

Curriculum Mapping for Firs Hill Primary School – Key Stage 1 - 2014-2015

Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths						
Literacy						
History Geography	<p><u>Changes in living memory</u></p> <ul style="list-style-type: none"> ▪ Children will start by recalling their own memory- discuss significant events both at home/ school • Children develop an awareness of the past using common words and phrases relating to the passing of time. 	<p>Animals in the different parts of the world</p> <p>Understand similarities and differences through studying the human and physical geography of a small area of the UK and a non- EU country.</p>	<p><u>Event beyond living memory- Great Fire of London</u></p> <ul style="list-style-type: none"> ▪ Children will use a wide vocabulary of everyday historic terms to help the identify similarities and differences between ways of life in different periods ▪ They will be able to identify the significance of the event both nationally or globally- Pie Corbett Three Little Pigs Samuel pepys 	<p>Weather</p> <p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to Equator and the North and South Poles</p> <p>Use geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>	<p><u>Queen Elizabeth</u></p> <ul style="list-style-type: none"> ▪ Children will make comparisons between their childhood experience and that of a significant adult within the lives. ▪ Study the significance of Queen Elizabeth and her contributions to national and international achievements. ▪ Compare the difference between the period in which she grew up in and that of her grandson. 	<p>Location and knowledge study of locality Comparison of Firs Hill and woodlands area.)</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p>Use world maps, atlases and globes to identify the UK and its countries.</p>
Art and Design Design Technology	<p>Art</p> <p>Creating body sculptures using clay, looking at existing sculptures.</p> <p>*Use sculpture to develop and share their ideas, experiences and imagination.</p> <p>*Develop a wide range of art</p>	<p>Design Technology</p> <p>Design, Make and Evaluate an animal puppet.</p> <p>*Design purposeful, functional and appealing products for themselves.</p> <p>* Generate, develop, model and communicate ideas through</p>	<p>Art</p> <p>Creating a fire of London backdrop and junk model houses.</p> <p>*Use a range of materials creatively to design and make products.</p> <p>*Develop a wide range of art</p>	<p>Cooking and Nutrition</p> <p>Design, Make and Evaluate a healthy meal.</p> <p>*Design purposeful, functional and appealing products for themselves.</p> <p>*Select from and use a range of tools and equipment for</p>	<p>Art</p> <p>Artist study Van Gogh- Sunflowers</p> <p>*The work of a range of artists, describing the similarities between different practices making links to their own work.</p>	<p>Design Technology</p> <p>Design, Make and Evaluate a vehicle in small groups.</p> <p>*Design purposeful, functional and appealing products for other people.</p> <p>* Generate, develop, model and communicate ideas</p>

	<p>techniques in using shape and form.</p> <p>*The work of a range of artists, describing the similarities between different practices making links to their own work.</p>	<p>talking and mock ups.</p> <p>*Select from and use a range of tools and equipment for practical tasks.(scissors, glue, lolly pop sticks)</p> <p>*Select from a wide range of materials and components.(Textiles)</p> <p>*Explore and evaluate a range of existing products.(from other cultures)</p> <p>*Evaluate their ideas and products against design criteria.</p>	<p>techniques in using colour and texture.</p> <p>*Use painting and drawing to develop and share their ideas, experiences and imagination.</p>	<p>practical tasks.(knives, chopping boards, spoons)</p> <p>*Select from a wide range of materials and components.(Ingredients)</p> <p>*Explore and evaluate a range of existing products</p> <p>* Use the basic principles of healthy varied diet to prepare dishes.</p> <p>*Understand where food comes from.</p>	<p>*Develop a wide range of art techniques in using colour, pattern and line.</p> <p>*Use painting and drawing to develop and share their ideas, experiences and imagination.</p>	<p>through talking and mock ups.</p> <p>*Select from and use a range of tools and equipment for practical tasks.(scissors, wheels, axels, glue)</p> <p>*Select from a wide range of materials and components.(construction materials)</p> <p>*Evaluate their ideas and products against design criteria.</p>
Computing	<p>Unit 1.5 Grouping and sorting – programming</p> <p>To use keywords from fixed categories to label, classify and identify objects.</p> <p>To recognise that devices are programmed and need to be organised.</p>	<p>Unit 1.1. Working with text-communicating Texts and Images</p> <p>To use information technology to communicate ideas through text.</p>	<p>Unit 1.2 capturing sounds and pictures</p> <p>To capture and share sound and pictures</p>	<p>Unit 1.3 Pictograms- data handling</p> <p>To create a pictogram on a given theme.</p>	<p>Unit. 1.4 Algorithms- Programs following instructions</p> <p>To understand that using a sequence of instructions forms the basis of computer program.</p> <p>To understand that sequence affects outcome and the importance of putting actions into the correct order.</p>	<p>Programming Unit 1.6</p> <p>Instructions and making things happen</p> <p>To understand that recording of sequence of instructions forms the basis of computer programming.</p> <p>To recognise and predict the behaviour of simple programs on different devices.</p>
PSHE						
Science	<p>Animals including humans</p> <ul style="list-style-type: none"> Children will explore their bodies and ask questions about their bodies. They will be able to identify, name, draw and label the basic parts of the human body. They will draw on their senses associating each 	<p>Animals</p> <ul style="list-style-type: none"> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores 	<p>Earth and Space Light and dark</p> <ul style="list-style-type: none"> Describe the movements of the earth and sun Describe the movement of the moon to the earth Describe the Sun, Earth and Moon as approximately to the Earth Use the idea of the Earth’s rotation to explain day and 	<p>Seasons – seasonal changes</p> <ul style="list-style-type: none"> Observe changes across the four seasons Observe and describe weather associated with the seasons and how the day length varies. 	<p>Plants</p> <ul style="list-style-type: none"> Identify a variety of common and wild and garden plants including deciduous and evergreen 	<p>Materials</p> <ul style="list-style-type: none"> Distinguish between an object and the materials from which it is made Identify and name a variety of everyday materials including wood,

	with a body part.		night and the apparent movement of the sun across the sky		trees <ul style="list-style-type: none">▪ Identify and describe the basic structure of common flowering	plastic , glass metal, water, and rock <ul style="list-style-type: none">▪ Describe the simple and physical properties of everyday materials▪ Compare and group together a variety of everyday materials on the basis of the simple physical properties.
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