**Curriculum Map St Piran Class- Year 1 2017-2018**

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|  | **Autumn Term** | | | | **Spring Term** | | | | **Summer Term** | | |
| **Inspire Topics and Special Events** | [The Big Build](file:///C:\Users\sbarnes\Downloads\Yr1%20A1%20The%20Big%20Build\Inspire-YR1-A2-The-Big-Build-%20Curriculum%20Overview.docx)  [Curriculum Map](file:///C:\Users\sbarnes\Downloads\Yr1%20A1%20The%20Big%20Build\Inspire-YR1-A2-The-Big-Build-%20Curriculum%20Overview.docx) | | [Let’s Celebrate](file:///C:\Users\sbarnes\Downloads\Yr1%20A3%20Lets%20Celebrate\Inspire-YR1-A3-Lets-Celebrate%20Curriculum%20Map%20Overview.docx) [Curriculum Map](file:///C:\Users\sbarnes\Downloads\Yr1%20A3%20Lets%20Celebrate\Inspire-YR1-A3-Lets-Celebrate%20Curriculum%20Map%20Overview.docx) | Christmas | [To the Rescue](file:///C:\Users\sbarnes\Downloads\Yr1%20SP2%20To%20the%20Rescue\Inspire-YR1-SPR2-To-the-Rescue%20Curriculum%20Map%20Overview.docx)  [Curriculum Map](file:///C:\Users\sbarnes\Downloads\Yr1%20SP2%20To%20the%20Rescue\Inspire-YR1-SPR2-To-the-Rescue%20Curriculum%20Map%20Overview.docx) | | [The Potting Shed](file:///C:\Users\sbarnes\Downloads\Yr1%20SP3%20The%20Potting%20Shed\Inspire-YR1-SP3-The-Potting-Shed%20Curricumul%20Map%20Overview.docx) | Cornish Week | [Brilliant Bodies](file:///C:\Users\sbarnes\Downloads\Yr1%20SU1%20Brilliant%20Bodies\Inspire-YR1-SU1-Brilliant-Bodies%20Curriculum%20Map%20Overview.docx)  [Curriculum Map](file:///C:\Users\sbarnes\Downloads\Yr1%20SU1%20Brilliant%20Bodies\Inspire-YR1-SU1-Brilliant-Bodies%20Curriculum%20Map%20Overview.docx) | [Animal Allsorts](file:///C:\Users\sbarnes\Downloads\Yr1%20SU2%20Animal%20Allsorts\Inspire%20YR1%20SU2%20Animal%20Allsorts%20MY%20PETS%20TEMPLATE.docx) [Curriculum Map](file:///C:\Users\sbarnes\Downloads\Yr1%20SU2%20Animal%20Allsorts\Inspire%20YR1%20SU2%20Animal%20Allsorts%20MY%20PETS%20TEMPLATE.docx) | SRE Week |
| **LITERACY** | Storytelling- The Three Little Pigs.  Roleplaying/ hot seating the characters.  Writing labels and captions.  Recount writing.  Instruction writing.  Alphabetical list writing. | | Drama and roleplay- ‘This is actually my party’- Charlie and Lola.  Writing a guest list for a party.  Writing party invites.  Writing a recipe.  Writing instructions for a party game.  Writing a Thank you note. | | Write sea safety and rescue sentences.  Roleplay telephone calls to the rescue services.  Listen to rhymes and poems.  Exlpore rhythm, pattern and rhyme in poetry.  To learn a poem by heart.  To compose a group poem. | | Storytelling- The Gingerbread man. Roleplaying/ hot seating the characters.  Writing based on The Gingerbread man.  Poetry based on the structure of ‘We’re going on a bearhunt’. Letter writing. | | Senses poetry- Appreciate rhymes and poetry and learn some by heart. Writes a senses poem. Sensory trail- Read and contribute to a sensory trail leaflet. Write/ record audio commentary for the sensory trail. Create event posters for the sensory trail. | Fiction and non-fiction- Sort fiction and non-fiction books. Identify and use contents and index pages. Write a descriptive piece of writing for a non-fiction animal book. Plan and write for an animal information board/page. | |
| **HISTORY** |  | | Birthdays- To find out about birthdays in the past compared to birthdays now. Explore other celebrations through the year and how they have changed over time. | | Grace Darling- Understand why Grace Darling has a place in history.  Understand how and why things were different in the past using lifeboats and rescue as an example. | | George Forrest- Find out about George Forrest and his impact.  Read about and re-enact his expeditions. | |  |  | |
| **GEOGRAPHY** | Recognise and name a range of landscape features.  Make my own map with a key.  Plan a simple journey using a map.  Use simple compass directions.  Use world maps to identify the United Kingdom, other countries, continents and oceans. | |  | | Name and locate North America, Europe, Australasia, Artic Ocean, UK, Artic and Scotland using world maps, atlases and globes.  Identify similarities and differences in weather in different places.  Report on the weather.  Draw sketches to show geographical features. | | I can name and locate two of the world’s continents and two oceans.  I am learning to understand similarities and differences of different types of homes from all over the world  I can think of what types of home suit different people or places and why.  I am learning to use simple compass directions and locational and directional language.  I can identify similarities and differences between where I live with a hot and a cold place. I can record the temperature and compare to a hot and a cold place. | | Study the geography of our school and surrounding area.  Study the key human physical features of the surrounding environment of the school. |  | |
