

Bandon Hill Primary School

Curriculum Map 2020-21

Year Group: 1

Meadow Field: Larks & Wrens

Wood Field: Bumblebees, Dragonflies, Ladybirds, Butterflies

Term	Topic Overview	Entitlement Offer (Hook)	Celebration of Achievement
Aut 1	<p><u>Superhero School</u> KERPOW! Intergalactic greetings, young heroes. It's time to rescue the planet from evil villains! Who's your favourite superhero? Spider-Man? Wonder Woman? Maybe your heroes are ordinary people who've achieved great things. Or is it those people who save lives in our emergency services that you admire most? Superheroes have super senses. Use yours to identify mystery items by their smell, taste, sound and touch. What do true heroes eat to keep their senses and special powers sharp? Can we stop the dastardly plans of Professor Slime? He's dropping his villainous instructions around town. We must stop people following them, but can we make it in time? Is that the phone box free? Please excuse me ... I have to save the world! ZAP! WHIZZ! ZOOOOM!</p>	<p>Superhero hunt (Teacher led)</p>	<p>Superheroes performances (Parents in)</p>
Aut 2	<p><u>Woodland Wonders</u> If you go down to the Woods today you're sure of a BIG surprise! Foxes and badgers, voles and mice, beady-eyed owls in the swaying treetops. Beneath the leaves are tiny footprints... animal or imp? You decide! Deciduous or evergreen? What can you find? Can you match a leaf to its tree? Can you match a petal to its flower? Let's build a den, stick by stick and branch by branch. Or we could make a teeny tiny home for a woodland fairy! Then let's party down in the woods with Mr Fox and all his woodland friends. We'd better not get lost... let's leave a trail of conkers as we go! At last it's time to rest by the woodland fire, listening to stories and toasting our sweet, gooey marshmallows. Yum, yum!</p>	<p>Oak's Park Woodland Walk (Educational visit)</p>	<p>Artwork made from natural materials e.g. flowers etc (Sent home)</p>
Spr 1	<p><u>London calling!</u> Put on your best outfit because you're invited to have tea with the Queen. Use your best manners and comb your hair, as one will not be amused if you don't! What do you know about England's capital city? Let's find out all about London, including its history, transport and famous landmarks. Step back in time and discover what happened in the great fire of London. Where did it start? How did it end? Create a model of the bakery on Pudding Lane... ...then burn it to the ground to recreate the Great Fire. Stand well back and watch how the flames spread. London's burning! London's burning! Fire, fire! Fire, fire! Hang on, there's someone new in town! Plan a tour for Marley the Meerkat (he's come all the way from Zambia, you know) making sure he takes in all the sights and sounds of London before he finally meets his family at London Zoo . Are you ready for the bright lights of the big city? Hop in a black cab and... enjoy the ride!</p>	<p>Queen's tea party (Visitor in school)</p>	<p>Junk modelling of London landmarks (parents in)</p>

<p>Spr 2</p>	<p><u>3, 2, 1 Blast Off!</u> CRASH! What's that in the playground? Let's go outside and take a look. Stand back everyone - it looks like a UFO has crashed-landed! Find out who might have landed by exploring the craft and investigating scattered scientific specimens. Create a 'Welcome to Earth' box for an alien explorer. What can you put in it to help explain what life is like on our planet? Would you like to be an astronaut? You'll need a pretty sturdy spacecraft if you do. Start off small by making an air-propelled rocket... WHOOSH! How far can you make it travel? Find out the name of the planets. There's Mercury, Neptune, Mars and... do you know any others? I've forgotten the rest! Then, an alien is found... can you help him get home? It's got the experts in a right kerfuffle. Professor Pong doesn't know what to do! Are you ready to take off Year 1? Hold tight... 5 4 3 2 1 ... LIFT OFF!</p>	<p>Alien crash site with rocket and footprints (Teacher led)</p>	<p>Star Constellations postcards (Sent home)</p>
<p>Sum 1</p>	<p><u>Spots and Stripes</u> Soft fur, sharp claws and twitching whiskers... what's your favourite animal? One that meows? One that barks? Or maybe one that scurries or slithers? From pets at home to animals in the zoo, let's find out what animals like to eat and where they like to sleep. Do you know how to look after a rabbit? A cat? Or even a snake? Find out how the elephant got his trunk and how the rhinoceros got his leathery skin... perhaps you know how the dog got his waggy tail? Can you make a food chain to show who eats who? Who is a herbivore and who is a carnivore? When a gaggle of mysterious pets arrive at the local pet shop, it's up to you to take care of them. Feed them, clean them and discover their daily needs. After all that work, curl up and take a nap... a cat nap!</p>	<p>Trip to Chessington Zoo (Educational visit)</p>	<p>Animal poems and rhymes (Parents in)</p>
<p>Sum 2</p>	<p><u>Come Rain or Shine</u> Imagine floating high above land and sea on a bed of clouds, silently sweeping on a billowing breeze. Back down to earth, let's take a walk outdoors. But what should we wear? Wellington boots? A sun hat? Maybe a warm coat? How do we know what the weather will be like today? Read and write poems and postcards... and, if you don't like today's weather report, why not write your own? Send a message by balloon. Up, up and away it goes, high in the sky and over the rainbow. How far will the wind blow it? Where will it land and who will find it? What weather do you prefer? Sunshine, snow, storms or showers? Get your wellingtons on - let's go!</p>	<p>Freshwater Theatre Geography/ Drama Workshop (Visitor in school)</p>	<p>Holiday Postcards (sent home)</p>

