



Winterbourne Nursery & Infant School

Year 1 Curriculum Map

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Trips/Visitors	Norbury Library	Church Visit Meet the dinosaur/fossil investigation	Allotment visit	Space dome/ Greenwich observatory	Firemen/Doctor visit	Lullingstone Park
Topic	Marvellous Me	Dinosaur Planet	Splendid Skies	Moon Zoom	Superheroes	The Enchanted Woodland
English	Owl Babies (Narrative) Descriptions - using adjectives Lists Compose sentences orally Name the letters of the alphabet	Where the Wild things are (Narrative) Non-chronological report (Non-fiction) Fact files Spell common exception words Spell days of the week	Recounts List, instructions Postcards Poetry	Beegu Bob Man on the Moon Posters Character profile Captions Speech bubbles	Traction Man Superworm Comic Strip Fact file Labels and captions Poetry Read own writing to peers and teachers	Hansel & Gretel Recount Information books Letters List Instructions
Mathematics	POWER MATHS		POWER MATHS		POWER MATHS	
Science	<p>Animals including humans - the senses</p> <p>Identify, name, draw and label the basic parts of the human body and say which parts of the body is associated with each sense</p> <p>Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles and mammals and including pets)</p> <p><u>Scientific Enquiry</u> The children to go into Forest School and use equipment to collect observations on the number of land invertebrates and present data accurately</p>	<p>Animals including humans</p> <p>Identify and name a variety of common animals that are birds, fish, amphibians, reptiles and mammals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p><u>Scientific Enquiry</u> Identifying and classifying things. The children will learn to identify and classify dinosaurs.</p>	<p>Seasonal changes (weather)</p> <p>Observe and describe weather associated with the 4 seasons.</p> <p>Observe changes across the 4 seasons.</p> <p><u>Scientific Enquiry</u> Changes over time. The children will record the changes in the weather over a one week period.</p>	<p>The Solar System</p> <p>To identify, compare and classify planets in the solar system.</p> <p>To investigate gravity on Earth and in space</p> <p><u>Scientific Enquiry</u> To research using secondary resources</p>	<p>Properties of materials</p> <p>Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials including wood, plastic, glass, water and rock</p> <p>Describe the simple physical properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials¹ on the basis of their physical properties.</p> <p><u>Scientific Enquiry</u></p>	<p>Plants</p> <p>Identify and name a variety of common plants including garden parts, wild plants and trees and those classified as deciduous and evergreen</p> <p>Identify and describe the basis structure of a variety of common plants including roots, stems/ trunks, leaves and flowers</p> <p><u>Scientific Enquiry</u></p> <p>Changes over time</p> <p>The children to grow a sunflower seed and observe and record the changes</p>

					Comparative and fair testing The children will test a variety of materials	
R.E. (Continue to follow Croydon syllabus for RE)	Why are we thankful? Harvest Diwali Visit from Jewish parent	Christianity Christmas	Christianity visit	Easter Judaism	Judaism	Hinduism Eid
History	<p>Changes in Living Memory- My History</p> <p>Children to learn about events beyond living memory that are significant nationally or globally.</p> <p>Identify different ways in which the past is represented.</p> <p>Explore events, look at pictures and ask questions.</p> <p>Look at objects from the past and ask questions.</p> <p>Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born. When my parents/carers were young.</p> <p>Look at books, videos, photographs, pictures</p>	<p>Significant individuals - Mary Anning</p> <p>Children will learn about the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Sort events or objects into groups (i.e. then and now.)</p> <p>Use timelines to order events or objects.</p> <p>Tell stories about the past.</p> <p>Talk, write and draw about things from the past.</p>		<p>Significant people - Tim Peake and Neil Armstrong</p> <p>Understand the difference between things that happened in the past and the present.</p> <p>Describe things that happened to themselves and other people in the past.</p> <p>Order a set of events or objects.</p> <p>Use a timeline to place important events.</p> <p>Recall some facts about people/events before living memory.</p>		

	and artefacts to find out about the past.					
Geography			<p>Seasonal Changes</p> <p>Use world maps to identify the UK in its position in the world.</p> <p>Use maps to locate to four countries and c capital cities of the UK and its surrounding seas.</p> <p>Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles.</p>		<p>Map knowledge</p> <p>Use a simple picture map to move around the school.</p> <p>Making maps Draw basic maps including appropriate symbols and pictures to represent places or features.</p>	<p>Using maps Use photographs and maps to identify features</p> <p>Use directional language such as near and far, up and down, left and right, forwards and backwards.</p> <p>Forest School</p>
Art and Design	<p>Drawing Self-portrait</p> <p>Observe anatomy (faces, limbs).</p> <p>To learn about a range of artists - Kandinsky. Line, tone, shape and colour</p>	<p>Texture Wild Thing picture</p> <p>Develop techniques of colour, pattern and texture.</p>	<p>Colour Van Gough painting (Starry Night)</p> <p>To name all the colours To mix colours Find collections of colours Apply colours with a range of tools</p>	<p>Painting</p> <p>Models of the solar system</p> <p>Using drawing, paintings and sculpture, mixing colours. How textiles create things</p>	<p>Drawing</p> <p>Andy Warhol/ Roy Lichtenstein - Pop Art Drawing and modelling superheroes</p> <p>Learn about artist - Andy Warhol Create patterns Use colours in the style of an artist</p>	<p>Texture</p> <p>Drawing and working with natural materials</p> <p>To use natural materials to create woodland animal and habitat</p> <p>Learn about artist - Henri Rousseau</p>
Design Technology		To design and construct An object using materials Clay wild thing		To create 3d models of the solar system using a range of materials	3D wire models	Building enchanted structures
Music	<p>Listen & Appraise Begin to recognise different musical styles, find the pulse, recognise instruments, listen, discuss other dimensions of music.</p>	<p>Listen & Appraise Begin to recognise different musical styles, find the pulse, recognise instruments, listen, discuss other dimensions of music How pulse, rhythm and</p>	<p>Listen & Appraise Begin to recognise different musical styles Blues, Baroque, Latin, Bhangra, Folk and Funk</p> <p>Playing instruments</p>	<p>Listen & Appraise Begin to recognise different musical styles Bossa Nova, Latin/Pop, film, Big band)</p> <p>Playing instruments</p>	<p>Listen & Appraise Revision and deciding what to perform. Listen to Western Classical Music.</p> <p>Playing instruments</p>	End of year production songs

	<p>How pulse, rhythm and pitch work together. When we rap we use pulse and rhythm but add pitch and we have a song.</p> <p>Playing instruments Begin to play a classroom instrument as part of a group/ensemble (ongoing throughout the year)</p> <p>Improvisation Improvise using very simple patterns on your instrument and/or voice. (ongoing throughout the year)</p> <p>Composition Create very simple rhythms and melodies that are notated or recorded in some way so that they can play/perform them again (ongoing throughout the year)</p>	<p>pitch work together. Singing and Rapping (Reggae, pop, classical, and hip hop)</p> <p>Play a classroom instrument as part of a group/ensemble with precision and confidence</p> <p>Playing instruments Begin to play a classroom instrument as part of a group/ensemble (ongoing throughout the year)</p> <p>Improvisation Improvise using very simple patterns on your instrument and/or voice. (ongoing throughout the year)</p> <p>Composition Create very simple rhythms and melodies that are notated or recorded in some way so that they can play/perform them again (ongoing throughout the year)</p> <p>Christmas production songs</p>	<p>Play tuned and un-tuned instrument musically as part of a group/ensemble (ongoing throughout the year)</p> <p>Improvisation Improvise using very simple patterns on your instrument and/or voice. (ongoing throughout the year)</p> <p>Composition Create very simple rhythms and melodies that are notated or recorded in some way so that they can play/perform them again (ongoing throughout the year)</p>	<p>Play tuned and un-tuned instrument musically as part of a group/ensemble (ongoing throughout the year)</p> <p>Improvisation Improvise using very simple patterns on your instrument and/or voice. (ongoing throughout the year)</p> <p>Composition Create very simple rhythms and melodies that are notated or recorded in some way so that they can play/perform them again (ongoing throughout the year)</p>	<p>Play tuned and un-tuned instrument musically as part of a group/ensemble (ongoing throughout the year)</p> <p>Improvisation Improvise using very simple patterns on your instrument and/or voice. (ongoing throughout the year)</p> <p>Composition Create very simple rhythms and melodies that are notated or recorded in some way so that they can play/perform them again (ongoing throughout the year)</p>	
Computing	<p>Learn how to use technology purposefully Why and how we use technology How to handle devices safely</p>	<p>Researching using secondary sources Use programmes to support learning in the curriculum</p>	<p>Create and debug simple programmes E-safety</p>	<p>Recognise common uses of information technology beyond school Links with Science (Moon Zoom topic)</p>	<p>Using technology safely and respectfully Keeping personal information private: identify where to go for help and support when they have concerns about content or contact on the internet or other on-line technologies</p>	<p>Researching using secondary sources (Links with Enchanted Woodland topic)</p>

PSHE	Value of the Month Being me in my world - Our Learning Charter	Value of the Month Celebrating Difference - Gingerbread People Display	Value of the Month Dreams and Goals - Stretchy flowers and dream wellies	Value of the Month Healthy Me - The Healthy Me Café - Keeping Clean and Healthy	Value of the Month Relationships - Colours of friendship dance SRE - Croydon scheme	Value of the Month Changing Me Flowers of change
P.E.	Real P.E scheme Dance Daily Mile	Real P.E scheme Games Daily Mile	Real P.E scheme Gymnastics Daily Mile	Real P.E scheme Dance Daily Mile	Real P.E scheme Games Daily Mile	Real P.E scheme Sports Day Daily Mile