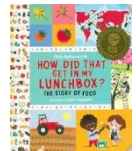

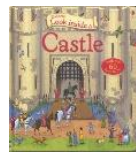



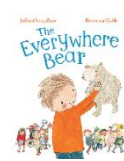
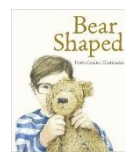





# John Hampden Primary School

## Curriculum Map 2022 - 2023

### Year 1 Long Term Overview

Autumn Term PSHE Theme		Spring Term PSHE Theme		Summer Term PSHE Theme	
BEING ME IN MY WORLD CELEBRATING DIFFERENCE		DREAMS & GOALS HEALTHY ME		RELATIONSHIPS CHANGING ME	
Autumn 1 Paddington Around The World	Autumn 2 A Knight's Tale	Spring 1 Pirates and Explorers	Spring 2 How does my garden grow?	Summer 1 The Toys That Time Forgot!	Summer 2 What Makes Me Amazing!
   <p><b>Core Text:</b></p> <p>Along Came A Different How Did That Get In My Lunchbox? The Perfect Fit</p> <p><b>Shared Text:</b></p> <p>Paddington stories Small in the City The Lion Inside</p>	  <p><b>Core Text:</b></p> <p>Look inside a Castle There Is No Dragon Inside This Story Story Museum – story telling based on dragons</p> <p><b>Shared Text:</b></p> <p>Fairy tales: Three Little Pigs, Gingerbread Man, Little Red Hen, Goldilocks and the Three Bears, Hansel and Gretel, Little Red Riding Hood, Jack and the Beanstalk, Three Billy Goats Gruff, Mixed Up Fairy Tales</p>	  <p><b>Core Text:</b></p> <p>Grandad's Island</p> <p><b>Shared Text:</b></p> <p>The Easter Story The Secret of Black Rock What Mr Darwin Saw The Night Pirates</p>	  <p><b>Core Text:</b></p> <p>Cook It Together There's a Tiger in the Garden</p> <p><b>Shared Text:</b></p> <p>Ready Steady Grow The Little Gardener A Seed in Need The Bee Book The Bee Man Eddie's Garden The Enormous Turnip</p>	  <p><b>Core Text:</b></p> <p>The Everywhere Bear</p> <p><b>Shared Text:</b></p> <p>The Velveteen Rabbit The Old Bear collection of books Bear Shaped</p>	    <p><b>Core Text:</b></p> <p>Eliot Midnight Superhero Only One You</p> <p><b>Shared Text:</b></p> <p>Super Dad's Day Off The Life of Florence Nightingale Hoorah for Mary Seacole</p>
<p><b>PSHE Outcomes:</b></p> <p>A special and safe classroom environment Belonging Achievements and feeling proud Rewards and consequences Our Learning Charter</p>	<p><b>PSHE Outcomes:</b></p> <p>Recognising that everyone has similarities and differences Understand 'bullying' and know how to deal with it Making new friends</p>	<p><b>PSHE Outcomes:</b></p> <p>Setting goals Achieving new goals Working well with others Identifying and overcoming obstacles Celebrating success</p>	<p><b>PSHE Outcomes:</b></p> <p>Healthy lifestyle choices Keeping myself safe Asking the right people for help Being a good friend Dealing with tricky situations</p>	<p><b>PSHE Outcomes:</b></p> <p>Family diversity Being a good friend Appropriate contact when meeting friends People who support us</p>	<p><b>PSHE Outcomes:</b></p> <p>Life cycles of animals and humans Personal change over time Understand and respect changes in themselves and other people</p>

