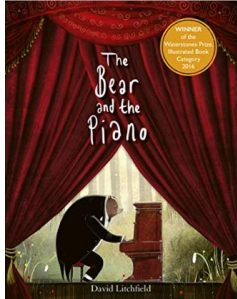

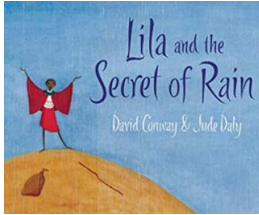
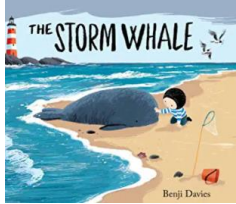
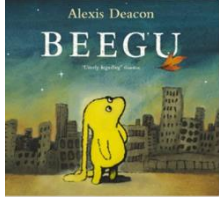
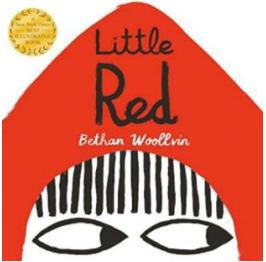
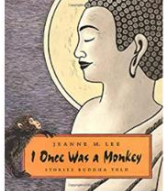
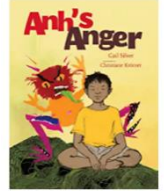


Year 1 Subject Map 2022-2023

Subject	Term					
	Autumn		Spring		Summer	
Outdoor learning	Abbots wood/ Drama and English links		Zoo? Links to African animals	Beach-build Storm Whales	Summer Trip	
English	<p><u>Key texts:</u> <u>Narrative The Bear and the Piano</u></p>  <p>-Responding to the story. - Explore descriptive language. - Explore character's thoughts and feelings - Write a story based on 'Where the Wild Things Are' - Write a book review - Role play/drama</p> <p><u>Non-Fiction</u></p>	<p><u>Key texts: The Queen's Hat, non-fiction UK Narrative</u></p>  <p>- Make predictions about a story - explore characters' thoughts and feelings - responding to the story. - use descriptive language - write book review/share opinions. - Write a story based on 'The Queen's Hat' - Diary entry</p> <p><u>Non-Fiction</u></p>	<p><u>Key texts: Lila and the Secret of Rain (and other stories about Kenya)</u></p>  <p><u>Narrative</u> - Make predictions about a story - responding to a story - write in role as a character (thoughts and feelings) -explore descriptive language - write a Kenyan tale (Stories from other cultures) - share story opinions - story retelling</p>	<p><u>Key Texts: The Storm Whale</u> <u>Look at other stories by Benji Davies</u></p>  <p><u>Narrative</u> - Make predictions about a story. - Responding to the story - Explore a character's thoughts and feelings - Explore descriptive language, describe a story setting and describe a character. - Retelling. - role play and drama</p> <p><u>Non-Fiction</u> - Non-fiction report on whales</p>	<p><u>Key text: Beegu</u></p>  <p><u>Narrative</u> - Make predictions about a story - explore characters' thoughts and feelings - responding to the story. - use descriptive language - story writing</p> <p><u>Non-Fiction</u> - recount of outdoor learning - factual writing on transport through time</p>	<p><u>Key Texts: Little Red Riding Hood, Little Red, Hansel and Gretel Rapuzel - Bethen Woolvin</u></p>  <p><u>Narrative</u> - retell Little Red Riding Hood - Character descriptions</p> <p><u>Non-Fiction</u> - instructions -</p> <p><u>Poetry</u> - Pattern and rhyme</p> <p>Linked Text Rapuzel - Bethen Woolvin</p>

