

# Highfield Primary School

## Curriculum Planning:

### Topics & mapping 2023/24

#### Topics

**Autumn** – Little People, Big Dreams

**Spring** – Express Yourself!

**Summer** – Vive La France

British Values

Year: 1

#### 2023-24

		Autumn term Little People, Big Dreams		Spring term Express Yourself!		Summer term Vive La France	
Events		<ul style="list-style-type: none"> <li>● Be Proud Week (5th-9th September)</li> <li>● Show Racism the Red Card ( 29th September)</li> <li>● World Homeless Day- (10th October)</li> <li>● Aspirations Week (16th- 20th October) Creative Writing Week (w/c 16th October)</li> <li>● Remembrance Day (10th November)</li> <li>● Christmas Jumper Day and concert (8th December)</li> </ul>		<ul style="list-style-type: none"> <li>● Creative Arts Week (8th-12th January)</li> <li>● Safer Internet Day (6th February)</li> <li>● Red Nose Day (17th March)</li> <li>● Creative Maths Day (27th March)</li> <li>● Creative Writing Week(w/c 5th February)</li> </ul>		<ul style="list-style-type: none"> <li>● STEM week (20th-24th May)</li> <li>● Ocean Day - (7th June)</li> <li>● Sports Day- (25th and 27th June)</li> <li>● Bastille Day (12th July)</li> </ul>	
		<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>2</b>
Core Text		Amazing Trees (Non-fiction)		The Way Back Home (Fiction)		Traction Man (Fiction) <i>STEM Using materials to design appropriate clothing for a particular purpose.</i>	
		The Story Tree (Fiction) BV - Individual Liberty Individual responsibility . Making choices. The Little Red Hen  A.A. Milne <i>Now We Are Six</i> (Poetry)		The Tiger Who Came to Tea (Fiction)		BV – Individual Liberty (Rights and responsibilities) The Jolly Postman(Fiction)  Traditional Tales (and modern/alternative versions) Fiction  Manfish – Jacques Cousteau (Non-fiction)	
		The Lonely Beast (Fiction) BV - Community/Tolerance and respect. 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>Science</p>	<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.</p> <p><b>Identifying, Grouping &amp; Classifying</b> - Grouping body parts based on features (moving body parts/ fixed body parts)</p> <p><b>Significant Figure(s):</b> - Dr Kelsey Byers (Evolutionary Biologist)</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.</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>Research</b> - Research into the structure of different animals (fish, amphibians, reptiles, birds &amp; mammals).</p> <p><b>Significant Figure:</b> - Dawood Qureshi (Marine biologist)</p> <p>Tanesha Allen (Zoologist who studies badgers)</p> <p><b>The Big Book of Beasts by Yuval Zommer</b></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></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. <i>Weather station</i></p> <p><b>Significant Figure:</b> - Maria Sibylla Merian (German artist, scientific illustrator, and naturalist)</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>Observation over time</b> - Observing and recording how a tree changes over the four seasons.</p> <p><b>Significant Figure:</b> - Jim Cantore (Meteorologist and storm tracker)</p> <p><b>Tree - Seasons Come and Seasons Go by Patricia Hegarty</b></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>Comparative &amp; Fair Testing</b> - Which material makes the best ____ etc?</p> <p><b>Significant Figure:</b> - Dr Pearl Agyakwa (Materials scientist)</p> <p><b>Izzy Gizmo by Pip Jones</b></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>
<p>History / Geography</p>	<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>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 – <b>local fieldwork mapping habitats in school grounds.</b></p> <p><b>Big Question: Why are maps useful?</b> Key Geographer – Al Idrisi</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>Big Question: What makes the United Kingdom special?</b></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>Big Question: How did the opening of Winchmore Hill train station change the local area?</b></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 <b>Oceans and Seas:</b> 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>Big Question: Why are oceans so important?</b> Key Geographer – Jacques Cousteau and Charles Darwin</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></p> <p>-Jacques Cousteau -Earnest Shackleton, Randolph -- Finnes -Polar Preet -Neil Armstrong. <b>Big Question: What can explorers teach us?</b></p>