	Understand differences make us special and unique St. Moriaen – Black Knight Greta Thunberg/Joan of Arc		Amazing me and how to look after myself	Knowing myself and how to be a good friend Celebrating special relationships	Coping with change
<b>Topic overview:</b> I will travel around the world with Paddington, finding out about different animals and celebrating diversity of people and cultures.	<b>Topic overview:</b> I will learn about rights and responsibilities. I will compare life in the past in a castle to my own life. I will learn how to keep myself and others safe.	<b>Topic overview:</b> I will find out about the adventures of some fictional pirates as well as some real-life explorers. I will relate what I learn to my own dreams and goals.	<b>Topic overview:</b> I will begin to harvest and cook my own healthy foods and find out how these help us to build a healthy lifestyle. I will look at how I can keep myself safe at home and on the road.	<b>Topic overview:</b> I will research the history of toys, in the past, to help me find out about my toys and also my family's toys.	<b>Topic overview:</b> I will think of the role of a significant person from history and think about how the changes they made affect my life today. I need to make a better world.
<b>Experiential Learning:</b> Learning how to be in Year One, enjoying new experiences and playing kindly with friends  Explore the school grounds and learn to stay happy and safe in my own independent learning  Autumn Assembly  Experience days for continents of the world	<b>Experiential Learning:</b> Story telling museum visit – Tricksters (How to trick a dragon)  Christmas church service  Church visit to explore materials in old buildings  Castle and Knights Experience Day	<b>Experiential Learning:</b> Explorer's Day  To solve tricky treasure hunts  Big School Bird Watch	<b>Experiential Learning:</b> Growing plants  Create a 'pop up' healthy café for parents  Celebrate Easter with St Mary's Church	<b>Experiential Learning:</b> Visit Thame Museum to learn how to set up a museum for our Year One toy museum  Invite a guest to learn about toys from the past  Toys / Games Experience Day	<b>Experiential Learning:</b> A sports week will consolidate all our knowledge of being a team, trying our best and being kind!  Amazing Me Experience Day
<b>Writing Opportunities:</b> Retell the Christian Creation Story  Write fact cards about an animal	<b>Writing Opportunities:</b> Facts about the parts of a castle  Instructions about how to trick a dragon	<b>Writing Opportunities:</b> Island story adventure or island setting description  Write pirate poetry	<b>Writing Opportunities:</b> Narrative based on A Tiger in the Garden  Instructions for teddy bears' picnic  Write invitation for healthy food café	<b>Writing Opportunities:</b> Information labels for my toy museum  Write an adventure story about a lost bear.	<b>Writing Opportunities:</b> Biography for Florence or Mary  Write a fantastic superhero story to go into a class book  Performing poems
<b>Maths:</b> Number: Place Value (within 10) Number: Addition and Subtraction (within 10) Geometry: Shape Number: Place Value (within 20)		<b>Maths:</b> Number: Addition and Subtraction (within 20) Number: Place Value (within 50) (Multiples of 2, 5 and 10 to be included) Measurement: Length and Height Measurement: Weight and Volume		<b>Maths:</b> Number: Multiplication and Division (Reinforce multiples of 2, 5 and 10 to be included) Number: Fractions Geometry: position and direction Number: Place Value (within 100) Measurement: money Time	

