

St. Andrew's - a Good Samaritan School. Making a difference so all can flourish



St Andrew's C of E Primary School

Ready, Respectful, Safe



With Faith, Hope & Love we can achieve greater things.

Year 1 Curriculum Map

	Autumn	Spring	Summer
Topic	Our Place	Heroes & Superheroes	City to Seaside
Now Press Play	Seasons	Superheroes, Florence Nightingale, Mary Seacole	Maps
Reading	<p>F - Santa is coming to Wolverhampton - Steve Smallman</p> <p>F - Voices in the Park - Anthony Browne</p> <p>F - All are Welcome - Alexandra Penfold</p> <p>F - Last stop on Market Street - Matt De La Pena</p> <p>NF - Let's go for a Walk - Ranger Hamza</p> <p>NF - Our Local Area (Series of 10 books)</p> <p>NF - Me on the Map - Joan Sweeney + use Library book box materials</p> <p>Wolves/Wolverhampton Big Book???</p> <p>Goldilocks & 3 Bears - Usbourne Picture Book</p> <p>Three Little Pigs - Axel Scheffler</p> <p>The Magic Porridge Pot - Rosie Dickens</p>	<p>F - Supertato - Sue Hendra & Paul Linnet</p> <p>F - Ten Little Superheroes - Mike Brownlow</p> <p>F - Even Superheroes have bad days - Shelly Becker</p> <p>F - My Dad is a Superhero</p> <p>F - Superworm - Julia Donaldson</p> <p>NF - Real Superheroes - DK Julia Seal</p> <p>NF - A Picture Book of Florence Nightingale - David Adler</p> <p>NF - Florence Nightgale (Ways into History) - Sally Hewitt</p> <p>NF - Hoorah for Mary Seacole - Trish Cooke & Anni Axworthy</p>	<p>F - Katie in London - James Mayhew</p> <p>F - Coming to England - Baroness Floella Benjamin & Diane Ewen</p> <p>F - Sharing a Shell - Julia Donaldson</p> <p>F - The Beach - Roland Harvey</p> <p>F - Clean Up! - Nathan Bryon</p> <p>NF - Look what I found at the Seaside - Moira Butterfield</p> <p>NF - The United Kingdom (Info Buzz: Geography) - Izzi Howell</p> <p>NF - The Seaside (Info Buzz: History) - Izzi Howell</p> <p>F The Kings Pants - Nicolas Allen</p> <p>F Paddington goes to London - Michael Bond</p>
Writing - Fiction Non-Fiction Plays Poetry	<p>Simple sentences - build a sentence (structure who and what)</p> <p>Sentences including adjectives to add detail</p> <p>Using and to add an additional noun</p> <p>Simple sentences and sequences of sentences - linked to genre</p> <ul style="list-style-type: none"> Captions and Labels (linked to their life and use in Cross Curricular) Description, (about themselves and their home) Letter (to Santa) Postcards (to family in another country) 	<p>Simple sentences - build a sentence (structure who what and where)</p> <p>Using and to add more information and to join 2 sentences</p> <p>Simple sentences and sequences of sentences within genres of</p> <ul style="list-style-type: none"> Recounts (???) Instructions (How to catch Evil Pea) Description (Superworm/Supertato) NC Report - fact file (Florence or Mary) Letters (Thanks to a real superhero eg fire service) Three Sentence stories (Superhero tale) 	<p>Simple sentences - build a sentence (structure who, what where (why))</p> <p>Longer sentences including use of adjectives and conjunctions (introduce because),</p> <p>Simple sentences and sequences of sentences within genres of</p> <ul style="list-style-type: none"> Narrative (Bubbles (L Shed) & Sharing a Shell) Recounts (Beach Trip), Instructions (DT/Fruit), Description character/setting), (Floella coming to England), Explanation (The Great Fire of London)

	<ul style="list-style-type: none"> • Discussion, (<i>Goldilocks/3 Bears</i> opinion on each other) • Recount (trip to Wolves) • Two sentence stories (retell) • Instructions (???) • Poetry - Repetition <p>Play: shared write of part of nativity play</p>	Poetry - Riddles	<ul style="list-style-type: none"> • Letters (Persuasive keeping beach tidy), • NC report - fact files (London Landmark), • Advert - (Persuasive - The Kings Pants) • Poetry - Rhyme 		
Literacy Shed			Bubbles		
Science	<p><u>My Family and Other Animals</u></p> <ul style="list-style-type: none"> • Name a variety of common animals: fish, amphibians, reptiles, birds, mammals • Name some animals that are carnivores, herbivores and omnivores • <i>Describe and compare the structure of a variety of common animals e.g. birds have wings</i> • Name the basic parts of the human body and know which parts are associated with each sense <p>Focused Investigation: Survey</p>	<p><u>Sensing Seasons 1 +2</u></p> <ul style="list-style-type: none"> • Notice the changes across Summer to Autumn and then Autumn to Winter Know the weather associated with these two seasons • Know how day length varies across these two seasons <p>Focused Investigation: observation over time</p>	<p><u>Plant Detectives</u></p> <ul style="list-style-type: none"> • Name a variety of common plants including garden, wild and trees • Know which are deciduous and evergreen Know the basic structure of a variety of common flowering plants including trees. <p>Focus Investigation Classifying & Grouping</p> <p><u>Sensing Seasons 3</u></p> <ul style="list-style-type: none"> • Notice the changes across Winter to Spring Know the weather associated with these two seasons • Know how day length varies across these two seasons <p>Focused Investigation: observation over time</p>	<p><u>Marvellous Materials</u></p> <ul style="list-style-type: none"> • Know the difference between an object and the material it is made from • Name a variety of everyday materials: wood, plastic, glass, metal, water, rock • Know the simple physical properties of these materials • Know how to sort these materials based on their properties <p>Focused Investigation: fair test</p>	<p><u>Sensing Seasons 4</u></p> <ul style="list-style-type: none"> • Notice the changes across Spring to Summer Know the weather associated with these two seasons • Know how day length varies across these two seasons <p>Focused Investigation: observation over time</p>

