|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Delves Lane Primary School – Delves Lane, Consett, Co Durham, DH8 7ES | | Year 1 Curriculum Map | | | | | | | | Delves Lane Primary School – Delves Lane, Consett, Co Durham, DH8 7ES |
| **Term** | | **Autumn 1** | **Autumn 2** | | **Spring 1** | **Spring 2** | | **Summer 1** | **Summer 2** | |
| **Reading and phonics** | |  |  | |  |  | |  |  | |
| **Writing** | **Fiction** | Text:  Little Red Hen  Story Pattern: Journey story  Focus: Dialogue – speech bubbles | Text:  Monkey See, Monkey Do  Story Pattern: Meeting Tale  Focus: | | Text:  Supertato  Story Pattern:  Defeating the monster tale  Focus: | Text:  Meerkat Mail  Story Pattern: Journey story  Focus: | | Text:  Beegu  Story pattern: Journey Tale  Focus: | Text:  The Bad-Tempered ladybird  Story Pattern: Finding Tale    Focus: | |
| **Non-Fiction** | Making bread  Text type: Instructions | Description  Text type: Guess the animal | | Making Pea Soup  Text type: Instructions – how to make pea soup | Our Trip to Northumberland Zoo  Text type: Recount | | Text type: Description  Alien description | My Sunflower  Diary  Text type: Diary | |
| **Maths** | | **Place Value (Within 10)**  **Addition and Subtraction (Within 10)** | **Addition and Subtraction (Within 10)**  **Geometry (Shape)** | | **Place Value (Within 20)**  **Addition and Subtraction (Within 20)** | **Place Value (Within 50)**  **Length and height**  **Mass and volume** | | **Multiplication and division**  **Fractions**  **Geometry: Position and direction** | **Place Value (Within 100)**  **Measurement: Money**  **Measurement: Time** | |
| **Science** | | **Heads, shoulders, knees and…what?**  Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense | **Why do the leaves fall from the trees?**  Observe changes across the four seasons  Observe and describe weather associated with the seasons and how day length varies | | **What is my classroom made from?**  Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock  Distinguish between an object and the material from which it is made  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 | | | **How many animals can we name?**  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)  Identify and name a variety of common animals that are carnivores, herbivores and omnivores | **How many plants can we name?**  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** | | **How is my childhood different from my Grandparents’?**  Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life  Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]  The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods  Significant historical events, people and places in their own locality | | | **How did Captain Cook change sea transport?**  The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods  significant historical events, people and places in their own locality | | | **Has the seaside always looked like it does now?**  Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life | | |
| **Geography** | | **What happens at our local farm?**  Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.  Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop  Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map  Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key | | | **Where, in the world, do I live?**  Name and locate the world's seven continents and five oceans.  Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.  Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.  Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop  Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage  Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physicalfeatures of its surrounding environment | | | **What’s it like to be beside the seaside?**  Name and locate the world's seven continents and five oceans.  Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.  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.  Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.  Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop  Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage  Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map  Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment | | |
| **Art** | | **What marks can I make?**  Use a range of materials creatively to design and make products  Use painting to develop and share their ideas, experiences and imagination  Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  Learn 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. | | | **What colours can I make?**  Use a range of materials creatively to design and make products  Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  Learn 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. | | | **How does Andy Goldsworthy create art?**  Use a range of materials creatively to design and make products  Use drawing to develop and share their ideas, experiences and imagination  Use painting to develop and share their ideas, experiences and imagination  Use sculpture to develop and share their ideas, experiences and imagination  Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space  Learn 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 | | |
| **Design and Technology** | | **How are Homes built?**  Design purposeful, functional and appealing products for themselves and others sing design criteria  generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology  select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]  select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics  explore and evaluate a range of existing products  evaluate their ideas and products against design criteria  build structures, exploring how they can be made stronger, stiffer and more stable | | | **How do wheels turn?**  Design purposeful, functional and appealing products for themselves and others using design criteria  generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology  select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]  select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics  explore and evaluate a range of existing products  evaluate their ideas and products against design criteria  explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products | | | **What fruits and vegetables do I know?**  Design purposeful, functional and appealing products for themselves and others using design criteria  generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology  select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]  select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics  evaluate their ideas and products against design criteria  use the basic principles of a healthy and varied diet to prepare dishes  understand where food comes from. | | |
| **RE** | | **What makes our world wonderful?** | | **Why do Christians give gifts at Christmas?** | **What did Jesus teach us?** | | **Why is Easter a time for new beginnings?** | **Who was Buddha?** | | |
| **PE** | | **Gymnastics** | **Athletics** | | **Dance** | **Ball skills** | | **Fundamentals** | **Invasion games** | |
| **PHSE** | | **Being me in my world** | **Celebrating differences** | | **Dreams and goals** | **Relationships** | | **Healthy me** | **Changing me** | |
| **Computing** | | **Coding – Unit 1.7** | | | **Animated Stories - Unit 1.6** | **Grouping and sorting - Unit 1.2** | | **Pictograms - Unit 1.3** | **Lego Builders - Unit 1.4** | |
| **Music** | |  |  | |  |  | |  |  | |