Woodgrange KS1 Curriculum map

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| --- | --- | --- | --- | --- | --- | --- |
| **YEAR 1** | **T1**  **The Blue penguin** | **T2**  **The Last wolf** | **T3**  **Meerkat Mail** | **T4**  **Pearl Power** | **T5**  **Traction Man** | **T6**  **Pattan’s Pumpkin** |
| **Penguins/ Antarctica** | **Hedgehogs (non fiction)** | **Meerkats/ Africa** | **Emmeline Pankhurst** |  |  |
| **Poem(s)** |  | **Nut Tree**  **The dark wood**  **(Poems to perform** |  | Hands  **(Poems to perform** |  | **Voices of water (Poems to perform)** |
| **Oracy Outcome** | **Oral retelling of story** | **Hedgehog documentary** | **Pantomime** | **Speech making/ debate**  **Interviews** | **Emergency phone call to traction Man** | **Weather reports** |
| **Ed Visit/ Visitor** | Fish shop | **Tree Autumn/ Wanstead Flats/ park**  **Magpie park** | **Pantomime- Dick whittington**  Post office  African Gallery at the British Museum | **Interview**  Councillor/ mayor/ MP/ Chair of Governors  (all female)  People doing non stereotypical jobs | **Tree Spring**  Bethnal green Museum of childhood  **Tate Modern** | **Tree summer**  **Wanstead Flats**  **Thames barrier park**  **National gallery** |
| **Phonics** | **Phase 4** | **Phase 4/5** | **Phase 5** | **Phase 5** | **Phase 5** | **Phase 5** |
| **Writing** |  | **Questions** | **Letters** |  |  |  |
| **Fine motor/ Handwriting** | Letter formation, orientation and size  linked to letter families | Letter formation, orientation and size  word spacing | Letter formation, orientation and size  word spacing | Letter formation, orientation and size  word spacing | Letter formation, orientation and size  word spacing | Letter formation, orientation and size  word spacing |
| **SCIENCE outcome** |  |  |  |  |  |  |
| **Working scientifically**   |  | | --- | | Investigation focus | | Make predictions and test ideas- which material will be best?  (define best!) | Identify and classify based on observations/ information   |  | | --- | | Are all leaves the same? | | Make predictions and test ideas- which material will be best?  (define best!) | Ask simple questions and recognise they can be answered in different ways- do tallest people have the biggest feet?  Human growth  Measure and record height/ weight/ hands & feet etc | Talk about what they are learning using appropriate vocabulary  *Make predictions and test ideas:*  *Investigate what happens when a plant:*  *Has no light?*  *Has no water?* | Identify and classify based on observations/ information  *Use data to help answer questions*  *Which material will soak up most water?* |
| **PLANTS** |  | Naming common trees found locally- deciduous/ evergreen (Autumn/ winter) |  | Naming common trees found locally- deciduous/ evergreen (Spring)  Plant trees | Planting pumpkin seeds, observing, measuring and recording growth  Observing seeds in fruit- sorting/ classifying | Naming common trees found locally- deciduous/ evergreen (Summer)  Plant out pumpkins |
| **MATERIALS** | Compare/ group/ Describe the properties of everyday materials- warmth |  | Name, sort/ classify and describe materials |  | Compare/ group/ Describe the properties of everyday materials- stretchiness | Compare/ group/ Describe the properties of everyday materials- absorbency/ “waterproofness” |
| **ANIMALS/ HUMANS** | Name and recognise variety of common animals -fish/ birds | Name and recognise variety of common animals- woodland mammals- carnivores etc |  | Name human body parts and senses and what they do |  |  |
| **SEASONAL CHANGES** | Observe and describe Autumn | | Observe and describe Winter | Observe and describe Spring | | Observe and describe summer |
| **ANIMALS/ HABITATS** | Animals suited to cold climates/ sea creatures/ fish  Answer questions from pictures (and text) | Woodland habitats- UK/ Russia  Hibernation- suited to habitats |  |  |  | Name and recognise variety of common animals- different habitats/ countries- eg savannah/ forest/ arctic etc |
| **INVESTIGATING**  **TESTING** | Ice cube melting  floating/ sinking  Transporting water | Materials to build a house  Lights, torches, shadows | Materials for Postie’s bag |  | Stretchy fabrics  Absorbent fabrics | Materials to make a waterproof coat/ umbrella/ damn |
| **HISTORY**  **outcome** | Use of language related to passing of time | Use pictures to find information | Knowledge of significant events/ people | | Sense of how life in the past was different | Knowledge of significant events |
| **Changes within living memory** |  | How have homes changed over time?  Answer questions from pictures and text and observations of local streets | Timeline of Queen Elizabeth’s reign |  | Toys past and present  Museum of childhood |  |
