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| **YEAR 1 TOPIC MAP**  Topic 1: Where do and did the wheels on the bus go? | **GEOGRAPHY/HISTORY**  name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas  **KS1** **Geography:** use world maps, atlases and globes to identify the United Kingdom and its countries  **KS1** **History:** Pupils should begin to develop an awareness of the past and the ways in which it is similar to and different from the present | **ARTS**  design purposeful, functional, appealing products for themselves and other users based on design criteria  select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] build structures, exploring how they can be made stronger, stiffer and more stable  explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. | **PSHE** |
| **Cross-Curricular literacy:**  Descriptive writing. Children to carry out research about old and new vehicles.  Writing labels and captions.  **Cross-Curricular maths:**  Children to carry out a traffic survey and present the data in different ways (tally chart, table, bar graph etc) | **Geographical Enquiry**  Say what they like about their locality.  Sort things they like and don’t like.  Answer some questions using different resources, such as books, the internet and atlases.  Think of a few good questions to ask about Newcastle.  **Physical Geography**  Tell someone their address.  Describe Newcastle using words and pictures.  Name key features associated with a town or village, eg, church, farm, shop, house.  **Geographical Knowledge**  Identify the four countries making up the United Kingdom.  Name some of the main towns and cities in the United Kingdom.  Name key features associated with a town or village, eg, factory, detached house, semi-detached house, terrace house.  Name a few towns in the south and north of the UK.  **Chronological Understanding**  Put up to three objects in chronological order (recent history).  Use words and phrases like: old, new and a long time ago.  Tell me about things that happened when they were little.  Recognise that a story that is read to them happened a long time ago.  Know that some objects belonged to the past.  **Historical Enquiry**  Ask and answer questions about old and new objects.  Spot old and new things in a picture.  Answer questions using an artefact/ photograph provided.  Give a plausible explanation about what an object was used for in the past.  Begin to identify the main differences between old and new objects.  Answer questions using a range of artefacts/ photographs provided. | **Music:**  **Art/DT:** Children to design and make a vehicle.  **P.E.:** Children learn a dance based on modes of transport. | rules for and ways of keeping physically and emotionally safe (including road safety, safety in the environment, safety online, the responsible use of ICT, the difference between secrets and surprises and understanding not to keep adults’ secrets)  to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences |

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| **YEAR 1 TOPIC MAP**  Topic 2: Where do the leaves go in winter? | **GEOGRAPHY**  identify seasonal and daily weather patterns in the UK.  use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. | **ARTS**  play tuned and untuned instruments musically  listen with concentration and understanding to a range of high-quality live and recorded music  about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | **PSHE** |
| **Cross-Curricular literacy:**  Children to write a script for a weather report/forecast. Opportunities for children to develop their speaking and listening skills.  **Cross-Curricular maths:**  Children to measure temperature and measuring rainfall.  Opportunities for children to set information about the weather out in charts. | **Geographical Enquiry**  Answer some questions using different resources, such as books, the internet and atlases.  Answer questions about the weather.  Keep a weather chart.  Answer questions using a weather chart.  Make plausible predictions about what the weather may be like later in the day or tomorrow.  **Physical Geography**  Explain how the weather changes with each season.  **Human Geography**  Begin to explain why they would wear different clothes at different times of the year. | **Music:** Listen to and appreciate classical music e.g. Vivaldi’s ‘Four Seasons’.  Children to create their own music based on different elements of weather.  **KSU:**  Can they use instruments to perform?  Do they look at their audience when they are performing?  Can they clap short rhythmic patterns? Can they copy sounds? Can they make loud and quiet sounds? D they know that the chorus keeps being repeated? Can they make different sounds with instruments? Can they identify changes in sounds?  Can they change the sound? Can they repeat (short rhythmic and melodic) patterns? Can they make a sequence of sounds?  Can they show sounds by using pictures? Can they respond to different moods in music? Can they say how a piece of music makes them feel?  Can they say whether they like or dislike a piece of music?  Can they choose sounds to represent different things? Can they recognise repeated patterns?  **Art:** Look at the work of William Morris. Children to create their own prints and drawings based on the leaves they have found.  **KSU:** Can they draw using pencil and crayons? Can they draw lines of different shapes and thickness, using 2 different grades of pencil? Can they print with sponges, vegetables and fruit? Can they print onto paper and textile? Can they design their own printing block? Can they create a repeating pattern? Can they describe what they can see and like in the work of another artist? Can they ask sensible questions about a piece of art? Can they choose to use thick and thin brushes as appropriate? Can they name the primary and secondary colours? | to know what improves and harms their local, natural and built environments and about some of the ways people look after them  to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class |

