

Year 1 Long Term Curriculum Map 2021-2022

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Topic Question</p> <p>Key texts</p> <p>Contemporary Text</p> <p>Traditional Tale</p> <p>Non-fiction</p>	<p>Who lives down on the farm?</p> <p><i>Farmer Duck</i></p> <p><i>A squash and a squeeze</i></p> <p>The little red hen</p> <p><i>Farm Animal & Harvest Non-fiction</i></p>	<p>What makes Britain Great?</p> <p><i>Cops and Robbers</i></p> <p><i>The Jolly Postman at Christmas</i></p> <p>Cinderella</p> <p><i>England: Non-fiction book</i></p>	<p>Why are the animals in danger?</p> <p><i>The environment and climate change discussion.</i></p> <p><i>The Journey home</i></p> <p><i>There is a Rang-Tang in my bedroom</i></p> <p>The town mouse and the country mouse</p> <p><i>Artic animals and climates Non-fiction text.</i></p>	<p>What is it like in Africa?</p> <p><i>Handa's Surprise</i></p> <p><i>The Ugly Five (Poetry)</i></p> <p>Book Week – Traditional tale/specific author class choice</p> <p><i>Non-Fiction book about Africa</i> David Attenborough – Visual Literacy</p>	<p>Why do we need bees?</p> <p><i>Bees – Nature's Tiny Miracle: Poetry</i></p> <p><i>Omar, the bees and me.</i></p> <p><i>The Bad Tempered Ladybird</i></p> <p>3 Bears twisted tale – Goldilocks and Just the One Bear</p> <p><i>Non-Fiction book - minibeasts</i></p>	<p>How do we protect our seas?</p> <p><i>The impact of humans on the environment and climate change discussion. Re-visit prior learning.</i></p> <p><i>Grandad's Island</i></p> <p><i>Someone Swallowed Stanley</i></p> <p><i>Sharing a Shell (Poetry)</i></p> <p><i>Michael Recycle</i></p> <p>The Little Mermaid</p> <p><i>Non-Fiction book - Plastic pollution</i></p>
<p>English</p> <p>Poetry</p>	<p>Old MacDonald had a farm</p> <p>Driving my tractor</p> <p>Baa Baa black sheep</p>	<p>London Bridge is falling down</p> <p>The wheels on the bus</p>	<p>7 continents song</p> <p>Superhero song.</p>	<p>The Animal Boogie</p> <p>Grandma Went to Market book</p>	<p>Incy Wincy Spider</p> <p>Ugly bug ball</p>	<p>There is a hole at the bottom of the sea.</p> <p>Portside Pirates</p>
<p>Maths</p>	<p>Number and place value within 10.</p>	<p>Addition and subtraction within 10.</p> <p>3d shapes.</p> <p>Place value within 20.</p>	<p>Addition and subtraction within 20.</p> <p>Place value within 50.</p> <p>Measurement: Length and height</p> <p>Measurement: Weight and volume</p>	<p>Measurement, length, and height.</p> <p>Weight and volume.</p>	<p>Multiplication and division.</p> <p>Fractions.</p> <p>Position and direction - maps</p>	<p>Place value within 100.</p> <p>Money.</p> <p>Time.</p>