Year group	Educational Visits (Off-site)	Educational Visitors (On-site)	Teacher-led Topic days	Residential Visits	Outdoor Learning sessions	Arts & culture	Community & partnership learning	Specialist curriculum day/week
1	Oak's Park Woodland Walk Topic: Woodland	Queen's tea party Topic: London calling!	Superhero hunt Topic: Superhero School	0	Weekly (weather permitting)	Weekly library visits		RE Day Science Week

	Wonders Trip to Chessington Zoo Topic: Spots and Stripes	Freshwater Theatre Geography/ Drama Workshop Topic: Come Rain or Shine	Alien crash site with rocket and footprints Topic: 3,2,1 Blast Off!					Humanities Week Number Day
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	Superhero School (Aut 1)	Woodland Wonders (Aut 2)	London calling! (Spr 1)	3, 2, 1 Blast Off! (Spr 2)	Spots and Stripes (Sum 1)	Come Rain or Shine (Sum 2)
	Statements about what I want to learn; superhero description; wanted poster; letter; story prediction	Letter to the King; diary entry; story ending prediction; letter of complaint	Invitation; interview questions; information writing about transport	Speech within speech bubbles; character description; diary entry; postcards; alternative ending to story.	Diary entries using perspective of different characters; thought bubbles.	Setting description; book review; narrative retelling a known story; poetry.
English	Word Sentence Text Punctuation Terminology for pupils Alan Peat Sentences	Regular plural noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat] How words can combine to make sentences Joining words and joining clauses using and Sequencing sentences to form short narratives Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I letter, capital letter, word, singular, plural, sentence, punctuation, full stop, question mark, exclamation mark All the Ws sentences List sentences				
Maths	Number: Place Value (within 10) Number: Addition and Subtraction (within 10) Geometry: Shape Number: Place Value (within 20)		Number: Addition and Subtraction (within 20) Number: Place Value (within 50) Measurement: Length & Height Measurement: Weight & Volume		Number: Multiplication and Division Number: Fractions Geometry: Position & Direction Number: Place Value (within 100) Measurement: Money Measurement: Time	
Science	Human body – parts and senses; Eating healthily; Working scientifically. Sc WS 5 - Use their observations and ideas to suggest answers to questions.	Plants and animals; Identifying and classifying. Sc P 1 - Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.	Everyday materials; Working scientifically. Sc EM 1 - Distinguish between an object and the material from which it is made. Sc WS 5 - Use their	Properties of every day materials; Working scientifically. Sc EM 3 - Describe the simple physical properties of a variety of everyday materials. Sc EM 2 – Identify and name	Animals (including humans); Working scientifically. Sc A 2 – Identify and name a variety of common animals that are carnivores, herbivores and omnivores.	Seasonal changes. Sc SC 1 - Observe changes across the four seasons. Sc WS 5 - Use their observations and ideas to suggest answers to questions.

