



## Perdiswell Primary School Curriculum Map

Year 1

	Autumn		Spring		Summer	
Theme	My Super Self	Zooooom!	Memory Box	Magical Beasts	Plot to Plate	Great ideas
WOW ideas	Mission from the Perdiswell Protector. Super learner film viewing.	F3 visit from STEM ambassador.  Christmas performance and celebrations.	Find a time capsule (memory box) in the school attic. Grandparents tea dance party (including 70's disco dance).	To find a dragon egg in the school dragon nest. Pond dipping – animal hunt.	Ongoing allotment project.	Our own Great Exhibition.
Possible Trips		Coventry Transport Museum.		Ghuvelt Park.	Church visit. Churchfields dairy farm.	Phizz Lab.

<p>Topic Skills</p>	<p><u>Science</u> Label the human body using the right words. Tell you the names of some materials. Ask questions. Use a microscope/magnifying glass. Perform experiments. Group things together by their features. Find the answer to questions by looking carefully at things. Collect my results and write them down.</p> <p><u>Gymnastics</u> •Can they make their body tense, relaxed, curled and stretched? •Can they control their body when travelling? •Can they control their body when balancing? •Can they travel in different ways? •Can they balance in different ways?     • Can they talk about what they have done? •Can they describe what other people did?</p>	<p><u>Science</u> Tell you some about the properties of some everyday materials. Ask questions. Use a microscope/magnifying glass. Perform experiments. Group things together by their features. Find the answer to questions by looking carefully at things. Collect my results and write them down.</p> <p><u>Gymnastics</u> Can they copy sequences and repeat them? Can they climb safely? Can they stretch in different ways? Can they curl in different ways? Can they talk about what they have done? Can they describe what other people did?</p> <p><u>Dance</u> •Can they remember</p>	<p><u>Science</u> Ask questions. Use a microscope/magnifying glass. Perform experiments. Group things together by their features. Find the answer to questions by looking carefully at things. Collect my results and write them down. Tell you the difference between an object and what it is made from. Tell you the names of some materials.</p> <p><u>70's Disco Dance</u> •Can they explore and perform basic body actions? •Do they use different parts of the body singly and in combination?; •Can they remember and repeat short dance phrases and simple dances?; •Do they move with control?; •Do they describe how their lungs and heart work when dancing?</p> <p><u>Games</u></p>	<p><u>Science</u> Tell you the names of some common: Fish. Amphibians. Reptiles. Birds. Mammals. Tell you the names of some common: Meat eating animals (carnivores). Plant eating animals (herbivores). Animals that eat both plants and meat (omnivores). Tell you the differences between some common: Fish. Amphibians. Reptiles. Birds. Mammals. Tell you what kinds of animals are kept as pets.</p> <p><u>Dance</u> •Do they show some sense of dynamic, expressive and rhythmic qualities in their own dance?; •Do they choose appropriate movements for different dance ideas?; •Do they vary the way they use space?; •Do they describe basic</p>	<p><u>Science</u> Plants -Tell you the names of some: Annual plants and Evergreen plants. Tell you about what is different about each season. Tell you about the kind of weather we get in each season. Tell you about how the length of the day changes in each season. Ask questions. Use a microscope/magnifying glass. Perform experiments. Group things together by their features. Find the answer to questions by looking carefully at things. Collect my results and write them down.</p> <p><u>Games</u> •Can they throw underarm? •Can they roll a piece of equipment? •Can they hit a ball with a bat? •Can they move and stop safely? •Can they catch with both hands? •Can they throw in different ways? •Can they kick in different</p>	<p><u>Science</u> Group together materials by their features. Ask questions. Use a microscope/magnifying glass. Perform experiments. Group things together by their features. Find the answer to questions by looking carefully at things. Collect my results and write them down.</p> <p><u>Athletics</u> •Can they copy actions? •Can they repeat actions and skills? •Can they move with control and care?</p> <p><u>Gym</u> •Can they talk about what they have done? •Can they describe what other people did? •Can they climb safely? Can they copy sequences and repeat them?</p>