	<ul style="list-style-type: none"> <li>- write a letter in role as Max.</li> <li>- recount from outdoor learning</li> <li>- labels</li> </ul> <p><u>Poetry</u></p> <ul style="list-style-type: none"> <li>- Sense poetry (science)</li> </ul>	<ul style="list-style-type: none"> <li>-Non fiction report on countries of UK.</li> <li>- Instruction texts (jam sandwiches)</li> <li>- Letters to Father Christmas</li> </ul>	<ul style="list-style-type: none"> <li>- role play/drama</li> </ul> <p><u>Non-Fiction</u></p> <ul style="list-style-type: none"> <li>- ask questions to be researched.</li> <li>- factual writing on Kenyan life</li> </ul> <p><u>Poetry</u></p> <ul style="list-style-type: none"> <li>- Poetry based on 'Masai and I'</li> <li>- Rain poetry and prayers</li> </ul>	<ul style="list-style-type: none"> <li>- lists</li> </ul> <p><u>Poetry</u></p> <ul style="list-style-type: none"> <li>- acrostic poetry on a theme</li> </ul> <p><u>Linked text -</u></p> <p>Storm Whale Winter Grandad's Island (POR)</p>		
<b>Maths</b>	<p>Power Maths</p> <p>Number and Place Value (20)</p> <p>Addition and Subtraction</p> <p>Properties of shape 2D/ 3D</p>	<p>Power Maths</p> <p>Number and Place Value (20)</p> <p>Addition and Subtraction</p> <p>Properties of shape 2D/ 3D</p>	<p>Power Maths</p> <p>Addition and Subtraction</p> <p>Number and Place Value (50)</p> <p>Measurement - length, height, weight, volume.</p>	<p>Power Maths</p> <p>Addition and Subtraction</p> <p>Number and Place Value (50)</p> <p>Measurement - length, height, weight, volume.</p>	<p>Power Maths</p> <p>Multiplication and Division</p> <p>Fractions - Halves and Quarters</p> <p>Position and Direction</p> <p>Numbers to 100</p> <p>Measurement - Time, money</p>	<p>Power Maths</p> <p>Multiplication and Division</p> <p>Fractions - Halves and Quarters</p> <p>Position and Direction</p> <p>Numbers to 100</p> <p>Measurement - Time, money</p>
<b>Science</b>	<p><u>Seasons</u></p> <ul style="list-style-type: none"> <li>- Observe changes across the 4 seasons</li> <li>- Observe and describe weather associated with the seasons and how day length varies</li> </ul>	<p><u>Plants</u></p> <ul style="list-style-type: none"> <li>-Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>-Identify and describe the basic structure of a variety of common flowering plants, including tree</li> </ul>	<p><u>Materials</u></p> <ul style="list-style-type: none"> <li>- Distinguish between an object and the material from which it is made</li> <li>- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>- Describe the simple physical properties of a variety of everyday materials</li> <li>- Compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul>	<p><u>Animals including humans</u></p> <ul style="list-style-type: none"> <li>- Identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals.</li> <li>- Identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</li> <li>- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li> </ul>		

<p>RE</p>	<p><b>Moral Stories:</b> What is a moral story and how can we learn from it. Focus Christianity and Buddhism</p> <p><u>Christian</u> David and Goliath Jonah and the Whale Jesus feeds 5000 Buddhist <a href="https://www.bedtimeshortstories.com/sometimes-just-let-it-be">https://www.bedtimeshortstories.com/sometimes-just-let-it-be</a></p>  	<p><b>Understanding Christianity Incarnation.</b> Why does Christmas matter to Christians?</p>	<p><b>Special Books.</b> What is a special book? What special books are used in religions?</p>	<p><b>Understanding Christianity Salvation</b> Why does Easter matter to Christians?</p>	<p><b>What does it mean to belong?</b></p>	<p><b>Understanding Christianity God/creation</b> What do Christians believe God is like? Who made the world?</p>
<p>PSHE</p>	<ul style="list-style-type: none"> <li>-Health and wellbeing</li> <li>-Growing and wellbeing</li> <li>-Increase independence</li> <li>-What makes me feel happy? Unhappy?</li> <li>-Describing feelings</li> <li>-Changes and loss</li> <li>-Road safety and keeping safe</li> <li>- Relationships</li> </ul>	<p>People who look after us, family networks, who to go to for help. (link to RE- belonging)</p> <p>Bodies and feelings can be hurt. What makes them feel comfortable and uncomfortable?</p> <p>British values</p>	<p>Recognise how behaviour effects others. Recognise when people are being unkind...</p>			

	<ul style="list-style-type: none"> <li>- communicate feelings to others</li> <li>- to recognise how others show feelings and how to respond.</li> </ul> <ul style="list-style-type: none"> <li>-recognise what is fair, unfair, kind, unkind</li> <li>-recognise what is right and wrong.</li> <li>-identify special people (link to RE)</li> </ul>					
History		<b>Community</b> Changes within living memory Nationality, Rights, Society		<b>Community and Knowledge</b> Lives of significant people  Past, Rights, Discovery Discrimination, Queen, Monarchy, Explore Society, Pioneer		<b>Community and Knowledge</b> More lives of significant people  Explore, Rights, Freedom, Society, Frontier, Pioneer
<b>KS 1 History</b> <b>Changes within living memory.</b> Where appropriate, these should be used to reveal aspects of change in national life.  Events beyond living memory that are significant nationally or globally						
Geography	<b>Unit 1 Locational Knowledge</b> Continents, Oceans, UK countries: capital cities and surrounding seas		<b>Unit 2 Human and Physical Geography</b> Hot and cold places Record of the weather Locational knowledge: Location, order, connection		<b>Unit 3 Fieldwork and mapping</b> Revisit unit 1 Where is the equator? Where is hot and where is cold on the Earth?	
<b>KS1 Geography</b> <b>Locational knowledge</b> Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital <b>Place knowledge</b> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and <b>Human and physical geography</b> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles						

