

THE FEDERATION OF ST CUTHBERT'S AND ST MARY'S CURRICULUM PLANS YEAR 1

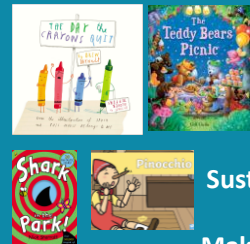
Academic Year 2021 - 2022

LONG TERM CURRICULUM MAP

YEAR 1

AUTUMN - ALL ABOUT ME

Core Texts



Global Theme

Identity and Diversity

Focus

People and belonging

Global Goals and RRS

Sustainable cities and communities

Project Outcome

Make a lever toy – instruction write

SPRING - AROUND THE WORLD

Core Texts



Global Theme

Social justice and equity

Focus

Fairness and local wealth

Global Goals and RRS

Clean water and sanitation

Project Outcome

Respond to Global link School – letter to inform

SUMMER – OUR KINGS AND QUEENS

Core Texts



Global Theme

Power and Governance

Focus

Rules and decision making

Global Goals and RRS

Reduced inequalities

Project Outcome

Party in the Playground – Jubilee Celebration

Events, Celebrations and Cultural Capital

All Saints Day, Bonfire Night, Diwali, St Andrews day, Remembrance day, Advent, Christmas

Easter, Ash Wednesday, Palm Sunday, Lent, St George's Day, Mother's Day
Zoo visit: Chester/Blackpool/Knowsley Safari

Pentecost, Father's Day, Queen's Platinum Jubilee, Party in the Playground – Jubilee celebration – Fundraising for the party.

History - Toys

History - Titanic

History – Kings & Queens

Geography – Local Area, Staircase House trip

Geography – Around the World

Geography - UK

Art - Drawing DT- Toy making - levers

Art - Giuseppe Arcimboldo – Printing & Collage

Art – Painting (decorations) DT – food (Street Party)

Science - Materials

Science – Animals including Humans

Science – Seasons, Plants

Religion - Families, Belonging, Waiting

Religion – Special People, Meals, Change

Religion – Holidays and Holy Days, Sorry, Neighbours

RSE / PSHE – Created and Loved by God

RSE / PSHE – Created to Love others

RSE / PSHE – Created to live in community

PE – Dance, Invasion Games, Athletics, Circuits

PE – Circuits, Invasion Games, Team Games

PE – Games, Athletics, Outdoor & Adventurous Games

Music - singing

Music - composing

Music – Musicianship

Computing – Information Technology (Word processing & typing)

Computing – Computer Science (coding & programming)

Computing – Information Technology

English - Teddy Bear's Picnic, Pinocchio (e-book), Shark in the Park (rhyme), Day the Crayons Quit, Instruction write – lever toys,

English – Giraffe's Can't Dance (GM narrative), Mr Wolf's Pancakes (instructions), Supertato (non-fiction), The Sound Collector (poem),

English – Naughty Bus, The Queen's Orang-utan, The Queen's Hat

Maths - Number: Place Value (within 10) (4) Number: Addition and Subtraction (within 10) (4) Geometry: Shape (1)
Number: Place Value (within 20) (2)
Number: Addition and Subtraction (within 20) (3) Assessment (1)

Maths - Number: Addition and Subtraction (within 20) (2) Number: Place Value (within 50) (3) Measurement: Length and Height (1) Measurement: Length and Height (1)
Measurement: Weight and Volume (2)
Number: Multiplication and Division (2) Assessment (1)

Maths - Number: Multiplication and Division (1) Number: Fractions (2) Geometry: Position and Direction (1) Number: Place Value (within 100) (1) Number: Place Value (within 100) (2) Measurement: Money (1) Time (2) Assessment (1)

MEDIUM TERM PLAN

AUTUMN TERM

Project Outcome	Global Theme	Overview of the learning journey		
Make a lever toy – instruction write	Identity and Diversity	Over the course of the term, learning will be based around the global theme of ‘Identity and Diversity’ with a focus on self-identity. Children will learn about similarities and differences between them and their peers and what makes them unique as well as identify how we belong to different groups. Pupils will focus on self-identity in relation to our local area. Children will explore toys from the past and compare them with toys from today. Exploration of toy companies from the local area – GALT toys originated in Manchester. Children will have the opportunity to discuss the materials that the toys are made from. In DT, children will have the opportunity to create a lever toy with sheet materials. Children will learn about their local area and the geography around them by exploring our school grounds and the local park. A visit to Cringle Park to take place on two afternoons in Autumn 2, children will have explored an aerial view map of the park. Visit to the park will also link to Shark in the Park where the children will look through their 'telescopes' to create an idea bank for the final piece of writing on that text.		
	<u>Focus</u> People and belonging Self-identity			
Global Goals and RRS: Sustainable cities and communities				
Knowledge and Understanding	Skills	Attitudes	Vocabulary	
Identity and diversity - similarities and differences between peoples in local setting and also in wider contexts - what contributes to self- identity and belonging	Communication: - participate in discussions about issues that affect self, others and the wider world - state opinions and start to give reasons for these - listen carefully to others	Sense of identity and self-esteem: - sense of belonging and valuing of relationships with others - awareness of, and pride in, own individuality	Prior	Current
			Learning Powers/Growth mindset language: Make it Better Be creative Challenge Yourself Worried Unique Difference Similarity person	Value Local area World Unique Self-identity Belonging

