

| Year I– Curriculum Mapping | |
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| Curriculum Area | Curriculum Overview |
| English | <p>A– Captions, labels and lists- 'Dangerous' by Tim Warnes cc science– the body Poetry– Dinosaur Poems– 5 Little senses– Noisy poems (CC Science) Narrative– stories with familiar settings– Oliver’s vegetables– Oliver’s Fruit salad/ milkshake by Bartlet and French (CC DT fruit salad/healthy eating) Narrative– Characters and settings linked with the Gruffalo. Dictionaries. Instructions– how to build a snowman– instructions to make a snowflake. Recount– weekly news writing.</p> <p>Sp– Fairy and traditional tales—looking a alternative versions–3 little pigs/ Goldilocks/ 3 little wolves and the big bad pig. Bears should share. Book reviews and writing in the style of a traditional tale. (CC Science– materials and DT-build a house) Non fiction– information about Animals books– Who am I/? Gervaise Phinn and Crazy chameleons. (CC science– animals herbivores etc) Recount– weekly news. Phonics and Grammar booster</p> <p>Su– Instructions– Non fiction- “Don’t let the pigeon stay up late/ don’t let the pigeon drive the bus– By Mo Willeums. Information Text– The Usborne book of big machines Recount- “Charlie is Broken” Chld recount of a school trip.</p> <p>Dictionaries. Poetry– Rhythm and Rhyme Poems on a theme.</p> |
| Maths | <p>Curriculum Links: Science– classifying and grouping/ data</p> <p>Computing with Data, (2 graph/ pictograms) History– Timeline</p> <p>measuring– DT food, sequencing events, patterns, measures.</p> |
| Science | <p>Seasons: Changes across four seasons/weather of the different seasons. Plants: Identify garden plants (eg deciduous and evergreen. Identify and describe structure of common flowering plants and trees root/ stem/ leaves/ flowers Animals including humans Identify common animals; herbivore/ carnivore/ omnivore. Comparing Animals</p> <p>Animals including humans (Ourselves) parts of human body and senses (DT/healthy eating/PSHCE– Germs/cleanliness)</p> <p>Materials– identify everyday materials and properties. Simple grouping CC with English and DT</p> |
| History | <p>Local Study– History of our school– (Changes within living memory-common words for passing of time, school changes over time, timelines</p> <p>Toys: (changes within living memory) Common words and phrases/ timelines/ Toys have changed with changes in materials, changes in use a toy quality, research from parents/ grandparents</p> <p>Toys Parents/ Grandparents</p> |
| Geography | <p>Local Study- Skipton: Understand where on a map in Skipton we can find our school. Understand why we need to have maps and have a go at making our own using a key showing human and physical features. Simple fieldwork and observations of geography of the school and its grounds cc- history</p> <p>UK Study- Understand geographical similarities and differences through studying the human and physical geography of the United Kingdom including weather– Hot and Cold are- as of the world (add this to knowledge organiser) cc–Science-Seasons</p> |
| Art | <p>Drawing: Mark making and exploring marks with soft and hard pencils. Exploration recorded in Sketchbooks · Look at Artist – Andrew Ruffhead or Paul Klee– working in that style. Self portraits with water colours. Primary and secondary colours. Kandinsky style concentric circles to represent colours mixed in sketchbooks. Printing with potatoe prints– inspired by William Morris. IT– 2 paint/ 2 create a story.</p> |
| DT | <p>Cooking and Nutrition: Eat well plate– Fruit salad.. Introduction to herbs/ vegetable/ dried bulgar wheat.</p> <p><u>Pigs Houses Topic:</u> (CC Literacy - Traditional Tales and Fairy Tales Science - Materials) · Children have had opportunity to find out proper- ties of different materials and which are strong and weak in Science lessons · Children to design a house that would withstand the ‘Big Bad Wolf’ (hairdryer) blowing on it. · Create planned house using a range of materials and joining techniques– test and evaluate.</p> <p><u>Felt Bird project</u>– Design and create using a range of joining techniques.</p> |
| Religious Education | <p>How do we show we care? Linking with Music. Special Stories for Christian and Muslims– What can we learn.</p> <p>What do they believe What does it mean to belong to a faith?</p> |
| PSHCE | <p><u>Active citizen</u>–Opinions/ rules/school council/ Fair Trade <u>Keeping Myself Safe:</u> Medicines/E safety/NSPCC Pants/</p> <p><u>Me and my relationships</u>– . Naming body parts recognising feelings.</p> <p><u>Healthy lifestyle-</u> linked to science: Coughs, Sneezes, germs, handwashing, emotions. resilience</p> <p><u>Me and my Future-</u> Understanding the value of money (Maths links) - where money comes from– Needs and wants</p> |
| Music | <p>CC links: Fairy Tales-Related songs and music as appropriate Toy Symphony- Haydn</p> <p>BBC– Take 10 Pieces “Winter” from the four Seasons (linking to the seasons) (Late Baroque)</p> <p>Subject specialist teaching: Variety of orchestral pieces/ nursey rhythms</p> |
| Computing | <p>A– Online safety-exploring purple mash, Grouping and sorting, Pictograms. Lego Builders.</p> <p>Sp– Maze explores and Beebots. Animated story books.</p> <p>S– Coding Spreadsheets Technology outside of school.</p> |
| PE | <p>S Multi– Skills, Athletics/ Sportsday skills, Games</p> <p>Sp Multi– Skills, Yoga, Gymnastics</p> <p>A Multi– Skills, Fundamental movement and Dance</p> |
| MFL | <p>Morning greetings in different languages</p> |