

Year 1 Themed Curriculum matrix 2017-18

		AUTUMN		SPRING		SUMMER		
		1.1	1.2	2.1	2.2	3.1	3.2	
Theme		Home Sweet Home	Everyday Heroes	Far and Wide Travel & Transport		Growing	Mini-beasts	
Subjects taught through Theme topic	Science	<p>~To observe closely using simple equipment. ~To perform simple tests to explore questions, identifying and classifying, using their observations and ideas to suggest answers to questions & gathering and recording data to help in answering questions e.g. the best material for a window ~To be able to distinguish between an object and the material it is made from. ~To be able to identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock. ~to be able to describe the simple physical properties of a variety of everyday materials e.g. hard/soft, rough/smooth, opaque/transparent</p>	<p>~Identify, name, draw main parts of the human body ~Say which part of the body is associated with each sense and use their senses to compare different textures, sounds and smells</p>	<p>~ To be able to conduct simple tests to explore questions regarding floating & sinking and which surface a car will travel furthest on ~ To be able to recognise when a test is fair ~ To be able to make predictions based on the properties of different materials ~To be able to compare & group together a variety of everyday materials on the basis of some of their physical properties related to their ability to float/sink ~ To be able to gather & record data linked to test. ~ To be able to use their data to talk about what they have found out and provide answers to their questions</p>		<p>~ Identify & name a variety of common wild & garden plants including trees ~ To explore and be able to describe the growth of flowers & vegetables they have planted – including using magnifying glasses ~ To be able to use plant language: leaves, flowers, blossom, petals, fruit, roots, bulb, seed, trunk, branches, stem ~ To be able to compare & contrast familiar plants – how they can group them, drawing diagrams showing parts of different plants including trees ~To be able to record how plants change over time e.g. seasonal changes/first hand observations in school</p>		<p>~ Be able to describe & compare the structure of the mini-beasts e.g. insects using simple equipment ~ Be able to compare & contrast mini-beasts either first hand or by using videos & photographs ~ Be able to work scientifically to group animals according to what they eat, their similarities etc ~ To know the term micro-habitats and to be able to identify & name animals in their micro-habitats ~ To know about the different micro-habitats and how the plants and animals are dependent upon each other for shelter and food ~ Be able to gather and record data in order to compare micro-habitats</p>

	~To be able to compare & group together a variety of everyday materials on the basis of some of their physical properties				
History		<p>~ To know and ask questions about events beyond living memory that are significant nationally – the Great fire of London</p> <p>~To know and ask questions about the lives of significant individuals in the past who have contributed to international achievements and to compare aspects of life in different periods – Mary Seacole/ Florence Nightingale.</p> <p>~ To know different ways that we can find out about the past and how they are represented</p> <p>~ To use common words and phrases to relate to the passing of time</p>	<p>~ To be able to ask and answer questions about differences/similarities/key features between types of transport in different times.</p> <p>~ To be able to ask questions about and use a variety of sources to find out about the first aeroplane flight</p> <p>~To know and ask questions about the lives of significant individuals in the past who have contributed to international achievements and to compare aspects of life in the different periods – Neil Armstrong/Christopher Columbus.</p> <p>~Be able to use a variety of sources to show they know and understand the key features of the events</p>		
Geography	<p>~Use simple field work and observational skills to study the geography of the school and its grounds</p> <p>~To study the key human and physical features of the surrounding environment</p>		<p>~ To be able to devise a simple map of the school and the journey to school</p> <p>~ To construct basic symbols in a key for the maps</p> <p>~ To be able to use aerial views to locate local landmarks and recognise basic human and physical features of the local area</p>		<p>~ To be able to use geographical vocabulary to describe the physical features of micro-habitats –</p> <p>vegetation</p> <p>soil</p> <p>season</p> <p>weather</p>

			~ To use simple compass directions to program the 'beebot'.		
Art	<p>~To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>~To use drawing and painting to develop and share their ideas, experiences and imagination linked to houses & homes.</p> <p>~To study the work of William Morris & make links to their own work when designing wallpaper</p>	<p>~To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>~To use drawing and painting to develop and share their ideas, experiences and imagination linked to houses & homes.</p> <p>~To find out about the work of Stan Lee (Marvel artist) and make links to their own work when designing their own superhero.</p>	<p>~ To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>~To use drawing and painting to develop and share their ideas, experiences and imagination linked the sea & boats/ships</p> <p>~ To study the work of Turner, boats and the sea, and make links to their own work.</p>	<p>~ To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>~To be able to use observational drawings to develop & share their ideas of a variety of plants</p> <p>~To find out about the work of Van Gogh and Monet in relation to their flower paintings and make links with these artists through their own work</p>	<p>~ To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>~To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination linked to vehicles e.g. hot air balloons and to create aliens</p> <p>~ To know about 'canal boat art' and be able to make links with their own work</p>
DI	<p>~ Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>~ Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and where appropriate, information and communication technology.</p> <p>~ Make: select from and use a range of tools and equipment to perform</p>		<p>~ Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>~ Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and where appropriate, information and communication technology.</p> <p>~ Make: select from and use a range of tools and equipment to perform practical tasks. Select from and use a wide range of materials and components including construction materials, textiles and ingredients according to their characteristics.</p> <p>~ Evaluate: explore and evaluate a range of existing products.</p>		<p>~ Design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>~ Generate, develop, model and communicate their ideas through talking, drawing, templates, mock ups and where appropriate, information and communication technology.</p> <p>~ Make: select from and use a range of tools and</p>

*practical tasks. Select from and use a wide range of materials and components including construction materials, textiles and ingredients according to their characteristics.
~ Evaluate: explore and evaluate a range of existing products.
Evaluate their ideas and products against design criteria.

To make a house*

*Evaluate their ideas and products against design criteria.

To make a vehicle*

*equipment to perform practical tasks. Select from and use a wide range of materials and components including construction materials, textiles and ingredients according to their characteristics.
~ Evaluate: explore and evaluate a range of existing products.
Evaluate their ideas and products against design criteria.

To make a mini-beast*