	<p>Sc A 4 - Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p>Sc A 1 – Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Sc P 2 - Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Sc WS 4 - Identify and classify.</p>	<p>observations and ideas to suggest answers to questions.</p>	<p>a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</p> <p>Sc WS 5 - Use their observations and ideas to suggest answers to questions.</p> <p>Sc EM 4 - Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Sc WS 6 - Gather and record data to help in answering questions.</p> <p>Sc WS 1 - Ask simple questions and recognise that they can be answered in different ways.</p> <p>Sc WS 3 - Perform simple tests.</p>	<p>Sc WS 4 - Identify and classify.</p> <p>Sc WS 6 - Gather and record data to help in answering questions.</p> <p>Sc WS 3 - Perform simple tests.</p> <p>Sc A 3 - Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</p> <p>Sc A 1 – Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p>	<p>Sc WS 2 - Observe closely, using simple equipment.</p> <p>Sc WS 6 - Gather and record data to help in answering questions.</p> <p>Sc WS 3 - Perform simple tests</p> <p>Sc SC 2 - Observe and describe weather associated with the seasons and how day length varies.</p>
Computing	<p>Downloading photographs and images; E-safety; Animation.</p> <p>Co 4 - Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Co 6 - Use 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</p>	<p>Sending an email.</p> <p>Co 4 - Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p>Searching the web; Digital images; Algorithms; Logical reasoning; Creating and debugging programs; Common uses of information technology; Communication; E-safety; Stop motion animation.</p> <p>Co 4 - Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Co 1 - Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by</p>	<p>Drawing software; Algorithms; Email; Photo stories.</p> <p>Co 4 - Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>Co 1 - Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>Co 5 - Recognise common uses of information technology beyond school.</p>	<p>Retrieving images; Photography; Using presentation software.</p> <p>Co 4 - Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	

	online technologies.		<p>following precise and unambiguous instructions.</p> <p>Co 3 - Use logical reasoning to predict the behaviour of simple programs.</p> <p>Co 2 - Create and debug simple programs.</p> <p>Co 5 - Recognise common uses of information technology beyond school.</p> <p>Co 6 - Use 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 online technologies.</p>			
PE	<p>Superhero action movements; Dance; Agility and strength.</p> <p>PE 1 - Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p> <p>PE 3 - Perform dances using simple movement patterns.</p>	<p>Team games.</p> <p>PE 2 - Participate in team games, developing simple tactics for attacking and defending.</p>		<p>Dance</p> <p>PE 3 - Perform dances using simple movement patterns.</p>	<p>Animal movement and dance.</p> <p>PE 3 - Perform dances using simple movement patterns.</p>	<p>Dance</p> <p>PE 3 - Perform dances using simple movement patterns.</p>
History	Historical heroes/ heroines.	-	The Great Fire of London.	Significant people – Astronauts; Changes within		Significant individuals – Sir Francis Beaufort

	<p>Hi 3 - Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p>		<p>Hi 2 - Learn about events beyond living memory that are significant nationally or globally.</p>	<p>living memory.</p> <p>Hi 3 - Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p>Hi 1 – Learn about changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</p>		<p>Hi 3 - Learn about the lives of significant individuals in the past who have contributed to national and international achievements.</p>
<p>Geography</p>		<p>Making maps.</p> <p>Ge SF 3 - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Ge SF 2 - Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</p>	<p>Countries and capital cities of the UK (London focus); Using locational language; Using maps; Geographical similarities.</p> <p>Ge LK 2 - Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</p> <p>Ge SF 2 - Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</p> <p>Ge HP 2b - Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Ge PK 1 - Understand geographical similarities</p>	<p>Satellite images.</p> <p>GE HP 2a - Use basic geographical vocabulary to refer to key physical factors, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley.</p>	<p>Using and making maps; Describing physical features.</p> <p>Ge SF 1 - 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.</p> <p>Ge SF 3 - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p>	<p>Seasonal and daily weather patterns.</p> <p>Ge HP 1 - Identify seasonal and daily weather patterns in the UK.</p> <p>Ge HP 2a - Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Ge SF 3 - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p>

			and differences through studying the human and physical geography of a small area of the UK, and of a small area in a contrasting non-European country.			
Art & Design	<p>Drawing and modelling superheroes.</p> <p>AD 2 - Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p>	<p>Working with natural materials; Drawing and painting.</p> <p>AD 1 - Use a range of materials creatively to design and make products.</p> <p>AD 2 - Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>AD 3 - Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>		<p>Models of the Solar System.</p> <p>AD 1 - Use a range of materials creatively to design and make products.</p>	<p>Talking about art; Drawing; Collage; Model making; Painting; Sculpture; Animal masks and products.</p> <p>AD 2 - Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>AD 4 – Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>AD 3 - Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>AD 1 - Use a range of materials creatively to design and make products.</p>	<p>Collage and painting.</p> <p>AD 2 - Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>AD 4 – Learn about the work of a range of artists and make links to own work.</p> <p>AD 3 - Develop a wide range of art and design in techniques using colour, pattern, texture, line, shape, form and space.</p>
DT	<p>Superfoods; Mask-making.</p> <p>DT CN 1 – Use the basic principles of a healthy and varied diet to prepare dishes.</p>	<p>Building structures; Making party food.</p> <p>DT TK 1 - Build structures, exploring how they can be made stronger, stiffer and more stable.</p>	<p>Exploring mechanisms; Constructing moving models; Understanding where food comes from; Design and make souvenirs; Models of London landmarks.</p>	<p>Design and make space-themed vehicles; Evaluating toys; Using mechanisms.</p> <p>DT D1 – Design purposeful and functional products for themselves and other users based on design criteria.</p>	<p>Designing labels; Designing and making enclosures.</p> <p>DT D1 – Design purposeful , functional, appealing products for themselves and other users based on design</p>	

