

## Year 1

### 2021-2022 Long term map

	Autumn	Spring	Summer
1	<b>All about me</b>	<b>Polar Adventures- Sophie Scott</b>	<b>Science lead- everyday materials</b> <b>This could be linked to a history topic eg. 'All dressed up'</b> -Materials for particular types of clothing, links to DT and art/ printing and designing, links to computing -clothes through the ages/ why it changed and differences across the world
English Texts	Stanley's Stick- John Hegley  Gruffalo Crumble- Julia Donaldson (I)  <b>Jack and the Beanstalk</b>  Farmer Duck- Martin Waddell  <b>The Christmas Crayons – Drew Daywalt and Oliver Jeffers</b>  <b>Senses poetry</b>	<b>Peace at Last- Jill Murphy</b>  <b>How to Wash a woolly Mammoth- Michelle Robertson (I)</b>  - All about Bear- Holly Surplice  <b>Where's My Teddy? – Jez Alborough</b>  <b>How to Look After Your Dinosaur – Jason Cockcroft (E)</b>  Mr Postmouse	<b>That Rabbit Belongs to Emily Brown- Cressida Cowell and Neal Layton</b>  The Fox and the Star- Coralie Bickford-Smith  <b>How to be a Lion- Ed Vere</b>  <b>Cinnamon</b>  <u><a href="#">Colour poetry</a></u>
SPaG	Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i> ], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i> ) How the prefix <i>un-</i> changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boat</i> ] How words can combine to make sentences Joining words and joining clauses using and Sequencing sentences to form short narratives Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I sentence punctuation, full stop, question mark, exclamation mark		
Maths	Positional language Patterns in number	Measures Days of the week/Months of the year	Multiplication and division Arrays

	<p>Days of the week/Months of the year  Counting and comparing  Estimating and ordering  Making 10  Doubling and halving  Odd and even numbers  Shapes 2D and 3D</p>	<p>Addition and subtraction  Problem Solving  Statistics  Money  Counting in 2,5,and 10.</p>	<p>Problem solving  Geometry-Turns  Time  Fraction  Place value to 100.</p>
History	<p><u>Vocab</u>  Vocabulary of 'old' and 'new', (inc comparative language, older/ newer etc.) '<del>modern</del>', 'before', 'after', to include simple phrases such as ' a long time ago'</p> <p><u>Chronology</u>  To be able to talk about changes in national life within living memory and to know where the event fits in chronologically eg. a simple personal timeline</p> <p><u>Characteristics of events/ people inc. changes over time</u>  To study an event within living memory (their own history)</p> <p><u>Sources</u>  To have experience of finding out about the past in different ways; through primary sources ;<i>such as practical hands on opportunities, through visitors eg parents/ grandparents, Ask questions of objects or people (eg. Asking, what was it used for? Asking questions of grandparents)</i>  Answer questions about concrete events/ objects</p>	<p><u>Vocab</u>  Vocabulary of 'old' and 'new', (inc comparative language, older/ newer etc.) '<del>modern</del>', 'before', 'after', to include simple phrases such as ' a long time ago'</p> <p><u>Chronology</u>  To study an event from beyond living memory that is of significance and to know where the event fits in chronologically  ( a simple timeline eg 'before you were born/ after the dinosaurs, rather than necessarily associated with dates)</p> <p><u>Characteristics of events/ people inc. changes over time</u>  To be able to answer questions, showing some knowledge and understanding of key events</p> <p><u>Sources</u>  To have experience of finding out about the past in different ways; such as adult led enquiry, though secondary sources such as books and the internet</p>	<p><u>Vocab</u>  Vocabulary of 'old' and 'new', (inc comparative language, older/ newer etc.) 'modern', 'before', 'after', to include simple phrases such as ' a long time ago'</p> <p>To be able to order objects (or pictures) according to age into 'then and 'now'</p> <p><u>Sources</u>  To begin to describe differences and similarities between artefacts</p>
Geography	<p><u>Map skills- locational knowledge</u>  to locate UK on a map and atlas</p> <p>to locate England, Ireland, Wales and Scotland on a map and an atlas</p>	<p><u>Map skills- locational knowledge</u>  To be able to talk about the location of objects, towns and countries using relative directional and locational language, (eg near, far, left and right)</p>	<p><i>not a focus however when looking at clothes from around the world to introduce <u>Map skills- locational knowledge</u> – finding the UK and then use relative locational vocabulary (eg near, far, left and right) so that countries</i></p>

