



Willow Lane Primary School Curriculum map 2019-20

YEAR 1	Autumn Term 1 Hot or not?	Autumn Term 2 Follow that map!	Spring Term 1 Fire Fire!	Spring Term 2 Growth and green fingers	Summer Term 1 Robots	Summer Term 2 The Great Outdoors
English	<ul style="list-style-type: none"> ▪ Stories by the same author ▪ Non-chronological reports ▪ Poems on a theme 	<ul style="list-style-type: none"> ▪ Traditional Tales ▪ Recounts 	<ul style="list-style-type: none"> ▪ Stories with Repetitive Patterns ▪ Poems on a Theme ▪ Range of Non-fiction Texts 	<ul style="list-style-type: none"> ▪ Classic Stories ▪ Instructions ▪ Traditional Rhymes 	<ul style="list-style-type: none"> ▪ Stories with Fantasy Settings ▪ Poems to Learn by Heart ▪ Recounts 	<ul style="list-style-type: none"> ▪ Stories with Familiar Settings ▪ Non-fiction Texts: Booklets ▪ Traditional Rhymes
Maths	Maths No Problem	Maths No Problem	Maths No Problem	Maths No Problem	Maths No Problem	Maths No Problem
Science	<p>Animals</p> <ul style="list-style-type: none"> ▪ Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. ▪ Identify and name a variety of common animals that are carnivores, herbivores and omnivores. ▪ Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, and including pets). ▪ Find out and describe how animals look different to one another. 	<p>Light and Astronomy – Seasonal Change (Continual)</p> <ul style="list-style-type: none"> ▪ Observe and describe changes across the four seasons. ▪ Observe and describe weather associated with the seasons and how day length and temperature varies. <p>Working Scientifically</p> <ul style="list-style-type: none"> ▪ Asking simple questions and recognising that they can be answered in different ways. ▪ Observing closely, using simple equipment. ▪ Performing simple tests. ▪ Identifying and classifying. 	<p>Light and Astronomy – Seasonal Change (Continual)</p> <ul style="list-style-type: none"> ▪ Observe and describe changes across the four seasons. ▪ Observe and describe weather associated with the seasons and how day length and temperature varies. <p>Working Scientifically</p> <ul style="list-style-type: none"> ▪ Asking simple questions and recognising that they can be answered in different ways. ▪ Observing closely, using simple equipment. ▪ Performing simple tests. ▪ Identifying and classifying. 	<p>Plants: Common Names and Basic Structure</p> <ul style="list-style-type: none"> ▪ Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. ▪ Identify and describe the basic structure of a variety of common flowering plants, including trees. ▪ Observe and describe how seeds and bulbs grow into mature plants. ▪ Find out and describe how plants need water, light and a suitable temperature to grow and stay 	<p>Animals - Humans</p> <ul style="list-style-type: none"> ▪ Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. ▪ Recognise that humans are animals. ▪ Compare and describe differences in their own features (eye, hair, skin colour, etc.) ▪ Recognise that humans have many similarities. 	<p>Light and Astronomy – Seasonal Change (Continual)</p> <ul style="list-style-type: none"> ▪ Observe and describe changes across the four seasons. ▪ Observe and describe weather associated with the seasons and how day length and temperature varies. <p>Working Scientifically</p> <ul style="list-style-type: none"> ▪ Asking simple questions and recognising that they can be answered in different ways. ▪ Observing closely, using simple equipment. ▪ Performing simple tests. ▪ Identifying and classifying.

	<ul style="list-style-type: none"> ▪ Group together animals according to their different features. ▪ Recognise similarities between animals: <ul style="list-style-type: none"> – Structure: head, body, way of moving, senses, body covering, tail. ▪ Animals have senses to explore the world around them and to help them to survive. ▪ Recognise that animals need to be treated with care and sensitivity to keep them alive and healthy. ▪ Animals are alive; they move, feed, grow, use their senses and reproduce. 	<ul style="list-style-type: none"> ▪ Using their observations and ideas to suggest answers to questions. ▪ Gathering and recording data to help in answering questions. 	<ul style="list-style-type: none"> ▪ Using their observations and ideas to suggest answers to questions. ▪ Gathering and recording data to help in answering questions. 	healthy.		<ul style="list-style-type: none"> ▪ Using their observations and ideas to suggest answers to questions. ▪ Gathering and recording data to help in answering questions.
Geography	<p>Human and Physical Geography</p> <ul style="list-style-type: none"> ▪ Identify seasonal and daily weather patterns in the United Kingdom. ▪ Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> ▪ Key physical features, including: land, sea, ocean, season and weather. 	<p>Locational knowledge</p> <ul style="list-style-type: none"> ▪ Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. <p>Human and Physical Geography</p> <ul style="list-style-type: none"> ▪ Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> – key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, vegetation. – key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. 				<p>Human and Physical Geography</p> <ul style="list-style-type: none"> ▪ Identify seasonal and daily weather patterns in the United Kingdom. ▪ Use basic geographical vocabulary to refer key physical and human features. <p>Mapping</p> <ul style="list-style-type: none"> ▪ Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. ▪ Devise a simple map. ▪ Use and construct basic symbols in a key. ▪ Use a range of maps and globes (including picture maps) at

