Summer Term Curriculum Map Year 1

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|  | Summer 1 Africa | | Summer 2 Africa |
| English | Friendship & Kindness Stories   * Lost & Found: Character descriptions, retelling, advice, instructions, non-chronological reports * Pig the Pug: Character comparisons, fact sheets, shared poetry, own version narratives | | Imagination & Creativity   * Dadaji’s Paintbrush: labels, character comparisons, captions, thought and speech bubbles, fact files * The Magic Bed: own version fantasy stories, setting descriptions, additional scenes, description of magical piece of furniture, lists |
| Maths  WRM | * Multiplication and division including reinforcing 2, 5, 10 * Fractions * Position and direction * Place value within 100 * Money * Time   *Ongoing fluency, reasoning and problem solving* | | |
| Science | **Plants**   * **Identify and name a variety of common wild and garden plants, including deciduous and evergreen tree** * To name and compare some common plants and trees * To identify and name some common trees * To identify and name some common garden and wild plants * **Identify and describe the basic structure of a variety of common flowering plants, including trees.** * To describe and compare plants, seeds and bulbs * To name and compare the parts of plants * To name, sort and compare some common fruit and vegetable plants | **Animals including humans**   * **Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals;** (NC) pointing out some of the differences between different animals * Name the parts of an animal’s body and human body * Compare the bodies of different animals including humans * Name a range of domestic animals * **Identify and name a variety of common animals that are carnivores, herbivores and omnivores** (NC); classify animals by what they eat (carnivore, herbivore, omnivore) * **Identify and name a variety of common animals (birds, fish, amphibians, reptiles, mammals, invertebrates)** (NC) * Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets); * Sort photographs of living things and non-living things * Describe how an animal is suited to its environment * name the parts of the human body that they can see * draw & label basic parts of the human body | |
| History | **Historical enquiry To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements (**NC**)** (British Values)   * Using pictures, books fact files to find out simple facts about Nelson Mandela – Who was Nelson Mandela? He The first Black President of South Africa * recognise that we celebrate certain events because of what happened many years ago - bring people of different races together. | | |
| Geography | **Locational Knowledge Name and locate the world’s seven continents and five oceans –**   * locate the world’s seven continents and the five oceans * Point out the equator on an atlas or globe * to locate countries on a map of Africa. South Africa, Kenya, Nigeria * describe the weather in South Africa * Use simple pictures maps and land marks of basic human and physical features of Africa, savannah, mountain, seas, volcano, lakes, roads, bridges, houses   **Human and Physical Geography**   * Tell something about the people who live in hot places – describe what Africa is like climate. (Make a comparison between cold place from previous topic Explorers) * Explain what they might wear if they lived in a very hot places * find out the type of houses in a hot place eg Mud Hut * identify physical features of a hot place * Explain how the weather changes with each season | | |
| ICT | **Graphics**  Images   * Capture images with a camera/iPad * Use a painting program to create a representation and simple patterns. Doodle Buddy; Paint   Sound/music   * Record and play back sounds, understanding that sound can be stored and played back. Voice recorder; Audacity | | **Communicating**  Email.   * Recognise what an email address looks like * Join in sending a class email   Word   * Become familiar with the keyboard and mouse/touchpad * Use the spacebar, back space, enter and arrow keys * Enter single letters from a keyboard to write words and sentences * To place fingers on home keys for typing * Use a word bank to create simple, meaningful sentences   Print out work unaided |
| Design & Technology |  | | **African mask**  **Painting**   * something about themselves in their painting – portrait * Mix secondary colours and shades using different types of paint * Create different textures e.g. use of sawdust.   **Sketchbooks**   * Use a sketchbook to gather and collect artwork |
| Art | **African patterns - painting**   * print onto paper and textile * design their own printing block * create a repeating pattern   **Sketchbooks**   * Use a sketchbook to gather and collect artwork | |  |
| Music | **Charanga Scheme** Your imagination (Pop)  **Listen & Appraising**   * To enjoy moving to music and say how the music makes them feel or describe the mood of the music * To recognise that parts of the song may keep being repeated   **Dimensions of music**   * To know that music has a steady pulse, like a heartbeat and practise finding it in different ways * To recognise when the music is fast or slow, loud or quiet * To know that we can create rhythms from words (names, food, colours, animals)   **Singing**   * Learn about singing notes of different pitches (high and low)   **Playing**   * Learn the names of the notes in their instrumental part from memory or when written down * Learn the names of the instruments they are playing   **Improvising**   * Using voices and instruments, listen and copy back, then improvise own answers   **Composing**   * Help to create a simple melody using one, two or three notes * Creating rhythms for others to copy, listening and singing back e.g. “la, la, la”   **Performance**   * Perform as part of a group * Record the performance and say how they were feeling about it | | **Charanga Scheme** Reflect, rewind and replay (Classical)  **Listen & Appraising**   * To enjoy moving to music and say how the music makes them feel or describe the mood of the music * To recognise that parts of the song may keep being repeated   **Dimensions of music**   * To know that music has a steady pulse, like a heartbeat and practise finding it in different ways * To recognise when the music is fast or slow, loud or quiet * To know that we can create rhythms from words (names, food, colours, animals)   **Singing**   * Learn about singing notes of different pitches (high and low)   **Playing**   * Learn the names of the notes in their instrumental part from memory or when written down * Learn the names of the instruments they are playing   **Improvising**   * Using voices and instruments, listen and copy back, then improvise own answers   **Composing**   * Create a simple melody using one, two or three notes   **Performance**   * Perform as part of a group * Record the performance and say how they were feeling about it |
| PE | **Athletics skills**   * Run at different speeds. * Jump with accuracy. * Use a small range of techniques. * Choose which throwing and retrieving technique to use   **Cricket skills**   * hit a ball with a bat * Be confident and safe in the spaces used to play games. * Explore and use skills, actions and ideas individually and in combination to suit the game they are playing * Choose and use skills effectively for particular games | | |
| R.E | **Enquiry: How did the universe come to be?**   * Examine and discuss the Hindu Story of Creation * Sequence and recall the Christian Story of Creation * Compare and contrast the Christian and Hindu Creation stories * Compose a Creation Story inspired by scripture * Compose a Creation Story inspired by scripture | |  |
| P.H.S.E | **Relationships**   |  | | --- | | * explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships * I give examples of behaviour in other people that I appreciate and behaviours that I don’t like | | | **Changing me**   * compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private * explain why some changes I might experience might feel better than others |