	DT E 1 - Explore and evaluate a range of existing products.	DT M 2 - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.	DT CN 2 - Understand where food comes from. DT D 1 - Design purposeful, functional, appealing products for themselves and other users based on design criteria. DT M 2 - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. DT TK 2 – Explore and use mechanisms (e.g. levers, sliders, wheels and axles), in their products. DT TK 1 - Build structures, exploring how they can be made stronger, stiffer and more stable.	DT E 1 Explore and evaluate a range of existing products. DT TK 2 – Explore and use mechanisms (e.g. levers, sliders, wheels and axles) in their products. DT D 2 - Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. DT E 2 - Evaluate their ideas and products against design criteria.	criteria. DT M 2 Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.	
Music	Mu 4 – Experiment with, create, select and combine sounds using the interrelated dimensions of music. Mu 3 - listen with concentration and understanding to a range of high-quality live and recorded music (listening to theme tunes and moving to music)	Mu 1 - use their voices expressively and creatively by singing songs and speaking chants and rhymes (Singing and performing) Michael Rosen – Going on a bear hunt	Mu 1 - Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Mu 4 - experiment with, create, select and combine sounds using the inter-related dimensions of music Mu 2 - play tuned and un-tuned instruments musically (London's burning, pitch, experimenting with pitch on glockenspiels)	Mu 4 – Experiment with, create, select and combine sounds using the interrelated dimensions of music. Mu 1 - Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Mu 3 - listen with concentration and understanding to a range of high-quality live and recorded music (listening to Mars on ten pieces – comparing with other planets)	Mu 2 - Play tuned and untuned instruments musically. Mu 4 - experiment with, create, select and combine sounds using the inter-related dimensions of music (experiment with animal rhythms)	Mu 3 – Listen with concentration and understanding to a range of high-quality live and recorded music. Mu 1 - Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Mu 4 – Experiment with, create, select and combine sounds using the interrelated dimensions of music.

						Mu 2 - play tuned and un-tuned instruments musically
RE	<p>Theme: Creation Story Key Question: Does God want Christians to look after the world? Religion: Christianity</p>	<p>Theme: Christmas Story Key Question: What gifts might Christians in my town have given Jesus if he had been born here instead of in Bethlehem? Religion: Christianity</p>	<p>Theme: Jesus as a friend Key Question: Was it always easy for Jesus to show friendship? Religion: Christianity</p>	<p>Theme: Easter - Palm Sunday Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Religion: Christianity</p>	<p>Theme: Shabbat Key Question: Is Shabbat important to Jewish children? Religion: Judaism</p>	<p>Theme: Chanukah Key Question: Does celebrating Chanukah make Jewish children feel close to God? Religion: Judaism</p>
PSHCE & Wellbeing	<p>Recognising good and bad choices; Keeping safe; Making a positive contribution.</p> <p>PSHE 1a - Recognise what they like and dislike, what is fair and unfair, and what is right and wrong.</p> <p>PSHE 1b - Share their opinions on things that matter to them and explain their views.</p> <p>PSHE 3g - Know rules for, and ways of, keeping safe, including basic road safety, and about people who can help them to stay safe.</p> <p>PSHE 2c - Recognise choices they can make, and recognise the difference between right and wrong.</p> <p>PSHE 2h - Contribute to the life of the class and school.</p>	<p>Feeling positive; Looking after the environment.</p> <p>PSHE 5b – Feel positive about themselves.</p> <p>PSHE 2g - Know what improves and harms their local, natural and built environments and about some of the ways people look after them.</p>	<p>Active citizens.</p> <p>PSHE 5e - Meet and talk with people (e.g. with outside visitors such as religious leaders, police officers, the school nurse).</p>	<p>Aspirations and goal setting.</p> <p>PSHE 2e - Realise that people and other living things have needs, and that they have responsibilities to meet them.</p> <p>PSHE 1e – Learn how to set goals.</p>	<p>Caring for animals.</p> <p>PSHE 2e - Realise that people and other living things have needs, and that they have responsibilities to meet them.</p>	

French	Where is French spoken in Europe? Why learn another language? Greetings Classroom Routines	Numbers 1-12 How old are you? Months & birthday celebrations Christmas Traditions	Body parts		All About Me!	
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