

Year 1 Curriculum Map 2023-24.

Autumn	Spring	Summer
<p><b>A Big Day Out</b> How have significant places changed over the past 100 years? (Hartford Park and Chester Zoo)</p>	<p><b>Our Wonderful World</b> Why is it important to protect our wildlife and local woodlands?</p>	<p><b>Wave of Change</b> How has the seaside changed over the last 100 years?</p>
<p><b>English</b> The Storm Whale Lost and Found -fictional story Nibbles -Diary entries</p>	<p><b>English</b> The Lion Inside The Curious Tale of the Missing Mammoth Beegu</p>	<p><b>English</b> Toys in Space Goldilocks and the just one bear</p>
<p><b>Maths</b> Place Value to 10 Addition and Subtraction to 10 Shape Place Value to 11-20</p>	<p><b>Maths</b> Addition and Subtraction within 20 Place Value to 50 Length and Height Weight and Volume</p>	<p><b>Maths</b> Multiplication Fractions Position and Direction Place Value to 100 Money</p>
<p><b>Science</b> <u>Animals including Humans</u> -Identify, name, draw and label the basic parts of the human body and 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. -Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p>	<p><b>Science</b> <u>Materials</u> -distinguish between an object and the material from which it is made. -identify and name a variety of everyday materials -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.</p>	<p><b>Science</b> <u>Plants</u> - 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</p>

<p>- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds, mammals)</p> <p><u>Seasonal Change</u></p> <ul style="list-style-type: none"> <li>- Observe changes across the four seasons. Identify the characteristics of each season and describe the weather associated with the seasons and how the day length change.</li> </ul> <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> <li>-observe changes over time</li> <li>-identification and classification of animals</li> <li>-performing simple tests</li> <li>Gathering and recording data</li> </ul>	<p><u>Seasonal Change</u></p> <ul style="list-style-type: none"> <li>- Observe changes across the four seasons. Identify the characteristics of each season and describe the weather associated with the seasons and how the day length change.</li> </ul> <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> <li>-observe changes over time</li> <li>-carry out simple comparative tests using different materials</li> <li>-identification and classification of materials and their properties</li> <li>-Gathering and recording data</li> </ul> <p>Forest Schools - naming common birds. Savannah habitats linked to the Lion Inside</p>	<p><u>Seasonal Change</u></p> <ul style="list-style-type: none"> <li>- Observe changes across the four seasons. Identify the characteristics of each season and describe the weather associated with the seasons and how the day length change.</li> </ul> <p><u>Working Scientifically</u></p> <ul style="list-style-type: none"> <li>-observe changes over time</li> <li>- identification and classification of trees and flowers</li> <li>-gathering and recording data- bean growth</li> </ul>
<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>- Know their own address, (including postcode.)</li> <li>-Identify the location of cold areas of the world in relation to the North and South Poles (Lost and Found link)</li> <li>-Name and locate the 4 countries of the United Kingdom.</li> <li>-Use basic geographical vocabulary to refer to key physical and key human features in Hartford.</li> </ul>	<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>-Identify seasonal and daily weather patterns in the United Kingdom. - (record in the diary and take temperature daily)</li> <li>-Name, locate and identify the 4 countries of the United Kingdom and its surrounding seas.</li> <li>Identify the location of hot areas of the world. (link to Lion Inside)</li> <li>features and routes on a map.</li> <li>Conservation issues relating to local area.</li> </ul>	<p><b>Geography</b></p> <ul style="list-style-type: none"> <li>-Identify seasonal and daily weather patterns in the United Kingdom.</li> <li>-Use basic geographical vocabulary to refer to key physical and key human features in a seaside location</li> <li>- Identify characteristics of the 4 countries of the United Kingdom.</li> </ul>

<p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>- Use maps and globes to identify the UK and its countries.</li> <li>- Use aerial photographs and plan perspectives to recognise landmarks in Hartford (Park) and basic human and physical features.</li> <li>-Devise a simple map of walk to Hartford Park.</li> <li>-Use simple fieldwork to study the key human and physical features on a walk to Hartford Park.</li> </ul>	<p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>-Use maps and globes to identify the location of the 4 countries in the UK and its surrounding seas.</li> <li>-Use maps and globes to identify the African Savannah.</li> <li>-Identify ways to conserve and protect the world around us (locally and globally)</li> </ul>	<p><b><u>Skills</u></b></p> <ul style="list-style-type: none"> <li>- Use aerial photographs and plan perspectives to recognise landmarks at a seaside location and basic human and physical features.</li> <li>- Know the difference between human and physical features.</li> </ul>
<p><b>History</b></p> <ul style="list-style-type: none"> <li>-Changes within Living Memory. Study changes in Hartford Park and Chester Zoo</li> <li>-Lives of significant individuals who have contributed to national and international achievements. Founder of Chester Zoo (George Mottershead), (Queen Elizabeth)</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>-Use Primary Sources - old photographs of Hartford Park to compare changes over time.</li> </ul>	<p><b>History</b></p> <ul style="list-style-type: none"> <li>-Lives of significant individuals who have contributed to conservation David Attenborough, Jane Goodhall.</li> <li>- Changes within Living memory - Conservation- Endangered animals</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>-Know and recount stories of the past using writing and role play.</li> </ul>	<p><b>History</b></p> <ul style="list-style-type: none"> <li>-Changes within Living Memory- The Seaside</li> <li>-Lives of significant individuals who have contributed to national and international achievements - King Charles III</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Use Primary Sources - old photographs of the seaside.</li> <li>- find out answers from the past using simple questions and artefacts.</li> <li>- Match both primary and secondary sources to different periods of time. Order events chronologically (The life of the King)</li> </ul>