R E/ S M S C	<p><b>Christianity-</b> What do Many Christians Remember at Harvest Festival?</p>	<p><b>Christianity-</b> What do Celebrations at Christmas tell us about Christian beliefs?</p> <p>BV – Tolerance and acceptance of the beliefs of others.</p>	<p><b>Islam-</b> How are babies welcomed into the Muslim family and why is this important?</p>	<p><b>Hinduism-</b> What is Holi and how is it celebrated?</p> <p>BV – Tolerance and acceptance of the beliefs of others</p>	<p><b>Worldviews-</b> What does it mean to belong to a faith community?</p>	<p><b>Judaism-</b> What story links to the celebration of Shabbat and What do Jewish people give thanks for at this time?</p>
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Autumn term Little People, Big Dreams		Spring Term Little People, Big Dreams		Summer Term Little People, Big Dreams	
1		1		1	
2		2		2	
A r & D e s i g n	<b>Abstract Art – Line and Colour</b> Artist- Gulgee Children will explore how to create different lines of thickness and pattern. Children will learn the names of primary and secondary colours. They will begin to predict what colours will be made when mixing primary colours.		<b>The Human Form:</b> Artist – <b>Shonibare. Giacommetti-</b> Children will draw the human form in preparation for making sculptures. Children will use a range of tools and materials, and collaborate to design and build a <b>sculpture</b> . They will cut, roll and coil materials.	<b>Patterns and Printing:</b> Artist – <b>Henri Matisse,</b> 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?  Timeline: prehistoric - abstract - modern	
		<b>Mechanisms (Levers and Sliders)</b> -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 puppet/picture (animals using sliders and levers).</i>			<b>Textiles-</b> Design functional, appealing products for themselves and other users based on design criteria. Use materials to design appropriate clothing for a particular purpose- e.g. <i>Design an umbrella or raincoat for Traction man.</i>
D & T					<b>Cooking and Nutrition-</b> 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.
P E	<b>1-Games</b> <i>Bouncing and Catching</i> <b>2-Gym</b> <i>Travelling</i>	<b>1-Dance</b> <i>Simple movements/patterns</i> <b>2-Games</b> <i>Games receiving</i>	<b>1-Games</b> <i>Sending and Receiving</i> <i>BV – The rule of law – ‘Rules of the game’</i> <b>2-Gymnastic</b> <i>Taking weight</i>	<b>1-Dance</b> <i>Exploring patterns and pathways</i> <b>2- Games</b> <i>Throwing and catching</i>	<b>1- Gym</b> <i>Transferring weight from one body part to another</i> <b>2-Tennis</b>
					<b>1-Athletics</b> <i>Sports Day practise running, jumping, obstacle courses</i> <b>2-Athletics</b> <i>Throwing and jumping</i>
C o m p u t i n g	<b>Basic iPad/Computer Skills</b> <u>E safety/</u> PHSE: 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> <i>Word</i> <u>Stem:</u> What are computers used for?	<b>Creating a Talking Book</b> <u>Esafety:</u> Keeping Personal information private <u>Focus:</u> Use technology purposefully <u>Program:</u> 2 Create a story <u>Stem:</u> What ways do computers help us read? What technology already exists for reading books?	<b>Physical computing</b> <u>Esafety:</u> Using technology safely <u>Focus:</u> Basic Programming Commands <u>Program:</u> beebots or New kit	<b>Programming/Debugging</b> <u>Esafety:</u> Using technology safely <u>Focus:</u> Basic Programming Commands <u>Program:</u> Beebots then Code.org A	<b>Grouping data</b> <u>Esafety:</u> Copyright and ownership I know that work I create belongs to me .  Focus: Use technology purposefully
					<b>Algorithms - filming instructions</b> <u>E safety:</u> Permission to film? Not sharing videos? <u>Focus:</u> Understand what algorithms are; how they are implemented - <u>Cross curricular:</u> DT creating a recipe and filming it

M U S I C	<p><b>Hey You!</b>- Children will learn the differences between pulse, rhythm and pitch in the Hip-Hop style.</p>	<p><b>Rhyme in the way we walk and Banana Rap</b>- Children will sing, play, improvise and compose with these songs, children will listen and appraise other Hip Hop and Reggae tunes.</p>	<p><b>In The Groove</b>- Children will learn six different styles of this song; Blues, Baroque, Latin, Bhangra, Folk and Funk.</p>	<p><b>Round and Round</b>- Children learn the Bossa Nova Latin style. Linking voices with instruments</p> <p><b>Class assembly Songs</b>-Children will be rehearsing and performing a range of songs with corresponding actions.</p>	<p><b>You Imagination</b>- Listen and appraise similar songs. Use lyrics as inspiration for their own performance</p>	<p><b>French Song</b> - To learn, sing and perform a traditional French song.</p>
P S H E	<p>E-safety  <b>Be Proud of Who You Are Week/BV Who am I?</b>          Keeping safe in school          Being a good friend  <b>CT: Tolerating Differences and anti-racism</b>          NSPCC-PANTS</p>	<p>Personal Safety          Gifts and talents          Understanding jealousy          What is bullying?          Secrets and surprises          Identifying Feelings</p>	<p>Review e-safety          Our Daily Routine          Keeping Clean          Dental Health          Growing and Changing          Families and Care</p>	<p>Staying healthy          Medicines          Who gives us medicines?          Going to hospital</p>	<p>Review e-safety          Cooperation in a group          Living together          Outdoor safety          Environment</p>	<p>Celebrating different kinds of families          Values of coins and notes          Needs and wants          Looking after my money          Understanding change</p>
E n r i c h m e n t o p p o r t u n i t i e s	<p>Place of Worship visit- <b>Church for Harvest</b></p>		<p>Library Trip</p>	<p>History Day- <b>Victorians</b></p> <p>Historical walk in Winchmore Hill.</p> <p>Holi festival</p>	<p>Capel Manor</p>	<p>Woodcroft Wildspace</p>