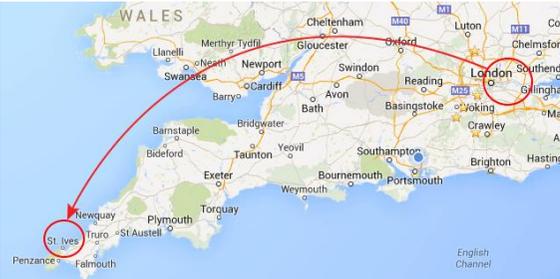




## Class 1 Year 1 2020-2021 Curriculum Map

<b><u>Autumn Term</u></b>	<b><u>Spring Term</u></b>	<b><u>Summer Term</u></b>
<p><b>Cornwall to London</b> Comparing Cornwall and London's History</p> 	<p><b>Story Time</b> Dr Seuss and Anthony Browne</p> 	<p><b>High and Low</b> Mountains and Sea</p> 
<p><b>What was Cornwall and London like then compared to now?</b></p> <p><b>Key outcomes for the project</b></p> <p>We are going to be looking at and comparing what it is like to live in Cornwall and London. We are also going to look back at significant events over time focusing mainly on the Great Fire of London.</p> <p><u>Curriculum Coverage:</u></p> <p style="text-align: center;"><b><u>Year 1</u></b></p> <p><b>History:</b> Sequence some events or related objects in order. Use common words and phrases relating to the passing of time e.g. old, new, young, days, months, today, yesterday, tomorrow. Recount parts of stories and memories about the past.</p>	<p><b>Who are these authors and what did they write?</b></p> <p><b>Key outcomes for the project</b></p> <p>We are going to be looking at different texts the authors are famous for. We will look at story structure and how children can use this in their writing.</p> <p><u>Curriculum Coverage:</u></p> <p style="text-align: center;"><b><u>Year 1</u></b></p> <p><b>Science:</b> Observing changes across a season and length of day. To identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe how animals obtain their food from plants and other animals, using the idea of a simple food</p>	<p><b>What is it like in the mountains and sea?</b></p> <p><b>Key outcomes for the project</b></p> <p>We are going to compare what it is like high up in the mountains compared to sea life in the depths below. We will look at weather and climate and what animals are suited to live in these places.</p> <p><u>Curriculum Coverage:</u></p> <p style="text-align: center;"><b><u>Year 1</u></b></p> <p><b>Geography:</b> Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles.</p>

Tell the difference between past and present in own and other people's lives.  
Begin to identify and recount some details from the past from sources e.g. pictures, stories.  
Show knowledge and understanding about the past in different ways (e.g. role play, drawing, writing, talking).

**Science:**

Observing changes across a season and length of day. Animals including humans. Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.  
To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).  
Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.  
Identify and name a variety of plants and animals in their habitats, including microhabitats.

**Geography:**

Name and locate local town. Observe and describe the human and physical geography of a small area of the United Kingdom. Use photographs to recognise landmarks and basic human and physical features; devise simple picture maps. Use simple fieldwork and observational skills to study the geography of their school and its grounds.

**Design and Technology:**

Carve - Pinch and roll coils and slabs using a modelling media. Construct - Use materials to make known objects for a purpose. Make simple joins.

**Art and Design:**

Name all the colours. Mixing of colours. Find collections of colour applying colour with a range of tools. Collage.

**Computing:**

chain, and identify and name different sources of food.  
Identify and describe the basic structure of a variety of common flowering plants including trees. Explore and compare the differences between things that are living, dead, and things that have never been alive.

**Geography:**

Use locational and directional language (e.g. near and far, left and right), Describe the location of features and routes on maps.

**History:**

Know some things that happened to other people in the past.

**Design and Technology:**

Create patterns. Awareness and discussion of patterns. Repeating patterns. Symmetry.

**Art and Design:**

Extend the variety of drawings tools. Explore different textures. How textiles create things. Weaving.

**Computing:**

Recognise some ways in which the internet can be used to communicate. Know to speak to an adult if something online makes me sad or worried. Knowing to ask an adult before putting things online. Describe ways how to behave online. Explain rules on how to keep safe online.

**Music:**

Perform with an awareness of others. Take part in a group singing performance. Hear, listen and respond to different moods in music. Identify texture— one sound or several sounds? Know how sounds are made and changed. Make sounds with a slight difference, with help.

**PE:**

Games & Gymnastics

Use basic Geographical vocabulary to refer to physical features of their school and its grounds and of the surrounding environment.  
Use maps, atlases and globes to identify the continents and oceans studied at this key stage.

**Science:**

Observing changes across a season and length of day. Notice that animals, including humans, have offspring which grow into adults. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.  
Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Recognise that shadows are formed when the light from a light source is blocked by an opaque object find patterns in the way that the size of shadows change.

**History:**

Find answers to simple questions about the past from sources of information (e.g. pictures, stories)

**Design and Technology:**

Develop impressed images. Relief printing.

**Art and Design:**

Observe and draw landscapes. Observe patterns observe anatomy (faces, limbs). Sort according to specific qualities.

**Computing:**

I can use technology to capture photos. I can use apps and websites to aid my learning. I can save and retrieve work that I have produced. I can move a cursor and click on an icon. I can identify major parts of devices e.g. screen, keyboard. I can understand and create algorithms (steps of instructions) that are precise and unambiguous.

**Music:**

Investigate pitch by using chime bars, copying high and low notes. Create a sequence of long and short

<p>Name my work so others know it belongs to me. Identify some examples of personal information. Identify devices that I can use to access the internet.</p> <p><b>Music:</b> Create patterns with their own voices (high, low to investigate pitch, quiet, loud for dynamics, long short for duration). Use voice in different ways to create different effects. Make and control long and short sounds (duration). Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.). Listen for different types of sounds.</p> <p><b>PE:</b> Dance &amp; Striking and Fielding</p> <p><b>RE:</b> Special People – what makes us special? What Christians believe about Christmas</p> <p><b>PSHE:</b> Me and my relationships &amp; Valuing differences</p>	<p><b>RE:</b> What makes places special? (the church) Why is the Bible special?</p> <p><b>PSHE:</b> Keeping myself safe &amp; Rights and responsibilities</p>	<p>sounds with help (duration). Clap longer rhythms with help. Make different sounds (high and low– pitch; loud and quiet– dynamics; fast and slow-tempo; quality of the sound- smooth, crisp, scratchy, rattling, tinkling etc.– timbre). Hear, listen and respond to the pulse in music.</p> <p><b>PE:</b> Athletics &amp; Games</p> <p><b>RE:</b> Why is where I live special? Why should we care for our world?</p> <p><b>PSHE:</b> Being my best &amp; Growing and changing</p>
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