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| **YEAR 1 TOPIC MAP**  Topic 3: How have toys changed over the years? | **HISTORY**  changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life | **ARTS**  design purposeful, functional, appealing products for themselves and other users based on design criteria | **PSHE** |
| **Cross-Curricular literacy:**  Children could think of a range of questions they would like to ask their grandparents/parents and then interview them. Their recording would be used back in school for research.  **Cross-Curricular maths:**  Children could keep a record of the points accumulated on a computer game by each child. This could lead to graph work. | **Chronological Understanding**  Use words and phrases like: old, new and a long time ago.  Tell me about things that happened when they were little.  Recognise that a story that is read to them may have happened a long time ago.  Know that some objects belonged to the past.  Retell a familiar story set in the past.  Explain how they have changed since they were born.  Use words and phrases like: very old, when mummy and daddy were little  Use the words before and after correctly.  Say why they think a story was set in the past.  **Knowledge and interpretation**  Begin to identify the main differences between old and new objects.  Identify objects from the past, such as vinyl record.  Explain why certain objects were different in the past, e.g., iron, music systems, televisions.  **Historical Enquiry**  Ask and answer questions about old and new objects.  Spot old and new things in a picture.  Answer questions using a artefact/ photograph provided.  Give a plausible explanation about what an object was used for in the past.  Answer questions using a range of artefacts/ photographs provided. | **Music:**  **DT:** children to design and make a moving toy.  **KSU**  Think of some ideas of their own.  Explain what they want to do.  Use pictures and words to plan.  Explain what they are making.  Describe how something works.  Talk about their own work and things that other people have done.  Make a product which moves.  Cut materials using scissors.  Describe the materials using different words.  Say why they have chosen moving parts.  **Art** : Children explore the role of joints in Transformers. They make their own Transformers with card using a variety of ways to create their own joints. They use what they have learned about joints to draw transformers in movement and make exciting graphic cartoons in their sketchbooks. | to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class    to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)  to offer constructive support and feedback to others  to identify and respect the differences and similarities between people  to understand about the process of growing from young to old and how people’s needs change  about change and loss and the associated feelings (including moving home, losing toys, pets or friends) |

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| **YEAR 1 TOPIC MAP**  Topic 4: Why was Neil Armstrong brave? | **HISTORY**  events beyond living memory that are significant nationally or globally  the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods | **ARTS**  about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. | **PSHE** |
| **Cross-Curricular literacy:**  Opportunities for developing research skills and reading skills to find and feedback information.  Studying the text ‘Man on the Moon’ by Simon Bartram.  Labelling rockets.  **Cross-Curricular maths:**  Opportunities will arise for children to create graphs and tables of favourite musical and other artists. | **Chronological Understanding**  Put up to three objects in chronological order (recent history).  **Knowledge and interpretation**  Appreciate that some famous people have helped our lives be better today.  Recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago.  Understand that we have a queen who rules us and that Britain has had a king or queen for many years.  Talk about an important historical event that happened in the past.  Explain differences between past and present in their life and that of other children from a different time in history.  Know who will succeed the queen and how the succession works.  **Historical Enquiry**  Find out more about a famous person from the past and carry out some research on him or her. | **Music:** Listening to space music and singing space related nursey rhymes.  **Art/DT:** Children to design and make a vehicle (moon buggy). Also create a rocket using junk modelling.  **Art:** Children will be asked to look at photographs taken from space and to create a space drawing using pastels. | about the process of growing from young to old and how people’s needs change  to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class |

