

# Highfield Primary School

## Curriculum Planning:

### Topics & mapping

#### Topics:

**Autumn** – Movers and Shakers (Respect)

**Spring** – Our World, Our Future (Co-operation)

**Summer** – Healthy Mind, Healthy Me (Kindness)

British Values

Year: 1

2021-22

Autumn term Movers and Shakers		Spring term Our World, Our Future		Summer term Healthy Mind, Healthy Me		
Events	<ul style="list-style-type: none"> <li>Heroes Day</li> <li>Children In Need (13<sup>th</sup> November)</li> <li>Remembrance Day (11<sup>th</sup> November)</li> <li>Anti-bullying week (22nd-26th November)</li> <li>Christmas Jumper Day (10<sup>th</sup> December)</li> </ul>	<ul style="list-style-type: none"> <li>STEM week</li> <li>Mental Health Awareness Week</li> <li>Trashion Show</li> <li>Women's International Day (8<sup>th</sup> March)</li> <li>Safer Internet Day (9<sup>th</sup> February)</li> <li>World Book Day (3<sup>rd</sup> March)</li> <li>Autism awareness week</li> </ul>	<ul style="list-style-type: none"> <li>Queen's Platinum Jubilee.</li> <li>Whole school musical</li> <li>Sports Day</li> <li>International Day</li> </ul>			
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Core Text	<p>The Story Tree (Fiction)                      BV - Individual Liberty Individual responsibility . Making choices. The Little Red Hen                      Amazing Trees (Non-fiction)</p>	<p>Beegu                      BV – Tolerance and acceptance of the beliefs of others.</p> <p>The Tiger Who Came to Tea (Fiction)</p>	<p>10 Things I can do to help my world (Non-fiction)                      BV - Stories from around the world - Respect for different beliefs and ways of life.</p> <p>Oliver Jeffers – The Way Back Home (Fiction)</p>	<p>Traction Man (Fiction)<i>STEM Using materials to design appropriate clothing for a particular purpose.</i></p> <p>Manfish – Jacques Cousteau (Non-fiction)</p>	<p>BV – Individual Liberty (Rights and responsibilities)                      The Jolly Postman</p> <p>Traditional Tales (and modern/alternative versions)                      Fiction</p>	<p>The Lonely Beast                      BV - Community/Tolerance and respect.</p> <p>A.A. Milne <i>Now We Are Six</i> (Poetry)</p>
Science	<p><b>Animals, including Humans:</b> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.  <b>Plants:</b> Use the local environment throughout the year to explore and answer questions about plants growing in their habitat. Observe the growth of flowers and vegetables that they have planted.  <i>Planting bulbs, tree study</i></p> <p><b>Seasonal Changes:</b> Observe changes across the four seasons</p>	<p><b>Animals, including Humans:</b> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals                      Identify and name a variety of common animals that are carnivores, herbivores and omnivores                      Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</p>	<p><b>Plants:</b> Use the local environment throughout the year to explore and answer questions about plants growing in their habitat. Observe the growth of flowers and vegetables that they have planted.  <i>Tree study, planting seeds</i>  <b>Seasonal Changes:</b> Observe changes across the four seasons                      Observe and describe weather associated with the seasons and how day length varies.  <i>Weather station</i></p>	<p><b>Everyday materials:</b> Distinguish between an object and the material from which it is made                      Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock                      Describe the simple physical properties of a variety of everyday materials                      Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>	<p><b>Seasonal Changes:</b> Observe changes across the four seasons                      Observe and describe weather associated with the seasons and how day length varies.                      (+ Geography - identify and compare seasonal and daily weather patterns in the United Kingdom) <i>Weather station. Measure rainfall and wind direction.</i></p>	<p><b>Plants:</b> Use the local environment throughout the year to explore and answer questions about plants growing in their habitat. Observe the growth of flowers and vegetables that they have planted.  <i>Tree study, harvesting flowers &amp; veg</i></p>

