

Tarleton Year 1 Curriculum Map 2020-2021

Y1	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Theme	Superheroes	Toys	Africa	Growth and Green Fingers	Minibeasts	Fairy Tales
Literacy	<p>Action Poetry-If I was a Superhero by Sally Gray</p> <p>Superhero ABC by Bob Mc Leod – introduce alliteration</p> <p>Superhero Wanted Posters description hero/ villain</p> <p>Fiction = Supertato (Y1 talk 4writing text) Sequence a story</p> <p>Non-fiction ;Real heroes-People who help us book</p> <p>NHS + Florence Nightingale information writing</p>	<p>Poetry -Using description-The Senses or Fireworks</p> <p>Fiction (familiar settings) Dogger by Shirley Hughes - Learn author, illustrator, characters, caption. Match captions to pictures-know stories need beginning, middle (problem) end.</p> <p>Lost toy poster – description + topic vocabulary</p> <p>Non-Fiction Writing- Ask and Answer questions about toys Learn Features of non-fiction texts-Title , author, contents page , label, caption. Build a word bank. Write a page for an information book about a well-known subject=Toys</p> <p>Fiction(Patterned Story) Harvey Slumfenburger’s Christmas Present. Look at verbs.</p>	<p>Fiction Rhyming Stories from other Lands/patterned stories- Bringing the rain to Kapiti Plain (Y1 talk4writing text) Handa’s Surprise/ Handa’s Hen-Make changes to create own version of a patterned story.</p> <p>Poetry using verbs – animal counting rhymes We all went on Safari</p> <p>Non-Fiction-Alphabetic order=Animal dictionary</p>	<p>Fiction Classic stories- Peter Rabbit (or Percy the Park-keeper)-look at adjectives describing the character of Peter (or Percy).</p> <p>Fairy Tale-Jack and the Beanstalk- Features of a Fairy Tale. Look at repeated speech + magic. Beginning, middle (problem) end.</p> <p>Non-Fiction Instructions – How to grow vegetables/planting Or design something to help Jack get the Golden Egg Jack and the Beanstalk - Engineering Fairy Tales - YouTube</p> <p>Poetry- Nursery rhymes to learn by heart- Mary, Mary, London’s Burning, A sailor went to sea, Row, row, row your boat</p>	<p>Poetry –poems on a theme Minibeasts (rhyme +description)</p> <p>Non-fiction information texts/booklets on Minibeasts</p> <p>Fiction-What the ladybird heard= Directional vocabulary, giving directions.</p> <p>Poetry- Traditional rhymes to learn by heart-There was an Old Woman who swallowed a Fly. (Y1talk4writing text),</p>	<p>Fiction-Fairy Tales Features of a Fairy Tale.</p> <p>Gingerbread man (Y1 talk4writing text) Sequence of events +Repeated speech.</p> <p>Cinderella-look at characters good/evil. Prefix-un</p> <p>3 little pigs (Y1 talk 4writing text) Write own version.</p> <p>STEM fairy tales- Learning resources Getting ready for work Early Careers Careers BAE Systems International</p> <p>Non-Fiction-Materials poster. Weather diary</p>

