

## Lees Primary School Curriculum Map: Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme</b>	<b>Once Upon a Time</b> <ul style="list-style-type: none"> <li>What is a house made from?</li> <li>What is the difference between an object and material?</li> <li>How have houses changed over time?</li> <li>How has Lees changed over time?</li> </ul>	<b>Castles: Fiction and non-fiction about castles (Link to traditional tales)</b> <ul style="list-style-type: none"> <li>What is a castle?</li> <li>Who was the first to build a castle and why?</li> <li>What is life like in a castle?</li> </ul>	<b>Our Village</b> <ul style="list-style-type: none"> <li>What country do I live in?</li> <li>What is the name of my local area?</li> <li>What human and physical features are there in my local area?</li> <li>What is the difference between a town, village and city?</li> </ul>	<b>African Adventure</b> <ul style="list-style-type: none"> <li>What are the 7 continents?</li> <li>Where is Africa?</li> <li>What are the human and physical features in Kenya? Is this different to Lees?</li> <li>What animals live in Africa?</li> <li>How can we sort and group animals?</li> </ul>	<b>Our Allotment</b> <ul style="list-style-type: none"> <li>What is a plant?</li> <li>What plants can we find in the school garden, the park and at home?</li> <li>How can we identify different plants?</li> <li>Which plants keep their leaves and what are they called?</li> <li>Which plants do not keep their leaves and what are they called?</li> </ul>	<b>Oh I do like to be beside the seaside.</b> <ul style="list-style-type: none"> <li>How have seaside holidays changed over time?</li> <li>Who is Grace Darling and why do we remember her today?</li> <li>How can we classify different animals?</li> <li>What do animals eat?</li> </ul>
<b>English Texts (see LTP)</b>	The Three Little Pigs 	Rapunzel The Castle The King Built 	Non-Fiction texts about the village. Our Village 	Giraffes Can't Dance Anna Hibiscus 	Percy the Park Keeper 	The Lighthouse Keepers Lunch 
<b>Maths</b>						
<b>Science</b> Seasonal changes throughout the year	<b>Everyday Materials</b>  Sc1/3.1a distinguish between an object and the material from which it is made  Sc1/3.1b identify and name a variety of everyday materials, including wood,	<b>Everyday Materials</b> Sc1/3.1b identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock  Sc1/3.1c describe the simple physical properties	<b>Humans (Animals)</b>  Sc1/2.2d identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.  <b>Key Vocabulary:</b> human, body, arm, leg, eyes, hands,	<b>Animals:</b>  Sc1/2.2a identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals  Sc1/2.2c describe and compare the structure of a variety of common animals	<b>Plants:</b>  Sc1/2.1a identify and name a variety of common wild and garden plants, including deciduous and evergreen trees  Sc1/2.1b identify and describe the basic structure of a variety of	<b>Seasonal changes</b>  Sc1/4.1a observe changes across the 4 seasons Sc1/4.1b observe and describe weather associated with the seasons and how day length varies.