<p><b>Science:</b> <b>Animals including humans</b></p> <p>As I 'travel' around the world, I will find out about a variety of different animals including fish, amphibians, reptiles, birds and mammals.</p> <p>I will also be looking at the weather in my own country as well as how the seasons change. I will record the weather and begin to look at how it has already changed since September.</p> <p>the common features of different types of animals</p> <p>I will learn how to 'measure' weather, beginning to record on a chart.</p>	<p><b>Science:</b> <b>Materials</b></p> <p>I will be learning about the different materials castles are made from.</p> <p>Why did they choose those materials? What are their properties?</p> <p>I will learn to describe the properties of different materials.</p> <p>I will investigate strength/ waterproofness/flexibility of materials.</p>	<p><b>Science:</b> <b>Living things and habitats</b></p> <p>As explorers, I will find out more about the different groups of animals I 'discover'. I will find out about what they eat, learning about carnivores, omnivores and herbivores. I will compare their habitat as well as and what makes them unique. I will investigate how the shape of teeth might suggest what an animal eats.</p>	<p><b>Science:</b> <b>Plants</b></p> <p>As I explore the school grounds, I will find the names and features of some common plants and trees.</p> <p>I will identify and describe the basic structure of a variety of flowering plants including trees.</p> <p>I will also learn how to eat a healthy diet to help us grow</p> <p>I will investigate where plants grow best.</p>	<p><b>Science:</b></p>	<p><b>Science:</b></p> <p>This science is all about us. I will investigate using my senses. I will learn the proper names of the different parts of my bodies. I will learn about parts inside my bodies like heart, lungs, brain and stomach, and also the parts outside like arms, legs, finger toes, shoulders, elbows, knees and learn the name of my body parts that are different in boys and girls- penis, testicles and vagina.</p>
<p><b>ICT / Computing:</b></p> <p>I will learn how to stay safe online and explore the resources on Purple Mash.</p> <p>I will also learn how to group and sort using a programme.</p> <p>Beebots</p>	<p><b>ICT / Computing:</b></p> <p>I will learn how pictograms can be used to show information.</p> <p>I will also learn how to 'build lego' using laptops or ipads and compare the effects of adhering strictly to instructions to completing tasks without complete instructions.</p>	<p><b>ICT / Computing:</b></p> <p>I will also add animation to a story. To add sound to a story, including voice recording and music the children have composed.</p>	<p><b>ICT / Computing:</b></p> <p>I will continue my animated story book by working on a more complex story, including adding backgrounds and copying and pasting pages.</p> <p>I will also share e-books on a class display board.</p>	<p><b>ICT / Computing:</b></p> <p>I will begin learning about coding by using design mode to set up a scene. and add characters.</p> <p>I will learn how to give a moving object instruction. To understand the functionality of the direction keys and understand how to create and debug a set of instructions (algorithm).</p>	<p><b>ICT / Computing:</b></p> <p>I will learn what a spread sheet is and how to enter information.</p> <p>I will learn about different uses of technology in and out of school and how they are important in our lives.</p>
	<p><b>History:</b></p> <p>I will find out about the changes to castles as their purpose changed and as weapons became more efficient.</p> <p>We will use drama and stories a great deal in this term to: learn the story of Matilda and Stephen and to learn about the Field of the Cloth of Gold.</p>	<p><b>History:</b></p> <p>I will learn about the real pirates, Edward Teach and Grace O Malley.</p> <p>I will learn about Charles Darwin, a significant individual who has contributed to international achievements and the change of ideas.</p> <p>I will begin to ask questions about why these explorers did what they did and how that has affected the lives of people today.</p>	<p><b>History:</b></p> <p>.</p>	<p><b>History:</b></p> <p>I will find out about what toys our parents and grandparents played with. I will explore what toys were like at different times in the past. I will identify toys that are old and toys that are new. I will describe how toys are different and how they are the same.</p> <p>I can find out more from special visitors who will come in or talk on zoom about their old toys.</p>	<p><b>History:</b></p> <p>I will learn about the work of Florence Nightingale and Mary Seacole and how their work was important to us, what they achieved and how they were heroes of their time.</p> <p>I will also consider the history of today as ask the question 'Who is the hero of this Year?' I will look at news stories to find a person who has acted as a real hero and whose name I think will be remembered in history.</p>