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| **YEAR 1 TOPIC MAP**  Topic 5: Why can’t a meerkat live in the North Pole? | **GEOGRAPHY**  identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles  name and locate the world’s seven continents and five oceans  understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country  use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans | **ARTS**  to use a range of materials creatively to design and make products.  to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space | **PSHE** |
| **Cross-Curricular literacy:**  Use the book Meerkat Mail to link to postcards sent home from holiday destinations. Writing animal fact files.  **Cross-Curricular maths:**  Graphs of children’s holiday destinations.  Consider temperature and how it is measured, create charts from data gathered.  Continue records of the weather from previous topic measuring rainfall, temperature, cloud cover, etc.  More able pupils could find out the temperature in certain parts of the world. | **Geographical Enquiry**  Answer some questions using different resources, such as books, the internet and atlases.  Think of a few good questions to ask about <a locality>.  Answer questions about the weather.  Keep a weather chart.  **Physical Geography**  Begin to explain why they would wear different clothes at different times of the year.  Explain the main features of a hot and cold place.  Describe a locality using words and pictures.  Explain how the weather changes with each season.  **Human Geography**  Tell something about the people who live in hot and cold places.  Explain what they might wear if they lived in a very hot or a very cold place.  **Geographical Knowledge**  Point out where the equator, north pole and south pole are on a globe or atlas.  Answer questions using a weather chart.  Make plausible predictions about what the weather may be like later in the day or tomorrow. | **Music:**  **Art:** Mixing paint to create hot and cold paintings.  **KSU:** Draw lines of different shapes and thickness.  Name the colours they use, including shades.  Create moods in their paintings.  Use thick and thin brushes.  Name the primary and secondary colours.  Cut and tear paper and card for their collages.  Gather and sort the materials they will need.  **DT:**  **P.E.** Movement work focusing on the way Meerkats move. | that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed)  what improves and harms their local, natural and built environments and about some of the ways people look after them |

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| **YEAR 1 TOPIC MAP**  Topic 6: Who put the colours into the rainbow? | **GEOGRAPHY/HISTORY**  significant historical events, people and places in their own locality.  use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols  in a key | **ARTS**  to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination  use their voices expressively and creatively by singing songs and speaking chants and rhymes  experiment with, create, select and combine sounds using the inter-related dimensions of music. | **PSHE**  **Core Theme 1- Health and wellbeing**  **Core Theme 2- Relationships.** |
| **Cross-Curricular literacy:**  Writing colour poems, exploring the text ‘The Day the Crayons Quit’.  **Cross-Curricular maths:**  Make a graph to show number of coloured smarties in a tube; our favourite colour.  Using 2D shapes to design personal flags. | **Geographical Enquiry**  Keep a weather chart.  Sort things they like and don’t like.  Answer some questions using different resources, such as books, the internet and atlases.  **Physical Geography**  Explain the main features of a hot and cold place.  **Geographical Knowledge**  Point out where the equator, north pole and south pole are on a globe or atlas.  Identify the four countries making up the United Kingdom.  **Chronological Understanding**  Explain how they have changed since they were born.  **Knowledge and interpretation**  Appreciate that some famous people have helped our lives be better today.  Recognise that we celebrate certain events, such as bonfire night, because of what happened many years ago.  **Historical Enquiry**  Answer questions using a range of artefacts/ photographs provided.  Find out more about a famous person from the past and carry out some research on him or her. | **Music:** Creating mood music to match a colour.  **Art:** Exploring colour in the natural world, making collages, studying different shades of colours. Looking at the work of Eric Carle and recreating his technique.  **KSU**  Draw using pencil and crayons?  Draw lines of different shapes and thickness, using 2 different grades of pencil?  Choose to use thick and thin brushes as appropriate?  Paint a picture of something they can see?  Name the primary and secondary colours? | Watching and studying ‘Inside Out’ by Pixar. Using as a stimulus to discuss our feelings and emotional wellbeing. Linking colours to emotions, and discussing strategies to manage our emotions.  to identify their special people (family, friends, carers), what makes them special and how special people should care for one another  to communicate their feelings to others, to recognise how others show feelings and how to respond  about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them  about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings  to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences |