

St Thomas' CE Primary School Curriculum Map Year 1 - 2020 - 2021

| YEAR 1 | Autumn Over Land and Sea | Spring | | Summer | |
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| | | Toys from the past | Houses and Homes | The Great Fire of London | What are seeds for? |
| | <p><i>Look up by Nathan Byron & Dapo Adeola</i> <i>The squirrels who squabbled by Rachel Bright & Jim Field.</i> <i>The Snail and the Whale by Julia Donaldson</i></p> | <p><i>The Lion Inside by Rachel Bright & Jim Field</i> <i>Grandma Bird by Benji Davies</i> <i>Toys in space by Mini Grey</i> <i>Lost and Found by Oliver Jeffers</i></p> | | <p><i>The Tin Forest by Helen Ward & Wayne Anderson</i> <i>Goldilocks and just the 1 bear by Leigh Hodgkinson</i> <i>George Saves the World by Lunchtime by Jo Readman</i></p> | |
| Science | <p>Ongoing throughout the year: Working Scientifically Carry out a range of simple experiments to test their ideas. Predict what they think might happen. Make comparisons based upon their observations. Record their results in different ways including block and pictographs, drawings and simple tables. Identify what makes an experiment unfair. Share what their results show. Seasons Name the 4 Seasons and explore the seasonal changes that occur throughout the year including the weather and the effect of the different seasons on plants and trees.</p> | | | | |
| | <p>Animals, including humans We will name the different parts of our body and explore our senses, completing simple experiments linked to our senses. We will search for animals within the local area and learn the 6 different animal groups, identifying examples of animals that belong in each group. We will learn about carnivores, herbivores and omnivores and link these to different animals.</p> | <p>Everyday Materials We will begin to explore different materials using a range of language to describe them. We will identify the difference between the object and the material it is made from and describe the simple physical properties of a variety of everyday materials. We will compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> | | <p>Plants: Growing/Gardening We will plant a range of seeds and make observations as they grow. We will name the different parts of a plant, as well as a range of plants that grow within the local environment. We will grow our own vegetables which we will share with the local community.</p> | |
| History | <p>How did my grandparents travel to their holiday? We will explore how our grandparents travelled to different holiday destinations compared with today and explore how cars</p> | <p>What toys did my grandparents play with? We will explore a range of toys that our grandparents would have played with, visiting Chester Museum for a hands on workshop. In addition, we will visit Tatton Hall to compare</p> | | <p>Why did London burn? We will explore what happened during The Great Fire of London in 1666, identifying the sources that most help us. We will learn about Samuel Pepys' diaries helped us to learn more</p> | |

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| | <p>and aeroplanes have changed over time.</p> <p>Significant historical events & people We will investigate The Wright brothers, Amy Johnson and Karl Benz.</p> | <p>what houses were like in the past, comparing these with our own home.</p> <p>Significant historical people We will explore the work of LS Lowry.</p> | <p>about the events. In addition, we will compare what was used to fight the fire in 1666 with the fire service of today, visiting a local fire station.</p> <p>Significant historical people We will explore Samuel Pepys.</p> |
| Geography | <p>Where in the world are we? We will identify and name the 4 countries within the UK, locating these within a UK and world map. We will explore different holiday destinations the children have visited or have family and friends living, locating these within a world map. We will introduce children to the world's seven continents and five oceans.</p> | <p>What can we see all around us? We will explore our local area, identifying different types of houses and key features within it and using geographical language to describe it. We will look closely at aerial photographs and go on a walk around the local area, drawing simple maps of our journey, adding key features that we have seen.</p> | <p>What can we see in London? We will learn about London as the capital city of England and identify the other capital cities within the UK. We will compare London with Warrington, identifying similarities and differences using both human and physical features.</p> |
| Art & Design | <p>Key Stage 1 Skills: Ongoing throughout the year We will develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. We will learn about the work of a range of artists, craft makers and designers.</p> | | |
| | <p>We will explore a range of artists who painted poppies linked to our work on Remembrance Sunday, including Helen O'Keeffe, Claude Monet and Vincent Van Gogh. We will explore the season of Autumn and use materials collected within our Autumn walk to make transient collages. In addition, we will mix different colours to create a range of Autumn shades, using these to create wax resistant paintings.</p> | <p>We will explore the seasons of Winter and Spring, creating paintings using colours linked to each season. We will explore the work of the artists Michael Gutteridge and LS Lowry, comparing their unique styles and using these as inspiration for pieces of their own.</p> | <p>We will explore the season on Summer, mixing different colours together to create warm, summer shades. We will explore a range of artists who painted sunflowers including Vincent Van Gogh. We will learn to weave using a simple weaving loom. In addition, we will explore the work of the artist Andy Goldsworthy, making our own collages using collected materials.</p> |
| Design & Technology | <p>Key Stage 1 Skills: Ongoing throughout the year Exploring the processes of: Designing Making Evaluating Technical Knowledge Cooking and Nutrition</p> | | |