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Fiction Texts	Superhero ABC Charlie's Superhero Underpants Supertato Super Daisy	Dogger by Shirley Hughes Old Bear by Jane Hissey Harvey Slumfenburger	Handa's Surprise Handa's Hen Bringing the Rain to Kapiti Plain We all went on Safari	Jack and the Beanstalk The Enormous Turnip Peter Rabbit + Beatrix Potter stories OR Percy the Park keeper	What the Ladybird Heard There was an old Woman who swallowed a Fly	3Little Pigs Cinderella Gingerbread Man Nat Fantastic and the brave knights of old
Maths	Sequencing and Sorting Number and Place value within 10 Addition and Subtraction within 10	Addition and Subtraction within 10 Geometry: Shape (link to Toys) Number: Place value within 20	Addition and Subtraction within 20 Number: Place value within 50 Multiples of 2,5,10	Measurement: Length and Height (link to Jack and the beanstalk) Measurement: Weight and Volume	Number: Multiplication and Division Number: Fractions Geometry: Position and Direction (link to What the ladybird heard)	Number: Place value within 100 Measurement: Money Time (link to Cinderella)
Science	<p>Human Body To learn about and test our five senses</p> <p>Taste test-crisps Hearing test-sounds outside</p> <p>To know the external parts of the body</p> <p>To know humans are animals</p> <p>Human life cycle</p> <p>Human body (also in PSHE Summer term)</p>	<p>Everyday materials Distinguish between an object and the material it is made of-Sort wooden toys, metal toys, plastic toys.</p>	<p>Animals (African) Adaptation</p> <p>identify and classify,compare and group -fish,mammals,birds,reptiles</p> <p>To group living things by differences and similarities</p> <p>Animal homes different environments in which animals live</p> <p>Animals adapted to suit habitat-savannah, camouflage</p> <p>Food chains</p>	<p>Plants – Identify and name common and wild garden plants – deciduous and evergreen</p> <p>basic structure and observing growth over time, plant variety, trees, blossom, roots,</p> <p>Plant Life cycles- eg; daffodil bulbs, radish/carrot/potatoes growth</p>	<p>Animals (Minibeasts) observe, sort group, compare, classify and identify To group living things by differences and similarities</p> <p>Structure of minibeasts – different parts of body especially honeybees</p> <p>Collecting information. Using a database – communicating their findings</p> <p>Animal Life cycles-eg; bee/butterfly/ladybird/frog</p> <p>Expert Visitor-Beekeeper</p>	<p>Everyday materials Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</p> <p>STEM Engineering challenges linked to Fairy Tales Investigation - Test materials 3 pigs houses-Straw, wood, bricks eg Waterproof Three Little Pigs - Engineering Fairy Tales - YouTube</p> <p>Human body (in PSHE)</p>
Science/Nature Journal	Signs of Harvest -brown leaves,acorns,conkers,ripe fruit,crops Plant Autumn bedding and woodland bulbs-	<p>Seasonal Changes - Observe and describe weather associated with the seasons – day length varies</p> <p>Making tables and</p>	Draw Winter tree	Investigate whether all plants are green ID of variety of trees	<p>Seasonal Changes- Making tables and charts about the weather. Collect temperature. wind investigation</p>	<p>Seasonal Changes – Observe clouds. Day length. Sun safety Draw a Summer tree.</p>

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	<p>snowdrops +daffodil</p> <p>Draw Autumn tree</p>	<p>charts about the weather –Autumn or Winter weather watch. Collect rainfall and temperature</p> <p>Observing changes across the 4 seasons-</p>		<p>Draw Spring Tree</p> <p>Investigate spring flower colours-snowdrops and daffodils</p> <p>Signs of Spring-observe Spring bulb growth</p> <p>Plant herbs or seeds eg; bean seeds linked to Jack and the beanstalk</p>		<p>Visit – science-based KS1 hands on experience</p>
ICT	<p>Online safety and Exploring Purple Mash Grouping + Sorting</p>	<p>Pictograms</p>	<p>Lego Builders Maze Explorers</p>	<p>Animated story books</p>	<p>Coding</p>	<p>Spreadsheets Technology outside school</p>
History	<p>Chronology- how we change as we grow up</p> <p>People and events Wonder women eg; Florence Nightingale</p> <p>Using sources Use books and internet</p>	<p>Toys as source of evidence What do we know about toys? How have toys changed? Similarities/differences Sorting toys old/modern Chronology History of teddy bears timeline Using sources- photos,objects , internet, video clips of real people Games from the past</p>		<p>Chronology Beatrix Potter timeline</p> <p>People and events Life of Beatrix Potter</p> <p>Using sources Use books +Watch DVD Miss Potter/Peter Rabbit</p>		

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<p>Geography</p>	<p>Locational Knowledge UK countries+ Capital Cities map. Where do we live?</p> <p>Mapping- draw own maps for locate secret hero base</p>	<p>Communication – Autumn/Winter-weather diary</p>	<p>Locational Knowledge Name and locate 7 continents and 5 oceans</p> <p>Locate Africa , Hot and Cold areas of the world, Equator</p> <p>Human and physical geography Small area in a contrasting non-European country-African village</p> <p>Enquiry and investigation What is the African climate?</p>	<p>Locational Knowledge Where is the Lake District?</p> <p>Physical Geography Mountains and lakes</p>	<p>Field work Seasonal and daily weather-Summer weather record</p> <p>wind investigation</p> <p>Fieldwork in the school grounds-suggest improvements to an area (wildlife area)</p>	<p>Physical geography – UK is an island. Maps +aerial photos.</p> <p>Mapping -use basic compass directions for simple orienteering</p> <p>Mapping- Fairy Tale Story maps</p>
<p>Art</p>	<p>Drawing Skills Self-portraits - drawing in different media; charcoal, pastels etc •Use variety of tools, including: pencils, rubbers, crayons, pastels, felt-tips, charcoal, chalk and other dry media •Use a sketchbook to gather and collect artwork. •Begin to explore the use of line, shape and colour.</p> <p>Artists -Keith Haring + Picasso Describe what they think and feel about the work of a chosen artist. Begin to talk about the style of a chosen artist.</p> <ul style="list-style-type: none"> Differences Similarities 	<p>Drawing skills Observational drawing of Toys in different media; charcoal, pastels etc Use a variety of tools, including: pencils, rubbers, crayons, pastels, felt-tips, charcoal, chalk and other dry media •Begin to explore the use of line, shape and texture. Focus on texture in Teddy bear fur using charcoal</p> <p>Christmas crafts- Use simple components, such as split pins. •Cut paper and other materials safely and with some accuracy.</p>	<p>Painting African animals-colour mixing •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.</p> <p>Sculpting Models of animals using clay Create images from imagination, experience or observation. Manipulate clay in a variety of ways, e.g. rolling, kneading and shaping. Explore sculpture with a range of malleable media, especially</p>	<p>Observational drawings and paintings leaves/plants developed into printmaking - William Morris</p> <p>Make rubbings. Make marks in print with a variety of objects, including natural and made objects. Carry out different printing techniques e.g. <i>Block printing, relief printing</i> -ink is kept in place because certain areas of the block are carved away, leaving other areas raised or standing in relief. <i>Monoprint</i> – one of a series in which each print has some differences of colour, design, texture, etc. applied to an underlying common image.Build a repeating pattern and recognise pattern in the</p>		

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	<ul style="list-style-type: none"> Background 		clay.	environment.		
				<p>Artists William Morris Describe what they think and feel about the work of a chosen artist. Begin to talk about the style of a chosen artist.</p>		
DT	<p>Structures Design and make a secret Superhero base using recycled materials</p> <ul style="list-style-type: none"> •Talk about what they want to make, in relation to the design brief and their research. •Draw a simple picture of their product and add some words, e.g. its parts/materials. •Choose the materials/tools they will use, from a limited selection. •Write down some of the materials/tools they will need, using a word bank to help them. 		<p>(Optional/alternative) Structures Design and make a shoebox animal habitat using recycled/found materials Talk about what they want to make, in relation to the design brief and their research.</p> <ul style="list-style-type: none"> •Draw a simple picture of their product and add some words, e.g. its parts/materials. •Choose the materials/tools they will use, from a limited selection. •Write down some of the materials/tools they will need, using a word bank to help them. 		<p>Construction Design a Mini-beast home using wood. Experiment with, construct and join recycled, natural and manmade materials. Fixing and strengthening skills. Mark materials before cutting.</p> <ul style="list-style-type: none"> • Join wood and other materials using a variety of basic methods such as gluing, taping, clipping, tying. And nailing. • Test their product as they work. • Experiment with ways to make a structure stiffer/more stable as they work. 	<p>Textiles Fairy tale puppets Explore a range of existing products, discussing how they are made and how they work. Discuss how these products could help them with their own design How to thread a needle, cut, glue and trim material.</p> <ul style="list-style-type: none"> •Creating a design on fabric using applique. •Creating a design on fabric using pens/paint. <p>Talk about what they want to make, in relation to the design brief and their research.</p> <ul style="list-style-type: none"> •Draw a simple picture of their product and add some words, e.g. its parts/materials. •Choose the materials/tools they will use, from a limited selection. •Write down some of the materials/tools they will need, using a

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						word bank to help them.
PE	Sports Partnership Year A Dance Year B Striking and Fielding Year A Gymnastics Year B Dance	Sports Partnership Year A Dance Year B Striking and Fielding Yoga	Sports Partnership Year A Striking and Fielding Year B Gymnastics Traditional Playground Games	Sports Partnership Year A Striking and Fielding Year B Gymnastics Skipping	Sports Partnership Year A Fundamental Movement Skills Year B Fundamental Movement Skills Athletics	Sports Partnership Year A Fundamental Movement Skills Year B Fundamental Movement Skills Outdoor and adventurous activities – developing and following trails
Music	Hey You! Old School Hip-Hop How pulse, rhythm and pitch work together.	Christmas songs for Nativity production	In the Groove Blues, Baroque, Latin, Bhangra, Folk, Funk How to be in the groove with different styles of music.	Round and Round Bossa Nova Pulse, rhythm and pitch in different styles of music.	Your Imagination Pop Using your imagination.	Reflect, Rewind & Replay Classical The history of music, look back and consolidate your learning, learn some of the language of music.
Questful RE + Understanding Christianity + Class Value-Friendship	Harvest God,Creation,Gospel This unit unpacks the concept of God as creator and provider followed by the concept of Gospel and the teachings of Jesus. The aim of this unit is to raise awareness that we harvest food all around the world and that we usually have plenty but others do not. To discuss what our response as Christians should be to the need of others. Introduce CLASS	Special objects compare own special toys and objects with special religious objects such as a kiddish cup, a seder plate, a puja tray and a singing bowl. (Link to other Faiths) Christmas –Incarnation The aim of this unit is to: Deepen the children’s understanding of the true meaning of Christmas through emphasising that Jesus was a gift from God. Discuss the thoughts and feelings associated with	Creation -God +Creation The aim of this unit is to give children the opportunity to develop their perceptions and understanding of God. Provide an opportunity for reflection on feelings of awe, wonder, delight and mystery in relation to the natural world. Understanding Christianity Unit 1.2 Who made the world? BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: Retell the story of creation from Genesis 1:1–2.3 simply. Recognise that	Easter – Salvation The Aim of this unit is to: give children an opportunity to reflect upon the miracles of nature and new life during springtime. For pupils to hear and be able to retell the Easter Story. To make links between the transformation of plants and animals and the Easter story in order to develop an understanding of the resurrection Understanding Christianity Unit 1.5 Why does Easter matter to	Revisit Class Value=Friendship How do we make friends? Who are your special friends? What makes a person a good friend? How do you show that you are a good friend? What activities do you do with your friends? Draw pictures of special friends. Write about how you met them and why they are your friend. How did Jesus make friends? Why did people make friends with Jesus? Jesus was Special Incarnation +Gospel	Baptism -God + Salvation In this unit pupils will encounter the concept of GOD through the promises and symbols of baptism. Many Christians believe that the decision to be committed to Christ and be baptised brings SALVATION. The washing away of sins and beginning a new life in Christ is only possible because of Jesus death and resurrection. Links to other Faith-Hindu/Muslim naming

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	VALUE= FRIENDSHIP	it.	<p>'Creation' is the beginning of the 'big story' of the Bible. Say what the story tells Christians about God, Creation and the world. Give at least one example of what Christians do to say thank you to God for the Creation. Think, talk and ask questions about living in an amazing world</p> <p>Dive Deeper Read a few creation stories from other cultures and religions. e.g. Aboriginal, Islamic, Hindu or Chinese.</p>	<p>Christians?</p> <p>BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO: Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). Recognise that Jesus gives instructions about how to behave. Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.</p>	The aim of this unit is to: enjoy exploring these Bible stories that reveal Jesus' power and divine nature. Talk about how and why Jesus was special.	ceremony
Multicultural links	Harvest (Non-Christian) Jewish-Sukkot	Special Objects religious objects from Non-Christian Faiths such as a dreidel, kiddish cup, a seder plate, a puja tray and a singing bowl.	African Art Creation stories in other faiths (non-Christian)		Where is the Holy land?	Muslim + Hindu naming ceremony
PSHE	<p>Being Me in My World (BM)</p> <p>Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning</p>	<p>Celebrating Difference (CD)</p> <p>Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the</p>	<p>Dreams & Goals (DG)</p> <p>Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges</p>	<p>Healthy Me (HM)</p> <p>Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety (covered separately)</p>	<p>Relationships (RL)</p> <p>Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-</p>	<p>Changing Me (CM)</p> <p>Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct</p>

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	Charter	differences in everyone CLASS VALUE=FRIENDSHIP	Identifying and overcoming obstacles Feelings of Success	Linking health and happiness	acknowledgement Being a good friend to myself Celebrating special relationships	terminology) Linking growing and learning Coping with change Transition
Fairtrade/Eco	Harvest- Christian Aid, Fairtrade	Children in Need Poppy Appeal		Fairtrade Fortnight Red Nose Day		
Role Play + Small World	Superhero Secret Base Ninja Turtles +Marvel Heroes+ Thunderbirds Baby clinic	Toy Shop + Museum Small World Town Pirates	Africa Fruit and Vegetables	Flower Shop Farms	Minibeasts Playmobile jungle camp	Fairy Tale Land Woodland Fairy World Wooden + Lego castles and knights