

KS1 Curriculum Mapping 2017 – 2018

**Year One**

Topic / Theme  Outcome:	<b>How is life different in Africa? (15 weeks)</b> <b>African Art exhibition (Edward Tingatinga)</b>	<b>What can we learn from fairytales? (11 weeks)</b> <b>A compilation of our own published fairytale stories.</b>	<b>Why is the UK a special place to live? (13 weeks)</b> <b>'A Very British Tea Party' Bake off challenge!</b>
Events, visits and enrichments	<b>Visit: Yorkshire Wildlife Park £10</b>	<b>Visits: Gingerbread Man Workshop Wentworth Garden Centre/Graves Park £5 Traditional Tales Tea Party</b>	<b>*Raise money through enterprise. Visits: Rivelin park/woods City centre, Meadowhall, Cleethorpes seaside £10</b>
English Genre (s) Writing Opportunities	'I can see fruit' captions (1 week) Handa's Basket Poem (1 week) 'I can see animals' captions (1 week) Recount of YWP visit (1 week) Handa's Surprise- Learn, re-tell and innovate (4 weeks) Assessed Writing Opportunity. <b>BLP Week.</b> Giraffe broadsheets (1 week) 'Giraffes Can't Dance' character description (1 week) 'Brown Bear, brown bear' retell and innovate. (2 weeks) Stick Man Christmas (1.5 week) <i>Mama Panya's Pancakes- class story.</i> <i>Tinga Tinga Tales- class story.</i>	Imitate and innovate- beginning, middle and end of... Gingerbread Man (3 weeks) Goldilocks (2 weeks) Goldilocks character profile (1 week) Three Little Pigs (2 weeks) Recount of Wentworth (1 week) Jack and the Beanstalk (2 weeks) <i>Tadpole's Promise- class story.</i> <i>Ugly Ducking- class story.</i> <i>Farmer Duck- class story.</i>	Paddington description (1 week) Paddington retell (1 week) Fact file of Peru (2 weeks) UK booklet- Scotland, Wales, Ireland, England (5 weeks) Letter to persuade (1 week) Arctic broadsheets (2 weeks)
Maths cross curricular links	Number recognition/ formation/counting through Handa's Hen Counting amounts of fruit Comparing weight of fruit/animals Number bonds	Sharing Halving/doubling Time Multiplication- legs on chicks, cows, ladybirds Division- sharing food	Adding on a numberline Subtracting on a numberline Fractions (1/2 and 1/4 shapes) Fractions of amounts Division

	<p>2D/3D Shape- presents/decorations  Measures- capacity of drinks, length of presents  Money- to buy party food</p>	<p>Time  Days/Dates</p>	<p>Positional/Directional language  Money  Time  Addition  Subtraction  Inverse/Missing numbers</p>
Science	<p><b>Labelling, describing and grouping different African animals and birds.</b>  Identify and classify.  The use of observations and ideas to suggest answers to questions.  The gathering of and recording of data to help in answering questions.  -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><u>Y1 Animals, including humans</u></b>  Pupils should be taught to:  •identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.  •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 (fish, amphibians, reptiles, birds and mammals including pets).  <b>Comparing African houses to UK</b>  <b><u>Y1 Everyday material</u></b>  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  <b>Harvest</b>  <b><u>Y1 Seasonal changes</u></b>  observe changes across the 4 seasons  observe and describe weather associated with</p>	<p><b>Three Little Pigs; houses; investigation</b>  The asking of simple questions and recognise that they can be answered in different ways.  Observe closely, using simple equipment.  Perform simple tests.  Identify and classify.  The use of observations and ideas to suggest answers to questions.  The gathering of and recording of data to help in answering questions.  <b><u>Y1 Everyday material</u></b>  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  <b><u>Y1 Plants</u></b>  <b>Linked to growing beanstalks/sunflowers</b>  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  <b><u>Y1 Seasonal changes</u></b>  observe changes across the 4 seasons  observe and describe weather associated with</p>	<p><b>Labelling, describing and grouping different Arctic animals/UK animals.</b>  Identify and classify.  The use of observations and ideas to suggest answers to questions.  The gathering of and recording of data to help in answering questions.  <b><u>Y1 Animals, including humans</u></b>  Pupils should be taught to:  •identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.  •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 (fish, amphibians, reptiles, birds and mammals including pets).  <b><u>Y1 Seasonal changes</u></b>  observe changes across the 4 seasons  observe and describe weather associated with the seasons and how day length varies</p>

	the seasons and how day length varies	the seasons and how day length varies	
Computing	<p><b>Create Handa's baskets using 2 simple software. Label the fruit using keyboard, type simple captions.</b></p> <p>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>recognise common uses of information technology beyond school</p> <p>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p> <p>recognise common uses of information technology beyond school</p> <p>use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>
Art and Design	<p><b>Observational drawings of fruit</b></p> <p><b>Fruit printing</b></p> <p><b>Creating animal prints</b></p> <p><b>Printing on fabric</b></p> <p><b>African necklaces</b></p> <p><b>Clay African animals</b></p> <p><b>Studying work of African artist and recreating</b></p> <p>to use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>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>Create shoe box Dioramas</b></p> <p><b>Jan Pienkowski - silhouette art</b></p> <p>to use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>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>Vincent Van Gogh - Sunflowers</b></p> <p><b>Looking/recreating images of sunflowers</b></p> <p>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>Pastel sketches of Paddington</b></p> <p><b>Printing Peruvian patterns</b></p> <p><b>Pencil sketches/watercolour Machu Picchu</b></p> <p><b>Northern Lights Brush/collage</b></p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>
Music	<p><b>Play instruments made and Music Hub</b></p> <p><b>African Instruments</b></p> <p><b>Chanting/singing African songs</b></p> <p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>play tuned and untuned instruments musically</p> <p>listen with concentration and understanding to a</p>	<p><b>Learning and singing nursery rhymes</b></p> <p><b>Yellow Door songs</b></p> <p>use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p>	<p><b>Peruvian music (panpipes)</b></p> <p>listen with concentration and understanding to a range of high-quality live and recorded music</p>