	<p>To be able to name the capital cities of each of the countries within the UK</p> <p>To be able to talk about the location of objects, towns and countries using relative directional and locational language, (eg near, far, left and right)</p> <p>To devise a simple map</p> <p><u>Fieldwork</u> Use simple fieldwork and observational skills to study the geography of the school and grounds and the key human and physical features of it.</p> <p><b>Vocab</b> near, far, left and right mountain, sea,</p>	<p><u>Compass and map work</u> Use aerial photos to recognise landmarks and basic human and physical features (eg, the sea, a church, our school)</p> <p>To devise a simple map</p> <p><u>Human and Physical Geography</u> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p>	<p><i>are not taught in isolation but relative to those that they know</i></p>
Science	<p><u>Plants around us.</u></p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p><u>Seasons</u> Observe changes across the four seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p> <p><u>Animals and Humans.</u> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p> <p>Identify, name, draw and label the basic parts of the</p>	<p><u>Everyday Materials</u></p> <p>Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>Describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials based on their simple physical properties.</p>

		human body and say which part of the body is associated with each sense.	
Computing	Recognise common uses of information technology beyond school. Use an extended range of devices safely. Develop their computer skills including being able to use a keyboard, a mouse, touch screens and games. Use technology purposefully to create, organise and store.		
Art	<u>Drawing and Painting</u> <u>Self- portrait</u> Record and explore ideas from first hand observation, experience and imagination. Use a variety of tools, inc. pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk and other dry media. Mix and match colours to artefacts and objects. Mix secondary colours and shades using different types of paint.	<u>Painting ( Seasons- Inuksuk)</u> _Use a variety of tools and techniques including the use of different brush sizes and types. Mix and match colours to artefacts and objects Work on different scales. Mix secondary colours and shades using different types of paint. Create different textures e.g. use of sawdust and sand.	<u>Digital Media/ Drawing</u> Record and explore ideas from first hand observation, experience and imagination. Ask and answer questions about the starting points for their work, and develop their ideas. Explore the differences and similarities within the work of artists, craftspeople and designers in different times and cultures. Ask and answer questions about the starting points for their work and the processes they have used. Identify what they might change in their current work or develop in their future work.
Design and Technology.	<u>Food ( Fruit Kebabs)</u> Develop a food vocabulary using taste, smell, texture and feel Group familiar food products e.g. fruit and vegetables Cut and chop a range of ingredients Work safely and hygienically Understand the need for a variety of foods in a diet Measure and weigh food items, using spoons, cups	<u>Sliders and Leavers ( Story board)</u> Fold, tear and cut paper and card Roll paper to create tubes Cut along lines, straight and curved Curl paper Use hole punch Insert paper fasteners for card linkages Create hinges Use simple pop ups Investigate strengthening sheet materials Investigate joining - temporary, fixed and moving	<u>Textiles ( T- Shirt design)</u> Use a variety of techniques, e.g. weaving, finger knitting, fabric crayons, sewing and binca. How to thread a needle, cut, glue and trim material. Create images from imagination, experience or observation. Use a wide variety of media, inc. photocopied material, fabric, plastic, tissue, magazines, crepe paper, etc.