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	<p>plastic, glass, metal, water, and rock</p> <p>Sc1/3.1c describe the simple physical properties of a variety of everyday materials</p> <p>Sc1/3.1d compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p><b>Key Vocabulary:</b> Object, material, wood, plastic, glass, metal, water, and rock, shiny/dull, hard/soft</p>	<p>of a variety of everyday materials</p> <p>Sc1/3.1d compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p><b>Key vocabulary:</b> waterproof/not waterproof; opaque/transparent</p>	<p>shoulders, taste, smell, sight, touch, hear, senses</p>	<p>(fish, amphibians, reptiles, birds and mammals including pets)</p> <p>Sc1/2.2b identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p><b>Key Vocabulary:</b> animal, fish, amphibian, reptile, bird, mammal, pet, carnivore, herbivore and omnivore, human</p>	<p>common flowering plants, including trees</p> <p><b>Key Vocabulary:</b> plant, stem, root, flower, wild, roses, daffodils, tulips, lilies, flowering, evergreen.</p>	<p><b>Key vocabulary:</b></p> <p>change, winter, summer, spring, autumn. light, dark. time, weather.</p>
<b>History &amp; Geography</b>	<p><b>History</b> Chronological understanding: Changes to houses over time</p> <p>Hi1/1.1 changes within living memory. Recognise the difference between past and present in their own and others' lives.</p> <p><b>Key Vocabulary:</b> <i>Passing of time</i> Today, yesterday, last week, weeks ago, a month ago, months ago, years ago, hundreds of years ago, a long time ago.</p>	<p><b>History Castles</b></p> <p>Hi1/1.2 events beyond living memory that are significant nationally or globally past</p> <p>Hi1/1.3 the lives of significant individuals in the past who have contributed to national and international achievement- William the Conqueror</p> <p><b>Key Vocabulary:</b> castles, home, protect, William the Conqueror, battlement, moat, Motte-and-Baily, concentric castle, fact, fiction, turret, fortification</p>	<p><b>Geography</b> Ge1/1.3a identify seasonal and daily weather patterns in the United Kingdom</p> <ul style="list-style-type: none"> <li>Identifying their place in the world: Name of their local area, town, city, county, country and continent</li> </ul> <p>Ge1/1.3b use basic geographical vocabulary to refer to:</p> <ol style="list-style-type: none"> <li>key physical features, including: hill, soil, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office and shop</li> </ol>	<p><b>Geography:</b> Ge1/1.3b use basic geographical vocabulary to refer to:</p> <ol style="list-style-type: none"> <li>key physical features, including: hill, soil, season and weather</li> <li>key human features, including: city, town, village, farm, house, and shop</li> </ol> <ul style="list-style-type: none"> <li>Ge1/1.2a understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> </ul>	<p><b>Geography:</b> Ge1/1.2d devise a simple map; and use and construct basic symbols in a key</p> <ul style="list-style-type: none"> <li>Use simple fieldwork and observational skills to study the geography of the allotment and surrounding areas.</li> </ul>	<p><b>History</b></p> <ul style="list-style-type: none"> <li>Hi1/1.2 events beyond living memory that are significant nationally or globally- changes over time to holidays- compare holidays today with Victorian holidays. Links to changes over time of transport. Compare adults talking about the past- how reliable are their memories?</li> <li>Hi1/1.3 the lives of significant individuals in the past who have contributed to national and international achievements. E.g.- Grace Darling</li> </ul> <p><b>Key Vocabulary:</b> a long time ago,</p>



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				<ul style="list-style-type: none"> <li>To name the four countries of the UK</li> <li>Identify another continent; Africa.</li> </ul>		hundreds of years ago, Grace Darling and Victorians.
<b>Art / D&amp;T</b>	<p><b>D&amp;T- Construction</b></p> <p><b>To make a moving picture, for Nursery, using different textures and materials.</b></p> <p><b>Key Vocabulary: lever and slider</b></p> <p><b>*Use a range of materials to make models</b></p> <p><b>*Constructs using a lever and slider device</b></p> <p><b>*Join appropriately for different materials and situations e.g. tape, glue</b></p> <p><b>*Investigate how structures can be made stronger</b></p> <p><b>Challenge time: Art-Craft- textiles, printing, collage</b></p> <p>Cut, glue and trim materials- Can use scissors to cut straight lines and curves. Begin to identify different textures of fabric and materials for collage.</p> <p>Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge, resist printing, making rubbings.</p> <p>Build a more complex repeating pattern using shape and colour and</p>	<p><b>D&amp;T- Modelling</b></p> <p>To design and make a castle and name the materials used and grouped.