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 officeAfrican 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 sizelinked to letter families | Letter formation, orientation and sizeword spacing | Letter formation, orientation and sizeword spacing | Letter formation, orientation and sizeword spacing | Letter formation, orientation and sizeword spacing | Letter formation, orientation and sizeword spacing |
| **SCIENCE outcome** |  |  |  |  |  |  |
| **Working scientifically**

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| Investigation focus |

 | Make predictions and test ideas- which material will be best?(define best!) | Identify and classify based on observations/ information

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| 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 growthMeasure 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 growthObserving 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/ fishAnswer 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 meltingfloating/ sinkingTransporting water | Materials to build a houseLights, torches, shadows | Materials for Postie’s bag |  | Stretchy fabricsAbsorbent 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 presentMuseum of childhood |  |
| **PEOPLE** | Growing up/ older- personal chronologyUse observations to suggest answers to simple questions |  | Queen Elizabeth (stamps) | Suffragettes - Emmeline PankhurstAsk/ 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 StreetAsk/ 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** | AntarcticSeas and oceansContinentsAnswer questions from pictures and text | Where we live | Countries of UKLocation of royal palaces | Use underground map |  | Explore settings of stories- India (position in the world)Use geographical vocabularyCompare to UK |
| **HUMAN** |  | Houses and homes in the localityWhat we see on route to school/ |  |  |  | Visit Thames barrier parkUse 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 guideMaps from storiesMaps of local area/ route to schoolLocate 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 PrintsObs drawings | Textiles  | 3d scupture  | Paintingcollage | Pumpkin paintingsSkylark 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 coloursNatural materials |  |  |  |  |
| **SCULPTING** | Penguins- scrap materials/ malleable materialsClay |  |  | SpidersCommunicate ideas |  | clay  |
| **TECHNIQUES** | Clay techniques | **Printmaking**Colour mixing | **Drawing**Ink drawingWater 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 materialsSelecting materials based on knowledge of properties | Joining wood | LayoutColoursinformation | Exploring ways to join materials- sewing | LeversCuttingJoining materials  | Cutting vegetablesHealthy ingredients |
| **MUSIC** |  |  |  |  |  |  |
| **SING** |  | Traditional story raps  | Pantomime songsAfrican 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**  |  |  |