

# Long Term Curriculum Map

## Year 1



YEAR 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>History</b>		<p><b>Kings, Queens and Castles</b> <i>Where did kings and queens live through time?</i></p> <p><i>In this unit, children will be introduced to some of the most famous and significant kings and queens of England, from King William I in 1066 to King Charles III in the present day. The children must consider how we learn about the past and how it is similar to a detective. They will then think about castles and why they were built. Children will identify some of the features of a castle and what they are used for. The lessons then continue to look at each significant king or queen in turn, going back in time chronologically. Children will learn a little about their lives and which palaces and castles were significant to them. The children will compare monarchs of different times that lived in the same castle and have the opportunity to point out differences between the monarchs of the past. The unit ends with a final response to the main historical enquiry, 'Where did kings and queens live through time?'</i></p>	<p><b>Changes in Toys</b> <i>How have children's toys changed since our older relatives were little?</i></p> <p><i>This unit looks at the changes in toys over the past 60 years. The children will begin by looking at modern-day toys and they will discuss and make comparisons between the toys they play with in the modern day. Each lesson then looks back a little further in time, with the children looking at the toys they played with when they were babies, the toys their parents had when they were a similar age to them, and concludes with them looking at the toys that their grandparents had when they were younger. The chronology of these events is clearly marked on a timeline to help their understanding of the past. Throughout all of these lessons, children will discuss what things we do to help us find out about the past. The children will learn about being a history detective and will be encouraged to ask questions, make comparisons and use evidence to help them come to conclusions</i></p>		<p><b>Famous Explorers</b> <i>Where have humans explored?</i></p> <p><i>This unit begins by introducing the children to images of different explorers: explorers that explore different parts of the world. The children will discuss where in the world these explorers may have been and the special equipment that they need to survive. Over the next few lessons, children will be introduced to some famous explorers from the past. They will find out more about their lives and the reasons why they became explorers. During this unit, they will 'meet' Charles Darwin, Neil Armstrong, Ibn Battuta, Roald Amundsen, Sylvia Earle and Edmund Hillary. They will have the opportunity to ask and answer questions about them and make simple comparisons between their explorations. At the end of the unit, children will consider modern day explorations and whether or not humans will still</i></p>	
<b>Geography</b>	<p><b>The World and My School</b> <i>Where in the world do I live?</i></p> <p><i>In this unit, children will begin learning about space and scale by looking at their classroom location using a planned perspective of the school. Children will then look at the location of their school on their street, including some of the other key human and physical features of the area. Children will explore the location of their town within the United Kingdom and learn about the UK's four countries and capital cities. They will learn about the seasons in the United Kingdom and how they change. Children will then look at where the United Kingdom is in the world, learn the names of the continents and oceans and look at weather and climate across the globe.</i></p>			<p><b>Our Local Park</b> <i>What is at our local park? How do people get there?</i></p> <p><i>In this unit, children explore their local park, naming and describing what they see (e.g. different areas: play areas, ponds, wildlife areas, car parks) and how these areas are used. Children will study data collection methods and choose appropriate methods according to their enquiry. They will use first-hand sensory exploration and observations to investigate the key features of their local park. Children will reflect upon the data collected to answer how people use and enjoy their local park. Children will present their data to answer their enquiry.</i></p>		<p><b>Our School Grounds</b> <i>Do our school grounds support plant life?</i></p> <p><i>In this unit, children explore their school grounds, naming and describing what they see and how these areas are used. Children will study data collection methods and choose appropriate methods according to their enquiry. They will use first-hand sensory exploration and observations to investigate the key features of their school grounds. Children will devise simple maps, including map symbols to represent their observations. Children will learn about compasses and the simple use of directional language. Children will reflect upon the data collected to answer how their school grounds support and encourage plant life. Children will present their data to answer their enquiry.</i></p>
<b>Science</b>	<p><b>Seasonal Changes</b> <i>Observing changes across four seasons and describe weather associated with the seasons and how day length varies.</i></p>	<p><b>Animals Including Humans (1)</b> <i>Identifying and naming a variety of common animals including fish, amphibians, reptiles, birds and mammals</i></p>	<p><b>Animals Including Humans (2)</b> <i>Identifying and naming a variety of common animals including fish, amphibians, reptiles, birds and mammals</i></p>	<p><b>Materials (1)</b> <b>British Science Week</b> <i>Distinguishing between an object and the material from which it is made and identifying and naming a variety of everyday</i></p>	<p><b>Materials (2)</b> <b>Focus on working scientifically</b> <i>Distinguishing between an object and the material from which it is made and identifying and naming a variety of</i></p>	<p><b>Plants</b> <i>Identify and describe the basic structure of a variety of common flowering plants, including trees.</i></p>



