



# YEAR 1 CURRICULUM MAP

2021 - 2022



YEAR GROUP	TERM	THEME	THEME TITLE	No. OF WEEKS
1	Summer		Paws, Claws and Whiskers	14

TRIP	PARENTAL ENGAGEMENT
Visitors into school – Animal Man	Create an ‘Animal Gallery’ displaying their creative work from throughout the project. Invite parents and carers to the gallery and children will act as guides, explaining the ideas and techniques used. The children will design and make the invitations and posters to display around school promoting the event.

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



**ART, DESIGN & TECHNOLOGY:** Art: NC: To 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. Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Create large-scale paintings and collages of big cats (using as part of mystery trail)

Make big cat paw prints using paint dipped sponges and large brushes

Use a range of drawing materials to create pictures of popular pets from memory and photos provided. Including details and key features

Paint a picture of their favourite animal including detail in the key features – brush strokes for fur etc. Use drawing materials to add finer textural details once paint has dried

Study the works of wildlife artists Eric Wilson, David Shepherd and Robert Fuller. Compare and review their work

**DT NC: Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing templates and mock-ups and, where appropriate, information and communication technology. Select from and use a range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing)**

Design and create a new pet. Plan and make a model of the pet.

Use clay, recycled materials or Modroc to make 3D sculptures of big cats (cutting, sticking, rolling, shaping, twisting and joining skills to be developed to create a unique structure.

Use print-making and collage materials to make patterns based on the natural markings of a range of animal skins/furs Design and create animal related items to sell at gallery (e.g.: badges, calendars, pom-pom creatures, sock puppets) (Animal Gallery to be created using creative work as part of parent workshop)

Design and make a food label for pet/zoo animal. Explore labels from tin cans, evaluating packaging and effectiveness

### ENGLISH:

#### TEXTS TO BE READ:

The Tiger Who Came to Tea- retell, wanted posters, apology letters

The Tale of Peter Rabbit – Beatrix Potter (linked to History) – Timeline, story writing/adaptation.

The Ugly Five- character descriptions

Non-fiction 'Big Cats' – Information leaflet, instructions- How to look after...'

**In the final week the children will write invitations to parents and make posters for their 'Animal Gallery'**

#### Guided reading...

Open Very Carefully: A book with bite!

Fables

Non-fiction - books/ extracts about animals from around the world

#### SPAG:

Beginning to punctuate sentences using a question mark independently.

Prefixes- How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat]

Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun

Sequencing sentences to form short narratives

### MUSIC:

**NC - use their voices expressively and creatively by singing songs and speaking chants and rhymes.** Charanga Summer 1 - Your Imagination (recognising sounds and names of some instruments. Understand music has a steady pulse, like a heartbeat and that rhythms can be created from words.)

**Play tuned and untuned instruments musically.** Play a tuned instrumental part (xylophone) with the song they perform and create a simple melody, learning how the notes of the composition can be written down and changed if necessary.

**Experiment with, create, select and combine sounds using the inter-related dimensions of music.** Charanga Summer 2 – Reflect, rewind and replay (consolidation of the years learning)

**GEOGRAPHY: NC: Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage.** Locate big cat habitats around the world.

**Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.** Use maps and globes to discover where in the world different zoo animals originate, (including elephants, lions, crocodiles, giraffes, hippopotamuses and monkeys). Use maps or plans of real zoos to design their own zoo or wildlife park. Make a simple map or plan of their park or zoo including labels with animal enclosures. Include a simple key for the map.

Using footage of big cats in the wild and discuss the habitats (landscapes, climate and vegetation) and how these help them to survive.

Begin to understand the concept of animal 'migration'.

Ask geographical questions to find out about places and begin to give reasoning

**SCIENCE: NC: Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.**

**To identify and name a variety of animals that are carnivores, herbivores and omnivores.** Identify animals that are carnivores, herbivores and omnivores, being able to explain what that means.

**To describe and identify and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).**

**To identify, name, draw and label the basic body parts of the human body and say which part of the body is associated with each sense.** Learn why our body parts look different, and explain why they think the different features are fit for purpose (such as, why do big cats have long, sharp teeth?). Children will compare hands/paws, hair/fur, ears and teeth and think about how these features are fit for purpose. Compare the basic body parts that humans have in common with big cats, identifying similarities and differences.

Sort domestic animals into groups according to the type of food they eat using their own classification criteria, and explain their reasons to others.

**COMPUTING: NC: Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Learn to use technology safely and respectfully, keeping personal information private. Learn where to go for help and support when they have concerns about content or contact on the internet or other online technologies.**

Use laptops, iPads safely to search for images of zoo animals.

Create a presentation using Microsoft Word, Publisher or PowerPoint. Cut and paste chosen images into presentation

The children will know: that they get can information from presentations and how to plan with their class what should go into a presentation and how to share their presentations by showing them to their class.

### R.E./PSHE: following Discovery RE

#### Summer 1:

**Key question: Is Shabbat important to Jewish children?** Understand what Jews do during Shabbat and why it is important to them

**Religion:** Judaism

**Theme:** Believing/Behaving

**British Values:** Rule of Law, Individual Liberty, Mutual Respect, and Tolerance

#### Summer 2:

**Key question: Are Rosh Hashanah and Yom Kippur important to Jewish children?** Learning to empathise with Jewish children by understanding what Rosh Hashanah and Yom Kippur mean to Jews. **Religion:** Judaism

**Theme:** Believing/Behaving

**British Values:** Individual Liberty, Mutual Respect, Tolerance

**PSHE:** Money matters

**HISTORY: NC: Know about the lives of significant individuals in the past who have contributed to national and international achievements.**

Case study of the lives of Steve Backshall and Steve Irwin and their work within the animal kingdom focusing on understanding how these individuals have helped us to understand more about the world and beyond.

Recall some key facts about the experiences of the significant individuals

Imagine and write about the experiences of the individuals studied based on factual evidence

Introduce the children to conservation and the impacts it has today.

### MATHS: Stand-alone sessions, following White Rose Small Steps

**Multiplication and Division** (including multiples of 2, 5 and 10) - Count in multiples of twos, fives and tens. Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

**Fractions** - Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. Compare, describe and solve practical problems for: lengths and heights, mass/weight, capacity and volume.

**Position and Direction** – Describe position, direction and movement, including whole, half, quarter and three quarter turns.

**Place Value (within 100)** – Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100 in numerals and identify one more and one less than a given number. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most, least.

**Money** - Recognise and know the value of different denominations of coins and notes.

**Time** - Sequence events in chronological order. Recognise and use language relating to dates, including days of the week, weeks, months and years. Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. Compare, describe and solve practical problems for time and measure and begin to record time (hours, minutes, seconds).

### PE/SPORT:

**Summer 1:** Gymnastics (Specialist Coach/Team teaching)

Invasion/possession games, Hand eye (cricket/ tennis/ badminton), Street Dance

**Summer 2:** SAQ (Specialist Coach/Team teaching)

Tag rugby, Athletics, Street Dance