

Vernon Primary School

Year 1 Long Term Plan - Curriculum Map



| | Autumn Minibeasts | Spring Monarchy Mayhem | Summer Oh I do like to be beside the seaside. |
|-----------------------------------|--|---|---|
| English | <p>Narrative: Stories set in familiar places Traditional/Fairy tales and playscripts Stories with imaginary settings</p> <p>Non-Fiction: Labels, captions, lists Present Information</p> <p>Poetry: Patterns, rhyme and description</p> | <p>Narrative: Stories set in familiar places Stories with imaginary settings Traditional/Fairy tales and playscripts Narrative diaries</p> <p>Non-Fiction: Lists Recounts</p> <p>Poetry: Patterns, rhyme and description</p> | <p>Narrative: Stories set in familiar places Stories with imaginary settings Narrative diaries</p> <p>Non-Fiction: Letters Instructions Labels, captions, lists,</p> <p>Poetry: Patterns, rhyme and description.</p> |
| Maths | <p>Number – Place value, + - Measurement – Length and height, time Geometry - shape</p> | <p>Number – Place value, + – x Measurement – time, length and height, weight and volume Geometry - shape</p> | <p>Number – four operations, fractions, place value Measurement – money and time Geometry – position and direction</p> |
| Science | <p>Plants: identify and name a variety of plants and trees. Describing the basic structure of flowering plants and trees. Seasonal Changes: observe and describe weather associated with the seasons and how day length varies.</p> | <p>Everyday Materials: describe and compare the simple physical properties of a variety of everyday materials based on their physical properties. Enquiry Unit – everyday materials</p> | <p>Animals including humans: identify, name and compare a variety of common animals including fish, amphibians, reptiles, birds and mammals. Enquiry Unit - animals including humans</p> |
| Computing | <p>Computing systems and networks – Technology around us Creating media – Digital painting</p> | <p>Creating media – Digital writing Data and information – Grouping data</p> | <p>Programming A – Moving a robot Programming B – Programming animations</p> |
| History | <p>Focus area: Prehistoric era – history beyond living memory with global significance</p> | <p>Focus area: The British Monarchy – events within living memory that are significant nationally; The Great Fire of London – significant events beyond living memory</p> | <p>Focus area: Grace Darling's rescue mission and key influential women in history – the lives of significant individuals in history within different periods</p> |
| Geography | <p>Focus area: What is it like here? – recognising local features, using and creating simple maps, following simple routes. Fieldwork: aerial photographs, simple maps, school grounds</p> | <p>Focus area: What is the weather like in the UK? – countries and cities of the UK, four seasons and weather. Fieldwork: weather maps, simple keys, school grounds</p> | <p>Focus area: What is it like to live in Shanghai? – continents, oceans and countries, focus on China, physical and human features of Shanghai, compared to local area. Fieldwork: atlases, data collection in the local area, sketch maps</p> |
| Art and Design | <p>Focus area: Collage - Minibeasts Artist: Henri Matisse and Andy Goldsworthy</p> | <p>Focus area: Print – London scenes Artist: Katherine Plum and Faye Daley (local artist)</p> | <p>Focus area: Textiles – Under the sea Artist: Vanessa Barragão and Martina Celerin</p> |
| Design and Technology | <p>Focus area: Materials - Creating bug houses/hotels Designer/Architect: George Clarke</p> | <p>Focus area: Electricals and Electronics & Computing - 3D Pudding Lane Designer/Architect: Norman Foster</p> | <p>Focus area: Food - planning and preparing a lunch Designer/Architect: Rick Stein</p> |
| Physical Education | <p>Dance – Minibeasts Fundamental Movement Skills Invasion Games Skills Yoga storybook</p> | <p>Dance – Fire of London Net and Wall Games Skills Gymnastics – Balancing and spinning on poins and patches. Locomotion (fundamental skills)</p> | <p>Gymnastics - Wide, narrow & curled rolling & balancing Striking and Fielding Skills Target Games Object Manipulation</p> |
| Music | <p>Pulse and rhythm on untuned percussion instruments. Chanting and tuned percussion.</p> | <p>Dynamics and tempo including tuned percussion. Timbre and rhythmic patterns - using music to tell a story.</p> | <p>Vocal and body sounds - by the sea. Pitch and tempo – composing melodies.</p> |
| Religious Education | <p>Thread: God the world & self What do people believe about God? How are people special? Thread: Belonging: Celebration How do people celebrate special times?</p> | <p>Thread: Personal belief. Marking life's journey How do people decide what is right and what is wrong? Is there an afterlife? Thread: Belonging: Celebration Why do people mark Easter in different ways?</p> | <p>Thread: Belonging What does it mean to belong? How do groups express this differently? Thread: Belonging Why are some places more important to people than others?</p> |
| PSHE | <p>Relationships: Families and friendships Safe relationships Respecting ourselves and others MyHappyMind</p> | <p>Living in the Wider World Belonging to a community Media, literacy and digital resilience Money and work MyHappyMind</p> | <p>Health and Wellbeing Physical health and mental wellbeing Growing and changing Keeping safe MyHappyMind</p> |
| Curriculum Values | | | |
| Creativity & Curiosity | Independence | Respect & Cooperation | |

'Nobody else is quite like me'