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	<p><u>Games</u></p> <ul style="list-style-type: none"> <li>•Can they throw underarm?</li> <li>•Can they roll a piece of equipment?</li> <li>•Can they hit a ball with a bat?</li> <li>•Can they move and stop safely?</li> <li>•Can they catch with both hands?</li> <li>•Can they throw in different ways?</li> <li>•Can they kick in different ways?</li> </ul> <p>Art</p> <p>Record and explore ideas from first hand observations</p> <p>Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, ballpoints, chalk</p> <p>Control the types of marks made with the range of media</p> <p>Investigate textures by describing, naming, rubbing, copying.</p> <p>Identify primary colours by name</p> <p>Create images from</p>	<p>and repeat short dance phrases and simple dances?</p> <p><u>History</u></p> <p>Sequence some events or 2 related objects in order</p> <p>Uses words and phrases: old, new, young, days, months</p> <p>Remembers parts of stories and memories about the past.</p> <p>Tell the difference between past and present in own and other people’s lives.</p> <p>Explore lives of significant historical figures including significant local figures.</p> <p><u>Art</u></p> <p>Print with a range of hard and soft materials e.g. corks, pen barrels, sponge</p> <p>Make simple marks on rollers and printing palettes.</p> <p>Use the work of Andy</p>	<ul style="list-style-type: none"> <li>•Can they throw underarm?</li> <li>•Can they roll a piece of equipment?</li> <li>•Can they hit a ball with a bat?</li> <li>•Can they move and stop safely?</li> <li>•Can they catch with both hands?</li> <li>•Can they throw in different ways?</li> <li>•Can they kick in different ways?</li> </ul> <p><u>Art</u></p> <p>Record and explore ideas from first hand observations</p> <p>Ask and answer questions about the starting points for their work.</p> <p>Explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities.</p> <p>Shape</p> <p>Observe and draw shapes from observations. Draw shapes in between objects. Invent new shapes.</p> <p>Tone</p> <p>Investigate tone by</p>	<p>body actions and simple expressive and dynamic qualities of movement?</p> <p><u>Athletics</u></p> <ul style="list-style-type: none"> <li>•Can they copy actions?</li> <li>•Can they repeat actions and skills?</li> <li>•Can they move with control and care?</li> </ul> <p><u>Geography</u></p> <p>Name and locate local town.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas using atlases , maps, atlases and globes .</p> <p>Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world.</p> <p>Use basic Geographical vocabulary to refer to physical features of their school and its grounds and of the surrounding environment.</p>	<p>ways?</p> <p><u>Gym</u></p> <ul style="list-style-type: none"> <li>•Can they roll in different ways?</li> <li>•Can they copy sequences with rolls and repeat them?</li> </ul>	
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	<p>a variety of media e.g. photocopies material, fabric, crepe paper , magazines etc Arrange and glue materials to different backgrounds</p> <p><b>D and T</b> <b>Textiles</b></p> <ul style="list-style-type: none"> <li>•Can they describe how different textiles feel?</li> <li>•Can they make a product from textiles by gluing?</li> </ul> <p>Can they think of some ideas of their own?</p> <ul style="list-style-type: none"> <li>•Can they explain what they want to do?</li> <li>•Can they use pictures and Can they explain what they are making?</li> <li>•Can they describe how something works?</li> <li>•Can they talk about their own work and things that other</li> </ul>	<p>Goldsworthy to create our own natural sculptures.</p> <p><u>D and T</u> <b>Mechanisms</b></p> <ul style="list-style-type: none"> <li>•Can they make a product which moves?</li> <li>•Can they cut materials using scissors?</li> <li>•Can they describe the materials using different words?</li> <li>•Can they say why they have chosen moving parts?</li> </ul> <p><b>Construction</b></p> <ul style="list-style-type: none"> <li>•Can they talk with others about how they want to construct their product?</li> <li>•Can theyselect appropriate resources and tools for their building projects?</li> <li>•Can they make simple plans before making objects, e.g. drawings, arranging pieces of construction before building?