






All Saints Church School Curriculum Map

Class 1

YEAR 1 Working document	AUTUMN		SPRING		SUMMER	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Grand Designs 		Great Big Britain 		Animal Adventures 	
Educational Visits / Visitors/ enrichment	Walk around Montacute Old Montacute School / The Abbey / Montacute House / St Catherine's church		Windmill Farm / Montacute House – kitchen gardens Forest School		Noah's Ark - Bristol	
Maths <i>White Rose / Mastering Number</i>	Block 1- Number: Place Value within 10 Block 2- Number: Addition and Subtraction within 10 Block 3- Geometry: Shape Consolidation		Block 1- Number: Place Value within 20 Block 2- Number: Addition & Subtraction within 20 (multiples of 2, 5 and 10 <u>introduced</u>) Block 3 – Number: Place Value within 50 Block 4 - Measurement: Length & Height Block 5 - Measurement: Weight & Volume Consolidation		Block 1- Number: Multiplication & Division (multiples of 2, 5 and 10) Block 2- Number: Fractions Block 3- Geometry: Position & Direction Block 4- Number: Place Value within 100 Block 5- Measurement: Money Block 6- Measurement: Time Consolidation	
English <i>Talk 4 Writing / Read Write Inc</i>	T4W story- The Three Little Pigs 4 Instructions- How to build a house T4W Recount- Recount the walk around the local area (visit the old school and the Church) Poetry T4W Report- My Montacute Letters- To Father Christmas (before Christmas) Nativity Story- RE through English		T4W story- Report- Great Fire of London Poetry- Winter poems, 5 senses poems Postcards- Send and receive from around the UK Letters- Write letters to the King Recount – school trip Instructions – how to make a Great British Sandwich		T4W story- Monkey See, Monkey Do Instructions- Poetry- Animal poems shape poems Report- T4W Recount- Report/Fact-file 'All About (animal)' to create a class encyclopaedia Recount- How I made my hand puppet Explanation- How to care for a pet	

<p>Geography including STEAM ideas to promote learning</p>	<p>Location Knowledge Name, locate and identify Montacute and the UK on a map</p> <p>Geo. Skills and fieldwork 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.</p> <p>Human and Physical Geo. Use basic geographical vocabulary to refer to: -key physical features, including: forest, hill, mountain, soil, valley, vegetation,. -key human features, including: city, town, village, factory, farm, house, office</p> <p>Geo. Skills and fieldwork 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. Investigate their surroundings. Make observations about where things are e.g. within school or local area. Use a simple picture map to move around the school Recognise that it is about a place. Use relative vocabulary (e.g. bigger/smaller, like/dislike) Draw around objects to make a plan. Use picture maps and globes Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Learning ideas; Where is our school? What is our surrounding area like? Can you describe a route? c-c with History; walk around the village</p>	<p>Location Knowledge Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Place Knowledge Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</p> <p>Human and Physical Geo. Identify seasonal and daily weather patterns in the United Kingdom. Use basic geographical vocabulary to refer to: -key physical features, including: forest, hill, mountain, soil, valley, vegetation,. -key human features, including: city, town, village, factory, farm, house, office</p> <p>Geo. Skills and fieldwork Draw picture maps of imaginary places and from stories. Use own symbols on imaginary map. Use world maps, atlases and globes to identify the United Kingdom and its countries. Picture maps and globes</p> <p>Learning ideas; What is our capital city? Compare London to Montacute</p> <p>c-c with Geography; create a windsock and a rain gauge.</p>	<p>Place Knowledge Understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country.</p> <p>Location Knowledge Name, locate and identify country of comparison (eg. Seychelles?, India, Nepal)</p> <p>Human and Physical Geo. Identify seasonal and daily weather patterns in country of comparison Use basic geographical vocabulary to refer to: -key physical features, including: forest, hill, mountain, soil, valley, vegetation,. -key human features, including: city, town, village, factory, farm, house, office</p> <p>Geo. Skills and fieldwork Use simple fieldwork and observational skills to study country of comparison and the key human and physical features of its environment. Use relative vocabulary (e.g. bigger/smaller, like/dislike) . Use picture maps and globes Use world maps, atlases and globes to identify the United Kingdom and its countries and the wider world</p>
<p>History including STEAM ideas to promote learning</p>	<p>Historical enquiry Describe some simple similarities and differences between artefacts.</p>	<p>Chronological understanding Describe things that happened to themselves and other people in the past Place known events in chronological order (timeline)</p>	