	<p><b>Use basic geographical vocabulary to refer to:</b>  Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather  Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shops  <b>Geographical skills and fieldwork:</b>  Use of maps, atlases, and globes. Use directional language to describe locations.</p>					
PE	<p>Ball control and Invasion</p> <p>Multi-Skills (Barrow AFC)</p>	<p>Throwing and catching</p> <p>Multi-Skills (Barrow AFC)</p>	<p>Dance - Animals/Jungle</p> <p>Partner Games - Striking/fielding</p>	<p>Gym - Balance and Agility</p> <p>Balance and Control Striking( Net games)</p>	<p>Swimming</p> <p>Running and Jumping (Athletics)</p>	<p>Creative Play (Outdoor Adventure)</p>
Computing	<p><b>Technology around us</b>  Recognising technology in school and using it responsibly</p>	<p><b>Digital painting</b>  Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally.</p>	<p><b>Moving a robot</b>  Writing short algorithms and programs for floor robots, and predicting program outcomes.</p>	<p><b>Grouping data</b>  Exploring object labels, then using them to sort and group objects by properties.</p>	<p><b>Digital writing</b>  Using a computer to create and format text, before comparing to writing non-digitally.</p>	<p><b>Programming animations</b>  Designing and programming the movement of a character on screen to tell stories.</p>
Art and Design	<p><b>Painting- portraits, piet Mondrain</b></p> <p>Experiment with and enjoy colour e.g. mixing paint primary colours.  Creates pattern using different tools and colours</p> <p>Artist: Piet Mondrian</p>	<p><b>Drawing (e.g. pencil, chalk, pastel, charcoal)</b></p> <p>Using different media makes a variety of patterned lines, wavy, straight, zig-zag, thick, thin, narrow and wide.</p>	<p><b>Printing- Print African patterns</b></p> <p>Extends repeating patterns - overlapping, using two contrasting colours etc.  Explores and recreates patterns and textures with an extended range of materials - e.g. sponges, leaves, fruit.</p> <p>African art- painting</p>	<p><b>Collage- Under the Sea collage</b></p> <p>Sorts according to specific qualities, e.g. warm, cold, shiny, smooth.</p> <p>Ben Giles?</p>	<p><b>Textiles- make flags</b></p> <p>Engages in more complex activities, e.g. cutting and sewing a variety of materials.</p>	<p><b>Sculpture-</b></p> <p>Uses clay, dough and plasticine  Cut, roll and coil materials.  Adds texture to models using tools  Make shapes from rolled up paper, straws, paper and card.</p>

	<p><b>Progression of Skills ongoing</b></p> <p><b>Drawing</b> (pencil, charcoal, inks, chalk, pastels, ICT software)</p> <ul style="list-style-type: none"> <li>• Extend the variety of drawings tools</li> <li>• Observe patterns</li> </ul> <p><b>Texture</b> (textiles, clay, sand, plaster, stone)</p> <ul style="list-style-type: none"> <li>• Collage</li> <li>• Sort according to specific qualities</li> </ul> <p><b>Colour</b> (painting, ink, dye, textiles, pencils, crayon, pastels)</p> <p><b>Form</b> (3D work, clay, dough, boxes, wire, paper sculpture, mod roc)</p> <ul style="list-style-type: none"> <li>• Use materials to make known objects for a purpose</li> </ul> <p><b>Printing</b> (found materials, fruit/veg, wood blocks, press print, lino, string)</p> <ul style="list-style-type: none"> <li>• Create patterns</li> <li>• Develop impressed images</li> <li>• Relief printing</li> </ul>		
D&T	<p><b>Developing, planning and communicating ideas.</b></p> <ul style="list-style-type: none"> <li>• Draw on their own experience to help generate ideas</li> <li>• Suggest ideas and explain what they are going to do</li> <li>• Identify a target group for what they intend to design and make</li> <li>• Model their ideas in card and paper</li> <li>• Develop their design ideas applying findings from their earlier research</li> </ul>	<p><b>Working with tools, equipment, materials and components to make quality products (inc food)</b></p> <ul style="list-style-type: none"> <li>• Make their design using appropriate techniques</li> <li>• With help measure, mark out, cut and shape a range of materials</li> <li>• Use tools eg scissors and a hole punch safely</li> <li>• Assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape</li> <li>• Select and use appropriate fruit and vegetables, processes and tools</li> <li>• Use basic food handling, hygienic practices and personal hygiene</li> </ul>	<p><b>Evaluating processes and products</b></p> <ul style="list-style-type: none"> <li>• Evaluate their product by discussing how well it works in relation to the purpose</li> <li>• Evaluate their products as they are developed, identifying strengths and possible changes they might make</li> <li>• Evaluate their product by asking questions about what they have made and how they have gone about it</li> </ul>

		<ul style="list-style-type: none"> <li>Use simple finishing techniques to improve the appearance of the product</li> </ul>	
<b>Music</b>	<p>Hey You- How pulse, rhythm and pitch work together.</p> <p>Rhythm In The Way We Walk and The Banana Rap- Pulse, rhythm and pitch, rapping, dancing and singing.</p>	<p>In the Groove- How to be in the groove with different styles of music.</p> <p>Round and Round- Pulse, rhythm and pitch in different styles of music.</p>	<p>Your Imagination- Using your imagination.</p> <p>Reflect, Rewind &amp; Replay- The history of music, look back and consolidate your learning, learn some of the language of music.</p>
	<ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes. <ul style="list-style-type: none"> <li>Play tuned and untuned instruments musically.</li> </ul> </li> <li>Listen with concentration and understanding to a range of high quality live and recorded music.</li> </ul> <p>Experiment with, create, select and combine sounds using the interrelated dimensions of music.</p>		