	Observe and describe weather associated with the seasons and how day length varies.					
History/Geography	<p><b>H</b> Develop chronological understanding: Place objects/events in order and explain that some objects belonged to the past Changes within living memory – personal timelines Develop an awareness of the past, using common words and phrases relating to the passing of time. Explain how they have changed since they were born. Sequence a set of events in chronological order and give reasons for the order Compare how things in their life are different to when their parents and their grandparents were their age. <i>Develop questionnaire (c.f. English) for someone their own age &amp; older – parent/grandparent</i></p>	<p><b>H</b> What is an explorer? <i>Link to Geography – Begin to learn about the continents and exploration of the polar regions:</i> Marco Polo Isabella Bird Gertrude Bell</p> <p><u>Polar Explorers:</u> Ernest Shackleton Captain Scott Ranulph Fiennes Ann Bancroft</p>	<p><b>G</b> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Find where you live on a map of the United Kingdom and know your address. <i>Oliver Jeffers – The Way Back Home</i> <b>H/G</b> Multiculturalism: Celebrate multi-culturalism of the U.K., London and our school. Migration to London/U.K. – share local &amp; family stories and histories.</p>	<p><b>H</b> Identify similarities and differences between ways of life in the past and today in the local area. How has Winchmore Hill/Enfield changed over time? <i>e.g. Link with invention of railways Stevenson’s Rocket, &amp; opening of Winchmore Hill train station/history of transport in local area/history of Highfield school and what school was like in the past.</i></p>	<p><b>G</b> Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <u>Oceans and Seas:</u> Learn about the 5 oceans of the world. Compare Atlantic and Pacific Oceans. Explore key physical features of oceans such as reef systems, light zones, ocean habitats and links to temperature, climate change and pollution. <i>Manfish – Jacques Cousteau</i> Introduce Darwin and the Galapagos Islands.</p>	<p><b>G</b> Use simple compass directions (North, South, East and West) and locational and directional language, to describe the location of features and routes on a map – local fieldwork mapping habitats in school grounds.</p>
RE/SMS/C	<p>What do Many Christians Remember at Harvest Festival?</p>	<p>What do Celebrations at Christmas tell us about Christian beliefs?</p> <p><b>BV – Tolerance and acceptance of the beliefs of others.</b></p>	<p>How are babies welcomed into the Muslim family and why is this important?</p>	<p>What is Holi and how is it celebrated?</p>	<p>New Unit What is Alevism?</p> <p><b>BV – Tolerance and acceptance of the beliefs of others.</b></p>	<p>What story links to the celebration of Shabbat and What do Jewish people give thanks for at this time?</p>

Autumn term Movers and Shakers		Spring term Our World, Our Future		Summer term Healthy Mind, Healthy Me	
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Ar t & De sig n	Artist- Gulgee mixed media, pencil lines, make primary and secondary colours (using play-doh and paint), significance of colour used by artists, express mood and feeling through art work, emotions through colour. Make colours lighter or darker.	Creating a Talking Book Use technology purposefully – (e.g. <i>Humpty Dumpty on purple mash</i> ). Use IT to create a picture.	Use a range of tools and materials, and collaborate to design and build a <b>sculpture</b> . Cut, roll and coil materials. Make connections between an artists' work and their own.  Artist – Shonibare. Giacometti		Artist – Henri Matisse, Use basic shapes and different lines to represent observed, imagined and remembered things. Create a repeating pattern in print. How does art relate to the world around us?
D & T		Design functional, appealing products for themselves and other users based on design criteria. Use own ideas to make something. Choose appropriate tools & resources. Plan, make and evaluate a product which moves – e.g. <i>Moving animal using split pins</i>		Design functional, appealing products for themselves and other users based on design criteria. Describe how something works. Make a model stronger. <i>Link to Traction Man/Science/vehicles.</i>	Use the basic principles of a healthy and varied diet to prepare dishes. Begin to understand where food comes from. Plan and prepare a healthy, savoury playtime snack.
PE	1) <b>Games</b> <i>Bouncing and Catching</i> 2) <b>Gym</b> <i>Travelling</i>	1) <b>Dance</b> 2) <b>Games</b> <i>Travelling with the ball</i>	1) <b>Gym</b> <i>Transferring weight from one body part</i> 2) <b>Games</b> <i>Receiving</i>	1) <b>Dance</b> 2) <b>Games</b> <i>Sending</i> BV –The rule of law – ‘Rules of the game’	1) <b>Gym</b> <i>Taking weight on different body parts</i> 2) <b>Games</b> <i>Creating games</i>
IC T/ Co m pu tin g	<b>Basic iPad/Computer Skills</b> <u>E safety/ PHSE:</u> Who do we tell our concerns to? <u>Focus:</u> using technology- What are the parts of a computer? How do we use a mouse? <u>Program:</u> Word <u>Stem:</u> What are computers used for? Use technology safely & respectfully BV – Individual Liberties- Rights and responsibilities	<b>Creating a Talking Book</b> E-safety: Keeping Personal information private Focus: Use technology purposefully Program: Purple Mash 2 Create a story Stem: What ways do computers help us read? What technology already exists for reading books? Know where to go for help & support with concerns about material on the internet			<b>Programming/Debugging</b> <u>Esafety:</u> Using technology safely <u>Program:</u> Beebots then Purple Mash Programs (Chimp level up to Turtle)  <b>Working with Computing Support</b> BV – Individual Liberties- Rights and responsibilities.
M usi c	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.	Use their voices expressively and creatively by singing songs and speaking chants and rhymes	Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions. <i>History of Musical instruments</i>	Play tuned and un-tuned instruments musically
					Listen with concentration and understanding to a range of high-quality live and recorded music

PS H E	E-safety Be Proud of Who You Are Week/BV Who am I? Keeping safe in school Being a good friend Identifying feelings CT: Tolerating Differences	Personal Safety NSPCC– PANTS Gifts and talents Understanding jealousy What is bullying? Secrets and surprises	Review e-safety Our Daily Routine Keeping Clean Dental Health Growing and Changing Families and Care	Review e-safety Cooperation in a group Living together Outdoor safety Environment	Staying healthy Medicines Who gives us medicines? Going to hospital	Celebrating different kinds of families Values of coins and notes Needs and wants Looking after my money Understanding change
En ric hm ent op por tun itie s				History Day	Woodcroft Wildspace	