	range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music.		
DT <b>BLP</b> Covers all DT objectives.	<p><b>Making African musical instruments;</b>  <b>Making fruit smoothies;</b>  <b>Weaving paper baskets;</b>  <b>Making African huts;</b>  understand where food comes from.  select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] -</p> <p>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p>	<p><b>Designing and making 3 pig; houses;</b>  <b>Making gingerbread men</b>  build structures, exploring how they can be made stronger, stiffer and more stable -  understand where food comes from.</p>	<p><b>UK Landmarks; papier mache</b>  <b>Making stones;</b>  build structures, exploring how they can be made stronger, stiffer and more stable -</p> <p>understand where food comes from.</p>
History	<p><b>Guy Fawkes;</b>  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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell  <b>Page Hall Old and New</b>  significant historical events, people and places in their own locality.</p>	<p><b>Vincent Van Gogh</b>  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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell</p>	<p><b>Queen Elizabeth II</b>  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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell  <b>Royal Family</b>  changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life  <b>Great Fire of London</b>  significant historical events, people and places in their own locality.</p>
Geography	<p><b>Locating Africa/UK</b>  <b>Comparing weather/climate in Africa to UK</b>  <b>Landscape features of UK and Africa</b></p>	<p><b>Traditional Tales Settings;</b>  key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>	<p><b>Label and explore human and physical features of the UK landscape.</b>  <b>Find and label UK countries and capital cities etc.</b></p>

	<p><b>(Killimanjaro, Victoria Falls)</b>  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.  Identify seasonal and daily weather patterns in the United Kingdom and the location of <b>hot</b> and cold areas of the world in relation to the <b>Equator</b> and the North and South Poles  key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>	<p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas  key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather  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  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  <b>Weather/climate in the Arctic</b>  Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and <b>cold</b> areas of the world in relation to the <b>Equator</b> and the North and South Poles</p>
PE	<p><b>African Dance</b>  Perform dances using simple movement patterns (Val Sabin Handa's Surprise.)</p>	<p><b>Games (rounders)/ Dance</b>  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  participate in team games, developing simple tactics for attacking and defending</p>	<p><b>Games/ Athletics</b>  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  participate in team games, developing simple tactics for attacking and defending</p>
RE	<p><b>Harvest fruit/Handa's fruit</b>  Pupils <b>find out</b> about what different religions and world views do to celebrate the fruitfulness of the earth (e.g. in Harvest Festivals, or by Muslim Zakat charitable giving and in generosity to those in need).  <b>Christmas, Eid, Birthday:</b>  All of RE curriculum covered in this half term.  A. Celebrations and festivals:  Who Celebrates what and why? Christians and</p>	<p><b>Who Celebrates what and why? Christians and Muslims</b>  Pupils explore stories and celebrations of Easter and Id ul Fitr, finding out about what the stories told at the festivals mean, e.g. through hearing and working with stories, enacting celebrations, learning from artefacts or welcoming visitors to talk about their festivals. They engage with the social and emotional</p>	<p><b>How do we show we care for others? Why does it matter?</b>  Pupils express creatively (e.g. in art, poetry or drama) their own ideas about the questions: Who am I? Where do I belong? How are we all connected? (B2);  Pupils notice and talk about the fact that people come from different religions. How can we tell? How can we live together when we are all so</p>

	<p>Muslims  B. Myself  How do we show we care for others? Why does it matter?  C. Stories of Jesus:  What can we learn from stories of Jesus about praying and helping people?</p>	<p>aspects of celebrations (A1);  <b>How do we show we care for others? Why does it matter?</b>  Pupils hear three moral stories, for example from Christians, Muslims and humanists. They think and talk about whether they are saying the same things about how we should behave (A3);  Pupils express creatively (e.g. in art, poetry or drama) their own ideas about the questions: Who am I? Where do I belong? How are we all connected? (B2);  Pupils notice and talk about the fact that people come from different religions. How can we tell? How can we live together when we are all so different? (C2);  □ Linking to English, pupils ask questions about goodness, and create simple sentences that say what happens when people are kind, thankful, fair or generous, and what happens when people are unkind, ungrateful, unfair or mean (C3)</p>	<p>different? (C2);</p>
<p>PSHE coverage</p>	<p><b>Homes/Community</b>  Compare life of African children to children in UK. Charity, helping others, being sympathetic. Third world, giving aid etc.</p>	<p><b>The moral of the story is...</b>  Comparing right and wrong, good versus evil. Seeing things from different perspectives (alternative fairytales.)</p>	<p><b>Our Environment/British Values</b>  Looking after our world and our environments. Respect for others.</p>