

# Warden Hill Primary School Curriculum Mapping 2017-18

## Year Group: 1

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Name	This is Me!	Frozen	Location, Location, Location.	Ready Steady Cook	Jack and the Beanstalk	Amazing Animals
Assemblies						
English	<p>2 weeks reception style curriculum</p> <p><b>Information writing 3 weeks-</b> This is me- Write sentences about their likes/dislikes, family and hobbies to create a talking book.</p> <p><b>Poetry:</b> Pattern and Rhyme 2 weeks</p>	<p><b>Frozen launch week topic</b></p> <p><b>Narrative 3 weeks:</b> Stories from another Culture. The Polar Bear Son (An Inuit Tale). Talk for Writing</p> <p><b>Information Writing 1 week</b> Scott's journey.</p> <p><b>Christmas Activities 2 weeks:</b></p>	<p><b>Narrative 3 weeks:</b> What the ladybird heard. Developing story structure in a farm location.</p> <p><b>Information writing 3 weeks – Grand Designs.</b> Design and describe their dream home.</p>	<p><b>Narrative 2 weeks: Familiar Stories- The Gingerbread man.</b> The children learn to write refrains, retell familiar stories and then change them.</p> <p><b>Non fiction 1 week- instructions.</b> Science link instructions (how to make a wrap/parcels).</p> <p><b>Charlie and the golden ticket week-</b> Read and enjoy. Instructions on how to make scrumptious food inspired by Charlie. Describe the land of candy scene.</p> <p><b>Take one book week:</b> The hungry caterpillar.</p>	<p><b>Narrative 2 weeks: Traditional tales from around the world.</b></p> <p>Week 1 frog prince/ Rumpelstiltskin/Cinderella</p> <p>Week2 Mulan, Stonecutter, Magic paintbrush.</p> <p><b>Narrative 3 weeks Jack and the Bean Stalk.</b> A talk for writing unit. Developing story structures and using adjectives to bring characters to life.</p>	<p><b>Visual stimulus Week- Bubbles</b> Write about settings. They jump in a bubble and go on a new adventure. Free write from.</p> <p><b>Information writing 2 weeks:</b> African animal fact files.</p> <p><b>Poetry 3 weeks:</b> Animal Poems, rhyming couplets. Recite familiar poems by heart</p>
Maths	<ul style="list-style-type: none"> <li>Counting 1-20</li> <li>Number lines</li> <li>Number writing 1-20 in words and numerals</li> <li>Number Bonds to 10</li> <li>Number bonds to 20</li> </ul>	<ul style="list-style-type: none"> <li>Adding number lines to 20</li> <li>Place value- numbers to 100</li> <li>Place value</li> <li>Addition 1</li> <li>Addition and subtraction 2</li> <li>Counting in 2s 5s 10s</li> </ul>	<ul style="list-style-type: none"> <li>Addition and subtraction 3</li> <li>Doubling</li> <li>Halving</li> <li>Halves of shapes, objects and numbers</li> <li>Quarters of shapes, objects and numbers.</li> </ul>	<ul style="list-style-type: none"> <li>Addition and subtraction 4</li> <li>Days, months and time.</li> <li>Time and sequencing</li> <li>Time</li> <li>Positional language</li> </ul>	<ul style="list-style-type: none"> <li>Subtraction</li> <li>One step problems addition and subtraction</li> <li>Properties of 2d shapes</li> <li>Properties of 3d shapes</li> <li>Length</li> <li>Weight</li> <li>Capacity</li> </ul>	<ul style="list-style-type: none"> <li>Money 1</li> <li>Money 2</li> <li>Addition and subtraction revisit</li> <li>Multiplication Arrays and repeated addition</li> <li>Multiplication and division</li> <li>Multiplication and division problem solving</li> <li>Fraction Revisit</li> </ul>
Science	Humans including animals	Seasonal Changes (Autumn and Winter)	Everyday materials	Seasonal Changes (Spring/Summer)	Plants	Animals including humans
ICT	'We are Painters' self portraits and illustrating an ebook (about ourselves) (using a digital camera to take each others photographs)	'We are celebrating' creating a card electronically (Christmas)	'We are Treasure Hunters' using programmable toys to navigate a map of the classroom/school	We are TV Chefs' filming the steps of a recipe	'We are Story Tellers' producing a talking book	'We are Collectors' finding images using the web  Henri Rousseau Jungle picture (using the internet to create scenes from a library)
RE	What does it mean to belong?	The Christmas Story	Why are some stories special?	The Easter Story	What special things help people to worship?	
History	'Look how I have changed' (Changes in children's lives. Timelines – ourselves/toys etc.)	Arctic Explorer – Significant person from the past – Scott/Edward Wilson	Comparison with homes (different features of different houses, comparing homes of today with homes in the past)			
Geography			Our local area features of area Route to school Jobs & buildings		Comparison of localities: Cheltenham (locality week)	Contrasting climate and landscape (Africa) – rainforest/grasslands and desert

