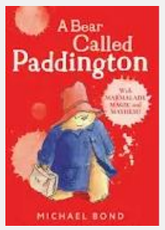
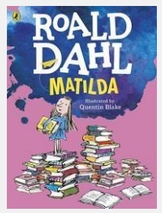
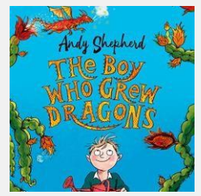
Long Term Curriculum Map
2021-2022 Year 1

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Topic/theme of study:	**Settlements** **Local field work**	**Stone age, Iron age and Bronze age**	**Antarctica**	**Romans** **Vindolanda Trip**	**Ancient Egypt**	**Coasts** **Trip to Silloth**
VIPERS	**A Bear Called Paddington-** Michael Bond 	**The Iron man**- Ted Hughes 	**Matilda-** Roald Dahl 	**The nothing to see here hotel**- Steven Butler 	**The boy who grew dragons-** Andy Shepherd 	**Charlotte's web**- EB White 
English	**Narrative:** Consolidate use of story shapes (fall-rise; slow rise and slow fall) to help guide the plot structure. **Story openings:** usually open with either: action, description of setting or character. **Story endings:** can end with a moral message, happy ending, surprise or cliff-hanger **Poetry:** Poems can be written as free verse, meaning that they will have lines of any length (from a single	**Fable:** Contains a moral lesson about life or how to behave Sometimes uses an animal character Set in the natural or real world Not too detailed, usually simple plot A foolish character that learns or has consequences for their behaviour **Non-Chronological Report:** Captions and labels to add information to illustrations Index to guide reader to know how to find something specific they might be looking for Glossary to provide definitions in a quick and easy guide for the reader A-Z guide to provide more detail in an accessible way for the reader to look for more	**Narrative:** As well as plot and character, stories take place somewhere and this is called a setting. **Speech:** Will use first-, second- and third-person narrative, to address the audience directly and refer to yourself (the speaker) May switch between the past, present and future tense	**Narrative:** See Autumn 1 & Spring 1 objectives **Poetry:** Specific structures of poems can include calligrams, where a word or piece of text within the poem resembles the visual image related to the meaning of the words themselves	**Letter:** Sender's address in top-right corner & Date under the sender's address Recipient's address on left-hand side Start with 'Dear…' or' 'To whom it may concern…' Sign off with 'Yours sincerely…' or 'Yours faithfully…' (depending on whether you know their name) if more formal letter **Instructions:** Use easy to follow, simple steps or sentences for the reader to understand – these might be numbered Written in time (or chronological) order so that the reader acts in the correct sequence or order Sometimes includes a list of	**Non-Chronological Report:** See Autumn 2 objectives Narrative: See Autumn 1 & Spring 1 objectives **Poetry:** Specific structures of poems can include kennings in which two words are combined to describe something.

	word to much longer) and do not have a rhyme scheme or specific rhythm.	information about the contents			'things/ ingredients/ items' that the reader will need before acting upon the instructions In order to tell the reader to do something, writers often use command sentences	
Maths	**Place value (within 100/1000)** Counting forwards and backwards, counting objects and representing objects, using < > and =, reading and writing numbers as words **Addition and subtraction** (within 100/1000)	**addition and subtraction** (within 100/1000) parts and wholes, fact families and number bonds to 10, adding together, taking away, using different formal written methods of addition and subtraction. **Multiplication** Work within 2,5 and 10 (plus 3,4,and 8 in yr 3), Using arrays to multiply, make equal, using a range of formal methods to multiply a 2 digit number by a 1 digit number.	**Division** Divide by 2, 5 and 10, divide using sharing, scaling, using a range of formal methods to divide a 2 digit number by a 1 digit number and learning about odd and even numbers. **Statistics** Looking and drawing pictograms, bar charts, tally charts and block diagrams. **Length and height** Measuring in mm, cm and m, converting between lengths, compare and order lengths, adding and subtracting lengths.	**Shape and perimeter** Identify a range of 2D and 3D shapes, describing movement and turns (turns and angles). Y3- Identifying right angles in shapes, comparing different types of angles, knowing the difference between parallel and perpendicular and horizontal and vertical. **Fractions** Making equal parts, recognise ½ 1/3 ¼, find fractions of amounts. Y3- Understand the difference between unit and non-unit fractions, recognise and count in tenths, order and compare fractions.	**Time** Hours and days, recognise half past, quarter past and too on an analogue and digital clock, telling the time to the nearest 5 mins, finding durations of time, compare durations of time. Y3- using 12 and 24 hour clock, know the difference between am and pm, measuring time in seconds. **Problem solving and consolidation**	**Mass, capacity and temperature** Measure mass in g and kg, compare mass and volume, measure volume in l and ml, measure temperature and add and subtract capacity. **Recap and consolidation**