	<p><i>Find answers to some simple questions about the past from simple sources of information e.g. 'What do you think it could have been used for?' Sort artefacts from 'then' and 'now'. Ask and answer relevant basic questions about the past</i></p> <p>Organisation and communication <i>Sort objects into groups (i.e. then and now.) Use timelines to order objects. Tell stories about the past, including role-play. Talk, draw or write about aspects of the past</i></p> <p>Knowledge and understanding of events, people and changes in the past <i>Identify some similarities and differences between ways of life in different periods</i></p> <p>Chronological understanding <i>Understand the difference between things that happened in the past and the present. Describe things that happened to themselves and other people in the past Place known events and objects in chronological order (timeline) Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.</i></p> <p>Learning ideas; Has our school always been like this? Montacute School and All Saints – old and new buildings</p> <p>Homes in the past – source tin bath, mangle, dolly, carpet beater</p> <p>CP – artefacts to explore / draw / photograph / label before History input</p>	<p><i>Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.</i></p> <p>Organisation and communication <i>Sort events into groups (i.e. then and now.) Use timelines to order events Tell stories about the past, including role-play. Talk, draw or write about aspects of the past</i></p> <p>Historical enquiry <i>Find answers to some simple questions about the past from simple sources of information e.g. 'What do you think it could have been used for?' Ask and answer relevant basic questions about the past</i></p> <p>Learning ideas; Who was important in the past? Compare Queen Victoria and Queen Elizabeth II / King Charles III</p> <p>My timeline My family tree Queen Elizabeth II Royal family tree</p> <p>c-c with English; Great Fire of London</p> <p>CP – drawing portraits / observational drawings using different tools; pencil, charcoal, oil pastels taught to use in previous topic</p>	
--	---	--	--

<p>Science including STEAM ideas to promote learning</p>	<p>Everyday materials <i>Distinguish between an object and the material from which it is made</i> <i>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</i> <i>Describe the simple physical properties of a variety of everyday materials</i> <i>Compare and group together a variety of everyday materials on the basis of their simple physical properties</i></p>	<p>Plants <i>Identify and name a variety of common wild plants and garden plants, including deciduous and evergreen trees</i> <i>Identify and describe the basic structure of a variety of common flowering plants, including trees</i></p> <p>Seasonal changes <i>Observe changes across the four seasons</i> <i>Observe and describe weather associated with the seasons and how day length varies</i></p>	<p>Animals <i>Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates</i> <i>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</i> <i>Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, and including pets)</i> <i>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</i></p>
<p>DT including STEAM ideas to promote learning</p>	<p>Technical knowledge – materials and structure <i>begin to measure and join materials, with some support</i> <i>describe differences in materials</i> <i>suggest ways to make material/product stronger</i></p> <p>Technical knowledge – mechanisms <i>*begin to use levers or slides</i></p> <p>Learning ideas; c-c with SCIENCE; materials / building houses</p>	<p>Technical knowledge – food and nutrition <i>describe textures</i> <i>wash hands & clean surfaces</i> <i>think of interesting ways to decorate food</i> <i>say where some foods come from, (i.e. plant or animal)</i> <i>describe differences between some food groups (i.e. sweet, vegetable etc.)</i> <i>discuss how fruit and vegetables are healthy</i> <i>cut, peel and grate safely, with support</i></p> <p>Learning ideas; c-c with English; making the Great British Sandwich c-c with SCIENCE; planting and growing / gardening c-c with SCIENCE; create sliders showing plants growing up out of the soil, <u>not</u> parts of plants</p>	<p>Technical knowledge – textiles <i>measure, cut and join textiles to make a product, with some support</i> <i>choose suitable textiles</i></p> <p>Learning ideas; c-c with ART; animal hand puppet</p>

