**New National Curriculum Topic Map – Year 1**

**Computing : use scholastic book years 1,3,5**

**PSHE: use PDP resources on staff share**

**PE: Autumn – football /netball /hockey + dance: Spring – gymnastics / net and wall games: Summer – athletics / swimming / rounders and cricket**

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| **Term** | **Robins and Swallows** | **Owls** | **Herons** | **Swans** |
| **Autumn 1** | **SUPER HEROES**  **Compare the places that the superheroes might live – Frozen compared to Batman etc**  **Use maps to locate our locality and the areas that the superheroes are needed. Create own maps of the outdoor area.**  **Distinguish between an object and the material from which it was made. (1)**  **Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. (1)**  **Describe the simple physical properties of a variety of everyday materials. (1)**  **Compare and group together a variety of everyday materials on the basis of their simple physical properties . (1)**  **Observe and name some light sources (1)**  **Use the computer to make superhero logos on the dazzle or paint program**  **Use of remote controlled cars to complete superhero mission**  **Look at Lichtenstein Art work from comic strips – use templates to create our own versions.**  **Watch Tree Fu Tom and explore how Superheroes move.**  **Matching movement to music and creating movements using music as inspiration.**  **Developing throwing and catching – target practise**  **Listen to superhero music – the Incredibles, Tree Fu Tom – what do we notice about it? Compose and play our own music.**  **Make superhero gadgets using junk modelling, capes and masks etc**  **Fine motor control using alternative equipment to make marks eg cotton buds, small sticks, stones, straws**  **Complete superhero maze challenge to find the villain.**  **Special Books – what can we learn from stories from different religions?** | **MATERIAL WORLD**  **Identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. (2)**  **Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. (2)**  **Observe and name variety of sound sources (2)**  **Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.**  **Use a range of materials**  **Develop techniques of colour, pattern, texture, line, shape, form and space**  **Matisse – Collage**  **William Morris – design**  **Places in Christianity: what makes a church a special place for Christian people?**  **Use their voices expressively and creatively by singing songs and speaking chants and rhymes**  **Play tuned and un-tuned instruments musically**  **Listen with concentration and understanding to a range of high quality live and recorded music**  **Experiment with, create, select and combine sounds using the interrelated dimensions of music.** | **STONE AGE**  **Changes in Britain from the Stone Age to Iron Age Britain**  **Could include:**   * **Late Neolithic hunter-gatherers and early farmers eg Skara Brae** * **Bronze age religion, technology and travel eg Stonehenge** * **Iron Age hill forts: tribal kingdoms, farming, art and culture**   **Identify that humans and some animals have skeletons and muscles for support, protection and movement (3)**  **Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties (3)**  **Describe in simple terms how fossils are formed when things that have lived are trapped within rock (3)**  **Recognise that solid are made from rocks and organic matter (3)**  **Use research and design criteria to inform the design of products that are fit for purpose.**  **Generate, develop, model and communicate their ideas.**  **Select from and use a wider range of tools and equipment to perform practical tasks accurately.**  **Select from and use a wider range of materials and components, according to their functional properties.**  **Investigate and analyse a range of existing products.**  **Evaluate their ideas and products against their own design criteria and consider the views of others.**  **Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.**  **Understand and use mechanical systems in their products.**  **Understand and use electrical systems in their products.**  **Apply their understanding of computing to programme, monitor and control their products.**  **Who were Jesus’ friends? The stories of the disciples.**  **Play and perform in solo and ensemble contexts, using their voices and playing instruments with increasing accuracy, fluency, control and expression.**  **Improvise and compose music for a range of purposes using the interrelated dimensions of music**  **Listen with attention to detail and recall sounds with increasing aural memory**  **Use and understand staff and other musical notations**  **Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers**  **Develop an understanding of the history of music.** | **CRIME AND PUNISHMENT**  **An extended period study:**  **Crime and Punishment (6)**  **Use research and design criteria to inform the design of products that are fit for purpose.**  **Generate, develop, model and communicate their ideas.**  **Select from and use a wider range of tools and equipment to perform practical tasks accurately.**  **Select from and use a wider range of materials and components, according to their functional properties.**  **Investigate and analyse a range of existing products.**  **Evaluate their ideas and products against their own design criteria and consider the views of others.**  **Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.**  **Understand and use mechanical systems in their products.**  **Understand and use electrical systems in their products.**  **Apply their understanding of computing to programme, monitor and control their products.**  **Forces**  **Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object (5)**  **Identify the effects of air resistance and friction, that act between moving surfaces (5)**  **Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect (5)**  To create sketchbooks to record their observations and use them to review and revisit ideas  To improve mastery of art and DT techniques, including drawing, painting and sculpture with a range of materials  About great artist, architects and designers in history  **Play and perform in solo and ensemble contexts, using their voices and playing instruments with increasing accuracy, fluency, control and expression.**  **Improvise and compose music for a range of purposes using the interrelated dimensions of music**  **Listen with attention to detail and recall sounds with increasing aural memory**  **Use and understand staff and other musical notations**  **Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers**  **Develop an understanding of the history of music.**  **Beliefs and actions in the world: what key beliefs influence people’s faith and how do people of faith live out their lives.**  **Christmas story – from the visitation from Gabriel to Mary to the Wise men’s arrival** |