Science Investigation	<p>Farm Animals All seasons/ Autumn – weather and changes</p> <p>Humans and animals and their babies.</p> <p>Body parts/ senses</p>	<p>Buildings in London - Materials, identify name a variety of materials.</p>	<p>Winter – seasons and weather</p> <p>Working Scientifically Ice investigations</p>	<p>Animals – structure of common animals</p> <p>Animals – carnivore, omnivore, herbivore</p> <p>Spring – weather and seasons</p>	<p>Structure of trees/ plants and types Growing and labelling plants</p> <p>UK insects and forest animals - structure of common animals</p>	<p>Summer – weather and season changes</p> <p>All the seasons summary</p> <p>Recycling - materials and their physical properties</p>
PE	<p>Moving Moving in lots of different ways. Using different movements to solve problems.</p> <p>Coordination Throw and catch different objects.</p> <p>Animal Dance and movement.</p>	<p>Balancing Knowing what it feels like to be balanced. Change direction and stay in control.</p> <p>Negotiating space Aware of when they can reach something.</p> <p>Diwali Dancing.</p>	<p>Relating to others Use senses to be aware as to what is around me.</p> <p>Decision making Knowing when to attack and defend.</p> <p>Team Games</p> <p><i>Dance Enrichment</i></p>	<p>Angles and surfaces Moving balls in different directions around obstacles.</p> <p>Spatial awareness Moving when I cannot see. Notice space around me.</p> <p><i>Dance Enrichment</i></p>	<p>Object control Keep control of different objects. Control objects using equipment.</p> <p>Reactions Use different body parts to make a contact with a moving object. Attempt to dodge moving objects.</p> <p><i>Dance Enrichment</i></p>	<p>Healthy lifestyles I know which foods are and which are not. I know how to be happy and calm down.</p> <p>Expression Move to a simple beat.</p> <p><i>Dance Enrichment</i></p>
Art and Design <i>Skills and progression</i>	<p>Shape drawing. Solid infilling with colour with pencils.</p> <p><i>To work from observation – Sketching Fruits and vegetables.</i></p> <p><i>To look at work of other artists.</i> Paul Cezanne Basket of apples.</p> <p>Printing – Harvest picture <i>To develop simple patterns by using objects: tops, vegetables, leaves, etc.</i></p>	<p>Painting Diwali Creating symbols and patterns. Firework Paintings - colour mixing</p> <p>Sculpture – painting Diwa Lamp</p> <p>Shape and pattern – skyline – talk about London Landmarks and reflect on the different shapes and patterns.</p> <p>Shape and pattern – London Landmarks – chalking</p> <p>Painting – colour mixing –Kadinsky concentric circles</p>	<p>Exploring Drawing and Painting</p> <p>Chalk pictures and collage Artic scene</p> <p>Panda in their habitat picture</p> <p>Rainforest collage</p> <p>Rainforest pastel pictures</p> <p>Painting the animals</p> <p>Chinese Lion/Dragon puppets</p> <p>Superhero pictures</p>	<p>3d modelling – Create and craft a healthy eating plate sculpture <i>To shape and model from observation and imagination. To join using a modelling media. To use techniques such as pinching and rolling when working with mouldable materials (eg clay, plasticine and doughs etc).</i> HENRY ROUSSEAU Giuseppe Arcimboldo <i>To look at work of other artists.</i></p>	<p>Collage Creating a woodland collage <i>To impress and apply simple decoration. To use glue and paste carefully.</i> <i>To cut shapes using scissors.</i> <i>To look at work of other artists.</i></p> <p>Bee sketching</p> <p>George Seurat – stippling an insect pictures</p> <p>Honeybee graphic arts with hexagon shapes</p> <p>Paint a woodland – watercolours</p>	<p>Evaluating- Consolidating skills in painting, drawing and collage. Under the sea</p> <p><i>Can describe what they think and feel about their own work.</i> <i>Can demonstrate some knowledge about the work of a range of artists, craft makers and designers.</i></p> <p><i>To look at work of other artists.</i> Jim Lee & David Finch Marvel and DC comics <i>to create own Superhero link with English.</i></p>