<p>Art including STEAM ideas to promote learning</p>	<p>Spirals Use mixed media Chalk on different surfaces, oil pastels, collage skills, outdoor art, pencils, coloured pencils, and paints.</p> <p>Observe examples of spirals in nature, emulate the details using art skills and various medias to explore the impact Discuss what has been successful and what they might try next time.</p> <p>Printing Print with a range of hard and soft materials e.g. corks, pen barrels, sponge Roll paint over found objects to create patterns e.g. plastic mesh, stencils Arrange and glue materials to different backgrounds (collage) Discuss the impact, what was more and less successful.</p>	<p>Collage Sort and group materials for different purposes e.g. colour texture Start to use paper for basic collage</p> <p>Artists Know about artists or craft makers from different cultures or times and have attempted to copy their style or work.</p> <p>Learning ideas; Andy Goldsworthy – nature collage / transient art Investigate the work of Tony Plant & create work ‘in the style of...’</p> <p>c-c with Geography; print Union Jack flags and print flags of the countries of the UK Draw carefully from observation of plants, paying attention to line and shape.</p>	<p>Textiles Can select organise and use materials such as threads, cottons, wool, raffia, paper strips and natural fibres to make a simple craft product Can collect, deconstruct, discuss and use fabrics and cloth to reassemble new work</p> <p>Sculpture To handle and manipulates rigid and malleable materials such as clay, card and found objects to represent something known and suggest familiar objects or thing</p> <p>Artists Know about artists or craft makers from different cultures or times and have attempted to copy their style or work.</p> <p>Learning ideas; Rousseau’s Tiger in the storm c-c with DT; felt hand puppets / running stitch</p> <p>CP – weaving and threading</p>
<p>Computing Kapow</p>	<p>Online Safety Computing Systems & Networks: Developing Mouse skills</p> <p>Use computers more purposefully Log in and navigate around a computer Drag, drop, click and control a cursor using a mouse</p>	<p>Online Safety Computing Systems & Networks: Improving mouse skills</p> <p>Programming 1: Algorithms Unplugged</p> <p>Programming 2: BeeBots</p>	<p>Online Safety Computing Systems & Networks: Digital imagery</p> <p>Programming 3: J2Turtle</p>

	Use software tools (J2E.com JIT) to create art on the computer. Computing Systems & networks: Create Digital Media 1		
Music <i>Kapow</i>	Pulse and rhythm (Theme: All about me) Timbre and rhythmic patterns (Theme: Fairytales)	Vocal and body sounds (Theme: By the sea) Pitch and tempo (Theme: Superheroes)	Classical music, dynamics and tempo (Theme: Animals) Musical vocabulary (Under the sea)
PSHE <i>SCARF</i>	Me and My Relationships Valuing Difference	Keeping Safe Rights and Respect	Being my Best Growing and Changing
RE <i>Understanding Christianity</i> <i>Discovery RE</i>	Creation - Who made the world? Incarnation - Why does Christmas matter to Christians?	Judaism - Is Shabbat important to Jewish children? Salvation - Why does Easter matter to Christians?	Judaism - Rosh Hashanah & Yom Kippur Gospel - What is the good news Jesus brings?
PE <i>Primary PE Planning</i>	Ball Skills (Au1) Fitness Football Fun (Au 2) Yoga		
SEASONAL	Harvest Festival Experiencing Harvest (Christian) Remembrance Service Bonfire Night Christmas	Chinese New Year Easter Service Shrove Tuesday Experiencing/Picturing Easter?	St George's Day Earth Day