| **Autumn 2** | **AMAZING ME!**  **Celebrations and Special times: what happens when a baby is born, such as birthdays, a baby welcoming ceremony**  **Christmas story**  **Identify and name basic body parts (1)**  **Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense (1)** | **WEATHER!**  **Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage**  **Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world**  **Use simple fieldwork and observational skills to study the immediate environment (rain gauge, barometers etc)**  **Use four compass directions and simple vocabulary**  **Design purposeful, functional and appealing products. (1/2)**  **Generate, model and communicate ideas (1/2)**  **Use a range of tools and materials to complete practical tasks (1/2)**  **Evaluate existing product and own ideas (1/2) Build and improve structures and mechanisms (1/2) Make rain gauges / barometers**  **Investigating weather using practical scientific methods, processes and skills:**   * **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**   **Use their voices expressively and creatively by singing songs and speaking chants and rhymes**  **Play tuned and un-tuned instruments musically**  **Listen with concentration and understanding to a range of high quality live and recorded music**  **Experiment with, create, select and combine sounds using the interrelated dimensions of music.**  **Celebrations: why is Christmas important to Christians?** | **ROLL ON ROALD**  **Literacy unit based on the books of Roald Dahl**  **Locate world’s countries, focussing on Europe and Americas; focus on key physical and human features (3/4)**  **Identify how sounds are made, associating some of them with something vibrating (4)**  **Recognise that vibrations from sounds travel through a medium to the ear (4)**  **Find patterns between the pitch of a sound and features of the object that produced it (4)**  **Find patterns between the volume of a sound and the strength of the vibrations that produced it 94)**  **Recognise that sounds get fainter as the distance from the sound source increases (4)**  To create sketchbooks to record their observations and use them to review and revisit ideas  To improve mastery of art and DT techniques, including drawing, painting and sculpture with a range of materials  About great artist, architects and designers in history  **Understand and apply the principles of a healthy and varied diet**  **Prepare and cook a variety of predominately savoury dishes using a range of cooking techniques**  **Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.**  **The church year - to include Christmas story** |
| **Spring** | **ONCE UPON A TIME**  **Ourselves, our families and our communities: where do we belong? ( ways that people show that they belong in families or communities)**  **Special Books – what can we learn from stories from different religions?**  **Making a shoe shop – what type of equipment / tools will we need?**  **Explore show designs – using different techniques – printing, pattern making, collage etc**  **Bridge building – how do we make them stronger?**  **Pattern making (Andy Goldsworthy)**  **Create Rainbow trees during forest schools session.**  **Use clay/dough etc to make the gingerbread man**  **Create an outdoor bear’s house**  **Compare shoes from now and then – how have they changed.**  **Discussing, naming and describing the different types of landscape the gingerbread man ran through.**  **Exploring the senses through baking. (cinnamon, ginger)**  **Exploring the ingredients for making porridge**  **Create an obstacle course to run over – talk about safety issues. Play ‘fox’ tag.**  **Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees (1)**  **Identify and describe the basic structure of a variety of common flowering plants, including trees (1)** | **KINGS, QUEENS AND CASTLES**  **Events beyond living memory that are significant nationally or globally eg Fire of London**  **The lives of significant individuals in the past who have contributed to national and international achievements**  **Significant historical events, people and places in their own locality**  **Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas**  **Design purposeful, functional and appealing products. (1/2)**  **Generate, model and communicate ideas (1/2)**  **Use a range of tools and materials to complete practical tasks (1/2)**  **Evaluate existing product and own ideas (1/2) Build and improve structures and mechanisms (1/2) Nick King (LA)**  **Differentiate living, dead and non-living. (2)**  **Observe and describe how seeds and bulbs grow into mature plants**  **(2)**  **Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy (2)**  **Notice that animals, including humans, have offspring which grow into adults (2)**  **Fid out about and describe the basic needs of animals, including humans, for survival (water, food and air) (2)**  **Describe the importance fro humans of exercise, eating the right amounts of different types of food and hygiene (2)**  **Use a range of materials**  **Use drawing, painting and sculpture**  **Develop techniques of colour, pattern, texture, line, shape, form and space**  **Henry VIII portrait painter**  **The family in Christianity; what difference does belonging to a faith make to a family?