

Year 1 Long Term Curriculum Map 2022-2023

Subject	Autumn 1 The Farm	Autumn 2 London & Careers	Spring 1 Endangered places and animals at risk.	Spring 2 African Animals & Hot climates.	Summer 1 Weather & Nature	Summer 2 Under the Sea
Topic Question & Topic Theme	Who lives down on the farm? <i>Farm animals and life on the farm. Local places looking at human and physical features.</i>	What makes Britain Great? <i>The United Kingdom and capital city of England. Christmas stories.</i>	Why are the animals devastated? <i>The environment and climate change discussion.</i>	Where in the world is Africa? <i>Animals and Climates in Africa in the Savannah. Animal habitats. Cultural differences.</i>	Why do we need bees? <i>Nature, Growth and Change. The British countryside. Human and physical features in our environment.</i>	How do we protect our seas? <i>Plastic pollution -The impact of humans on the environment and climate change discussion. Recycling. Re-visit prior learning – link to geography (places in our world). History and travel.</i>
Key Fiction Texts Contemporary Text Non-fiction	What the Ladybird Heard (CLPE) A squash and a squeeze Farmer Duck On the Farm	Traction Man (CLPE) Cops & Robbers We must completely go to London (Geography-landmarks) England	Leaf (CLPE) The Journey Home There is an Orangutang in my bedroom. (Rainforests) One day on our blue planet –In the Antarctic texts (CLPE)	Handa’s Surprise (CLPE) The Ugly Five One day on our blue planet – Savannah (CLPE)	Bees-Nature’s Tiny Miracle – Poetry Omar the Bee’s and Me The Bee who Spoke – Non-Fiction (UK countryside) CLPE extended text One day on our blue planet –In the Rainforest text (CLPE)	Grandad’s Island (CLPE TWS) Somebody Swallowed Stanley Sharing a Shell (Poetry) The Snail and the Whale (CLPE) One day on our blue planet –In the Ocean (CLPE)
Traditional tale Twisted Tale Cultural fable	The Little Red Hen Rama & Sita	Cinderella & her bossy sisters CinderFella	 The Great Race – Chinese New Year	Rapunzel- Twisted tale	Goldilocks and the 3 bears Goldilocks and just the one bear.	The Storm Whale (CLPE)
English Poetry & Rhyme	Old MacDonald had a farm Driving my tractor- Barefoot books	London Bridge is falling down The wheels on the bus	7 continents song Superhero song.	The Animal Boogie- Barefoot Books Grandma Went to Market book	Incy Wincy Spider Creepy Crawly Calypso - Barefoot books Over in the meadow – Barefoot books	There is a hole at the bottom of the sea.- Barefoot books Portside Pirates
Maths – White Rose themes Arithmetic- NCTEM	Number and place value within 10.	Addition and subtraction within 10. 3d shapes. Place value within 20.	Addition and subtraction within 20. Place value within 50. Measurement: Length and height Measurement: Weight and volume	Measurement, length, and height. Weight and volume.	Multiplication and division. Fractions. Position and direction - maps	Place value within 100. Money. Time.
Science	Farm Animals All seasons/ Autumn – weather and changes Humans, animals and their babies. Body parts/ senses	Buildings in London -Materials, identify name a variety of materials.	Winter – seasons and weather Arctic climate and animal habitats. Working Scientifically Ice investigations	Animals – structure of common animals Animals – carnivore, omnivore, herbivore Spring – weather and seasons	Structure of trees/ plants and types Growing and labelling plants Labelling a bee. UK insects and forest animals - structure of common animals	Summer – weather and season changes All the seasons summary Recycling - materials and their physical properties
PE	Moving Moving in lots of different ways. Using different movements to solve problems.	Balancing Knowing what it feels like to be balanced. Change direction and stay in control.	Relating to others Use senses to be aware as to what is around me.	Angles and surfaces Moving balls in different directions around obstacles.	Object control Keep control of different objects. Control objects using equipment.	Healthy lifestyles I know which foods are and which are not. I know how to be happy and calm down.