| **PEOPLE** | Growing up/ older- personal chronology  Use observations to suggest answers to simple questions |  | Queen Elizabeth (stamps) | Suffragettes - Emmeline Pankhurst  Ask/ Answer questions from pictures and text | Ask people of different generations what they used to play with when they were young |  |
| **EVENTS- LOCAL** |  |  | Changes to the local High Street  Ask/ answer questions using photographs as sources of information |  |  | North Sea Flood 1953 (Canning town and Silver Town) |
| **EVENTS- NATIONAL/ INTERNATIONAL** | Antarctic Explorers |  | Events in QE11’s lifetime  (Treetops Kenya) | Suffragette Movement |  | Major flood/ drought events- recent- Mozambique |
| **GEOGRAPHY**  **outcome** | Sense of globe- poles | Understand simple maps | Name UK countries | Sense of London | Compare weather from winter to summer | Sense of where other countries are and how they differ |
| **PLACES** | Antarctic  Seas and oceans  Continents  Answer questions from pictures and text | Where we live | Countries of UK  Location of royal palaces | Use underground map |  | Explore settings of stories- India (position in the world)  Use geographical vocabulary  Compare to UK |
| **HUMAN** |  | Houses and homes in the locality  What we see on route to school/ |  |  |  | Visit Thames barrier park  Use geographical vocabulary- human/ physical features |
| **PHYSICAL** |  | Woods/ forests |  |  |  |
| **FIELDWORK** | World maps/ atlases - locate UK, seas and oceans/ hot and cold places | Use maps of the local area to find certain places take photos, create local guide  Maps from stories  Maps of local area/ route to school  Locate green spaces/ woodland locally | Compass directions- and directional/ locational language | Plot location of trees in locality |  |
| **WEATHER** | Hot and cold places in the world/ poles/ Equator | Keep a weather diary | Keep a weather diary  Hot climate |  | Keep a weather diary | Extreme weather- flood |
| **ART outcome** | Sculpture | Leaf Prints  Obs drawings | Textiles | 3d scupture | Painting  collage | Pumpkin paintings  Skylark mobiles |
| **ARTISTS** | Icelandic artist Olaf  (Goldsworthy) | William Morris | African artist - tbc | Spider artist | Roy Lichtenstein- pop art | Yayoi Kusame |
| **DRAWING** |  | Observational drawings - Autumn leaves | Observational drawing- fruit/ seeds |  | Observational drawings-pumpkins |
| **PAINTING** | Mixing colours- light/ dark shades | Mixing colours- shades of green | Portraits | Observational painting | Primary colours | Block printing of pumpkin |
| **COLLAGE** | Arctic scene- cold colours | Woodland scene- warm colours  Natural materials |  |  |  |  |
| **SCULPTING** | Penguins- scrap materials  / malleable materials  Clay |  |  | Spiders  Communicate ideas |  | clay |
| **TECHNIQUES** | Clay techniques | **Printmaking**  Colour mixing | **Drawing**  Ink drawing  Water colours  **Textiles-** weaving | **Sculpture**  Papier mache/ modroc/ wire | **Painting** | **Painting**  **Print making** |
| **DESIGN TECHNOLOGY**  **outcomes** | Mittens for an arctic explorer | Wooden house for a hedgehog | Postbag | Sash  And placards for a demonstrator | Moving Picture | Pumpkin salad |
| **TECHNICAL** | Exploring ways to join materials  Selecting materials based on knowledge of properties | Joining wood | Layout  Colours  information | Exploring ways to join materials- sewing | Levers  Cutting  Joining materials | Cutting vegetables  Healthy ingredients |
| **MUSIC** |  |  |  |  |  |  |
| **SING** |  | Traditional story raps | Pantomime songs  African songs | Marching songs |  | Songs about birds |
| **LISTEN** | Whale sounds | Peter and the Wolf | African music | Marching music | Action film themes eg mission impossible | [Vaughan Williams](http://www.classical-music.com/topic/ralph-vaughan-williams): The Lark Ascending (1914)Jonathan Harvey: Bird Concerto with Pianosong [Messiaen](http://www.classical-music.com/topic/olivier-messiaen): La merle noir (1952) |
| **COMPOSE**  **PLAY** | Sound effects to story | Sounds for documentary | Drumming rhythms | Drumming for marching/ body beats | Sound effects to story | Rain soundscape |
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| **PE** |  |  |  |  |  |  |
| **Gymnastics** |  |  |  |  |  |  |
| **GAMES** |  |  |  | Attack/ defense games |  |  |
| **DANCE** | The Lost Penguin (Dance Moves) |  | Pantomime performance |  |  |  |
| **Celebration of learning/ parent participation** | Dance performance |  | **Pantomime** | **Tree planting ceremony**  **-fund raiser**  **Interviews** |  |  |