**  **Easter story**  **Use their voices expressively and creatively by singing songs and speaking chants and rhymes**  **Play tuned and un-tuned instruments musically**  **Listen with concentration and understanding to a range of high quality live and recorded music**  **Experiment with, create, select and combine sounds using the interrelated dimensions of music.** | **TUDORS IN THE FENS**  **A local history study: eg**  **a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality**  **Identify and describe the functions of different parts of flowering plants: roots, stem/trunk and flowers (3)**  **Explore the requirements of plants for life and growth (air, light, water, nutrients from soil and room to grow) and how they vary from plant to plant (3)**  **Investigate the way in which water is transported within plants (3)**  **Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal (3)**  To create sketchbooks to record their observations and use them to review and revisit ideas  To improve mastery of art and DT techniques, including drawing, painting and sculpture with a range of materials  About great artist, architects and designers in history  **Play and perform in solo and ensemble contexts, using their voices and playing instruments with increasing accuracy, fluency, control and expression.**  **Improvise and compose music for a range of purposes using the interrelated dimensions of music**  **Listen with attention to detail and recall sounds with increasing aural memory**  **Use and understand staff and other musical notations**  **Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers**  **Develop an understanding of the history of music.**  **Christian worship: how and why are churches different?**  **Compare to other religious buildings and places of worship – temple / mosque / synagogue etc**  **Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies**  **Use research and design criteria to inform the design of products that are fit for purpose.**  **Generate, develop, model and communicate their ideas.**  **Select from and use a wider range of tools and equipment to perform practical tasks accurately.**  **Select from and use a wider range of materials and components, according to their functional properties.**  **Investigate and analyse a range of existing products.**  **Evaluate their ideas and products against their own design criteria and consider the views of others.**  **Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.**  **Understand and use mechanical systems in their products.**  **Understand and use electrical systems in their products.**  **Apply their understanding of computing to programme, monitor and control their products.** | **GROOVY GREEKS!**  **Ancient Greece; a study of Greek life and achievements and their influence on the western world**  **Understand and apply the principles of a healthy and varied diet**  **Prepare and cook a variety of predominately savoury dishes using a range of cooking techniques**  **Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.**  **Living things**  **Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird (5)**  **Describe the life process of reproduction in some plants and animals (5)**  **Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals (6)**  **Give reasons for classifying plants and animals based on specific characteristics (6)**  To create sketchbooks to record their observations and use them to review and revisit ideas  To improve mastery of art and DT techniques, including drawing, painting and sculpture with a range of materials  About great artist, architects and designers in history  **Jesus: who do people say I am? (eg Jesus explored through art)**  **Christian and Judaism: is religion what you do or what you say?**  **Play and perform in solo and ensemble contexts, using their voices and playing instruments with increasing accuracy, fluency, control and expression.**  **Improvise and compose music for a range of purposes using the interrelated dimensions of music**  **Listen with attention to detail and recall sounds with increasing aural memory**  **Use and understand staff and other musical notations**  **Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers**  **Develop an understanding of the history of music.** |
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| **Summer 1** | **DINOSAURS**  **Develop gross motor movements that mimic dinosaur movements.**  **Develop fine motor control through fossil hunting – digging, scraping, chipping etc**  **Use maps and atlases to locate where dinosaur remains have been found. Design maps to direct them back to Whittlesey brick pits.**  **Identify and discuss changes over time.**  **Group and sort dinosaurs according to their physical features.**  **Investigate freeing dinosaurs from the ice blocks.**  **Make dinosaur skeletons using art straws, sticks, natural resources.**  **Design and make junk models.**  **Use plaster of paris to make fossils.**  **Create footprints in the sand/outside.**  **Use pastels and powder paints to create a dinosaur skin pattern.**  **Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals (1)**  **Identify and name a variety of common animals that are carnivores, herbivores and omnivores (1)**  **Describe and compare the structure of a variety of common animals (1)**  **Create music to represent a scene eg dinosaurs running from a volcano etc**  **Special Books – what can we learn from stories from different religions?** | **DAZZLING DONALDSON**  **Literacy unit based on books of Julia Donaldson**  **Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. (The Gruffalo) (2)**  **Find out about and describe the basic needs of animals including humans, for survival (water, food and air) (2)**  **Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other (2)**  **Identify and name a variety of plants and animals in their habitats including micro-habitats (2)**  **Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. (2)**  **Understand where food comes from (1/2)**  **Use the basic principles of a healthy and varied diet to prepare dishes(1/2)**  **Scrambled snake, owl ice-cream**  **Learn about a range of artists, craftsmen (Axel Scheffler and other illustrators)**  **Grayson Perry – sculpture – process of pot making**  **The Bible – special books and stories**  **Use their voices expressively and creatively by singing songs and speaking chants and rhymes**  **Play tuned and un-tuned instruments musically**  **Listen with concentration and understanding to a range of high quality live and recorded music**  **Experiment with, create, select and combine sounds using the interrelated dimensions of music.