<p><b>Geography:</b></p> <p>I will find out about the 7 different continents and some special features of each one. investigate why some places in the world are hot and some are cold, comparing it with our weather in the UK.</p> <p>I will compare where I live with a different place in the world.</p>	<p><b>Geography:</b></p> <p>I will show that I understand the differences between physical and human features such as hills, rivers and forests and castles, roads and bridges.</p> <p>I will help my class look at the class environment and suggest changes and improvements.</p>	<p><b>Geography:</b></p> <p>I will find out about compass directions and use real and imaginary maps to learn about directions, keys and symbols. I will learn about the five oceans as I 'sail' on a pirate ship around the world.</p>	<p><b>Geography:</b></p> <p>I will find out how the seasons are linked with the months of the year. I will find out what the weather is like in spring, summer, autumn and winter so that I can compare the four seasons</p>		<p><b>Geography:</b></p> <p>Link to Science Week</p>
<p><b>Art:</b></p> <p>I will explore a large range of art materials and techniques in my independent learning time. I will create world art such as Rangoli patterns, penguin chalk pictures, Malawi masks</p> <p>(Art plans may be subject to change during 2022-2023)</p>	<p><b>Art:</b></p> <p>I will study Paul Klee's castle using crayon and wash and compare it with the work of Disney Artist Mary Blair. I will use a range of tools and techniques to make castle themed crafts.</p> <p>Remembrance Day poppy pictures using fingerprints Christmas cards. Christmas Calendars</p>	<p><b>Art:</b></p> <p>I will develop my observation skills inspired by Charles Darwin, drawing plants I have seen. I will use sketching and watercolour techniques. I will look at mixing paint colours and learning about different shades of colours.</p>	<p><b>Art:</b></p> <p>I will study the work of Arcimboldo and Van Gogh to look at their portrayal of fruit and flowers. I will compare and comment on different styles of artwork.</p>	<p><b>Art:</b></p> <p>I will be refining my sketching techniques by drawing a range of toys.</p> <p>I will use printing to create a simple monotone toy picture.</p>	<p><b>Art:</b></p> <p>I will use a range of media to create superhero artwork, including a collage of an historical hero and a multi-layered picture of a special flying superhero.</p>
<p><b>D&amp;T</b></p> <p>(Art plans may be subject to change during 2022-2023)</p>	<p><b>D&amp;T</b></p> <p>I will design and make castles, shields, and soldiers for small world play. I will choose simple tools and materials and explore how to make the structures strong and stable when building castles and bridges. I will think about food suitable for a banquet.</p> <p>Using sliders and levers</p>	<p><b>D&amp;T</b></p> <p>I will create simple designs to contribute to the making of role-play props and resources such as flags, hats, telescopes and objects for explorers</p>	<p><b>D&amp;T:</b></p> <p>I will find out where food comes from and will create my own healthy meals.</p> <p>Our class will grow our own food and will invite parents to eat our creations Preparing fruit and vegetables</p>	<p><b>D&amp;T:</b></p> <p>I will design and make a range of traditional moving toys, based on toys I have played with and evaluated. I will need to select and use my tools and materials very carefully.</p> <p>I will design playground equipment Sewing</p>	<p><b>D&amp;T:</b></p>
<p><b>RE:</b></p> <p>The Creation Story</p> <p>Does God want Christians to look after the world?</p> <p>Does the world belong to God?</p> <p>Should people take care of the word?</p>	<p><b>RE:</b></p> <p>The Christmas Story</p> <p>What gift would I have given to Jesus if He had been born in my town and not in Bethlehem?</p> <p>What can I learn from stories from religious traditions?</p> <p>Are symbols better than words at expressing religious beliefs?</p>	<p><b>RE:</b></p> <p>Jesus as a friend</p> <p>Was it always easy for Jesus to show friendship?</p> <p>What can I learn from religious traditions?</p> <p>Should people follow religious leaders and teachings?</p>	<p><b>RE:</b></p> <p>Easter – Palm Sunday</p> <p>Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</p> <p>Should people follow religious leaders and teachings?</p> <p>Are symbols better than words at expressing religious beliefs?</p>	<p><b>RE:</b></p> <p>Shabbat</p> <p>Is Shabbat important to Jewish children?</p> <p>Are religious celebrations important to people?</p>	<p><b>RE:</b></p> <p>Chanukah</p> <p>Does celebrating Chanukah make Jewish children feel closer to God?</p> <p>Are religious celebrations important to people?</p> <p>Are symbols better than words at expressing religious beliefs?</p>