	<p>Coordination Throw and catch different objects.</p> <p>Animal Dance and movement. Diwali Dancing.</p>	<p>Negotiating space Aware of when they can reach something.</p> <p><i>Dance Enrichment</i></p>	<p>Decision making Knowing when to attack and defend.</p> <p>Team Games</p> <p><i>Dance Enrichment</i></p> <p><i>Chinese New Year- Dragon Dance</i></p>	<p>Spatial awareness Moving when I cannot see. Notice space around me.</p> <p><i>Dance Enrichment</i></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>Expression Move to a simple beat.</p> <p><i>Sports day: multi-skills games</i> <i>Dance Enrichment</i></p>
<p>Art and Design Skills and progression</p>	<p>Shape drawing. Solid infilling with colour with pencils. To work from observation – Sketching Fruits and vegetables.</p> <p>To look at work of other artists. Paul Cezanne Basket of apples.</p> <p>Printing – Harvest picture To develop simple patterns by using objects: tops, vegetables, leaves, etc.</p> <p>Sculpture – painting Diwa Lamp</p>	<p>Painting Bonfire Night Creating symbols and patterns, exploring lines and shapes. Firework Paintings - colour mixing</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 & charcoal</p> <p>Painting – colour mixing –Kandinsky concentric circles</p> <p>Christmas calendars</p> <p>Christmas cards</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 Of the zodiac</p> <p>Chinese Lion/Dragon puppets</p>	<p>3d modelling – Create and craft a healthy eating plate sculpture 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). HENRY ROUSSEAU Giuseppe Arcimboldo To look at work of other artists.</p>	<p>Collage Creating a woodland collage To impress and apply simple decoration. To use glue and paste carefully. To cut shapes using scissors. To look at work of other artists.</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>Can describe what they think and feel about their own work.</p> <p>Can demonstrate some knowledge about the work of a range of artists, craft makers and designers.</p> <p>To look at work of other artists. Jim Lee & David Finch Marvel and DC comics to create own Superhero link with English. 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 sea-side in a box scene.</p>
<p>Design & technology</p> <p>Skills progression: Design, Make, Evaluate, Technical Knowledge 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 to protect the endangered animals.</p> <p>Making Chinese fan/lantern/envelope</p>	<p>Design and make the ultimate healthy lunchbox – design appealing products for themselves and others. (link to fruits in Handa story)</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>Bug Hotel – 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 boat with some support</p> <p>Choose suitable materials.</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. Using globes, maps, and atlases. 4 compass directions. Physical/ human features of London.</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 Comparing Corby to a contrasting country (Kenyan village)</p> <p>Weather Spring - changes in daylight hours.</p>	<p>4-compass directions Fieldwork around the playground. Map work – bee bots directional language linked with White rose maths. British woodlands – natural features. Create a maps to locate the bees.</p>	<p>Name and locate seas around UK + countries if necessary Using globes, maps, and atlases Summer weather, seasonal changes Summary of all seasons over the year. Re-visit learning on David Attenborough (prior learning activated)</p>

History	Describe memories and changes in own lives (Pupils being babies vs now) History of famous artist Paul Cezanne. The passing of the Queen	Gunpowder plot Significant individuals and stories from the past Queen Elizabeth II/ King Charles Remembrance Day St Andrew's day Historical vocabulary History of famous artist W. Kandinsky	Scott Falcon https://sway.office.com/9qR8yuKQqyEj3Fg2 David Attenborough https://sway.office.com/slv9SiDKA4yDN52R 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 -Oil disaster. History of famous artist George Suerat	Seaside in the past - differences in ways of living Artefacts – grandad's precious items from the past Using pictures from the pas to compare seascides. Historical vocabulary. History of Marvel artists and comic development.
RE	Christianity – (Harvest) The Sower & The Lost sheep. 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, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.	Christianity: (Christmas) 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. Christianity – Events within a church. 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.	Chinese New Year: Celebrating special times in different cultures. 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 – (Easter – Palm Sunday/Jesus as a friend) 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. B2-Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	Christianity – (What can we learn from stories? Joseph and his dreams) 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 to a community might make. Christianity – The Good Samaritan 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 to a community might make.	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. Jonah and the Whale 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.
PSHE 1 Decision Skill Builder	Keeping/Staying Safe - Road Safety Listening & Speaking – Step 1	Keeping/Staying Healthy – Washing Hands Problem Solving & Creativity – Step 1	Relationships - Friendships Problem Solving - Step 1	Being Responsible - Water Spillage Staying Positive & Aiming High – Step 1	Feelings & Emotions - Jealousy Listening –Steps 0-2 Speaking – Step 1 Problem Solving – 2 Leadership – Step 0, 1	Our World – Growing in Our World Staying Positive – Step 1, 2 Aiming High – Step 1, 2 Teamwork – Step 0, 1 Creativity – Step 1