| **ICT** | We are story tellers | | We are celebrating | | We are treasure hunters | | We are gardeners | | We are personal trainers | We are TV chefs | |
| **SCIENCE** | Everyday Materials- Explore the materials people use to make structures.  Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials and explore their properties. | | Seasonal Changes- Observe changes across the seasons.  Discuss seasons and which months are in each. | | Seasonal Changes- Observe and describe weather associated with the seasons and how day length varies.  Explore weather symbols and forecast. | | Plants-  Identify and name a variety of common wild and garden plants.  Identify and describe the basic structure of a variety of common plants. Plant and care for fast growing seeds. | | Plants- Identify and describe the basic structure of a variety of common flowering plants. Explore do all plants smell?  Everyday materials- Compare and group together a variety of everyday materials on the basis of their simple physical properties. Explore which material would be the best to use for bunting. Explore which material would be the best to use for a xylophone.  Animals, including humans- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. | Animals, including humans- 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.  Study some common animals in more depth. | |
| **ART AND DT** | Design and make a decorated name plate to reflect my personal interests and ideas.  Native American Wolf masks- Find out about the work of Native American craftspeople. Use 2d media to plan and design my wolf mask. Butt, shape and join the different parts of my mask. | | Art showing celebration- Explore techniques in using colour, pattern, texture, line, shape and form. Use drawing, painting and sculpture to share my ideas, experiences and imagination. | | Temporary artwork- Explore Tony Plant’s temporary artwork.  Use a range of natural materials in my own art work.  Use pastels to make a stormy sea picture. | | Flowers- Draw observational pictures of flowers.  Block print- Use new materials and media to create a block print. | | Andy Goldsworthy- Big art. To work as a group to produce 3d art.  Mini beasts- To sketch a mini beast. To create a model mini beast. To create a mini beast using junk modelling. | Animal sculptures- To sketch an animal. To create a clay animal. To decorate their animal. | |
| **MUSIC** | Peter and the wolf- Identify and names and sounds of the instruments in the piece.  Materials- experiment with sounds made by different materials. | | Warm up my voice to get ready for singing.  Lead warm-ups.  Learn songs for a performance.  Sing confidently with good posture. | | The sea- Listen to music about the sea. Create my own music about the sea. Sing songs about the sea. | | Learn and perform The Gingerbread man.  Find out about beat and rhythm. | | Senses rap- To speak chants and rhymes. | Classify instruments into groups.  Match an instrument to an animal sound and combine into a story. | |
| **Physical Education** | Unit 1  Gymnastics | | Unit 2  Dance | | Unit 3  Gymnastics | | Unit 4  Ball games | | Unit 5  Athletics | Unit 6  Athletics | |
| **RE** | What is a church? | Exploring my part of Cornwall and how churches make a difference | Festivals celebrated in my community and their stories | | What does it mean to be part of a Hindu family? | Stories about Jesus told in the church | **C**hristianity  Draw what Jesus looked like and write down something about him.  The parable of the lost sheep.  Jesus cares for Christians,  To discuss how we care for each other. To act out caring for someone.  The parable of the lost son.  To talk about special people they look up to. | | Exploring how churches make a difference.  Globally famous Christian- Mother Teresa.  The Pope. Discuss the Clergy and learn about the Pope.  The Archbishop of Canterbury. | Hinduism- To listen to the story of Rama and Sita  To explore the celebration of Diwali.  To understand a hindu wedding ceremony.  To name and understand Hindu artefacts. | |
| **PSHE/SEAL** | New Beginnings | | Getting on and falling out | | Going for goals | | Good to be me | | Relationships | Changes | |
| **MFL** |  | |  | |  | |  | |  |  | |