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| | We will use our senses to taste a range of different fruit, using this knowledge to design and make our own fruit rocket stick snacks. Evaluating our rocket to highlight potential improvements that could be made. | We will design and make our own toys that our grandparents would have played with when they were children. We will design and make our own hand puppet linked to our class book Toys in Space. Evaluating our designs to reflect upon our favourite parts and any improvements that could be made. | | | | |
| Music | <p>Key Stage 1 Skills: Ongoing throughout the year We will use our voices expressively and creatively by singing songs and speaking chants and rhymes. We will explore tuned and untuned instruments musically. We will listen with concentration and understanding to a range of high-quality live and recorded music. We will experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> | | | | | |
| Religious Education | <p>Good News: We will explore the children's own good news using their summer holiday journals. We will discuss a range of parables Jesus used linked to good news.</p> <p>Incarnation: We will explore what can be learnt about Jesus from the nativity story, retelling the main events within the Christmas story and discussing how nativity plays help Christians remember and celebrate the birth of Jesus.</p> | <p>Creation: We will explore our wonderful world and reflect upon this linked to the creation story. We will explore how humans care for and sometimes spoil the world we live in and think about different ways to look after our environment.</p> <p>Salvation: We will explore the Easter story, reflecting upon why the cross is an important symbol for Christians.</p> | <p>World religions: We will explore the story of Joseph both within the Bible and the Torah, reflecting upon why Joseph is important to Jewish people.</p> <p>Discipleship: We will explore the story of Zacchaeus and reflect upon how Zacchaeus changed once he had met Jesus.</p> | | | |
| Personal Health, Social, Citizenship Education | <p>Ongoing through participation in School Council, and through Christian ethos of the school: Making a Positive Contribution Rules Participating Debating Belonging to groups Improving our class and school</p> <p>Ongoing through Maths lessons: Economic Wellbeing and Financial Capability Personal economic wellbeing Financial Capability</p> | | | | | |
| Jigsaw is a mindful approach to PSHE. It is a comprehensive Scheme of Learning for | Autumn 1 – Being me in my world | Autumn 2 – Celebrating difference | Spring 1 – Dreams and Goals | Spring 2 – Healthy Me | Summer 1 – Relationships | Summer 2 – Changing Me |
| | Feeling special and safe | Similarities and differences | Setting goals Identifying successes | Keeping myself healthy Healthier lifestyle choices | Belonging to a family Making friends and | Life cycles – animal and human |

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| PSHE Education, which includes Emotional Literacy, Social Skills and Spiritual Development. | Being part of a class | Understanding bullying and knowing how to deal with it | and achievements | Keeping clean | being a good friend | Changes in me since being a baby |
| | Rights and responsibilities | Making new friends | Working well and celebrating achievement with a partner | Being safe | Physical contact preferences | Differences between female and male bodies (correct terminology) |
| | Rewards and feeling proud | Celebrating the differences in everyone | Tackling new challenges | Medicine safety/safety with household items | People who help us | Linking growing and learning |
| | Consequences | | Identifying and overcoming obstacles | Road safety | Qualities as a friend and person | Coping with change Transition |
| | | | Feelings of Success | Linking health and happiness | Being a good friend to myself | |
| | | | | | Celebrating special relationships | |

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| PE | REAL PE – Real PE is fully aligned to the National Curriculum requirements and focuses on the development of agility, balance and coordination, healthy competition and cooperative learning through a unique and market leading approach to teaching and learning in PE. | | | | | |
| | Fundamental Movement Skills | | Multi-Ability Focus | | Sporting Focus | |
| | Autumn 1 (Unit 1) Co-ordination – Floor Movement Patterns (FUNS 10) Static Balance – One Leg Standing (FUNS 1) | | Autumn 1 (Unit 1) Personal | | Autumn 1 Gymnastics | |
| | Autumn 2 (Unit 2) Dynamic Balance to Agility (FUNS 6) Static Balance – Seated (FUNS 2) | | Autumn 2 (Unit 2) Social | | Autumn 2 Dance | |
| | Spring 1 (Unit 3) Dynamic Balance (FUNS 5) Static Balance - Seated (FUNS 4) | | Spring 1 (Unit 3) Cognitive | | Spring 1 Dance | |
| Spring 2 (Unit 4) Co-ordination - Ball Skills (FUNS 9) Counter Balance in Pairs (FUNS 7) | | Spring 2 (Unit 4) Creative | | Spring 2 Handling ball skills | | |
| Summer 1 (Unit 5) | | Summer 1 (Unit 5) | | Summer 1 | | |

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| | Coordination with Equipment (FUNS 8) Agility – Reaction/Response (FUNS 12) Summer 2 (Unit 6) Agility – Ball Chasing (FUNS 11) Static Balance - Floor Work (FUNS 3) | Physical Summer 2 (Unit 6) Health/Fitness | Footwork ball skills Summer 2 Athletics | | |
| | Online - Navigating websites Ongoing throughout the year using a range of websites to support all areas of the curriculum. | | | | |
| Computing - Ongoing units throughout the year | Multimedia | Programming | Data | E-Safety | Multimedia |
| | Using Paint Tools We will create pictures using a range of tools. We will add simple text to our pictures and learn how to use the space bar, backspace, shift and caps locks keys. Creating Pictograms We will investigate our favourite fruit and season of the year. We will collect data within class and use 2Simple to create our own graphs and pictograms. | Bee Bots We will learn to move the Bee Bots in different directions, giving one instruction at a time and learning to give several instructions in one go. | Creating Pictograms We will develop our independence to independently create pictograms about our favourite houses and local attractions. | We will use the internet to locate facts about The Great Fire of London and discuss the importance of being safe when we access the Internet. | Entering Text We will develop our skills to locate different keys within the keyboard with increasing ease and efficiency. We will combine text and pictures together with growing independence. |