

# Year 1 Curriculum Topic Map

## September 2020



THE PARKGATE ACADEMY

LABOR OMNIA VINCIT

***Our Ambition: To be the highest performing MAT in the country***  
***Our Mission: To improve the communities we serve for the better***

**Vision:**

*Challenging educational orthodoxies so that every child makes good progress in core subjects;*  
*all teachers are committed to personal improvement and fulfil their responsibilities;*  
*all children receive a broad and balanced curriculum;*  
*all academies strive to be outstanding.*

	Autumn 1							Autumn 2						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Curriculum Drivers / Enrichment</b>	<b>Trip around the local area</b> (Focus on key human features aerial photos). Aspiration (Jobs people do).			<b>Visitor into School</b> (Aspiration: Visitor (Health Care Professional) staying healthy focus and story of how the visitor became a health care professional / what they do etc.)				<b>Visit to Wollaton Hall</b> (science – see NC links. Aspiration- work of a ranger)				<b>Visit to a place of worship</b> (Church- see Celebrations and Festivals. Cultural Diversity- the different things people believe)		
<b>PE</b>	<b>Unity 1 - Personal</b> <b>Skills – Coordination: Footwork and Static Balance: One Leg</b> <ul style="list-style-type: none"> <li>To try several times if at first, I don't succeed.</li> <li>To know when to ask for help.</li> <li>To work on simple tasks by myself.</li> <li>To follow instructions and practise safely.</li> </ul>							<b>Unity 2 - Social</b> <b>Skills – Dynamic Balance to Agility: Jumping and Landing and Static Balance: Seated</b> <ul style="list-style-type: none"> <li>To help, praise and encourage others in their learning.</li> <li>To work sensibly with others, taking turns and sharing.</li> </ul>						
<b>Science</b>	<b>The Human Body</b> <b>Learning Journey</b> <ol style="list-style-type: none"> <li>Label parts of the face</li> <li>Investigate sounds around school</li> <li>Label the main parts of body</li> <li>Investigate touch, smell and taste</li> <li>Use a bar chart to answer questions with eye colour</li> </ol>							<b>Animals Including Humans</b> <b>Learning Journey</b> <ol style="list-style-type: none"> <li>Name common animals local to school</li> <li>Classify animals in the locality</li> <li>Investigate different animals that are kept as pets and know how to care for them</li> <li>Use a simple key to classify animals</li> <li>Classify animals as carnivore, herbivore and omnivore</li> <li>Sort animals into groups of predator or prey</li> <li>Compare the structure of a variety of common animals</li> </ol>						
<b>Art</b>	<b>Art: Self Portraits</b> <ul style="list-style-type: none"> <li>Become proficient in drawing;</li> <li>David Hockney (Proportion of faces etc)</li> </ul>													
<b>DT</b>				<b>DT: Healthy Eating.</b> <b>Nutrition</b> <ul style="list-style-type: none"> <li>Use the basic principles of a healthy and varied diet to prepare dishes;</li> <li>Understand where food comes from.</li> </ul>				<b>DT: Design a Home for a Hedgehog</b> <b>Design</b> <ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria;</li> <li>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> </ul> <b>Make</b> <ul style="list-style-type: none"> <li>Select from and use a range of too(pls and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing];</li> <li>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li> </ul> <b>Evaluate</b> <ul style="list-style-type: none"> <li>Explore and evaluate a range of existing products;</li> <li>Evaluate their ideas and products against design criteria.</li> </ul>						
	Autumn 1							Autumn 2						

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>History</b>	<b>History of Ourselves</b>  <b>Learning Journey</b> 1. Share things we remember from our life and put them in order 2. Find out about how I have changed							<b>Christopher Columbus</b>  <b>Learning Journey</b> 1. Know that Christopher Columbus was an explorer from a long time ago 2. Place events from Christopher Columbus's life on a timeline 3. Show on a map where Columbus travelled to and describe what it was like on his ship 4. Describe some things that changed because of Columbus						
<b>RE</b>			<b>Myself</b>  <b>Learning Journey</b> 1. Retell the story of the Good Samaritan and the Bird and the Banyan Tree 2. Describe what it feels like to "belong" 3. Explain how the choices we make can affect other people								<b>Celebrations and Festivals</b>  <b>Learning Journey</b> 1. Describe some of the ways Jewish people celebrate Hanukkah 2. Describe some of the things that happen in a Christian place of worship during advent 3. Explain why Christians celebrate Christmas			
<b>Geography</b>						<b>The Local Area</b>  <b>Learning Journey</b> 1. Describe features of the local area 2. Create a simple map of the local area to show the main features		<b>Christopher Columbus</b>  <b>Learning Journey</b> 1. Locate different places on a map (local area, England, United Kingdom, Spain- Columbus link) 2. Use atlases and globes to describe Columbus's journey 3. Describe the area in Venezuela where Columbus landed (Close to the Orinoco River- see link) 4. Show some ways Venezuela is similar and different from where we live						
	<b>Autumn 1</b>							<b>Autumn 2</b>						