** | **ROCKING ROMANS**  **Roman empire and its impact on Britain**  **Could include:**   * **Julius Caesar’s attempted invasion in 55-54BC** * **The Roman Empire by AD42 and the power of its army** * **Successful invasion by Claudius and conquest, including Hadrian’s Wall** * **British resistance eg Boudicca** * **Romanisation of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity**   **Locate the world countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries and major cities.**  **Recognise that living things can be grouped in a variety of ways (4)**  **Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment (4)**  **Recognise that environments can change and that this can sometimes pose dangers to living things 94)**  **Use research and design criteria to inform the design of products that are fit for purpose.**  **Generate, develop, model and communicate their ideas.**  **Select from and use a wider range of tools and equipment to perform practical tasks accurately.**  **Select from and use a wider range of materials and components, according to their functional properties.**  **Investigate and analyse a range of existing products.**  **Evaluate their ideas and products against their own design criteria and consider the views of others.**  **Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.**  **Understand and use mechanical systems in their products.**  **Understand and use electrical systems in their products.**  **Apply their understanding of computing to programme, monitor and control their products.**  To create sketchbooks to record their observations and use them to review and revisit ideas  To improve mastery of art and DT techniques, including drawing, painting and sculpture with a range of materials  About great artist, architects and designers in history  **Judaism: what is important for Jews about being part of God’s family?**  **How does a Jewish child celebrate their faith?**    **Play and perform in solo and ensemble contexts, using their voices and playing instruments with increasing accuracy, fluency, control and expression.**  **Improvise and compose music for a range of purposes using the interrelated dimensions of music**  **Listen with attention to detail and recall sounds with increasing aural memory**  **Use and understand staff and other musical notations**  **Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers**  **Develop an understanding of the history of music.** | **OUT OF THIS WORLD**  **Describe the movement of the Earth and other planets, relative to the Sun in the solar system (5)**  **Describe the movement of the Moon relative to the Earth (5)**  **Describe the Sun, Earth and Moon as approximately spherical bodies (5)**  **Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky (5)**  **Identify the position and significance of latitude, longitude, equator, Northern and Southern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the prime / Greenwich meridian and time zones (including day and night)**  To create sketchbooks to record their observations and use them to review and revisit ideas  To improve mastery of art and DT techniques, including drawing, painting and sculpture with a range of materials  About great artist, architects and designers in history  **Buddhism: what does it mean to be a Buddhist? Can we all be enlightened?**  **ECO-SYSTEMS**  **Understand biomes,**  **vegetation belts, land use, economic activity, distribution of resources (5/6)** |
| **Summer 2** | **OUT IN THE WILD**  **Special Books – what can we learn from stories from different religions?**  **Observe changes across the four seasons (1)**  **Observe and describe weather associated with the seasons and how day length varies (1)** | **MAGNIFICENT MORPURGO!**  **Literacy unit based on the books of Michael Morpurgo - Kensuke’s Kingdom**  **Light**  **Recognise that light appears to travel in straight lines (6)Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye (6)**  **Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes (6)**  **Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cats them (6)**  **Use research and design criteria to inform the design of products that are fit for purpose.**  **Generate, develop, model and communicate their ideas.**  **Select from and use a wider range of tools and equipment to perform practical tasks accurately.**  **Select from and use a wider range of materials and components, according to their functional properties.**  **Investigate and analyse a range of existing products.**  **Evaluate their ideas and products against their own design criteria and consider the views of others.**  **Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.**  **Understand and use mechanical systems in their products.**  **Understand and use electrical systems in their products.**  **Apply their understanding of computing to programme, monitor and control their products.**  **Use the 8 points of a compass and 4 and 6 figure grid references, symbols and key (OS maps)**  **Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods**  **Play and perform in solo and ensemble contexts, using their voices and playing instruments with increasing accuracy, fluency, control and expression.**  **Improvise and compose music for a range of purposes using the interrelated dimensions of music**  **Listen with attention to detail and recall sounds with increasing aural memory**  **Use and understand staff and other musical notations**  **Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers**  **Develop an understanding of the history of music.**  **Buddhism: how do Buddhist children celebrate their religion?** |