- Mapping**
- Use a range of maps and globes (including picture maps) at different scales.
 - Use vocabulary such as bigger/smaller, near/far.
 - Know that maps give information about places in the world (where/what?).
 - Locate land and sea on maps.
 - Recognise simple features on maps e.g. buildings, roads and fields.
 - Know that symbols mean something on maps.
- Fieldwork**
- Use simple compass directions (NSEW).

- different scales.
- Use vocabulary such as bigger/smaller, near/far.
 - Recognise simple features on maps e.g. buildings, roads and fields.
 - Follow a route on a map starting with a picture map of the school.
 - Recognise that maps need titles.
 - Draw a simple map e.g. of a garden, route map, place in a story.
 - Use and construct basic symbols in a map key.
 - Know that symbols mean something on maps.
 - Look down on objects and make a plan e.g. of the classroom or playground.
- Fieldwork**
- Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds.
 - Use cameras and audio equipment to record geographical features, changes, differences e.g. weather, seasons, vegetation, buildings etc.
 - Use simple compass directions (NSEW).
 - Use locational and directional language

						<p>to describe feature and routes e.g. left/right, forwards and backwards.</p> <p>Enquiry and Investigation</p> <ul style="list-style-type: none"> ▪ Ask simple geographical, 'where?', 'what?', and 'who?' questions about their environment. ▪ Investigate through observation and description.
History			<p>The Great Fire of London</p> <ul style="list-style-type: none"> ▪ Changes beyond living memory. ▪ Events beyond living memory that are significant nationally or globally, eg Great Fire of London. <p>Chronology Show their emerging knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> ▪ Recognising the distinction between past and present. ▪ Placing a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months). <p>Show their developing knowledge and understanding of the past by:</p> <ul style="list-style-type: none"> ▪ Identifying some similarities and differences between ways of life in different periods. 		<p>Significant people</p> <ul style="list-style-type: none"> • To know about and to compare aspects of the lives of significant individuals in the past who have contributed to national and international achievements. <i>Florence Nightingale, Mary Seacole, William Caxton. L.S.Lowry.</i> <p>Chronology</p> <ul style="list-style-type: none"> ▪ Show their emerging knowledge and understanding of the past by: Recognising the distinction between past and present. ▪ Knowing where some people fit into a chronological framework by using common words and phrases about the passing of time (<i>e.g. before, after, a long time ago, first, last, adult, very old, in the</i> 	

			<ul style="list-style-type: none"> ▪ Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...). <p>Events, People and Changes</p> <ul style="list-style-type: none"> ▪ To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to parts of stories, and features of events. ▪ Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied (<i>e.g. comparing modern fire engines to fire marks and leather buckets</i>). ▪ Use simple stories and other sources to show that they know and understand key features of events. <p>Communication</p> <ul style="list-style-type: none"> ▪ To show what they know and understand about the past in different ways (<i>speaking, role-play, drawing and writing</i>). ▪ Understand historical concepts and use them to make simple connections and draw contrasts. <p>Enquiry, Interpretation</p>		<p><i>past</i>)</p> <p>Events, People and Changes</p> <ul style="list-style-type: none"> ▪ To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to parts of stories, and features of events. ▪ Use simple stories and other sources to show that they know and understand key features of events. <p>Enquiry, Interpretation and Using Sources</p> <ul style="list-style-type: none"> ▪ Use sources to answer simple questions about the past. ▪ Ask and answer questions about the past through observing and handling a range of sources, such as, objects, pictures, people talking about their past, buildings, written sources. 	
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			<p>and Using Sources</p> <ul style="list-style-type: none"> Use sources to answer simple questions about the past. Ask and answer questions about the past through observing and handling a range of sources, such as, objects, pictures, people talking about their past, buildings, written sources. To begin to understand the reasons why people in the past acted as they did from a range of sources 			
Forest School Science	Mini beast activities Meet a tree Exploring trees		Growth hunt Investigate waterproof materials Minibeast hunt and experiment Scavenger hunt		Photo walk Minibeast activities Scavenger hunt	
Maths	Nature noughts and crosses		Hazelnut hide and seek Photographic memory		Making tracks	
English	Memory game What am I?		Journey stick Story pictures		Story book pictures Journey stick	
Create	Willow shaping Build a den Threaded mobiles Stick people		Make a skewer Sawing (one to one) Natural art Stick art Natural mobiles Magic wands Mud/clay faces Spring headdress Woodland jewellery Den building Mini shelters		Bake bread Branch weaving Natural mobiles Magic wands Painting with petals Den building Stick art Woodland Jewellery Natural collage Summer headdress	
Design Technology				<p><u>Cooking and nutrition</u></p> <ul style="list-style-type: none"> To understand where food comes from. Design and Make Evaluate 	<p><u>Technical Knowledge - mechanisms</u></p> <ul style="list-style-type: none"> To explore and use mechanisms, for example, levers, sliders, wheels and axles, in their products. Design and Make Evaluate 	<p><u>Technical knowledge – Structures</u></p> <ul style="list-style-type: none"> To build structures, exploring how they can be made stronger, stiffer and more stable. Design and Make Evaluate