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Computing</b>				<b>Unit 1.1 Online Safety and exploring Purple Mash Unit 1.2: Grouping and Sorting</b> <ul style="list-style-type: none"> <li>• use technology purposefully to create, organise, store, manipulate and retrieve digital content;</li> <li>• Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>				<b>Unit 1.3: Pictograms Unit 1.4: Lego Builders</b> <ul style="list-style-type: none"> <li>• Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions;</li> <li>• Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> </ul>						
<b>Music</b>	<b>Music Express Ourselves</b>  <b>Musical Focus: Exploring Sounds</b>  The children explore ways of using their voices expressively. They develop skills singing while performing actions and create an expressive story. <ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes;</li> <li>• Play tuned and untuned instruments musically;</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music;</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>											<b>Music Express</b>  <b>Travel</b>  <b>Musical focus: Performance</b>  The children develop their performance skills and learn songs about travel and transport around the world. <ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes;</li> <li>• Play tuned and untuned instruments musically;</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music;</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>		

	Spring 1						Spring 2					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Curriculum Drivers/ Enrichment</b>	<b>Visit to Sudbury Hall</b> (Toy Museum to support topic). Visiting craftsman linked to toy making- e.g. carpentry. To talk about their job/ hobby and how they learned the skill (career opportunities/ routes).						<b>Walk to Newark Castle</b> (Spring Gardens and stimulus for art) Find an example of an artist from a different culture with examples of representations of flowers as a stimulus. Stories Jesus told (what do different people believe).					
<b>PE</b>	<b>Unity 3 - Cognitive Skills – Dynamic Balance: On a line and Static Balance: Stance</b> <ul style="list-style-type: none"> <li>To begin to order instructions, movements and skills.</li> <li>To explain why someone is working or performing well.</li> <li>To recognise similarities and differences in performance, with support.</li> <li>To name some things that I am good at.</li> <li>To understand and follow simple rules.</li> </ul>						<b>Unity 4 - Creative Skills – Coordination: Ball Skills and Counter balance - with a partner.</b> <ul style="list-style-type: none"> <li>To select and link movements together to fit a theme.</li> <li>To begin to compare my movements and skills with those of others.</li> <li>To explore and describe different movements.</li> </ul>					
<b>Science</b>	<b>Toys/ Everyday materials</b> <b>Learning Journey</b> <ol style="list-style-type: none"> <li>Identify everyday materials that toys are made from (wood, plastic, metal, fabric)</li> <li>Investigate the materials that toys are made from</li> <li>Investigate the absorbency of different materials</li> <li>Investigate which materials are waterproof</li> <li>Perform a simple test to see which materials keep Teddy dry</li> <li>Investigate the transparency of materials</li> </ol>						<b>Seasonal Changes</b> <b>Learning Journey</b> <ol style="list-style-type: none"> <li>Investigate sunrise and sunset times around the world</li> <li>Observe changes and differences in the weather around the world</li> <li>Describe changes in the weather and how this affects us</li> <li>Investigate how the temperature changes in different seasons</li> <li>Investigate trees across the seasons and how they change</li> <li>Investigate sunrise and sunset times around the world</li> </ol>					
<b>Art</b>							<b>Spring Flowers (representing flowers through a range of media using the work of Georgia O’ Keeffe as an inspiration)</b> <ul style="list-style-type: none"> <li>Produce creative work, exploring their ideas and recording their experiences;</li> <li>Become proficient in drawing, painting, sculpture and other art, craft and design techniques;</li> <li>Evaluate and analyse creative works using the language of art, craft and design;</li> <li>Know about great artists, craft- makers and designers, and understand the historical and cultural development of their art forms.</li> </ul>					
<b>DT</b>	<b>To be done in Week 6 of remote learning.</b> <b>Build a Bridge (use the stimulus of a toy car for a character. Can you design build and evaluate a bridge that will allow the character to drive across)</b> <b>Design</b> <ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> </ul> <b>Make</b> <ul style="list-style-type: none"> <li>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing];</li> <li>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li> </ul> <b>Evaluate</b> <ul style="list-style-type: none"> <li>Explore and evaluate a range of existing products;</li> <li>Evaluate their ideas and products against design criteria.</li> </ul> <b>Technical knowledge</b> <ul style="list-style-type: none"> <li>Build structures, exploring how they can be made stronger, stiffer and more stable.</li> </ul>											

