Heron Way Primary School – Curriculum Map (Year 1)

	Autumn	Spring	Summer
Topic	**Treasures of the Sea**	**Stomp, Munch, Roar!**	**Home and Away**
English	**Song of Sounds - Stage 2 Phonics** Focus ay/ai/a-e ee/ea/e-e igh/ie/i-e ow/oa/o-e oo/ew/u-e Tricky words come, some, said, have, any, many Long vowel digraph *All previously taught phonemes are revised every week in addition to those being introduced for the first time. **Grammar** Leave spaces between words Joining words and clauses using 'and' Using capital letters, full stop. Capital letters for names of people, places, days of the weeks and personal pronoun 'I' Writing Seaside poems – free verse. **Writing** Diary writing Fact files Recounts Descriptive writing	**Song of Sounds - Stage 2 Phonics** Focus er/ir/ur or/aw/au ou/ow oy/oi air/are Tricky words oh, again, one, once, there, their, little, ask, when, what, why, which, where, were, who, how CVC words with adjacent consonants CCVCC words Words with two and three syllables *All previously taught phonemes are revised every week in addition to those being introduced for the first time. **Grammar** Using a question mark and exclamation mark Noun, adjectives Verb - ing/ed/er **Writing** Non fiction : Researching Dinosaurs and writing own information books Creative story writing about a dinosaur Writing a postcard Dinosaur poems - shape/acrostic	**Song of Sounds - Stage 2 Phonics** Tricky words of, off, house, because, looked, called Phoneme revision Alphabetical order Real and nonsense words without sound buttons Phonics screening test **Grammar** Prefix- un **Writing** Letter writing Questions Character descriptions Story planning/structure Book reviews
Computing	**Writing Algorithms: Bee-Bots** • Write an algorithm for an everyday activity • Give and follow instructions, including turning movements, one at a time. • Create an algorithm to guide your robot partner around a pencil maze • Write an algorithm for a Bee Bot to complete a maze. • Program a Bee Bot with directional commands to follow a path.	**Branching Databases / Presenting Information** • Use simple databases to record information in areas across the curriculum. • Use a range of applications and devices in order to communicate ideas, work and messages.	**Finding Information from Teacher Selected Websites / E-Safety / Sending Emails as a Class** • use simple navigation skills e.g opening a teacher selected website from a favourites link or shortcut, • make choices by clicking buttons on a webpage, navigate forward and back using arrows on a browser • Begin to evaluate web sites by giving opinions about preferred or most useful sites. • know how to minimise a screen if they see something inappropriate on a website and tell a trusted adult • know that email is a way to send and receive messages, which is different to sending a letter • understand that passwords should be kept private

Science	**Everyday Materials** • Distinguish between an object and the material from which it is made. • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. • 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. • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. • Identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard	**Animals, Including Humans** • Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates. • Identify and name a variety of common animals that are carnivores, herbivores and omnivores. • Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets). • Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • Investigate and describe the basic needs of animals, including humans, for survival (water, food and air). • Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.		**Plants / Seasonal Changes** • Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen. • Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.
PE	**Dance/Gymnastics** -Different ways of travelling -Linking Movements/ Opposites **Games** -Throwing and Catching	**Gymnastics** -Balances investigate movement, stillness -How to find and use space safely **Games** -Defending and attacking games		**Athletics** -Sprinting, Running, Jumping and Throwing **Games** -Bat and Ball Skills
RE	**Identity and belonging/Celebrations** Christmas Christianity – Nativity Characters – Why are you important?	**Religious symbols**	**Easter**	**New beginnings** **The natural environment** Noah's Ark
PSHCE	**Relationships:** Keeping Safe **Health and Well-Being:** Feelings and Emotions Valuing Difference	**Relationships:** Healthy Relationships **Health and Well-Being:** Healthy Lifestyles		**Living in the Wider World:** Rights and Responsibilities Taking care of the environment

Geography	**To investigate places:** • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, <u>coastal</u> or rural area. • Name and locate the world's oceans. **To communicate geographically:** Use basic geographical vocabulary to refer to: **key physical features**: beach, coast, river, ocean and cliff.	**To investigate places:** • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. **To investigate patterns:** • Identify land use around the school.	**To investigate places:** • Name and locate the world's continents. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. **To investigate patterns:** • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.
History	• Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time. • Describe significant people from the past. • Recognise that there are reasons why people in the past acted as they did.	• Recount changes that have occurred in their own lives. • Place events and artefacts in order on a time line. Label time lines with words or phrases such as: past, present, older and newer.	
Art & DT	**Focus: Form, pattern and tone** **Collage:** • Use a combination of materials that are cut, torn and glued. • Sort and arrange materials. • Mix materials to create texture. **Sculpture:** • Use a combination of shapes. • Include lines and texture.	**Focus: form, line and shape** **Drawing:** • Draw lines of different sizes and thickness. • Colour (own work) neatly following the lines. • Show pattern and texture by adding dots and lines. • Show different tones by using coloured pencils.	**Focus: Colour, texture and space** **Painting:** • Use thick and thin brushes. • Mix primary colours to make secondary. • Add white to colours to make tints and black to colours to make tones. • Create colour wheels.

Heron Way Primary School – Curriculum Map (Year 1)

		Digital Media	
	• Use rolled up paper, straws, paper, card and clay as materials. • Use techniques such as rolling, cutting, moulding and carving. Lighthouses **Mechanics:** • Create products using levers, wheels and <u>winding mechanisms</u>. **Textiles, Sewing Skills:** • Shape textiles using templates. • Join textiles using running stitch. • Colour and decorate textiles using a number of techniques (such as dyeing, adding sequins or printing)	• Use a wide range of tools (including ICT) to create different textures, lines, tones, colours and shapes)	
Music	Songs about the sea Beat and tempo Rehearsing songs for Christmas performance Exploring pitch	Songs about dinosaurs Rhythm work Explore song repertoire Controlled instrument playing Experiment with sounds using simple percussion	Songs about transport Reading rhythm Explore further songs Experiment with sounds using simple percussion
Educational Visit	Shoreham Harbour Lifeboat and Lighthouse	Science Dome visit to school	Wakehurst Place
	Walks to the local woods throughout the year.		