Design	<p>Begin to draw on their own experience to help generate ideas and research conducted on criteria.</p> <p>Begin to understand the development of existing products: What they are for, how they work, materials used.</p> <p>Start to suggest ideas and explain what they are going to do.</p> <p>Understand how to identify a target group for what they intend to design and make based on a design criteria.</p> <p>Begin to develop their ideas through talk and drawings. Make templates and mock ups of their ideas in card and paper or using ICT</p>				
Make	<p>Begin to make their design using appropriate techniques.</p> <p>Begin to build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</p> <p>With help measure, mark out, cut and shape a range of materials.</p> <p>Explore using tools e.g. scissors and a hole punch safely.</p> <p>Begin to assemble, join and combine materials and components together using a variety of temporary methods e.g. glues or masking tape.</p> <p>Begin to use simple finishing techniques to improve the appearance of their product.</p>				
Evaluate	<p>Start to evaluate their product by discussing how well it works in relation to the purpose (design criteria).</p> <p>When looking at existing products explain what they like and dislike about products and why.</p> <p>Begin to evaluate their products as they are developed, identifying strengths and possible changes they might make</p>				
Food and Nutrition	<p>Begin to understand that all food comes from plants or animals.</p> <p>Explore the understanding that food has to be farmed, grown elsewhere (e.g. home) or caught.</p> <p>Start to understand how to name and sort foods into the five groups in 'The Eat well plate'</p> <p>Begin to understand that everyone should eat at least five portions of fruit and vegetables every day.</p> <p>Know how to prepare simple dishes safely and hygienically, without using a heat source.</p> <p>Know how to use techniques such as cutting, peeling and grating.</p>				
Computing	<p>E-Safety</p> <ul style="list-style-type: none"> ▪ recognise common uses of information technology beyond school ▪ 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>Espresso Coding</p> <ul style="list-style-type: none"> ▪ understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions ▪ create and debug simple programs ▪ use logical reasoning to predict the behaviour of simple programs 	<p>Book Creator</p> <ul style="list-style-type: none"> ▪ use technology purposefully to create, organise, store, manipulate and retrieve digital content 		
Art and Design	<p>Hot or Not? Manipulating and sculpting using clay.</p> <ul style="list-style-type: none"> • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. 	<p>Fire! Fire! Observational drawings-self portraits</p> <ul style="list-style-type: none"> • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. 	<p>Growth and Green Fingers Observational drawings leading to printmaking.</p> <ul style="list-style-type: none"> • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • To learn about the 		