</li> </ul>	<p>drawing light/dark lines, light/dark patterns, light dark shapes etc. Use a variety of tools and techniques including different brush sizes and types Identify primary colours by name Mix skin tone. Collect, sort, name match colours appropriate for an image</p> <p><u>History</u> Sequence some events or 2 related objects in order Uses words and phrases: old, new, young, days, months Remembers parts of stories and memories about the past. Tell the difference between past and present in own and other people's lives. Begins to identify and recount some details from the past from sources (eg. pictures, stories). Shows knowledge and</p>	<p><u>Art</u></p> <p>To create a magical beast masterpiece using printing, textile techniques and collage. Print with a range of hard and soft materials e.g. corks, pen barrels, sponge Make simple marks on rollers and printing palettes. Match and sort fabrics and threads for colour, texture, length, size and shape Change and modify threads and fabrics, knotting, fraying, fringing, pulling threads, twisting, plaiting Cut and shape fabric using scissors/snips Apply shapes with glue or by stitching Apply decoration using beads, buttons, feathers etc Arrange and glue materials to different backgrounds Sort and group materials for different purposes e.g. colour texture</p>		
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<p>people have done?</p> <p><u>Geography</u> Use basic Geographical vocabulary to refer to physical features of their school and its grounds and of the surrounding environment. Use photographs to recognise landmarks and basic human and physical features; devise simple picture maps.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds.</p> <p>R.E.</p> <p>Understand who is a Christian and some of their beliefs. Understand why the Bible is significant to Christians.</p>	<p><u>RE</u> Who is a Christian and what do they believe? Understand why Jesus is important to Christians. Understand the significance of the Christmas story.</p> <p><u>Computing</u> Use basic web navigation skills.</p> <p><u>Music</u> Repeat a simple rhythm. Make different sounds with high and low– pitch. Listen for different types of sounds. Know how sounds are made and changed. Learning songs for the Christmas performance.</p> <p><u>PSHE</u> To know how to be a good listener. To understand that there are similarities and differences between people.</p>	<p>understanding about the past in different ways (eg. role play, drawing, writing, talking).</p> <p><u>Computing</u> To understand what an algorithm is and create our own. To understand the elements of an app game. To use video equipment to make a short promotional film.</p> <p><u>RE</u> To understand belonging to a religious community and to know how a baby is welcomed in both the Christian and Islamic faiths.</p> <p><u>Music</u> Take part in singing. Follow instructions on how and when to sing/play an instrument. Take notice of others when performing. Clap longer rhythms with help.</p>	<p>Fold, crumple, tear and overlap papers</p> <p><u>Computing</u> Visit websites relating to the local area and use online maps to explore. Learn to assess and make good choices about the quality of their own work. Learn how to take good photographs and present them. Children will create and play with models and explore patterns using a 3D model maker app. Children will make their own map of the local area. Controlling robots Use programmable toys to explore your maps. Digital storytelling.</p> <p><u>RE.</u> To understand how and why do we celebrate special times and sacred times. In detail focus of the Easter story. PSHE</p> <p><u>MUSIC</u></p>			
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	<p>Computing To understand safe use of the internet and the school internet agreement. To understand what an algorithm is and to begin to devise our own.</p> <p>Music Learn and perform songs on our Super Learner Film'</p> <p>P.S.H.E. Explore growth mindset . What makes a super learner? To understand belonging to the class. To understand how to make the class a positive learning environment.</p>	<p>To understand what bullying is and to understand how it makes someone feel.</p>	<p>PSHE To be able to recognise personal achievements. To be able to identify goals and to know how to achieve them. To understand how to be a good learning partner.</p>	<p>To use simple percussion instruments to create a short dragon flight sequence. Make a sequence of long and short sounds with help (duration). Clap longer rhythms with help. Make different sounds (high and low– pitch; loud and quiet– dynamics; fast and slow-tempo; quality of the sound– smooth, crisp, scratchy, rattling, tinkling etc.– timbre).</p> <p>PSHE To understand how to make healthy life choices. To understand how germs cause illness. To understand that household products/ medicines must be used properly. To understand how to cross roads safely.</p>		
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