<p><b>Art</b>  Drawing faces - portraits  Anatomy - drawing pictures of themselves for topic book cover.  Drawing autumn leaves  Drawing poppies - soft pastels  <b>Spirals unit:</b></p> <ul style="list-style-type: none"> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>know 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.</li> </ul>	<p><b>Art</b>  Clay - Bog Baby - Sculpture (Forest Schools)  Line Drawing - Spring Flowers  Artist -Andy Goldsworthy- Art using natural materials  Collage - Mother's Day Cards  <b>Exploring watercolour unit:</b></p> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>to know 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.</li> </ul>	<p><b>Art</b>  Seaside pictures on the beach using loose parts  <b>Flora and Fauna unit:</b></p> <ul style="list-style-type: none"> <li>use a range of materials creatively to design and make products</li> <li>use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>know 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.</li> </ul>
<p><b>DT</b>  Design and Make models of playground equipment  Moving Pictures- Christmas Cards</p>	<p><b>DT</b>  Moving Pictures- The Lion inside  Planting seeds</p>	<p><b>DT</b>  <b>Preparing fruits and vegetables</b>  Understand and use basic principles of a healthy and varied diet to prepare dishes, including chopping, snipping, juicing, peeling and grating. Also learning about healthy eating and how fruit and vegetables are part of The eatwell plate.</p>
<p><b>RE</b>  What does it mean to belong?  Why is Christmas celebrated by Christians?</p>	<p><b>RE</b>  What do we think about how the world was made and how should we look after it?  Easter and surprises  Visit to St John's Church</p>	<p><b>RE</b>  How and Why are Allah and Muhammad (PBUH) important to Muslims  How do Muslims express new beginnings?</p>
<p><b>Music-</b>  Charanga</p>	<p><b>Music</b>  Charanga</p>	<p><b>Music-</b>  Peter and The Wolf</p>

<p>Music linked to the Nutcracker</p>		
<p><b>PE</b>  Send and Return 1  Attack and Defend  Gymnastics  Dance- The Nutcracker</p>	<p><b>PE</b>  Gymnastics and Dance- linked to BBC ten pieces  Attack, Defend, Shoot 2  Hit, catch, run 1</p>	<p><b>PE</b>  Run, jump, throw 1  Hit, catch, run, 2  Send and return 2  Run, jump, throw 2</p>
<p><b>Computing</b>  Exploring Technology around us.  Using a trackpad  Developing mouse skills  Using and developing keyboard skills  Using a computer responsibly  Using computers to paint including making shapes and lines.  Comparing digital art forms.</p>	<p><b>Computing</b>  Exploring the keyboard to add and remove text.  Exploring the toolbar.  Comparing pencils and computers.  Labeling and matching data.  Using computers to make and compare groups.</p>	<p><b>Computing</b>  Programming animations using Scratch Jnr</p>
<p><b>SMSC</b>  Taking care of our local environment - classroom, school and Hartford Park  Study of Mae Jemison- first African American woman in space- Black History Month  No Outsiders Unit - We are all different- Elmer the elephant  -Ten Little Pirates  Remembrance Day</p>	<p><b>SMSC</b>  No Outsiders Unit  Looking after the environment  Conservation- Forest Schools  Bog Baby - being truthful  No Outsiders - My Grandpa is Amazing  -My World, your World</p>	<p><b>SMSC</b>    SRE - Year 1 lessons    No Outsiders - That's not how you do it.</p>

<p><b>PSHE</b> Respect our classroom environment. <b>What is the same and different about us?</b> What makes us all special?- What do you like/dislike? What are you good at? <b>Who is special to us?</b> Families - who is in your family and what do you enjoy doing? -what do they do to make you feel cared for?</p> <p>Introduce 'respect' responsibility, aspiration and pride. Focus on 'respect'- saying please/thank you Friendship qualities - being kind/unkind Bonfire Night safety Internet safety</p>	<p><b>PSHE</b> Develop understanding of 'respect' responsibility, aspiration and pride</p> <p><b>Understand that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people</b></p> <ul style="list-style-type: none"> <li>• who can help them in different places and situations; how to attract someone's attention or ask for help;what to say</li> <li>• how to respond safely to adults they don'tknow</li> <li>• what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard</li> <li>• how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say</li> </ul> <p>PCSO visit - stranger danger. Who would you ask for help if you were lost?</p> <p>Internet Safety Day</p> <p><b>How can we look after each other and the world -</b> Respect our local environment- Forest schools Recycling</p>	<p><b>PSHE</b> <b>What helps us to stay healthy?</b> Healthy Eating - (DT link) Sports Week</p> <p>Transition to Year 2</p> <p><b>What can we do with money?</b></p> <p>Care for our coastal environments- beach visit</p>
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<p><b>Visits</b>  Walk to Hartford Park (TBC)  Reasheath Zoo (TBC) or Zoo 2 U visitor (TBC)</p>	<p><b>Visits</b>  Visit to Methodist Church (TBC)</p>	<p><b>Visits</b>  Visit to Thurstaston Beach</p>
<p><b>Spanish</b>  Me and You- Greetings, songs and counting  Autumn Time and simple language- family, bonfire night and Feliz Navidad</p>	<p><b>Spanish</b>  Animals, songs and rhymes - animal magic and epiphany  Nouns, actions and nature- Colour's and Mother's day</p>	<p><b>Spanish</b>  All at Sea- weather and summer sunshine  Exploring stories and song- sea creatutes</p>