RE	<p><u>Being thankful and harvest traditions</u> Pupils find out how people with different religious and worldviews celebrate the fruitfulness of the earth (eg Harvest traditions). How do some religious communities express their thankfulness for our world? For example, what is Sukkot and how it is celebrated?</p> <p>Giving to charity Explore a Christian (or other faith) charity that focuses on justice and fairness</p> <p>Festivals of light Explore symbols of two different religious traditions, looking for similarities such as light (eg Hannukah and Christmas; Diwali and Christmas). Pupils compare their own feelings when in light or in darkness, using a lit candle as a focus. Explore the story of Christmas. Why does Christmas matter to Christians? Expressing religious meaning Pupils use photos or religious artefacts identifying the group to which these belong Why is a light/water/a tree such an important religious symbol? Explore symbols of two different religious traditions, looking for similarities such as light, water, trees. What is important about the design of some places of worship? Visit a place of worship to identify and find out about the meanings of symbols for God</p> <p>Muslim prayer and action Why do some people pray to Allah for help? How and why do some Muslims wash and pray in a daily pattern? Why does a prayer mat become holy when a Muslim prays on it?</p>	<p><u>Belonging to a family and community</u> What things are important to your family and to you?</p> <p>Naming ceremonies – include a visit to a place of worship How and why do people have special ways of welcoming babies? Pupils role play a baptism through drama and song. Invite local Christian ministers or lay people to talk with the class about what it means for them to belong to a church – or a representative from another faith.</p> <p>Using artefacts to explore prayer and worship Pupils explore examples of religious artefacts, asking questions, finding out their meaning and use in the context of prayer and worship.</p> <p>The Easter Story Pupils explore the Easter story, finding out what the festival means and how it is celebrated. Why does Easter matter to Christians?</p>	<p><u>Sacred texts: who reads them, when and why</u> <i>Why is the Bible holy and sacred for Christians? What is the good news that Jesus brings? Why are the Torah and/or Qur'an holy and sacred for Jews and/or Muslims? How do Jews and Muslims look after and read their holy and sacred book?</i></p> <p><i>Faith stories What do faith stories tell us about the way people should look after each other and the world? Think about whether everyone shares the same belief about how the world began. Explore and tell some parables through drama.</i></p> <p><i>Big Questions about God Where is God? What do Christians believe God is like? Who made the world? Explore big questions in 'Why is the Sky Blue?' by Sally Grindley</i></p> <p><i>Taking responsibility Create a recipe for living together happily. What is Zakat? Why is this important to so many Muslim people? Whose world is it? Should everyone in the world take responsibility for looking after it?</i></p>
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	<p>What makes a place holy?          Festivals including Christmas          How do festivals bring people together? What are the ingredients of a festival? Why does Christmas matter to Christians?          What events are Christians remembering and believing when they celebrate Christmas?</p>		
PE	<p>Fundamentals  <b>Ball Skills</b>          Sending and Receiving  <b>Target Game</b></p>	<p>Team Building  <b>Fitness</b>          Gymnastics  <b>Dance</b></p>	<p>Net and Wall  <b>Invasion Games</b>          Athletics  <b>Striking and Fielding.</b></p>
PSHE	<p><u>Being Me In My World.</u>  <u>Celebrating Difference.</u></p>	<p><u>Dreams and Goals</u>  <u>Healthy Me.</u></p>	<p><u>Relationships</u>  <u>Changing me.</u></p>
Music	<p><u>Listening and Appraising</u>          Join in with songs as part of the whole class. Clap the pulse of a song as part of the whole class with support.          Start to recognise the sounds that different instruments make.</p> <p><u>Composition</u>          Clap and play simple rhythms on untuned instruments.          Use my voice to make different sounds.          Start to choose instruments in order to make different sounds.</p> <p><u>Performing</u>          Sing songs to an audience with actions.          Perform music in ensembles showing an awareness of others.</p>	<p><u>Listening and Appraising</u>          Join in with songs as part of the whole class. Clap the pulse of a song as part of the whole class with support.          Start to recognise the sounds that different instruments make.</p> <p><u>Composition</u>          Clap and play simple rhythms on untuned instruments.          Use my voice to make different sounds.          Start to choose instruments in order to make different sounds.</p> <p><u>Performing</u>          Sing songs to an audience with actions.          Perform music in ensembles showing an awareness of others.</p>	<p><u>Listening and Appraising</u>          Join in with songs as part of the whole class. Clap the pulse of a song as part of the whole class with support.          Start to recognise the sounds that different instruments make.</p> <p><u>Composition</u>          Clap and play simple rhythms on untuned instruments.          Use my voice to make different sounds.          Start to choose instruments in order to make different sounds.</p> <p><u>Performing</u>          Sing songs to an audience with actions.          Perform music in ensembles showing an awareness of others.</p>