</p> <p>*Fold tear and cut paper and card</p> <p>*Roll and curl paper to create tubes</p> <p>*Cut along lines straight and curved</p> <p>*Insert paper fasteners for card linkages and use a hole punch- stronger, stiffer and more stable</p> <p>Explore and use <b>mechanisms</b>, in their products - drawbridge.</p>	<p><b>Art - Painting</b></p> <p>To use a variety of tools and techniques for a purpose, including the use of different brush sizes and types.</p> <p>Work on different scales.</p> <p>-Mix primary colours to make secondary colours.</p> <p>-Begin to add white and black to create different tones and shades.</p> <p>Ar1/1.1 to use a range of materials creatively to design and make products</p> <p>Ar1/1.2 to use drawing and painting to develop and share their ideas, experiences and imagination</p> <p>Ar1/1.4 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.</p> <p><b>Key Vocabulary:</b> colour, mixing, primary and secondary colours, tints and shades.</p> <p><b>Artist:</b> Claude Monet</p> <p><i>The Summer, Poppy Field</i></p> <p><i>The pond with Ducks in Autumn</i></p>	<p><b>Art - Sculpture</b></p> <p><i>Clay African houses</i></p> <p>Sculpture with challenging malleable media such as clay. Use tools to shape and create texture.</p> <p>Experiment and construct with recycled natural and manmade materials.</p> <p>Develop skills to join and connect materials using a variety of techniques.</p> <p>Shape and model materials for a purpose, from observations and imagination.</p> <p>Use tools and equipment safely and in the correct manner.</p> <p>Ar1/1.2 to use sculpture to develop and share their ideas, experiences and imagination</p>	<p><b>D&amp;T- Textiles</b></p> <p>A puppet for Reception:</p> <p>*Colour fabrics using a range of techniques e.g. fabric paints, printing</p> <p>*Cut out shapes which have been created by drawing around a template onto the fabric</p> <p>*To begin to sew a running stitch with support if needed (card holes, binka, large needles)</p>	<p><b>D&amp;T- Food:</b> To make fruit salad kebabs for a picnic.</p> <p>*Develop a food vocabulary using smell texture and feel</p> <p>*Group familiar food products e.g. fruit and vegetables</p> <p>*To cut and chop a range of ingredients safely and hygienically</p> <p>*Assemble and cook ingredients with support</p> <p>* show an understanding of where basic ingredient come from</p> <p>*developing an awareness of the nutritional value of different foods</p> <p><b>Art - Drawing</b></p> <p>Use a variety of tools, including: pencils, crayons, felt-tip pens, chalk and other dry media.</p> <p>Investigate textures by describing, naming, rubbing, copying.</p> <p>Begin to explore the use of lines and dots to create texture.</p> <p>Building accuracy to shade in different shapes, staying in the lines.</p> <p><i>Ar1/1.2 to use drawing to develop and share their ideas, experiences and imagination</i></p> <p>Ar1/1.3 to develop a wide range of art and design techniques in using pattern,</p>

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	recognise, describe and replicate in the environment. Ar1/1.1 to use a range of materials creatively to design and make products		<i>The Tow Path at Argenteuil, Winter</i>  <i>An Orchard in Spring</i>			texture, line, shape, form and space.  <b>Key Vocabulary:</b> sketch, texture, rubbing, lines, dots.
<b>Music</b>  <b>(Charanga SOL)</b>	Hey you!	Nativity	In The Groove	Round And Round	Your Imagination	Reflect, Rewind and Replay
<b>P.E</b>	Multi-skills: Moving around a space safely and in different ways.  PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	Dance- Movement and listening to instructions PE1/1.1c perform dances using simple movement patterns.	Football: Attacking and defending. PE1/1.1b participate in team games, developing simple tactics for attacking and defending	Gymnastics - animals  PE1/1.1c perform dances using simple movement patterns.	Bat and ball skills PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	Athletic skills: preparing for sports day PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities PE1/1.1b participate in team games, developing simple tactics for attacking and defending
<b>Computing</b>	<ul style="list-style-type: none"> <li>To log onto a computer.</li> <li>To recognise how computing is used in school</li> </ul> Co2/1.5 recognise common uses of information technology beyond school	Computing media- Digital painting Co2/1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content	Data and information-grouping data  Co2/1.6 use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies	Creating Media- Digital writing	Programming- beetbot	Consolidate skills ready for Year 2
				Co2/1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content	Co2/1.3 use logical reasoning to predict the behaviour of simple programs  Co2/1.2 create and debug simple programs	
<b>R.E</b> <b>- See SACRE Agreed Syllabus</b>	Which book and stories are special?	How do we celebrate special events?	Christmas story	What does it mean to belong to a church or mosque?	How and why do we care for others?	Who brought messages about God and what did they say?
