Summer Term Curriculum Map Year 1

|  |  |  |
| --- | --- | --- |
|  | 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
 |
| MathsWRM | * 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
 |