	<b>Spring 1</b>						<b>Spring 2</b>					
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>History</b>	<p><b><u>Toys</u></b></p> <p><b><u>Learning Journey</u></b></p> <ol style="list-style-type: none"> <li>1. Compare old toys and new toys</li> <li>2. Sequence toys based on our observations</li> <li>3. Describe how toys have changed over time</li> <li>4. Describe some of the ways toy making has changed</li> </ol>											
<b>RE</b>							<p><b>Stories Jesus Told</b> (What can we learn from them? How do religious stories make a difference to people's lives?)</p> <p><b><u>Learning Journey</u></b></p> <ol style="list-style-type: none"> <li>1. Recount the parables of the lost sheep and lost coin</li> <li>2. Recount the parable of the ten lepers and give reasons why it is important to be thankful</li> <li>3. Describe some of the miracles Jesus performed</li> </ol>					
<b>Geography</b>							<p><b><u>Weather around the World</u></b> (begin with local weather leading to UK weather forecast to explore capital cities and weather in different locations on a given day leading to wider world/ key weather characteristics associated with different climate zones.</p> <p><b><u>Learning Journey</u></b></p> <ol style="list-style-type: none"> <li>1. Record observations of the weather in the local area</li> <li>2. Investigate the weather in four different places</li> <li>3. Describe the location of four different places using directions and investigate the weather</li> <li>4. Describe how the weather can change when you move towards the North Pole</li> <li>5. Describe how the weather can change as you move south towards the equator</li> </ol>					

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<b>Computing</b>	<b>Unit 1.5: Maze Explorers</b> <ul style="list-style-type: none"> <li>Create and debug simple programs.</li> </ul>						<b>Unit 1.6: Animated Story Books</b> <ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> </ul>					
<b>Music</b>				<b>Music Express</b>  <b>Machines:</b>  Musical Focus: Beat  The children explore beat through movement, body percussion and instruments. They combine steady beat with word rhythms and explore changes in tempo. <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes;</li> <li>Play tuned and untuned instruments musically;</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music;</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>						<b>Music Express</b>  <b>Seasons:</b>  <b>Musical Focus: Pitch</b>  The children develop further their vocabulary and understanding of pitch movements, exploring pitch through singing, tuned percussion and listening games. <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes;</li> <li>Play tuned and untuned instruments musically;</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music;</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>		

	<u>Summer 1</u>					<u>Summer 2</u>						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Curriculum Drivers/ Enrichment</b>	<b>Cultural Diversity:</b> Exploring other faiths (Judaism, Christianity, people with no faith). Celebrating difference and common humanity. How can people who think different things get on together. <b>Aspiration:</b> During visit to place of worship/ minister/ rabbi. What is their role? How did they achieve their role?					<b>Aspiration:</b> Gibraltar Point visitor centre. Input re conservations and role played. Global citizen – caring for our world. One world we all need to share. <b>Cultural Diversity:</b> Great Fire of London. How the city responded together to fight the fire. Role of King Charles.						
<b>PE</b>	<b>Unity 5 - Physical</b> <b>Skills – Coordination: Sending and receiving and Agility: Reaction and response.</b> <ul style="list-style-type: none"> <li>To perform a sequence of movements with some changes in level, direction or speed.</li> <li>To perform a range of skills with some control and consistency.</li> <li>To perform a small range of skills and link two movements together.</li> <li>To perform a single skill or movement with some control.</li> </ul>					<b>Unity 6 – Health and Safety</b> <b>Skills – Agility: Ball Chasing and Static Balance: Floor Work.</b> <ul style="list-style-type: none"> <li>To use equipment appropriately and move and land safely.</li> <li>To say how my body feels during, before and after exercise.</li> <li>To know why exercise is important for good health.</li> </ul>						
<b>Science</b>	<u>Let's Grow</u>  <u>Learning Journey</u> <ol style="list-style-type: none"> <li>Know what bulbs need to start growing</li> <li>Label parts of a tree (trunk, branches, bark, leaves, roots)</li> <li>Label parts of a flowering plant</li> <li>Know the names of common plants in the local area and where these can be found</li> <li>Label pictures of grown bulbs</li> </ol>					<u>Coast to Country</u>  <u>Learning Journey</u> <ol style="list-style-type: none"> <li>Locate where on the body detects each of the five senses (recap ready for visit to Gibraltar Point in week 2)</li> <li>Name and identify animals and plants at Gibraltar Point</li> <li>Classify animals from the locality of Gibraltar Point</li> <li>Classify animals as predator or prey and say whether they are herbivores, carnivores or omnivores</li> <li>Investigate where animals at Gibraltar Point were found</li> <li>Plan an investigation into which habitats woodlice prefer</li> </ol>						