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		<p>Recognising a variety of common animals that are carnivores, herbivores and omnivores and describing and comparing the structure of a variety of common animals.</p> <p>Identifying, naming, drawing and labelling the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>Recognising a variety of common animals that are carnivores, herbivores and omnivores and describing and comparing the structure of a variety of common animals.</p> <p>Identifying, naming, drawing and labelling the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>materials including wood, plastic, glass, metal, water and rock.</p> <p>Describing the simple properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple properties.</p>	<p>everyday materials including wood, plastic, glass, metal, water and rock.</p> <p>Describing the simple properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple properties.</p>	<p>To identify and name a variety of common wild and garden plants including deciduous and evergreen trees</p>
<b>Art</b>		<p><b>Drawing –Make your mark</b> Exploring mark making and line; working and experimenting with different materials through observational and collaborative pieces.</p>		<p><b>Sculpture and 3D – Paper play</b> Creating simple three dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculptures.</p>		<p><b>Painting and Mixed Media – Colour Splash</b> Exploring colour mixing through paint play, using a range of tools to paint on different surfaces and creating paintings inspired by Clarice Cliff and Jasper Johns.</p>
<b>DT</b>	<p><b>Structures – Constructing a Windmill</b> Inspired by the song, 'Mouse in a windmill', design and construct a windmill for a client (mouse) to live in. Explore various types of windmill, how they work and their key features.</p>		<p><b>Textiles – Puppets</b> Explore methods of joining fabric. Design and make a character-based hand puppet using a preferred joining technique, before decorating.</p>		<p><b>Cooking and Nutrition – Fruit and Vegetables</b> Learn to distinguish between fruit and vegetables and where they grow. Design a fruit and vegetable smoothie and accompanying packaging.</p>	
<b>PE</b>	<p><b>Real PE – Unit 1 Personal</b> In this unit, the children will develop and apply their footwork and one leg balance through focused skill development sessions, thematic stories and games.</p> <p><b>Real Gym - travel</b> In this unit, the children will learn, develop and apply shapes and travel on the floor and apparatus through focused skill development, thematic warm-ups and games.</p>	<p><b>Real PE – Unit 2 Social</b> In this unit, the children will develop and apply their jumping and landing and seated balance through focused skill development sessions, thematic stories and games.</p> <p><b>Real Gym – flight</b> In this unit, the children will learn, develop and apply flight and rotation on the floor and apparatus through focused skill development, thematic warm-ups and games.</p>	<p><b>Real PE – Unit 3 Cognitive</b> In this unit, the children will develop and apply their dynamic balance on a line and stance through focused skill development sessions, thematic stories and games.</p> <p><b>Dance</b> In this unit, the children will learn and develop shapes and circles and create sequences of movement with these through partnering and artistry.</p>	<p><b>Real PE – Unit 4 Creative</b> In this unit, the children will develop and apply their dynamic balance on a line and stance through focused skill development sessions, thematic stories and games.</p> <p><b>Real Dance</b> In this unit, the children will learn and develop shapes and circles and create sequences of movement with these through partnering and artistry.</p>	<p><b>Real PE – Unit 5 Physical</b> In this unit, the children will develop and apply their sending and receiving and reaction and response through focused skill development sessions, thematic stories and games.</p> <p><b>Outdoor and Adventure FOREST SCHOOL</b></p>	<p><b>Real PE – Unit 6 Health and Fitness</b> In this unit, the children will develop and apply their ball chasing and floor work balance through focused skill development sessions, thematic stories and games.</p> <p><b>Outdoor and Adventure Athletics</b></p>
<b>Music</b>	<p><b>Hey You</b> Hey You! is written in an Old-School Hip Hop style for children to learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Old-School Hip Hop tunes.</p>	<p><b>Rhythm in the way we walk and Banana Rap</b> All the learning is focused around two songs: Rhythm In The Way We Walk (Reggae style) and Banana Rap (Hip Hop style). You will Listen &amp; Appraise other styles of music and continue to embed the interrelated dimensions of music through games and singing.</p>	<p><b>In the Groove</b> In The Groove is a song that was specially written for classroom use to teach children about different styles of music. This is a very easy song to learn and has been arranged in six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk. Each week you will listen and learn a different style of In The Groove</p>	<p><b>Round and Round</b> The learning is focused around one song: Round And Round, a Bossa Nova Latin style. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>	<p><b>Your Imagination</b> The learning is focused around one song: Your Imagination. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>	<p><b>Reflect, Rewind and Replay</b> This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>
<b>RE</b>	<p><b>Who do Christians say made the world? (Creation)</b> Reading and learning about the Christian/Jewish story of Creation from</p>	<p><b>Why does Christmas matter to Christians? (Incarnation)</b></p>	<p><b>Who is Jewish and how do they live?</b> Finding out what's precious to Jews and learning about Jewish artefacts and</p>	<p><b>What do Christians believe God is like? (God)</b> Exploring what Christians believe God is like through stories, traditions and</p>	<p><b>What does it mean to belong to a faith community? (Thematic)</b> Thinking about how we belong to our own community and exploring the</p>	<p><b>How should we care for the world and for others, and why does it matter?</b></p>