Science	**Biology** **Keeping Fit and Healthy** **KS1 LOs** - Explore and compare the differences between things that are living, dead, and things that have never been alive. - Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). - Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. **LKS2 LOs** - Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. - Describe the simple functions of the basic parts of the digestive system in humans. - Identify the different types of teeth in humans and their simple functions.	**Physics** **Electricity** **KS1 LOs** *(No electricity in KS1 however children could explore battery powered toys and carry out a variety of enquires related to these).* **LKS2 LOs** - Identify common appliances that run on electricity. - Construct a simple series electrical circuit identifying and naming the basic parts of a simple electrical circuit, including cells, wires, bulbs, switches and buzzers. - Identify whether or not a lamp will light in a simple series circuit based on whether or not the lamp is part of a complete loop with a battery. - Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. - Recognise some common conductors and insulators, and associate metals with being good conductors.	**Chemistry** **Properties of Materials** **KS1 LOs** - Distinguish between an object and the material from which it is made. - Compare and group together a variety of everyday materials on the basis of their simple physical properties. - Describe the simple physical properties of a variety of everyday materials. *(not attracted to magnet done in forces topic or transparency done in light topic or flexibility done in cycle B changing materials)* - Identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. - Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. **LKS2 LOs** - Compare and group together different kinds of rocks on the basis of their simple physical properties. - Recognise that soils are made from rocks and organic matter. - Compare and group materials together, according to whether they are solids, liquids or gases. - Describe in simple terms how fossils are formed when things that have lived are trapped within rock	**British Science Week** **March 6-15.** **The theme for 2026 will be "Curiosity: what's your question?", focusing on encouraging people to explore their curiosity about the world and how to find answers.**	**Biology** **Plants** **KS1 LOs** - 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. - Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. - Observe and describe how seeds and bulbs grow into mature plants. - Observe changes across the four seasons. *(observe how the plants change in the local area throughout the year)* [real life or story based links – e.g. Percy the Park Keeper, Little Red Riding Hood – letters/info books) **LKS2 LOs** - Identify and describe the functions of different parts of flowering plants: roots, stem/trunk leaves and flowers. - Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. - Investigate the way in which water is transported within plants. - Explore the role of flowers in the life cycle of flowering plants, including	**Biology** **Keeping Fit and Healthy** **KS1 LOs** - Explore and compare the differences between things that are living, dead, and things that have never been alive. - Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). - Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. **LKS2 LOs** - Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. - Describe the simple functions of the basic parts of the digestive system in humans. - Identify the different types of teeth in humans and their simple functions.

					pollination, seed formation and seed dispersal.	