History – Toys Past and Present		
Context	Skills and knowledge	Vocabulary
Children will know what a toy is. Children will have used and played with toys previously and currently. Children may not have experienced or seen old toys. Children may not know that toys. Children will a postcard to Grandparents explaining what they have learned about Toys from the past.	<u>Historical Concepts</u> - I understand some of the ways we find out about the past. Similarity/ similar Difference/ different Continuity Change <u>Chronology</u> - Sequence artefacts from very different time periods <u>Historical Interpretation</u> - I can begin to find out about life in the past by looking at: stories/information books /pictures or photographs /DVDs /the internet /artefacts /museum displays /old buildings and heritage sites. <u>Historical Enquiry</u> - I can ask and answer questions about the past. - I can begin to find out about life in the past by looking at: stories/information books /pictures or photographs /DVDs /the internet /artefacts /museum displays /old buildings and heritage sites. - I can use words and phrases that relate to the passage of time. <u>Historical Communication</u> - I can tell you about a time before I was born. - I can record my understanding of the past in different ways, such as: writing /drawing and labelling /painting and collage /drama /making models.	Key Vocabulary In the past Timeline Order Compare Fact/ opinion Artefact Event Evidence Question Connections Living memory Historical skills vocabulary Observation Sequence Research Using sources Research using different resources Questioning Discussion Compare and contrast Making connections
Prior Learning		Future Learning
- Enjoys joining in with family customs and routines. - Shows interest in the lives of people who are familiar to them.		I can begin to talk about some similarities and differences between different periods from the past I have studied.

Geography – Our Local Area (Levenshulme)		
Context	Skills and knowledge	Vocabulary
Children will learn about their local area drawing on their previous knowledge and new learning. Children will describe their art work explaining whether or not it is a physical or human feature of our local area.	<u>Fieldwork</u> - I can use simple fieldwork and observational skills to study the geography of my school and its grounds. - I can complete a chart to express opinions during Fieldwork. <u>Use of basic geographical vocabulary</u> - I can use basic geographical vocabulary to refer to local & familiar features. <i>Key vocab physical (e.g. forest, hill, river, soil, season, weather) human (e.g. city, town, factory, farm, house, office, and shop).</i> <u>Human and Physical Geography</u> - I can study the human and physical features of my school.	Tier 1 Manchester Levenshulme Cringle Park Tier 2 Local Tier 3 Human feature Physical feature
Prior Learning		Future Learning
Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.		- I can use observational skills and ask and respond to questions. - I can begin to explain how/why I can find information from aerial photographs. - I can use and apply Maths to help me to show learning.

DT – Sheet Materials – Create a lever toy		
Context	Skills and knowledge	Vocabulary
Children are learning about Toys from the past and present within this topic. Children will have the opportunity to create a lever toy – a paper craft that moves based on a hinge/pop-up/fastener.	<u>Materials and Components – Knowledge and Understanding</u> <u>Sheet Materials</u> a) Fold, tear and cut paper and card b) Roll paper to create tubes c) Cut along lines, straight and curved d) Curl paper e) Use hole punch f) Insert paper fasteners for card linkages g) Create hinges h) Use simple pop ups i) Investigate strengthening sheet materials Investigate joining's temporary, fixed and moving	Fold, tear, paper, card, roll, cut, straight, curved, curl, fastener, hinge, pop up
Prior Learning		Future Learning
ELG: Chn safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.		Textiles A) colour fabrics using range of techniques B) cut out shapes which have been created by drawing round a template onto the fabric C) join fabrics by using running stitch, glue, staples, over sewing, tape, decorate fabrics with buttons, beads, sequins, braids, ribbons

Art		
Context	Skills and knowledge	Vocabulary
Children will be experimenting with different media to create lines and marks, show a difference in tone. Chn will observe and draw within the school grounds, linking what they draw to their human and physical geography learning.	Experiment with a variety of media: pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints and chalk. b. Control the types of marks made with the range of media. Lines and Marks c. Name, match and draw lines/marks from observations. d. Invent new lines. e. Draw on different surfaces with a range of media. Shape f. Observe and draw shapes from observations. g. Draw shapes in between objects. h. Invent new shapes. Tone i. Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes. Texture j. Investigate textures by describing, naming, rubbing and copying.	Media, pencil, rubbings, line, marks, tone, soft, hard, observe, shapes, objects, texture, draw, light, dark, patterns.
Prior Learning		Future Learning
ELG: Children use what they have learned about media and materials in original ways thinking about uses and purposes they represent their own ideas thoughts and feelings new design and technology art music dance role play and stories.		To choose lines, marks, shape and tone to create a desired effect.

Subject Science		
Context	Skills and knowledge	Vocabulary
	During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: Asking simple questions and recognising that they can be answered in different ways. Observing closely, using simple equipment. performing simple tests. Identifying and classifying. Using their observations and ideas to suggest answers to questions. Gathering and recording data to help in answering questions.	Materials, wood, plastic, glass, metal, water and rock Waterproof Hard Bendy Soft Smooth Rough Flexible
Prior Learning		Future Learning
Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties.		Materials in the environment – identifying, naming and describing properties. Linking materials and their properties to future Science topics: Plants – materials used to support the growth of the plant etc Seasons – clothes that we would wear in the different seasons and the properties of those materials – ie: waterproof materials in the rain.