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DT		Moving pictures Christmas theme		Cooking (Waitrose) Wraps Parcels- Gingerbread Jelly	Homes - Design and make a room for the Giant's castle	Vehicles – Safari Jeep
Art	Self portrait Different mediums and techniques (sketch, paint, modern colour substitution, ICT) References to specific artists.		Sculpture Exploring the school grounds and the Nature Area and making a sculpture to enhance the Nature Area	Materials – Weaving (place mats)		
Music	Feel The Pulse (Exploring Pulse And Rhythm) Sounds Interesting (Exploring Sounds)		Rain Rain Go Away (Exploring Timbre, Tempo And Dynamics) Taking Off (Exploring Pitch)		The Long And Short Of It (Exploring Duration) What's The Score? (Exploring Instruments And Symbols)	
PE	Lost and Found Baseline Unit Gymnastic Dance		Multi Skills units <ul style="list-style-type: none"> <li>• Catching</li> <li>• Over arm</li> <li>• Under arm</li> </ul>		Athletics Multi Skills Units Kick rounders <ul style="list-style-type: none"> <li>• Rolling the ball</li> <li>• Kicking</li> </ul>	
PSHE	Myself and my relationships Rights and rules, Democracy 1A, 1B, 1C, 1D, 1E, 1F		Citizenship – Understanding Democracy / Me in my community / Similarities and differences 1G		Healthy and Safer lifestyles – Growing and Changing / Personal Hygiene 1H, 1I, 1J, 1K, 1L	
SMSC	<p>Our aim in Year one is to develop independent, reflective and engaged children, who have a wider understanding of modern Britain.</p> <p>At Warden Hill we encourage our children to take ownership of their learning in class and at a wider school level. The children learn the importance of roles and responsibilities by helping within the classroom through helping hands or star helpers. At the start of each year, the children design their own class contract for behaviour and good behaviour is rewarded through house points, merit mark assemblies and individual class rewards such as respect points. Our class contracts when combined with our RE, PSHE and circle time help the children to develop an understanding of right and wrong and British cultural values. Furthermore, the children have a voice on wider school issues through school council, house captain and eco member elections. These elections help develop an understanding of democracy and environmental issues.</p> <p>At Warden Hill we encourage reflective children through meditation time, role play scenarios and thinking cards. We aim to develop children who can take turns, work well in a group and respectfully listen to other people's opinions. We also want the children to understand they are unique and of immense worth by celebrating their birthday's with cards, rewarding their achievements both in and out of school.</p> <p>At Warden Hill we work with our partners in the community to help develop an understanding of religious, sporting and cultural traditions. Local vicars, ministers and church groups come in to take assemblies and we work with other schools and sports teams such as Gloucester All Golds to provide sporting opportunities.</p> <p>At Warden Hill we develop engaged children, who have an understanding of key British events such as Saints days, the Queen's Birthday or the eclipse by having theme days or assemblies. This widening of the children's knowledge is helped by News boards in both Key Stages to bring topical issues to the children's attentions. Age specific issues are taught in a fun and engaging way. We teach social health issues through stories such as Dr. Dog and role play. We develop happy children by helping friendship groups and modelling games that they can play on the playground. Our holistic approach seeks to create engaged, dynamic and collaborative children ready for 21<sup>st</sup> century Britain.</p>					