Geography	**Are all settlements the same?** • Locate some cities in the UK. • Describe the difference between villages, towns and cities. • Identify features on an OS map using the legend. • Describe the different types of land use. • Follow a route on an OS map. • Discuss reasons for the location of human and physical features. • Locate some geographical regions in the UK. • Identify and begin to offer explanations about changes to features in the local area. • Describe the location of New Delhi. • Identify some human and physical features in New Delhi. • State some similarities and differences between land use and features in New Delhi and the local area.	**Who lives in Antarctica**? • Describe what lines of latitude and longitude are, giving an example. • Understand that the Northern and Southern Hemispheres experience seasons at different times. • Define what climate zones are. • Understand Antarctica has a polar climate made up of ice sheets, snow and mountains. • Describe Antarctica's location in the far south of the globe. • State that tourism and research are the two main reasons people visit Antarctica. • Describe equipment researchers might use and clothes they wear. • List some of the research carried out in Antarctica. • State the outcome of Shackleton's expedition. • Successfully plot four-figure grid references at the point where the vertical and horizontal line meet. • Describe a similarity and difference between life in the UK and life in Antarctica. • Confidently use the zoom function on a digital map. • Begin to recall the eight points of a compass, following at least four of them. • Recognise and describe features on their school grounds from an aerial map. • Draw a map of the route they take on an expedition. • State one thing that went well on the expedition and one aspect that did not go as hoped.	**What is it like to live by the coast?** • Name and locate the seas and oceans surrounding the UK in an atlas. • Label these on a map of the UK. • Describe the location of the seas and oceans surrounding the UK using compass points. • Define what the coast is. • Locate coasts in the UK. • Name some of the physical features of coasts. • Explain the location of UK coasts using the four compass directions. • Name features of coasts and label these on a photograph. • Identify human features in a coastal town. • Describe how people use the coast. • Follow a prepared route on a map. • Identify human features on the local coast. • Record data using a tally chart. • Represent data in a pictogram. • Describe how the local coast has been used.
History	**Would you prefer to live in the Stone age, Iron age or Bronze age?** • Understand that prehistory was a long time ago. • Accurately place AD and BC on a timeline. • Identify conclusions that are certainties and possibilities based on archaeological evidence. • Explain the limitations of archaeological evidence. • Use artefacts to make deductions about the Amesbury Archer's life. • Identify gaps in their knowledge of the Bronze Age. • Explain how bronze was better than stone and how it transformed farming. • Explain how trade increased during the Iron Age and why coins were needed.	**Why did Romans invade and settle in Britain?** • Explain what was important to people in Ancient Rome. • Explain the meaning of the words 'empire', 'invasion' and 'settlement'. • Analyse the different reasons for the Roman invasion of Britain. • Explain how the Celts responded to the Roman invasion. • Explain how the Roman army's structure, discipline and equipment made it so successful. • Use artefacts to make deductions about the lives of Roman soldiers in Britain.	**What was important to ancient Egyptians?** • Identify where and when ancient civilisations first appeared. • Ask historically valid questions about sources. • Identify Ancient Egypt's location and its key geographical features. • Explain why the River Nile was important to ancient Egyptians. • Explain the significance of the Rosetta Stone. • Explain the importance of gods and goddesses to people in Ancient Egypt. • Analyse mummification's connection to Ancient Egyptian beliefs about the afterlife.

	• Identify changes and continuities between the Neolithic and Iron Age periods. • Explain which period they would prefer to have lived in, providing evidence for their choice.	• Explain the meaning of legacy, identifying how the Romans changed Britain and ordering legacies by their significance.	• Decide what was important to people in Ancient Egypt.
Art & Design	**Painting and mixed media – Prehistoric painting** • Recognise the processes involved in creating prehistoric art. • Explain approximately how many years ago prehistoric art was produced. • Use simple shapes to build initial sketches. • Create a large scale copy of a small sketch. • Use charcoal to recreate the style of cave artists. • Demonstrate good understanding of colour mixing with natural pigments. • Discuss the differences between prehistoric and modern paint. • Make choices about equipment or paint to recreate features of prehistoric art, experimenting with colours and textures. • Successfully make positive and negative handprints in a range of colours. • Apply their knowledge of colour mixing to make natural colours.	**Craft and design – Ancient Egyptian Scrolls** • Recognise and discuss the importance of Ancient Egyptian art. • Consider the suitability of a surface for drawing. • Record colours, patterns and shapes through observational drawing. • Choose and use tools and materials confidently. • Begin to experiment with drawing techniques. • Create a selection of sketches that show idea exploration. • Produce a final design with a clear purpose. • Follow instructions with minimal support. • Discuss and evaluate the process and outcome of their work. • Produce a complete painted or drawn piece from a design idea. • Use colours and materials appropriately, showing an understanding of effective composition. • Have a clear idea of the subject of their zine, including a range of images and information.	**Drawing – Understanding tone and texture** • Experiment with a range of materials to create marks and tones. • Use different pressures and control to make different marks. • Describe the texture of objects. • Identify how artists use tone. • Control shading to show tone. • Sketch simple shapes lightly so that changes can be made. • Refine a drawing by building up the outline of an object. • Pose to show a clear expression and head position to create a photograph.
Design & Technology	**<u>Eating seasonally- Cooking and nutrition</u>** ▪ Explain that fruits and vegetables grow in different countries based on their climates. ▪ Understand that seasonal fruits and vegetables grow in a given season. ▪ Understand that eating seasonal fruit and vegetables positively affects the environment. ▪ Design a tart recipe using seasonal ingredients.	**<u>Constructing a castle- Structures</u>** ▪ Draw and label a simple castle that includes the most common features. ▪ Recognise that a castle is made up of multiple 3D shapes. ▪ Design a castle with key features which satisfy a given purpose. ▪ Score or cut along lines on the net of a 2D shape. ▪ Use glue to securely assemble geometric shapes. ▪ Utilise skills to build a complex structure from simple geometric shapes. ▪ Evaluate their work by answering simple questions.	**<u>Pneumatic toys- Mechanical systems</u>** ▪ Draw accurate diagrams with correct labels, arrows and explanations. ▪ Correctly identify definitions for key terms. ▪ Identify five appropriate design criteria. ▪ Communicate two ideas using thumbnail sketches. ▪ Communicate and develop one idea using an exploded diagram. ▪ Select appropriate equipment and materials to build a working pneumatic system. ▪ Assemble their pneumatic system within the housing to create the desired motion. ▪ Create a finished pneumatic toy that fulfills the design brief.