		<p>Christmas calendars</p> <p>Christmas cards</p>				<p>William Turner – Beaches and Seaside pictures</p> <p>Monet – Water Landscapes and nature</p> <p>Tree rubbings</p> <p>Sea creatures wax pictures</p> <p>Home learning: Creating a se-side in a box scene.</p>
<p>Design & technology</p> <p>Skills progression: Design, Make, Evaluate,</p> <p>Technical Knowledge: Cooking/nutrition</p>	<p>Construct with purpose a house</p> <p>Healthy Eating</p> <p>How to make bread</p>	<p>Diwali lamps – Use tools and materials to explore texture, colour and design.</p> <p>Build a Prince's castle</p> <p>London Bridge building</p>	<p>Making an icehouse</p> <p>Making Chinese fan/lantern/envelope</p> <p>Design a superhouse</p>	<p>Design and make the ultimate sandwich for a tea party – design appealing products for themselves and others.</p> <p>Select from and use a wide range of materials and equipment to perform practical tasks.</p> <p>Use the basic principles of a healthy and balanced diet to prepare dishes.</p>	<p>Den building – select and use a wide range of materials</p> <p>Build structures and explore how they can be made stronger.</p>	<p>Measure, cut and join textiles to make a product with some support</p> <p>Choose suitable textiles</p> <p>Design an Eco Superhero</p>
<p>Geography</p>	<p>All seasons/ Autumn Identify seasonal and daily weather patterns.</p> <p>Where I live? Corby and the local area. Human and physical features. Fieldwork around local area.</p>	<p>UK - London Name, locate and identify characteristics of the 4 countries.</p> <p>Using globes, maps, and atlases.</p> <p>Comparing India/UK 4 compass directions.</p>	<p>Using globes, maps, and atlases – continents/ different habitats around the world/ North and South Pole.</p> <p>Human features in the artic/ rainforest.</p> <p>Climate change.</p>	<p>Human and physical features – African savannah</p> <p>Comparing Corby to a contrasting country (Kenyan village)</p> <p>Weather spring</p>	<p>4-compass Directions</p> <p>Fieldwork around the playground.</p> <p>Map work – bee bots directional language linked with White rose maths</p>	<p>Name and locate seas around UK + countries if necessary Using globes, maps, and atlases.</p> <p>Summer weather, seasonal changes + Summary of all seasons over the year.</p>

		Physical/ human features of London.			British woodlands – natural features Devising a map and use locational language - Where can I spot bees?	Re linking with David Attenborough (prior learning activated)
History	Describe memories and changes in own lives (Pupils being babies vs now) History of famous artist Paul Cezanne.	Gunpowder plot Significant individuals and stories from the past Queen Elizabeth II/ King James I Remembrance Day St Andrew’s day Historical vocabulary History of famous artist W. Kandinsky	Scott Falcon https://sway.office.com/9gR8yuKQvEj3Fg2 David Attenborough https://sway.office.com/slv9SiDKA4yDNS2R David Attenborough Individuals in the past Difference between fact and fiction (RE)	N. Mandela significant individuals in the past St David's Day St Patrick’s day Difference between fact and fiction History of famous artists Henry Rousseau and Giuseppe Arcimboldo	St George’s day Earth Day History of famous artist George Suerat The Queen – Platinum Jubilee	Seaside in the past - differences in ways of living Artefacts – grandad’s precious items from the past Using pictures from the past. Historical vocabulary. History of Marvel artist
RE	Christianity –(Harvest) A3-Recognise some different symbols and actions which express a community’s way of life, appreciating some similarities between communities. B1- Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.	Hinduism – (Diwali + Indian dance) A1-Recall and name different beliefs and practices, including festivals, worship, rituals, and ways of life, in order to find out about the meaning behind them. B1- Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. C1-Explore questions about belonging,	Hinduism – (How do we celebrate? Hindu wedding) A3-Recognise some different symbols and actions which express a community’s way of life, appreciating some similarities between communities. B2-Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	Christianity – (God/Creation & Noah’s Ark) A2-Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. C3-Find out about questions of right and wrong and begin to express their ideas and opinions in response. Christianity –	Hinduism – (What can we learn from stories? Navratri-good over evil.) A2-Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. B1- Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging	Hinduism – (Special Places Temple/Mandir The Gita/ Holy Book) A3-Recognise some different symbols and actions which express a community’s way of life, appreciating some similarities between communities. B3-Notice and respond sensitively to some similarities between different religions and worldviews. Christianity –