				work of a range of artists, craft makers and designers. Local artists and those from further afield past and present.		
	<p>Ongoing throughout the year within creative curriculum opportunities.</p> <ul style="list-style-type: none"> ▪ To use a range of materials creatively to design and make products. ▪ To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. ▪ To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. ▪ To learn about the work of a range of artists, craft makers and designers. <p>Local artists and those from further afield past and present. Claude Monet, Andy Warhol</p>					
Music	<p>CHARANGA</p> <ul style="list-style-type: none"> • listen with concentration and understanding to a range of high-quality live and recorded music ▪ use their voices expressively and creatively by singing songs and speaking chants and rhymes ▪ experiment with, create, select and combine sounds using the inter-related dimensions of music. ▪ play tuned and untuned instruments musically 		<ul style="list-style-type: none"> ▪ use their voices expressively and creatively by singing songs and speaking chants and rhymes ▪ listen with concentration and understanding to a range of high-quality live and recorded music ▪ experiment with, create, select and combine sounds using the inter-related dimensions of music. ▪ play tuned and untuned instruments musically 		<ul style="list-style-type: none"> ▪ listen with concentration and understanding to a range of high-quality live and recorded music ▪ experiment with, create, select and combine sounds using the inter-related dimensions of music. ▪ use their voices expressively and creatively by singing songs and speaking chants and rhymes ▪ play tuned and untuned instruments musically 	
P.E	<p>BASELINE UNIT Lost and Found Unit Assess FMS – * Running * Hopping * Skipping * Jumping * Rolling a ball * Throw – Underarm * Catching a ball</p>	<p>GAMES Follow that Map Unit Key Learning: -Travelling * Running, hopping, skipping, galloping. Sending * Rolling a ball * Throw – overarm * Throw - underarm * Aim at a target using a</p>	<p>DANCE Great Fire of London Unit Key Learning: - * Copy and explore basic body actions * Copy simple movement patterns Use body actions to explore moods, ideas and feelings</p>	<p>GYMNASTICS Jack and the Beanstalk Unit Key Learning: -Travelling * Hand and feet Rolling * Rocking on back, egg roll, pencil roll Jumping * Two feet to two feet Handle small and large</p>	<p>ORIENTEERING The Great Outdoors Unit Key Learning: - Travelling * Running, hopping, skipping, galloping. Sending * Throw – overarm * Aiming at various targets Receiving * Catching a ball</p>	<p>DANCE Robots Unit Key Learning: - * Copy and explore basic body actions * Copy simple movement patterns Use body actions to explore moods, ideas and feelings</p>

	<ul style="list-style-type: none"> * Throw – Overarm * Bouncing a ball * Kicking a ball 	variety of equipment Receiving <ul style="list-style-type: none"> * Catching a ball 	Applying and Linking Skills <ul style="list-style-type: none"> * Choose movements to make own simple dance routine with beginning, middle and end * Practise and repeat movements so they can be performed in a controlled way 	apparatus	<ul style="list-style-type: none"> * Catching a ball at different heights 	Applying and Linking Skills <ul style="list-style-type: none"> * Choose movements to make own simple dance routine with beginning, middle and end * Practise and repeat movements so they can be performed in a controlled way
	GAMES Ugly Duckling Unit Key Learning: -Travelling <ul style="list-style-type: none"> * Running, hopping, skipping, galloping. Sending <ul style="list-style-type: none"> * Roll a ball * Throw – overarm * Aim at a target * Strike a ball with a bat Receiving <ul style="list-style-type: none"> * Catching a ball 	GAMES Follow that Map Unit Applying and Linking Skills Attacking and Defending Strategies (Games) <ul style="list-style-type: none"> * Understand the concept of aiming * Choose a tactic to outwit opponent * Can defend sometimes 	GAMES Zog Unit Key Learning: -Travelling <ul style="list-style-type: none"> * Running, running, jumping, landing. Sending <ul style="list-style-type: none"> * Throw – overarm * Throw - underarm Receiving <ul style="list-style-type: none"> * Catching a ball 	GYMNASTICS Jack and the Beanstalk Unit Applying and Linking Skills <ul style="list-style-type: none"> * Create and link simple combinations of 2/3 actions/skills e.g. travel and balance 	GAMES The Great Outdoors Unit Attacking and Defending Strategies <ul style="list-style-type: none"> * Use a feint to try to win a net type game * Throw/hit an object into a space to make it more difficult for the opponent. 	ATHLETICS Robots Unit Key Learning: -Travelling <ul style="list-style-type: none"> * Running, hopping, skipping, galloping. Sending <ul style="list-style-type: none"> * Throw - underarm * Throw – overarm * Aim at various targets using different equipment.
R.E		Christianity: God <ul style="list-style-type: none"> *Use some religious words and phrases to recognise and name features of religious traditions (B&V LRT) *Can recall religious stories and recognise symbols and other verbal and visual forms of religious expression (B&V LRT) *Talk about their own experience and feelings (SHE) *Talk about what is of value and concern to themselves (SPM) *To know what relevant questions are and to ask them (SHE) 		Christianity: Jesus <ul style="list-style-type: none"> *Use some religious words and phrases to recognise and name features of religious traditions (B&V LRT) *Can recall religious stories and recognise symbols and other verbal and visual forms of religious expression (B&V LRT) *Talk about their own experience and feelings (SHE) *Talk about what is of value and concern to themselves (SPM) *To know what relevant questions are and to ask them (SHE) 		What do people say about God? Hinduism SHE Story Festival Place of worship Artefact / object SPM