RE (UC- Understanding Christianity WA - Wolverhampton Agreed Syllabus)	Christianity in Wton (WA Syllabus)	Unit 1.3 Why does Christmas matter to Christians? (UC ... Incarnation)	1.6 Beginning to learn from Sikhism (WA Syllabus) VISIT GURDWARA	Unit 1.1. What do Christians believe God is like? (UC... God)	Holy Books (WA Syllabus)	Unit 1.2 Who made the World? (UC... Creation)
Trips/Experiences	Trip: Whitmore Reans Walk (Geography) Bus to Wolverhampton (Geography) Visitor : Animal man (science) or ask staff to bring in pets (rabbit, Guinea pig, tortoise) Memorable Experience Bring in a family member in to school - create a family picture (in the hall 1 class at a time)		Trip Botanical gardens (Science) Visitor: Florence Nightingale visits (History) Spiderman visit Memorable Experience: Start - Superhero training ID card and craft activities. End - Superhero certificates and superhero party		Trip: Fairbourne beach (Geography) Visitor: Firefighter visit Memorable Experience: End of topic beach day?	
History	<u>Local History</u> The Dudley Bug		<u>Florence Nightingale and Mary Seacole & history skills</u> <ul style="list-style-type: none"> Sequence or place major events from a significant individual's life on a timeline: Florence Nightingale or Mary Seacole. Use a variety of sources (books, artefacts, images, films, online) to investigate the lives of significant individuals: Florence Nightingale or Mary Seacole. Ask questions of a significant individual, about motivations and actions. (Florence Nightingale visit.) Use a variety of sources (books, artefacts, images, films, online) to compare the lives of nurses in the past to modern day. Include a visit from the school nurse as an expert witness. Highlight the human qualities of nurses and use sources to justify why they act the way they do and how they may have felt during significant events. 		<u>The Great Fire of London, Samuel Pepys & King Charles III</u> <ul style="list-style-type: none"> Place key events from the Great Fire of London in order on a basic timeline Use a variety of sources (books, artefacts, images, films, online) to investigate the Great Fire of London Use a variety of sources (books, artefacts, images, films, online) to investigate a significant individual that crosses the past and living memory (the King) Investigate a specific recount (source). Samuel Pepys diary and discuss the feelings of the individual. Study a specific historical place or location (London) using a range of sources (books, artefacts, films, online) and compare to Wolverhampton. 	
Geography	<u>The School, It's Grounds, Whitmore Reans and Wolverhampton (Fieldwork/Skills)</u> <ul style="list-style-type: none"> Study the geography of the school, its grounds, Whitmore Reans & Wton Use pictures & photos to find out about a place Follow simple compass directions 		-		<u>Geography of the UK inc. Coastal Areas (and associated skills)</u> <ul style="list-style-type: none"> Use maps, atlases & globes to identify the UK Investigate the key physical & human features of the UK (countries) Use geographical vocabulary to describe London 	

	<ul style="list-style-type: none"> Read a simple map & key Draw a simple map & key <p>Linked to Science</p> <ul style="list-style-type: none"> Use observational skills to identify the seasons & weather patterns within the UK (weather in Wolverhampton) 		<ul style="list-style-type: none"> Use basic geographical vocabulary to refer to key physical & human features of coastlines & coastal towns within the UK (West Kirby) <p>Linked to Science</p> <ul style="list-style-type: none"> Use observational skills to identify the seasons & weather patterns within the UK (coastal weather in in the 4 countries of the UK and chosen location) 			
DT Projects on a Page	Structures - free standing structures - model of West Park	Textiles - templates and joining techniques - superhero puppet	Food - fruit salad/fruit kebab/fruit smoothie (suitable for a beach trip?)			
Art Kapow	Sculpture & 3D - Paper Play Class sculpture of spider	Craft & Design - Embellishments Weaved piece inspired by cultures where we live	Painting & Mixed Media - Colour Splash Painted Plate in style of Clarice Cliff	Drawing - Making your Mark Seashell drawing		
Computing Teach Computing Project Evolve	Technology in our lives E-Safety - Project Evolve - Self-Image and Identity Jigsaw Puzzle - Celebrating Difference - Pieces 3-4	Multi-Media 5 & 2 E-Safety - Project Evolve - Online Relationships Project Evolve - Health, Wellbeing and Lifestyle	Programming A E-Safety - Project Evolve - Privacy and Security Jigsaw Puzzle - Relationships - Piece 4			
Dance						
Gymnastics	Balance	Jumps	Travelling			
Games	Multi-Skills	Multi-Skills	Athletics			
PSHE Jigsaw	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Music						
MFL						