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	<i>the Bible and about what the story tells them about God. Exploring themes such as being thankful, kindness and love.</i>		<i>prayers. Learning about how and why Jewish people celebrate Shabbat.</i>	<i>practices. Focusing on Christians values such as forgiveness and kindness.</i>	<i>Christian, Muslim and Jewish faith to find out how they show they belong – discussing similarities and differences between religions.</i>	<i>Exploring what Christian, Jewish and non-religious people believe about caring for people.</i>
<b>PSHE &amp; RSE</b>	<b>Me and my relationships</b> <i>Why we have classroom rules            How are you listening?            Thinking about feelings            Our feelings            Feelings and bodies            Good friends</i>	<b>Valuing Difference</b> <i>Same or different?            Unkind, tease or bully?            Harold's school rules            It's not fair!            Who are our special people?            Our special people balloons</i>	<b>Keeping Safe</b> <i>Super sleep            Who can help? (1)            Good or bad touches?            Sharing pictures            What could Harold do?            Harold loses Geoffrey</i>	<b>Rights and Respect</b> <i>Harold has a bad day            Around and about the school            Taking care of something            Harold's money            How should we look after our money?            Basic first aid</i>	<b>Being my best</b> <i>I can eat a rainbow            Eat well            Harold's wash and brush up            Catch it! Bin it! Kill it!            Harold learns to ride his bike            Pass on the praise!</i>	<b>Growing and Changing</b> <i>Healthy me            Then and now            Taking care of a baby            Who can help? (2)            Surprises and secrets            Keeping privates private</i>
<b>Computing</b>	<b>Online Safety</b> <i>Learning about online safety, including using useful tips to stay safe when online; how to manage feelings and emotions when someone or something has upset us online; learning about the responsibility we have as online users; exploring the idea of a 'digital footprint'.</i>	<b>Computing systems and network</b> <b>Improving mouse skills</b> <i>Knowing how to log in and navigate around a computer, developing mouse skills, learning how to drag, drop, click and control a cursor to create works of art inspired by Kandinsky and self-portraits.</i>	<b>Programming 1 – Algorithms unplugged</b> <i>Using an unplugged approach so that algorithms, decomposition and debugging are made relatable to familiar contexts, such as dressing up and making a sandwich, while learning why instructions need to be very specific</i>	<b>Creating Media – Digital imagery</b> <i>Using creativity and imagination to plan a miniature adventure story and capturing it using developing photography skills. Children learn to enhance photos using a range of editing tools as well as searching for and adding other images to a project, resulting in a high-quality photo collage showcase.</i>	<b>Programming 2 – BeeBot</b> <i>Developing early programming skills using either the Bee:Bot or virtual Bee:Bot.</i>	