		<p>meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p> <p>Christianity: (Christmas)</p> <p>A1-Recall and name different beliefs and practices, including festivals, worship, rituals, and ways of life, in order to find out about the meaning behind them.</p> <p>B1- Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p>		<p>(Easter – Palm Sunday/Jesus as a friend)</p> <p>A2-Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p> <p>B2-Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p>	<p>to a community might make.</p> <p>Christianity – The Lost Sheep</p> <p>A2-Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p> <p>B1- Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p>	<p>Events within a church.</p> <p>A3-Recognise some different symbols and actions which express a community’s way of life, appreciating some similarities between communities.</p> <p>B3-Notice and respond sensitively to some similarities between different religions and worldviews.</p>
<p>PSHE</p> <p>Skill Builder</p> <p>Assembly</p>	<p>Being Me Listening & Speaking – Step 1</p> <p>Vocabulary – responsibilities, consequences, safe, calm, belonging</p> <p>Vocabulary –clear voice, focus</p>	<p>Celebrating Differences Problem Solving & Creativity – Step 1</p> <p>Vocabulary – celebrations, unfair, bullying, similar, different</p> <p>Vocabulary - how, problem,</p>	<p>Dreams & Goals Problem Solving - Step 1</p> <p>Vocabulary - similar to, different from, achieve</p> <p>Vocabulary – design, solution, options</p>	<p>Healthy Me Staying Positive & Aiming High – Step 1</p> <p>Vocabulary – hygienic, choices, healthy, safe, balanced</p> <p>Vocabulary - encourage, goals</p>	<p>Being Me</p> <ol style="list-style-type: none"> 1. Understanding that they are special 2. Understand that they are safe in class 3. Identify helpful behaviours to make the class a safe place <p>Celebrating Differences</p> <ol style="list-style-type: none"> 1. Recognise ways in which they are the same as their friends and ways in which they are different 2. Identify what bullying is and what isn’t <p>Dreams & Goals</p> <ol style="list-style-type: none"> 1. Recognise that they do things well <p>Healthy Me</p> <ol style="list-style-type: none"> 2. Realise that they are special <p>Relationships</p> <ol style="list-style-type: none"> 2. Can say what being a good friend me 	<p>Being me</p> <ol style="list-style-type: none"> 4. Recognise feelings associated with positive and negative consequences 6. Understand that they have choices <p>Celebrating Differences</p> <ol style="list-style-type: none"> 5. Identify emotions associated with making a new friend 6. Verbalise some of the attributes that make them unique and special <p>Dreams & Goals 3.</p> <ol style="list-style-type: none"> Celebrate an achievement with a friend 4. Recognise their own feelings when faced with a challenge 5. Recognise their own feelings when faced with an obstacle

					<p>3. Can demonstrate friendship skills</p> <p>Changing Me</p> <p>2. Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)</p> <p>Listening –Steps 0-2 Speaking – Step 1 Problem Solving – Step 2 Leadership – Step 0, 1 Earth Day Skill Builder RE Judaism - Rosh Hashanah Friendship Fun Day Music Visitor - Kingswood Academy Queen Jubilee</p>	<p>Healthy Me</p> <p>3. Keep themselves safe</p> <p>5. Recognise when they feel frightened and know how to ask for help.</p> <p>Relationships</p> <p>7. Can recognise some of their personal qualities</p> <p>8. Can say why they appreciate a special relationship</p> <p>Changing Me</p> <p>3. Can express why they enjoy learning</p> <p>4. Can suggest ways to manage change e.g. moving to a new class</p> <p>Staying Positive – Step 1, 2 Aiming High – Step 1, 2 Teamwork – Step 0, 1 Creativity – Step 1 Skill Builder RE – Yom Kipper Music Visitor - NMPAT</p>
<p>Music Skills</p> <p>Knowledge</p>	<p>Playing untuned percussion</p> <p>Body percussion</p>	<p>Singing songs Diwali Bollywood dancing to music</p> <p>Diwali Dohl drumming workshop</p> <p>Traditional British rhymes and Christmas song</p>	<p>Listening with concentration. Exploring untuned percussion</p> <p>Chinese New Year - music linked to dance</p>	<p>Create, select and combine sounds</p> <p>Sounds around the home composition linked to family activities</p>	<p>Create, select and combine sounds</p> <p>Animal sounds and music</p>	<p>Exploring untuned percussion</p> <p>Beat, rhythm and percussion –</p> <p>make a shaker from recyclable materials</p>
<p>Computing</p>	<p>Technology Around us</p> <p>use technology purposefully to create, organise, store, manipulate and retrieve digital content ☑ recognise common uses of information technology beyond school ☑ use technology safely and</p>	<p>Digital Painting</p> <p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Digital Writing</p> <p>use technology purposefully to create, organise, store, manipulate and retrieve digital content use technology safely and respectfully, keeping personal information private; identify where to go for help and support when</p>	<p>Grouping data</p> <p>use technology purposefully to create, organise, store, manipulate and retrieve digital content use technology safely and respectfully, keeping personal information private; identify where to go for help and support when</p>	<p>Moving a Robot</p> <p>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs</p>	<p>Programming Animations.</p> <p>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions ☑ create and debug simple programs use logical</p>

	respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies		they have concerns about content or contact on the internet or other online technologies.	they have concerns about content or contact on the internet or other online technologies.	use logical reasoning to predict the behaviour of simple programs recognise common uses of information technology beyond school.	reasoning to predict the behaviour of simple programs ☒ use technology purposefully to create, organise, store, manipulate and retrieve digital content.
Online Safety	<p>Self Image and identity I can recognise that there may be people online who could make someone feel sad, embarrassed or upset.</p> <p>If something happens that makes me feel sad, worried, uncomfortable or frightened I can give examples of when and how to speak to an adult I can trust and how they can help.</p>	<p>Online relationships and reputations. I can give examples of when I should ask permission to do something online and explain why this is important. I can use the internet with adult support to communicate with people I know (e.g. video call apps or services). I can explain why it is important to be considerate and kind to people online and to respect their choices. I can explain why things one person finds funny or sad online may not always be seen in the same way by others. I can recognise that information can stay online and could be copied. I can describe what information I should not put online without asking a trusted adult first.</p>	<p>Online Bullying. Health, Wellbeing and lifestyle. I can describe how to behave online in ways that do not upset others and can give examples.</p> <p>I can explain rules to keep myself safe when using technology both in and beyond the home.</p>	<p>Managing Online information. I can give simple examples of how to find information using digital technologies, e.g. search engines, voice activated searching). I know / understand that we can encounter a range of things online including things we like and don't like as well as things which are real or make believe / a joke. I know how to get help from a trusted adult if we see content that makes us feel sad, uncomfortable worried or frightened.</p>	<p>Privacy and security I can explain that passwords are used to protect information, accounts and devices. I can recognise more detailed examples of information that is personal to someone (e.g where someone lives and goes to school, family names). I can explain why it is important to always ask a trusted adult before sharing any personal information online, belonging to myself or others.</p>	<p>Copyright and ownership I can explain why work I create using technology belongs to me. I can say why it belongs to me (e.g. 'I designed it' or 'I filmed it'). I can save my work under a suitable title / name so that others know it belongs to me (e.g. filename, name on content). I understand that work created by others does not belong to me even if I save a copy.</p>
Outdoor Learning	<p>Autumn – Changes in season</p> <p>Maths a day challenges</p>	<p>Maths a day challenges</p>	<p>Maths a day challenges</p> <p>Winter – Changes in season and weather observation</p>	<p>Maths a day challenges</p> <p>Spring – changes in season</p>	<p>Math a day challenges</p> <p>Earth Day activities</p>	<p>Maths a day challenges</p> <p>Summer – Changes in season</p>
Careers and Employability	<p>Visitor – Harvest festival</p>	<p>Diwali inspiring Visitors</p> <p>Student nurse talk</p>	<p>Professions involving travel and world explorers</p>	<p>Professions involving animals</p>	<p>Careers in nature</p>	<p>Sea life centre role play.</p>

	Farm trip – work with animals and outdoor learning.	Careers Week focus on jobs in the local area.				Careers in the environment and sustainability.
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