



Year 1 - Curriculum map



| Planned half term | Year 1                   | Subject focus | Memorable experience   | Innovate challenge                   | Love to Investigate   | English   | Art & Design  | Computing  | D&T  | Geography   | History  | Mathematics                                | Music   | PE  | PSHE   | Science  |
|-------------------|--------------------------|---------------|--|--------------------------------------|---|---|---|--|--|---|--|--|---|---|--|--|
| 1                 | Memory Box               | History       | Teddy bears' picnic  | Special memories box                 | Why do we have two eyes? What can you remember?                         | Recounts; Diary writing; Rhymes and mnemonics; Descriptions; Information books            | Drawing and painting; Collage; Family portraits   | Discrete   | Making picnic foods; Celebration cards; Making a memory box  | Fieldwork in the local area   | Changes within living memory                   | Number and shape patterns; Using calendars | Songs that help us remember; Writing a class song | Dance sequences; Traditional games                      | Caring for babies and toddlers; Sharing memories; Playing and working co-operatively; Feeling positive | Animals, including humans – parts and senses; Working scientifically |
| 2                 | Bright Lights, Big City  | Geography     | Afternoon tea with the Queen   | Marley the meerkat's trip to London  | How do you make bread? How does it move?                                | Recounts, Labels and captions; Adventure narrative; Instructions; Emails; Character study | Discrete  | Searching the web; Digital images; Algorithms; Logical reasoning; Creating and debugging Programs; Common uses of information technology; Communication; E-safety; Stop-motion animation | Exploring mechanisms; Constructing moving models; Understanding where food comes from; Design and make souvenirs; Models of London landmarks | Countries and capital cities of the UK (London focus); Using locational language; Using maps; Geographical similarities and differences | The Great Fire of London                       | Sequencing events                          | Traditional songs and nursery rhymes              | Discrete  | Active citizens  | Everyday materials; Working scientifically                           |
| 3                 | Superheroes              | PE            | Superhero hunt   | Save the school from Professor Slime | What can our hands do? Can you be a superhero?                          | Descriptive sentences; Comic strips; Narrative; Fact files; Labels and captions           | Drawing and modelling superheroes   | Downloading photographs and images; E-safety; Animation  | Superfoods; Mask-making  | Discrete  | Historical heroes/heroines                     | Discrete                                   | Creating digital superhero sounds                 | Superhero action Movements; Dance; Agility and strength | Recognising good and bad choices; Keeping safe; Making a positive contribution                         | Human body-parts and senses; Eating healthy; Working scientifically  |
| 4                 | Splendid Skies           | Science       | Nature's treasure walk   | Windy day balloon launch             | How big is a raindrop? How wild is the wind? Does it snow in summer?    | Recounts; Poetry; Lists and instructions; Postcards; Non-chronological reports            | Collage and painting  | Discrete   | Discrete   | Seasonal and daily weather patterns   | Significant individuals - Sir Francis Beaufort | Measurement                                | Weather sounds and songs                          | Dance   | Discrete   | Seasonal changes   |
| 5                 | Paws, Claws and Whiskers | Art & Design  | Visit from an animal owner / Visit a zoo, wildlife park or rescue centre | Look after a mystery animal          | Can you leap like a frog? What is camouflage for? What can worms sense? | Recounts; Fables; Booklets and lists; Instructions; Nursery rhymes and poems              | Talking about art; Drawing; collage; Model making; Painting; Sculpture; Animal masks and products | Retrieving images; Photography; Using presentation software  | Designing labels; Designing and making animal enclosures   | Using and making maps; Describing physical features   | Discrete                                       | Discrete                                   | Animal songs                                      | Animal movement and dance                               | Caring for animals   | Animals (including humans); Working scientifically                   |
| 6                 | Rio de Vida              | Music         | Brazilian carnival day   | Class carnival                       | What makes the loudest sound?   | Poetry; Myths and legends; Information texts; Instructions; Postcards                     | Carnival masks and headresses; Collage  | Digital animations   | Carnival instruments; Flag making; Recipes   | Locating countries and cities; Comparing areas of UK with Rio   | Discrete                                       | Recognising 2-D shapes                     | Carnival music; Percussion; song lyrics           | Dance; Football; Athletics                              | Special times; Understanding differences; What is fair and unfair?                                     | Discrete   |

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