<p><b>PE:</b> <b>Jasmine- Real PE</b> Coordination-Footwork Static Balance- One Leg and working on <b>Personal Skills</b>.</p> <p><b>Getset4PE -Fitness</b> Running skipping and easy circuits.</p>	<p><b>PE:</b> <b>Jasmine- Real PE</b> Dynamic Balance to Agility- Jumping and Landing Static Balance- Seated and working on <b>Social Skills</b></p> <p><b>Getset4PE – Target Games and Invasion</b> Throwing, passing and defending a ball</p>	<p><b>PE:</b> <b>Jasmine – Real PE</b> Dynamic Balance-On a Line Static Balance- Stance and working on <b>cognitive Skills</b></p> <p><b>Getset4PE - Gymnastics</b> Basic skills of jumping, rolling, balancing and travelling</p>	<p><b>PE:</b> <b>Jasmine -Real PE</b> Coordination- Ball Skills Counterbalance with a partner and working on <b>Creative Skills</b></p> <p><b>Getset4PE – Dance</b> Explore travelling actions, movement skills and balancing. Copy and repeat actions linking them together to make short dance phrases</p>	<p><b>PE:</b> <b>Jasmine – Real PE</b> Co-ordination- Sending and Receiving Agility –Reaction and Response and working on <b>Physical Skills</b></p> <p><b>Getset4PE – Athletics</b> Develop skills such as running at different speeds, changing direction, jumping and throwing</p>	<p><b>PE:</b> <b>Jasmine – Real PE</b> Agility – Ball Chasing Static Balance- Floor Work and working on <b>Health and Fitness</b></p> <p><b>Getset4 PE - Teambuilding</b> Develop communication and problem-solving skills. Work individually, in pairs and in small groups, learning to take turns, work collaboratively and lead each other.</p> <p>Sports Day Preparation</p>
<p><b>Music:</b> I will sing nursery rhymes, alphabet, and number songs. I will use instruments to repeat simple rhythms. Compose rhythm sequences and play these loudly and quietly. I will find out about instruments around the world. I will play some non-tuned instruments to keep the beat.</p>	<p><b>Music:</b> I will listen to high quality music as we hear some medieval Gregorian chants and compare them with Tudor music and find out what this music was used for. I will find out the difference between a beat and a rhythm. I will use my voice creatively by singing songs in preparation for our Christmas celebrations.</p>	<p><b>Music:</b> I will compose and accompany a story using non tuned instruments and environmental resources. I will use my voice expressively and creatively by singing songs.</p>	<p><b>Music:</b> I will create simple graphic scores to represent percussion instrument sounds linked to Arts week. I will use my voice expressively and creatively by singing songs in our Easter celebration.</p>	<p><b>Music:</b> I will listen with concentration and understanding to a range of high-quality live and recorded music. Learn how instruments are played and the different sounds they make, understanding that timbre describe the character and quality of the sound. I will explore musical instruments from the past and learn old fashioned nursery rhymes and skipping songs.</p>	<p><b>Music:</b> I will use my voice expressively and creatively by singing songs.  I can compose and create a musical score.</p>
<p><b>Emotional Literacy:</b> Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter</p>	<p><b>Emotional Literacy: Similarities and differences</b> Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone</p>	<p><b>Emotional Literacy:</b> Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success</p>	<p><b>Emotional Literacy:</b> Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness</p>	<p><b>Emotional Literacy:</b> Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships</p>	<p><b>Emotional Literacy:</b> Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition</p>
<p><b>Speaking Frames:</b> Would you like to play...?  Please may I join in?  After we've played this game, could we use my idea?</p>	<p><b>Speaking Frames:</b> I don't like that. It makes me feel . . .  I like that we are different because. . . I like that we are similar because . . .</p>	<p><b>Speaking Frames:</b> I feel proud when I . . .  I like the way you . . . Well done! Great job!  Keep trying. You can do it.</p>	<p><b>Speaking Frames:</b> I feel happy when...  I keep healthy by ...  I keep safe by ...</p>	<p><b>Speaking Frames:</b> You are special because ...  Please may I (give you a cuddle)?  What can I do to help you?</p>	<p><b>Speaking Frames:</b> Sometimes I feel worried when ...  ... makes me feel better.</p>

I feel proud because...	I am sorry I... I won't do that again. How can I make it better?	When I did ... I felt... Next time I ... I can't do it yet...			
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