steady beat. Repeat and clap short rhythmic patterns. Begins to follow instructions on how and when to sing and play an instrument. <p>Singing carols around the tree - performance and KS1 play at Christmas.</p> <p>Music to discuss listening and understanding skills - music of the week.</p>

English (Brilliant Books): <u>Dear Dinosaur</u> <u>How to look after your dinosaur</u>		Science	
Key Transferable Vocabulary		Key Subject Specific Vocabulary	
Amphibian Carnivore Excavate Extinct Habitat Herbivore Invertebrate Landscape	Map Marine Museum Omnivore Predator Prey Reptile Vertebrate	Dinosaur Fossil Palaeontologist Prehistoric	
<u>Golden Thread (Foundations of Previous Learning) From EYFS</u> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters and events encountered in books read in class and storytelling. 		<u>Working Scientifically</u> <ul style="list-style-type: none"> • To ask simple questions • To know they can be answered in different ways • To observe closely • To use simple equipment • To perform simple tests • To identify and classify • To use observations and ideas to suggest answers to questions • To gather data • To record data to help answer questions <p>SEASONAL CHANGES - To be taught throughout the year as appropriate with each season.</p> <p>Autumn - Winter - Spring - Summer</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ observe changes across the four seasons ♣ observe and describe weather associated with the seasons and how day length varies. <p>ANIMALS, INCLUDING HUMANS</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals ♣ identify and name a variety of common animals that are carnivores, herbivores and omnivores 	
		<u>Cultural Capital Opportunities</u> Hancock museum - Fossil workshop	
		<u>Cultural Capital Passport:</u> To contribute to charity events. To visit a museum.	

Spring

	Main Topic - History	Geography	D&T	Art	Music
Year 1 Moon zoom	<p>Find out the names of the planets and how we know what is out there by closely studying the history of space. Learn out key people who have been to space and the people who have lived in space. Find out what it is like on the moon.</p> <ul style="list-style-type: none"> Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. Neil Armstrong and Chris Hadfield. Sequence the story of a significant historical figure for example Neil Armstrong and Buzz Aldrin as the first men on the Moon. Use simple vocabulary to describe passing of time (e.g. now, then, long ago, before and after) to describe key events in space history. Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life - Time Peak, ESA and space investigations. 	<ul style="list-style-type: none"> Using mapping websites, such as Google Earth, explore the Earth from above, identifying basic geographical features such as a sea, ocean, land, island, forest, city, lake and river. Using a selection of aerial photographs of other planets, try to spot similar features such as Martian river beds and mountains on Venus. Use basic geographical vocabulary to refer to key physical factors, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. 	<p>Design – Models Space Ships</p> <p>Wood: Design/Model/Evaluate: Toy design - Use wheels, axles, levers and sliders.</p> <ul style="list-style-type: none"> Design purposeful and functional products for themselves and other users based on design criteria. Explore and evaluate a range of existing products. Explore and use mechanisms (e.g. levers, sliders, wheels and axles). Evaluate their ideas and products against design criteria. 	<p>Modelling: Create a solar system using papier-mâché</p> <ul style="list-style-type: none"> Use materials creatively to make products. <p>Artist: Starry Night by Vincent Van Gough Children to recreate the picture using pastels.</p>	<p>Singing CN</p> <ul style="list-style-type: none"> Sings songs and chants. Repeat short melodic patterns with my voice. Begins to follow instructions on how and when to sing and play an instrument. Make different sounds with my voice. Experiment with, create, select and combine sounds using the interrelated dimensions of music. <p>Live performer – visit.</p> <p>Music to discuss listening and understanding skills – music of the week.</p>

English (Brilliant Books):
The Darkest Dark - Chris Hadfield
How to be an astronaut

Science Main Focus: Materials

Seasonal changes and Plants (ongoing throughout the year)

- To observe changes across the four seasons
- To observe and describe weather associated with the seasons and how day length varies.
- To be able to identify and describe the basic structure of a variety of common flowering plants, including trees.
- To be able to identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.

Key Transferable Vocabulary

Key Subject Specific Vocabulary

Crash-land		Alien	Robot
Science fiction		Astronaut	Rocket
Signal		Constellation	Solar system
Specimen		Gravity	Space
		Martian	Spacecraft
		Moon	Star
		Moon buggy	UFO
		NASA	Universe
		Outer space	Zero Gravity
		Planet	

EVERYDAY MATERIALS

Pupils should be taught to:

- ♣ distinguish between an object and the material from which it is made
- ♣ identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- ♣ describe the simple physical properties of a variety of everyday materials
- ♣ compare and group together a variety of everyday materials on the basis of their simple physical properties.

Golden Thread (Foundations of Previous Learning) From EYFS

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Cultural Capital Opportunities

Planetarium - incursion
 Space day in school

Cultural Capital Passport:

To listen to live music being played and watched a performance with actors.

Summer

	Main Topic - Geography	History	D&T	Art	Music
Year 1 Enchanted Woodland	<ul style="list-style-type: none"> To draw a simple picture map, (e.g. of an imaginary place from a story), labelling particular features. Build mini woodlands in sand and mud trays; adding extra details such as paths, clearings, grassy patches, gates, fences and dens. Use aerial photographs to recognise landmarks and basic human and physical features. Devise a simple map or plan; and use and construct basic symbols in a key. 	<ul style="list-style-type: none"> Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Stephenson (Train) 	<p>Food Technology: Design/Make/Evaluate: Party food for a Pixie/Fairy Party.</p> <ul style="list-style-type: none"> Use the basic principles of a healthy and varied diet to prepare dishes Understand where food comes from. <p>Model/Evaluate: Create woodland home for small creature (Bug House etc) Take photographs of the nest/den making activity (art and Design)</p> <ul style="list-style-type: none"> Build structures, exploring how they can be made stronger, stiffer and more stable. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Make their own instructions 	<p>Modelling: Create woodland Crowns.</p> <ul style="list-style-type: none"> Use drawing, painting and sculpture to share their ideas, experiences and imagination. Describe the sensory properties of a range of different materials and decide which ones to use when making something. Use lines to represent a shape or outline. Develop a wide range of art and design in techniques using colour, pattern, texture, line, shape, form and space. <p>Artist: Andy Goldsworthy</p>	<p>Singing CN</p> <ul style="list-style-type: none"> Sings songs and chants. Repeat short melodic patterns with my voice. Begins to follow instructions on how and when to sing and play an instrument. Make different sounds with my voice. <p>Composition CN</p> <ul style="list-style-type: none"> Create music in response to different starting points. Begins to invent symbols to represent sounds. Make a sequence of sounds tunelessly. Choose sounds to represent different things. <p>Music to discuss listening and understanding skills - music of the week.</p>

English (Key Books) <u>The Gruffalo</u>		Science Main focus:															
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<p>Golden Thread (Foundations of Previous Learning) From EYFS</p> <ul style="list-style-type: none"> • Know similarities and differences between the natural world around them and contrasting environments, drawing on their experiences of what has been read in class. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 		<p>Cultural Capital Opportunities</p> <p>Preston Park – Butterfly world North York Moors visitors centre - woodland walk</p> <p>Cultural Capital Passport:</p> <p>To sit in a den. To find nature all around them. To observe minibeasts.</p>															