**YEAR 1 CURRICULUM MAP 2019-2020**

Dovedale Primary School

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| **SUBJECT** | **Autumn 1 Autumn 2** | | **Spring 1** | **Spring 2** | **Summer 1 Summer 2** | |
| **English** | **Paper Planes**  **Narrative:** A Friendship Story **Purpose:** To narrate  **Recount:** Messages  **Purpose:** To recount | **Rapunzel**  **Narrative:** A Traditional Tale **Purpose:** To narrate  **Instructions:** How to catch a witch  **Purpose:** To instruct | **Hermelin**  **Narrative:** A Detective Story **Purpose**: To narrate  **Recount:** Letters  **Purpose:** To recount | **The Last Wolf**  **Narrative:** A Hunting Story **Purpose:** To narrate  **Instructions:** Recipes  **Purpose:** To instruct | **Black Rock**  **Narrative:** A Return Story **Purpose:** To narrate  **Recount:** Postcards  **Purpose:** To recount | **Where the Wild Things Are**  **Narrative:** A Portal Story **Purpose:** To narrate  **Information:** Wild Things **Purpose:** To inform |
| **Maths** | Place Value consolidation, Addition & subtraction within 10 | Place Value consolidation within 20  Shape | , Addition & subtraction within 20  Place Value | Place Value  Length & height  Weight & Volume | Number  Multiplication & Division | Position & Direction  Place Value within 100 |
| **Science** | Body Parts  Animals  **Outcome**  **-** identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense  - identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals  - describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) | | | Materials  **Outcome**  **-** distinguish between an object and the material from which it is made  **- i**dentify 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 | Plants  **Outcome**  **-** observe changes across the four seasons   * observe and describe weather associated with the seasons and how day length varies * 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 | |
| **History** | Comparing life in 1950s to now  Outcome   * recall some facts about people/events before living memory * say why people may have acted the way they did. * understand the difference between things that happened in the past and the present. * describe things that happened to themselves and other people in the past. * order a set of events or objects * use a timeline to place important events. * use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young. | | Robert Falcon Scott  Outcome   * discuss lives of significant individuals in the past who have contributed to national and international achievements. * discuss events beyond living memory that are significant nationally or globally. * discuss significant historical events and people and places in their own locality. * use a timeline to place important events. * use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young. | | Seaside  Outcome   * discuss places in their own locality and how they have changed over time * use a timeline to place important events. * use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young. | |
| **Geography** | **Map skills**  To draw basic maps skills.  To draw simple features.  To create plans of a simple environment.  To add labels onto a sketch map.  To use a simple picture map to move around school.  To use directional language such as; near, far, up, down, left, right, north, south, east, west. | | **Liverpool, UK, Continents**  **Antarctica, Weather**  To describe the physical and human geography of Antarctica.  To compare Antarctica to Liverpool including relative vocabulary  To recognise and name some of the continents on a globe or atlas.  To talk about the natural environment, naming its features and using key vocabulary.  To recognise and name some of the continents on a globe or atlas.  To talk about the natural environment, naming its features and using key vocabulary.  To compare other continents to Liverpool including relative vocabulary.  To use world maps to identify the UK and its position in the world.  To show an awareness that the weather may vary in different parts of the UK.  To use maps to local the four countries and capital cities of the UK.  To use an atlas to name and locate the four countries of the UK.  To name some features and talk about the human environment.  To show an awareness that the weather may vary in different parts of the UK.  To talk about the day to day weather and the seasons in local areas.  To use world maps to identify the UK in its position of the world.  To use basic observational skills.  To know about the local area and name key landmarks.  To use photographs and maps to identify features. | | **Seaside**  To use simple fieldwork and observational skills  To describe the physical and human geography  To use a simple map  To use geographical language to describe the physical features (beach, cliff, rock pool, coast, sea, mountain) | |
| **Art** | Drawing Skills  Observational drawing– Toys  Charcoal/crayon (CC history)  Self -Portraits with a focus on basic skills, features and placement of facial features. | | Mixing colours warm & cold colours based on the contrasting landscapes of Antarctica & Africa. Inspired by artist  Sonia Delaunay (CC geography) | | Textiles—weaving in response to the sea , including collage (CC geography)  Drawing feathers (CC DT)  3D— wire & paper bird sculpture (CC DT)  Judith Scott & Sheila Hicks 1950+  Lost words book | |
| **DT** |  | Sliders and levers  Old toys (CC history  Toy train  Jack in the box) |  | Food  Fruit and yoghurt bowl (CC History) |  | Structures  Bird cage (CC Art) |
| **Computing** | Beebot and algorithm | | Scratch  Safer Internet Day | | Internet safety | |
| **PSHE** | Special & Safe | Friendship | Success | Being Healthy | Families | Life Cycle |
| **PE** | Movement | Movement | Athletics | Gymnastics | Hockey skills | Dance |
| **RE** | Creation Story  Does God wants Christians to look after the world? | Christmas  What gift would I have given  to Jesus if He had been  born in my town and not in  Bethlehem? | Friendship  Was it always easy for Jesus to show friendship? | Easter  Why was Jesus welcomed  like a king or celebrity by the  crowds on Palm Sunday? | Shabbat  Is Shabbat important to  Jewish children? | Chanukah  Does celebrating Chanukah  make Jewish children feel  closer to God? |
| **Music** | Hey You  How pulse, rhythm and pitch work together. | Rhythm in the way we walk/Banana rap  Pulse, rhythm and pitch, rapping, dancing and singing | In the groove  How to be in the groove with different styles of music. | Round and Round  Pulse, rhythm and pitch in different styles of music. | Your imagination  Using your imagination to improvise. | Reflect, rewind, replay  The history of music, look back and consolidate your learning, learn some of the language of music. |
| **Possible**  **Enrichment**  **Opportunities** | All Days Farm  Learn & Explore  Massage | | Polar Day Learn & Explore  Cricket  Massage | | Seaside Day  Learn & Explore | |