YEAR 1 CURRICULUM MAP

2020 - 2021

YEAR GROUP	TERM	THEME	THEME TITLE	No. OF WEEKS
Year 1	Spring Term	Exploration	Splendid Skies!	12 weeks

TRIP	PARENTAL ENGAGEMENT
Visit from a pilot Midland Airport Museum	End of unit showcase: • Demonstration of science experiments about weather and explanations of their discoveries throughout this topic. • Perform the song – 'Magnificent men in their flying machines'

9 HABITS	CORE VALUES
Honest Considerate Patient Joyful Self Controlled Forgiving Compassion Hopeful Humble	Resilience Equality Compassion Creativity Exploration

Splendid Skies!

MATHS: *following Primary Stars. Stand alone sessions*

Number: Addition and Subtraction (within 20)

Represent and use number bonds and related subtraction facts within 20. Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Add and subtract one-digit and two-digit numbers to 20, including zero. Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7= □ –9.

Number: Place Value

Count to 50 forwards and backwards, beginning with 0 or 1, or from any number. Count, read and write numbers to 50 in numerals. Given a number, identify one more or one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Count in multiples of twos, fives and tens.

Measurement: Length and Height

Length and Height Measure and begin to record lengths and heights. Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half).

Measurement: Weight and Volume

Measurement: Weight and Volume Measure and begin to record mass/weight, capacity and volume. Compare, describe and solve practical problems for mass/weight:[for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter].

ENGLISH:

TEXTS TO BE READ:

- After the storm
- Rosie's Hat

Assessment:

- Description of the weather
- Script for a weather report
- Instructions
- Fact file
- Write a recount about losing an object.
- Describing a setting.
- To write an alternative ending of a story.
- Onomatopoeia

SPAG:

- Capital letters and full stops
- Using exclamation marks and question marks
- Subject and verb

SCIENCE: **Everyday materials** NC: 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.

- Investigation: which materials are best for flying a kite
- Describe the simple physical properties that help fly the kite well
- Compare and group materials based on their physical properties (successful and unsuccessful materials for flying the kite)

Seasonal changes NC: Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies

- Learn about changes across the four seasons, including weather changes
- Weather investigation; tornado in a bottle
- Learn about shadows and how day length varies

Plants: Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees.

- Children to plant beans and identify changes in growth.
- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- Identify and describe the basic structure of a variety of common flowering plants, including trees

GEOGRAPHY: NC: Locational knowledge: name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Travel to different countries with Barnaby Bear, locating capital cities
All children should be able to understand that the world is spherical.
Naming the seven continents and five oceans correctly; using an atlas to accurately locate the continents and oceans of the world (including their own continent and country using a map)

Human and physical geography: 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.

Name weather types in the UK, recognising weather symbols
Children should be able to make simple observations about the weather in the UK and places studied. Children should be able to identify seasonal changes across a year and daily changes in weather

Place knowledge: understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country (London & Brasilia). Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Identify and compare physical and human features, including weather
Children should be able to locate hot and cold areas of the world
Children should be able to use aerial photographs and satellite images to recognise basic human and physical features.
All children should be able to ask geographical questions (where is it? What is this place like? How near/far is it?)
Children should be able to compare and contrast the human and physical features of the main continents of the world

HISTORY: **NC:** Events beyond living memory that are significant nationally or globally [for example, the first aeroplane flight or events]. Visit and learn about the history of Birmingham Airport including the first flight; how the airport was used in World War II, the development of the monorail and other transport links; and some important flights including Concorde.
The lives of significant individuals in the past who have contributed to national and international achievements.
Children should provide some criteria about what makes a person significant in history
Some should be used to compare aspects of life in different periods [Neil Armstrong; Amy Johnson; Wright brothers]. Significant historical events, people and places in their own locality
Children should know how some of these great explorers have helped us to understand more about the world and beyond
Case study of famous aviators (Neil Armstrong; Amy Johnson and the Wright brothers).
Children should be able to talk about the differences and similarities in the experiences of the great explorers studied.
Children should have an understanding of the chronology of the historical periods in which the explorers lived
Children should be able to recall key facts about the experiences of the great explorers

R.E: Following the Discovery RE curriculum:
Spring 1: **Religion:** Christianity **Theme**: Believing and Behaving
Key question: Was it always easy for Jesus to show friendship? Should people follow religious leaders and teachings? learn to identify when it is easy and difficult to show friendship and explore when Jesus may have found it difficult.
British Values: Mutual Respect and Tolerance of different faiths and beliefs

Spring 2: **Religion:** Christianity **Theme:** Believing and Behaving
Key question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Learn that Jesus is special to Christian's and how his welcome on Palm Sunday shows this.
British Values: Mutual Respect, Democracy, Rule of Law, Individual Liberty and Tolerance of different faiths and beliefs

P.S.H.E: following Paths curriculum

Unit 4 – Sharing, Caring and Friendship, Unit 5 – Basic Problem Solving, Unit 6 – Intermediate Feelings

PE/ SPORT: Spring 1:

Movement/Yoga (Specialist Coach/Team-teaching)

Fitness/movement, Invasion games, Street Dance.

Spring 2:

Exercise to Music/Dance (Specialist Coach/Team-teaching)

Dodgeball, SAQ, Street Dance

Art, Design & Technology: NC – Use a range of materials creatively to design and make products. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

DT: Design purposeful, functional, appealing products for themselves and other users based on design criteria. Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping). Evaluate their ideas and products against design criteria.

Take photographs of 'spring' and create the picture using natural resources that they collect such as leaves, sticks, flowers etc.
Children should be able to use a range of materials to show how trees change overtime.
Create a weather wheel.
Design, create and evaluate a kite

MUSIC: NC: Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

Learn songs associated with flying (i.e.: 'The Magnificent Men in their Flying Machines' Write own modern day verse or accompaniment and perform

Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Charanga Spring 1 – In the Groove (learning about different styles of music; Blues, Baroque, Latin, Bhangra, Folk and Funk)

Charanga Spring 2 – Round and Round (builds on previous learning. Learning is focused around one song in a Bossa Nova Latin style.)