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| 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 HenStory Pattern: Journey storyFocus: Dialogue – speech bubbles | Text: Monkey See, Monkey DoStory Pattern: Meeting TaleFocus:  | Text:SupertatoStory Pattern: Defeating the monster taleFocus:  | Text:Meerkat MailStory Pattern: Journey storyFocus: | Text:BeeguStory pattern: Journey TaleFocus: | Text:The Bad-Tempered ladybirdStory Pattern: Finding Tale Focus:  |
| **Non-Fiction** | Making breadText type: Instructions | Description Text type: Guess the animal | Making Pea SoupText type: Instructions – how to make pea soup | Our Trip to Northumberland ZooText type: Recount | Text type: Description Alien description | My Sunflower DiaryText 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 seasonsObserve 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 rockDistinguish between an object and the material from which it is madeDescribe the simple physical properties of a variety of everyday materialsCompare 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 mammalsDescribe 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 treesIdentify 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 lifeEvents 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 periodsSignificant 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 periodssignificant 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 shopUse 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 mapUse 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 shopUse 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 stageUse 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 shopUse 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 stageUse 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 mapUse 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 productsUse painting to develop and share their ideas, experiences and imaginationDevelop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and spaceLearn 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 productsDevelop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and spaceLearn 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 productsUse drawing to develop and share their ideas, experiences and imaginationUse painting to develop and share their ideas, experiences and imaginationUse sculpture to develop and share their ideas, experiences and imaginationDevelop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and spaceLearn 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 criteriagenerate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technologyselect 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 characteristicsexplore and evaluate a range of existing productsevaluate their ideas and products against design criteriabuild 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 criteriagenerate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technologyselect 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 characteristicsexplore and evaluate a range of existing productsevaluate their ideas and products against design criteriaexplore 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 criteriagenerate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technologyselect 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 characteristicsevaluate their ideas and products against design criteriause the basic principles of a healthy and varied diet to prepare dishesunderstand 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** |  |  |  |  |  |  |