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|  | **Curriculum Map**  **Class - Year 1** | | | **Year:**  **2019/20** |
| **Autumn** | **Spring** | **Summer** | |
| **Topic:**  Question:  Launch:  REAL outcome: | The Spirit of Adventure. | What did they leave behind? | Sun, Sea and Sand. | |
| Who are the Wild Things? | What did they leave behind? | What can you do to help? | |
| Tehidy woods – We are going on a bear hunt. | Mrs Trevithick’s Tale at Truro Museum.  Meet Mrs Trevithick and find out about her inventor husband. Within a dramatic presentation pupils handle and discuss artefacts, photographs and models. This workshop links with the National Curriculum ‘significant historical events, people and places in their own locality’ and ‘the lives of significant individuals in the past’. | Beach trip with EYFS and KS1 | |
| An adventure through our learning – Welcome parents into school to go on an adventure with their children to look at all of their learning. | What have we left behind – a KS1 exhibit for the rest of the school to experience. | Beach clean with parents | |
| Trips/Visits/Outdoors: | Tehidy woods – We are going on a bear hunt.  Newquay Zoo | Truro museum workshop. | Beach trip. | |
| Interactive Displays/Roleplay | Role play cave | Role play investigators and historians | Role play beach cafe | |
| Whole School Special Days/Festivals |  | St Piran’s Day  Mother’s day | Feast Day  Father’s day | |
| **RE:** |  Hinduism—Religious stories, celebrations, differences and similarities, religious symbols, communication and vocabulary.   Diwali   Advent and the Christmas story | Mother’s day  St Piran’s day | Father’s day  Feast day | |
| **PSHCE/TIS:** | Circle time daily in Autumn 1.  Autumn 2:   * Max makes 'mischief'. What does this mean? * Look at the characters' expressions in the illustrations and discuss how they are feeling at each point in the story. * Max gets sent to bed when he makes mischief. Discuss what consequences are and how they result from our actions. | Healthy eating  Personal hygiene | Healthy Me week | |
| **BRITISH VALUES: School Council democratic elections.**  Tolerance for those with different faiths and beliefs and for those without faith. | **BRITISH VALUES:**  Mutual respect and individual liberty. | **BRITISH VALUES:**  Rule of law and democracy. | |
| **English:**  Focus books (linked to topic) | A range of **FICTION** linked to topics which develop children’s understanding of characters, plot and setting  **Non-fiction**: Instructions, factual reports, explanations, discussion, persuasive adverts and posters | | | |
| Autumn 1:  Fiction: We’re going on a bear hunt.  Non Fiction: Newspaper report about a bear escaped.  Poetry: Acrostic poem based on ‘Chocolate Cake’ by Michael Rosen  Autumn 2:  Fiction: Where the Wild Things are.  Non Fiction: Non-Chronological report about an animal of their choice or their created animal in ICT.  Poetry: Christmas poems. | Spring 1:  Fiction: Hanzel and Gretel  Non-fiction: Instructions for making bread  Poetry: Senses (Hamilton planning)  Spring 2:  Fiction: Major Glad, Major Dizzy  Non-Fiction:  Poetry: Mother’s day poems. | Summer 1:  Fiction: Duffy’s Lucky Escape.  Non-fiction: Persuasion to encourage people to recycle.  Poetry: Nature (Hamilton Planning)  Summer 2:  Fiction:  Non-Fiction: Explanation of how plants grow. Poetry: Nature (Hamilton Planning) | |
| **Maths:** | Number and place value, calculating, fractions, decimals and percentages, statistics, geometry, measure | | | |
| POWER MATHS | POWER MATHS | POWER MATHS | |
| **Guided Reading:** | Guided reading in the autumn term will be a carousel activity based on DERIC/ERIC – notes and quotes will be recorded in our class floor book. | RWI | | |
| **Science:** | **Working Scientifically:** Asking questions, setting up practical enquiries, making systematic and careful observations, taking measurements, recording findings, reporting on findings, using results to draw conclusions, using scientific evidence to answer questions | | | |
| Seasonal changes:   * Make a list of the different types of weather that the family encounter. Find out about each type of weather? What does it feel like? How does it affect us?   Animals including humans | Everyday materials  Seasonal Changes | Plants | |
| **History:** | N/A | Events beyond living memory:  St Piran’s day (Cross Curricular RE).  Lives of Significant individuals:  Neil Armstrong | Significant historical events/people and places in their own locality:  Feast day. | |
| **Geography:** | Locational Knowledge:  Name and locate the world’s seven continents and five oceans.  Name, locate and identify characteristics of the four countries and capital cities of the UK and surrounding areas.   * World maps, atlases and globes. * Use compass directions   We are going on a bear hunt link:  Autumn 1:   * Look at the different places that the family explore together? Can you think of similar locations near to where you live?   Autumn 2:   * Draw a map showing Max's bedroom, the ocean that he sails over and the place where the 'wild things' live. | N/A | Place Knowledge:  Geographical similarities between St Day and a small area in a non-European country.   * Aerial photographs * Use simple field work and observational skills to study geography of their school…   Human and Physical Geography:   * Geographical vocab | |
| **Art and Design:** | Autumn 1:   * Look at the use of colour in the illustrations. Can you use shading to draw some black and white pictures? * Find some pictures of bears and try to draw your own.   Autumn 2:   * Look at the illustration of the coloured leaves on the inside cover. Could you get different colours of leaves and arrange them to make a picture? Could you cut out and paint leaf shapes and arrange these? * Imagine that a forest (or other type of landscape) 'grew' in your bedroom / kitchen / classroom. Draw a picture showing what this might look like. * Look at how Maurice Sendak used shading within the illustrations. Try creating different shades of one colour. Can you use these shading techniques in your own pictures? * Can you make a flip-book animation based on a scene in the book. Look at this video showing a test animation by Disney which is based on the book: | History link:  Cornish Artist – John Dyer  Cornish Sculpture – Barbara Hepworth  Using a range of materials creatively to design and make products.  Using painting and sculpture to develop and share their ideas. | Using painting and sculpture to develop and share their experiences and imagination.  Using resources found on a beach trip to focus on pattern and texture. | |
| **Design Technology:**  Including Cooking and Nutrition | * Make a model of the boat that Max uses to sail to where the wild things live. | Using different materials to build the house from Hansel and Gretel | N/A | |
| **Cooking: Mince pies** | **Cooking: Pasties** | **Cooking: Yeast buns for feast day** | |
| **Music/Drama:** | Use their voices expressively and creatively by singing songs and speaking chants and rhymes.  Christmas songs  Alphabet song. | Play tuned and untuned instruments musically.  Listen to recorded music.  Experiment with, create, select and combine sounds using the interrelated dimensions of music. | Play tuned and untuned instruments musically.  Listen to recorded music.  Experiment with, create, select and combine sounds using the interrelated dimensions of music. | |
| **Computing:** | **Internet Safety:** Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; Identify a range of ways to report concerns about content and contact  Autumn:  Use technology purposefully to create, organise, store, manipulate and retrieve digital content—Creating our own fictional character to write about.   Recognise common used of a IT beyond school    Make a wild thing using [the Switch Zoo site](http://www.switchzoo.com/) https://www.switchzoo.com/rhinoceros\_habitat.html  Spring:  Summer: | | | |
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| **Languages- French:** | N/A | N/A | N/A | |
| **PE:** | Real PE | Real PE | Real PE | |