



Long Term Wider Curriculum Map Year 1

	Autumn Term	Spring Term	Summer Term
	Who am I? (S)	Is there anybody out there? (G)	Who did it? (H)
Science	Seasonal changes - across the four seasons/weather		
	Plants - Identification Animals including humans - Parts of the body.	Everyday Materials - Animals including humans -	Plants - Structure Everyday materials -
Computing			
History	Changes within living memory - Use a range of sources to find out characteristic features of the past To ask and to answer questions related to different sources and objects	Significant places locally sequence events of objects in chronological order Begin to describe similarities and differences in artefacts Begin to identify different ways to represent the past (e.g. photos, people talking about the past, stories, websites) Sort artefacts 'then' and 'now'. Time lines (3D with objects/ sequential pictures) Drawing Writing (reports, labelling, simple recount)	Significant people/events locally - ICT
Geography	Geographical skills and fieldwork - express own views about a place, people, environment communicate in different ways e.g. pictures/pictograms simple maps/sketches/labelled diagrams	Human and physical geography - ask geographical questions e.g. what is it like to live in this place? express own views about a place, people, environment observe and record e.g. identify buildings on a street – memory maps Use simple field sketches make simple maps and plans explore maps of the local area	Location and place knowledge - geographical language to describe feature or location e.g hill/local/a road/coastline/ woods Use a camera
DT	Start to suggest ideas and explain what they are going to do. Begin to develop their ideas through talk and drawings. Begin to assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape. Begin to understand that all food comes from plants or animals. Begin to understand that everyone should eat at least five portions of fruit and vegetables every day. Know how to prepare simple dishes safely and hygienically, without using a heat source.	Begin to draw on their own experience to help generate ideas and research conducted on criteria. Begin to understand the development of existing products: What they are for, how they work, materials used. Begin to use simple finishing techniques to improve the appearance of their product. Know how to prepare simple dishes safely and hygienically, without using a heat source.	With help measure, mark out, cut and shape a range of materials. When looking at existing products explain what they like and dislike about products and why. Begin to evaluate their products as they are developed, identifying strengths and possible changes they might make. Explore the understanding that food has to be farmed, grown elsewhere (e.g. home) or caught.
Art & Design	Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading. Use tools and equipment safely and in the correct way. Artists: Hepworth, Arp, Nevelson, Gabo. Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk.	Impress and apply simple decoration techniques: impressed, painted, applied. Artists: Hepworth, Arp, Nevelson, Gabo. Begin to control the types of marks made with the range of media. Explore the work of a range of artists,	Experiment in a variety of malleable media such as clay, papier Mache, Salt dough, modroc. Shape and model materials for a purpose, e.g. pot, tile from observation and imagination. Artists: Hepworth, Arp, Nevelson, Gabo.

	<p>Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.</p> <p>Artists: Van Gogh, Seurat</p> <p>Experiment with a variety of media; different brush sizes and tools.</p> <p>Explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge.</p>	<p>craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Artists: Van Gogh, Seurat</p> <p>Start to mix a range of secondary colours, moving towards predicting resulting colours</p> <p>Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Artists: Warhol, Hokusai</p>	<p>Begin to control the types of marks made with the range of media.</p> <p>Investigate textures by describing, naming, rubbing, copying.</p> <p>Artists: Van Gogh, Seurat</p> <p>Look at and talk about own work and that of other artists and the techniques they had used.</p> <p>Artists: Klimt, Marc, Klee, Hockney</p> <p>Explore printing in relief: Sting and card.</p>
Music	<p>Listening and Singing -</p> <p>using my body to keep the beat - circle/action dances, songs and rhymes with animal puppets</p>	<p>Playing Instruments -</p> <p>sorting percussion instruments by material and sound quality/timbre, songs for playing together in the band</p> <p>- adapted: London Bridge - Killhope Wheel...</p>	<p>Experimenting with Sounds -</p> <p>stories and descriptive ideas e.g. using sounds to represent ideas for George</p> <p>Stephenson's engine, tuned percussion: responding to high and low sounds - e.g. Jack going up the Beanstalk</p>
P.E.	<p>Games & Gymnastics</p> <p>Games & Dance</p>	<p>Dance & Gymnastics</p> <p>Games & Gymnastics</p>	<p>Games & Dance</p> <p>Athletics</p>
R.E.	<p>What can we learn about Christianity from visiting a church?</p> <p>Why are gifts given at Christmas?</p>	<p>What is the Easter story?</p>	<p>Why is Jesus special to Christians?</p>
Whole School Weeks	<p>Christmas</p> <p>Eid</p> <p>Anti-bullying Week</p> <p>Diwali</p>	<p>Chinese New Year</p> <p>World Book Day</p> <p>Easter</p>	<p>Transition Week</p>



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Additional information relating to Computing.

Computer Science- Understand Simple algorithms. Create simple programs e.g. (Beebot) - forward / backwards - use pictures of ourselves/ animals/plants

Digital Literacy SWGFL
<http://www.digital-literacy.org.uk/Curriculum-Overview.aspx#yr1>

Keeping safe online. Finding ourselves sites safely

IT Sound - Use technology purposely Using IPADS/Easispeaks to record/ playback (talk about me/retell stories)
 Use cameras (Me) - looking at family photos/old photos Graphics - me/ my family. Beginnings of WP - All about me Create/store/ retrieve

Computer Science - Use digital devices e.g. Beebot to program simple journeys - use map / photos of local area. Make sets of simple instructions - fd/bk left/right. Correct obvious errors (debug)

Digital Literacy - Keeping personal information private. Look at local environment for common uses of ICT outside school

IT Use technology purposely
 - Simple branching database - materials
 Cameras - take photos of local area

Add to simple photo story/IPhoto - record thoughts IPAD/Easispeak - playback /use in writing
 Create/store/retrieve

ICT Use technology purposely - nonfiction texts - George / animals. Use photos from visit e.g. Shildon in WP / book Book creator IPAD - WP software on PC -

Create/store/ retrieve
 Talk about animals/famous person to camera/video

Digital Literacy
 Use technology safely - Real and fictional characters - what is real? Lee & Kim resources - animal masks. Communicating with real people.

Who do we tell if concerned? Teacher led email - for a purpose e.g. arrange a visit

Computer Science - iPad apps writing precise and unambiguous instructions. - Daisy the dinosaur/Kodables/Beebot app