<b>Art</b>	<b>Art (plant paintings using Monet as a stimulus)</b> <b>Aims:</b> <ul style="list-style-type: none"> <li>Produce creative work, exploring their ideas and recording their experiences;</li> <li>Become proficient in drawing, painting, sculpture and other art, craft and design techniques;</li> <li>Evaluate and analyse creative works using the language of art, craft and design;</li> <li>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> </ul> <b>Subject content</b> <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products;</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;</li> <li>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.</li> </ul>					<b>Collage (linked to work on Monet)</b> <ul style="list-style-type: none"> <li>Produce creative work, exploring their ideas and recording their experiences;</li> <li>Become proficient in drawing, painting, sculpture and other art, craft and design techniques;</li> <li>Evaluate and analyse creative works using the language of art, craft and design;</li> <li>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> </ul> <b>Subject content</b> <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products;</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space;</li> <li>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.</li> </ul>					<b>Coastal Art (observational)</b> <ul style="list-style-type: none"> <li>Produce creative work, exploring their ideas and recording their experiences;</li> <li>Become proficient in drawing, painting, sculpture and other art, craft and design techniques.</li> </ul>											
	<b>Summer 1</b>					<b>Summer 2</b>																
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<b>History</b>												<b>The Great Fire of London</b> <b>Learning Journey</b> <ol style="list-style-type: none"> <li>Describe when the Great Fire of London took place</li> <li>Describe what happened during the Great Fire of London using pictures and writing from the time</li> <li>Explain why the fire spread so far and so fast</li> <li>Explain why it is harder for fire to spread today than in London in 1666</li> <li>Describe how London changed after the great fire</li> </ol>										

RE	<b>1.4 Symbols</b> <b>In what ways are churches / synagogues important to believers</b> <ol style="list-style-type: none"> <li>1. Explain what baptism is and say why many Christians are baptised</li> <li>2. Explain what different parts of the baptism service mean</li> <li>3. Identify important Jewish objects on a virtual tour of a synagogue</li> </ol>															
Geography			<b>Coast to Country (building to visit in week 1 summer 2 with science links)</b>  <b>Learning Journey</b> <ol style="list-style-type: none"> <li>1. Use compasses to identify North, South, East and West</li> <li>2. Locate key features in the local area</li> <li>3. Identify the main features at Gibraltar Point</li> <li>4. Investigate the main features at Gibraltar Point</li> </ol>													
Computing	<b>Unit 1.7: Coding</b> <ul style="list-style-type: none"> <li>• Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions;</li> <li>• Create and debug simple programs;</li> <li>• Use logical reasoning to predict the behaviour of simple programs;</li> <li>• Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> </ul>							<b>Unit 1.8: Spreadsheets</b> <b>Unit 1.9: Technology outside school</b> <ul style="list-style-type: none"> <li>• Recognise common uses of information technology beyond school;</li> <li>• Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>								
		<b>Summer 1</b>					<b>Summer 2</b>									
		Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7			
Music			<b>Water:</b>  <b>Musical focus: Pitch</b> The children use voices, movement and instruments to explore changes of pitch. They develop a performance with different vocal pitch shapes and tuned percussion. <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes;</li> <li>• play tuned and untuned instruments musically;</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music;</li> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>										<b>Weather:</b> <b>Musical Focus: Exploring sounds</b> The children use voices, movement and instruments to explore different ways that music can be used to describe the weather. <b>Water:</b> <b>Musical focus: Pitch</b> The children use voices, movement and instruments to explore changes of pitch. They develop a performance with different vocal pitch shapes and tuned percussion. <ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes;</li> <li>• Play tuned and untuned instruments musically;</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music;</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>			

<p><b>DT</b></p>		<p><b>The Great Fire of London</b> (design make and build a model of a 17th century house with doors that open)</p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>➤ Design purposeful and functional products for themselves and other users based on design criteria;</li> <li>➤ Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>➤ Select from and use a range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing);</li> <li>➤ Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>➤ Explore and evaluate a range of existing products;</li> <li>➤ Evaluate their ideas and products against design criteria.</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>➤ Build structures, exploring how they can be made stronger, stiffer and more stable;</li> <li>➤ Explore and use mechanisms such as levers, sliders, wheels and axles in their products.</li> </ul>
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