Computing	Networks	Programming- Quizzes	Creating Media- Digital Photographs	Data- Branching Database	Programming- Sequencing Sounds	Creating Media- Stop Frame Animation
Music	**Music reading and transcription.** -To understand how to read treble clef notation. -To understand how to recognise the length of a note (quaver, crotchet, minim and semi breve).	**KS2 Carol performance**	**Recorders** -Learn notes C-G on recorder. -Learn to play notes clearly and independently. -Learn to play simple tunes using known notes.	**Singing with expression** -Learn about dynamics and how they can portray different emotions. -Learn about how different articulation can affect the mood of a piece. -Appraise different performances of a song. -Explore performing a song with different dynamics and articulation to change the meaning of the piece.	**The role of a conductor in ensemble music** -Identify what ensemble music is. -Look at different ways a conductor helps a group of musicians. -Practise being conducted and what different gestures could mean. -Learn a harvest song and conduct a group of performers.	**Composing using tuned and un-tuned instruments** -Use non-standard notation to record compositions. -To explore how sounds have a purpose. -To listen to a range of different music pieces to explore how certain moods are created through sound. -To compose a short piece of music to accompany a familiar story.
PHSE	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
RE	**3.5 Which rules should we follow?** Give pupils an opportunity to consider the value and purpose of rules. Examine Christian rules for living and the source of these rules. Encourage pupils to reflect upon their own lifestyle and the influences upon it. Investigate the rules followed by two/three world faiths and	**Unit 3.2: Christmas How does the presence of Jesus impact on people's lives?** Give children the opportunity to reflect upon Christmas as a celebration of God's presence with us 2000 years ago and now. Deepen pupils' understanding of the concept of Incarnation	**3.3 Jesus the man who changed lives** Deepen children's insight into the impact Jesus had/has on people's lives.	**3.4- Easter Is the cross a symbol of sadness or joy?** Increase pupils' knowledge and understanding of the Easter story, exploring the feelings evoked then and now by different events throughout Holy Week. Discover how the services held in churches during Holy week reflect the sadness and joy. develop	**4.5 Are all churches the same?** Give children an understanding of the Christian church in its widest sense. Ensure pupils know that Christianity is a multi-cultural worldwide faith. Enable pupils to see the similarities and differences between Christian denominations	**S7 Change the world** Give pupils an opportunity to think about the world in which they live and to discuss what changes, if any, need to be made in order to make it a better place. Give pupils an opportunity to think about the ways in which they can make a difference and

	the ways in which these rules influence behaviour and decisions. WWF Link- Does everyone follow the same rules? Why? Why not? Buddhism- eightfold path Five Pillars of Islam			further the pupils' understanding of the concept of salvation	and to develop further their understanding of symbolism. Further develop children's knowledge and understanding of sacred places of worship across world faiths. WWF Link- Are all places of worship the same? Do people worship God in the same way?	make the world a better place. WWF Link- Looking from different perspectives-look at this from the point of view of people from different world faiths
PE	Hockey Tag-Rugby	Gymnastics 1 Fitness	Dance Golf	Gymnastics 2 Orienteering	Basketball Volleyball	Athletics Rounders/ Cricket
French Language angels scheme	Phonetics 1 & I am learning (E)	Animals (E)	Fruits	Ice Cream	Little Red Riding Hood	Presenting Myself