<b>PSHE</b>  <b>See Trust PSHE/RSE document linked with SCARF SOW</b>	Making relationship Managing feelings	Democracy	Money	Rule of Law	Health	Identity
	To construct and agree group and class rules. Feeling special and safe in my class. Making good choices.	<b>Respect- How do we show respect?</b> Manners and conventions of courtesy. Practical steps they can take to improve or support	<b>Being Safe</b> How to respond safely to adults that they do not know. - <b>SCARF Who Can Help?</b> Introduce the concept of privacy (that it might not always	<b>Money- What is money and how is it used?</b> Basic concept of money - <b>SCARF Harold's Money and How Should We Look After Money?</b>	<b>Mental Health</b> Mental Health is a normal part of daily life, in the same way as physical health. - <b>SCARF Feelings and Bodies, Thinking About Feelings and Let's all be happy.</b>	<b>Changes - How am I different from when I was a baby?</b> Appearance and abilities That each person's body belongs to them.

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	<p><u>SCARF - Why we have class rules, Harold's school rules, and It's not fair!</u></p> <p><b>What are relationships?</b> <b>What is a family? What is a friendship?</b></p> <p><b>Family-Who is in my family?</b> <i>What makes their family special? - SCARF Who are our special people? Our special people balloons</i></p> <p>Families are important for children growing up because they can give love, security and stability. How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help/advice.</p> <p><b>Caring Friendships-Who are friends and how am I kind to them?</b> What do I like about my friend? What does my friend like about me? <u>SCARF Good Friends</u></p> <p>How important friendships are in making us feel happy and secure. <u>SCARF Good Friends</u> and <u>How are you listening?</u></p> <p>Introduce appropriate boundaries in friendships. <u>SCARF Good Friends</u></p>	<p>respectful relationships. <u>SCARF Good Friends</u> and <u>Around and about the school</u></p> <p>The importance of respecting others even when they are very different from them (e.g. physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. - <u>SCARF Same or Different</u></p> <p>To recognise what is fair and unfair. What is right and wrong? To recognise how their behaviour affects other people. - <u>SCARF Harold Has a Bad Day</u>, and <u>unkind, tease or bully?</u></p>	<p>be right to keep secrets if it relates to safety). - <u>SCARF Surprises and Secrets</u></p> <p>The rules and principles for keeping safe online and how to report them.</p> <p>How and how often they use the internet? How does it help us? <u>SCARF- Sharing pictures</u></p> <p><u>Everyday Risk</u>- How to recognise and report feelings of being unsafe or feeling bad about any adult. <u>Who do we ask for help if we do not feel safe? Who do we report to?</u> <u>SCARF Who Can Help?</u></p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard. <u>SCARF Who Can Help?</u></p>	<p><b>Who are the emergency services and how do I find them?</b></p> <p>What they do? - Basic emergency call, importance, safety. Road safety. <u>SCARF Basic First Aid</u> and <u>What could Harold do?(medicines)</u></p> <p><b>Attributes- Kindness</b></p>	<p><b>What types of emotions are there and how do we recognise and talk about them?</b></p> <p>There is a normal range of emotions e.g. (happiness, sadness, anger, fear, surprise, nervousness). <u>SCARF Our Feelings</u></p> <p>Recognising their own and others emotions and feelings. Talking about feelings. <u>SCARF Who Can Help?</u></p> <p>To understand what constitutes a healthy lifestyle. <u>SCARF Eat Well</u></p> <p><u>Daily exercise</u>- what is exercise and how is this already part of their lives? Benefits of exercise. <u>SCARF Healthy Me</u></p> <p><u>Healthy Nutrition</u>- What food is healthy? <u>SCARF I can eat a rainbow</u></p> <p>Sufficient Sleep. <u>SCARF Super Sleep</u></p> <p>Dental hygiene and germs <u>SCARF Harold's wash and brush up</u> and <u>Catch is! Bin it! Kill it!</u></p>	<p><u>SCARF Keeping Privates Private</u> and <u>Good or bad touches?</u></p> <p>To celebrate their strengths and discuss likes and dislikes. <u>SCARF Then and Now</u>, <u>Pass the Praise</u> and <u>Harold Learns to Ride a Bike</u>.</p>
<b>Trips and Visits</b>		Clitheroe Castle		African drumming workshop Linking with an African school	Pizza Express	Seaside