<p>Music Skills</p> <p>Knowledge</p>	<p>Playing untuned percussion</p> <p>Diwali Bollywood dancing to music</p> <p>Diwali Dohl drumming workshop</p> <p>Body percussion</p>	<p>Singing songs</p> <p>Traditional British rhymes and Christmas song</p>	<p>Listening with concentration.</p> <p>Exploring untuned percussion</p> <p>Chinese New Year - music linked to dance</p>	<p>Create, select and combine sounds to explore beat and tempo</p> <p>Sounds around the home composition linked to family activities</p> <p>Make an African Drum</p>	<p>Create, select and combine sounds.</p> <p>Nature sounds and music</p>	<p>Exploring untuned percussion-water sounds</p> <p>Beat, rhythm and percussion –</p> <p>Make an instrument 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 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</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 they have concerns about content or contact on the internet or other online technologies.</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 they have concerns about content or contact on the internet or other online technologies.</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 use logical reasoning to predict the behaviour of simple programs recognise common uses of information technology beyond school.</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 reasoning to predict the behaviour of simple programs ☑ use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>
<p>Online Safety</p>	<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. 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>Exploring Autumn – Changes in season-weather observations.</p> <p>Active maths</p> <p>Human & Physical features in our local area.</p> <p>Planting- Spring bulbs and winter shrubs</p>	<p>Active maths</p> <p>Planting & Growing- gardening</p>	<p>Active maths Winter – Changes in season and weather observation. Senses Walk</p> <p>Planting & Growing</p>	<p>Active maths Spring – changes in season Senses Walk</p> <p>Caring for our garden</p>	<p>Active maths</p> <p>Earth Day activities Turns & Co-ordinates – map work.</p> <p>Creating a bee garden.</p> <p>Caring for our garden</p>	<p>Active maths Summer – Changes in season. Senses Walk.</p> <p>Growth and change – science.</p> <p>Caring for our garden</p> <p>Exploring water and testing vessels on the water.</p>
Careers and Employability	<p>Visitor – Harvest festival</p> <p>Diwali inspiring Visitors – Dohl drummer and Bollywood dancing</p>	<p>Student nurse talk</p> <p>Careers Week focus on jobs in the local area. Careers in the capital city, Royal Family.</p>	<p>Professions involving travel and world explorers.</p>	<p>Professions involving animals and caring for them.</p>	<p>Careers in nature and science.</p>	<p>Sea life centre role play.</p> <p>Careers in the environment and sustainability.</p> <p>Lifeboat rescue services</p>
Home learning project & parental engagement	<p>Getting to know each other through speaking & listening.</p> <p>Parent Meeting-early reading and expectations in year one.</p>	<p>London fact finding -Can you create a city scene in a box?</p> <p>Dojo- Reading & spelling at home lessons. Numbots</p>	<p>Endangered places fact finding -Can you create a city scene in a box?</p> <p>Dojo- Reading & spelling at home lessons. Numbots</p>	<p>Savannah & Jungle fact finding- Can you create a box scene?</p> <p>Dojo- Reading & spelling at home lessons. Numbots</p>	<p>British nature fact finding-Can you create your own bug garden?</p> <p>Dojo- Reading & spelling at home lessons. Numbots</p>	<p>Oceans and Seaside fact finding – Can you create your own box scene?</p> <p>Dojo- Reading & spelling at home lessons. Numbots</p>