

# Cleveland Road Primary School Curriculum Map – Year 1, Spring2 and Summer 1 2022

|                                                                                                             | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Summer 1 |
|-------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| TOPIC                                                                                                       | <i>Imagination Will Take You Everywhere</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |          |
| KEY TEXTS                                                                                                   | <i>On a Magical Do-Nothing Day</i> by Beatrice Alemagna                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |          |
| <b>ENGLISH</b><br><i>Convention on the Rights of the Child (CRC) Articles 5, 12, 13, 14, 28, 29, 31, 38</i> | <p style="text-align: center;"><b>Philosophical thinking:</b></p> <p>If we have nothing to do, should we sit and do nothing? Should our minds be occupied with using technology or with developing our imagination? What is the difference between imagination and reality and why is it important to develop our imagination? Is it possible to find magic in everything? Is it good to be bored? What can boredom allow us to do? Does technology destroy our imagination? What do we need to be able to build it?</p> <p>Children will begin their learning journey by the children being forced to go outside and play. They will learn to understand the role of the mum who is a writer, her relationship with her child and how her role affects them. A drama session will also aim to further develop our empathy for the main character, who wants to escape the environment that he is in and immerse himself in the world of technology. The children will visit a local park to understand the main setting of the book. Why do they think the main character initially finds the forest boring? What is there to appreciate? What activities can they do there? What do they need to be able to do to have fun in any environment? Throughout the text, they will discuss his feelings and thoughts and how he begins to develop his imagination and the importance of being able to do this. The children will be writing in role and developing a deeper understanding of how technology can destroy our imagination and how ‘do-nothing’ days can help us to appreciate nature all around us. The children will end by publishing their own books – with their alternative adventure to display in the book corner.</p> |          |
| <b>MATHS</b><br><i>CRC Articles 3, 28, 29</i>                                                               | <p style="text-align: center;"><b>Multiplication:</b><br/>making equal groups and rows</p> <p style="text-align: center;"><b>Division:</b><br/>grouping and sharing equally</p> <p style="text-align: center;"><b>Fractions:</b><br/>making halves and quarters. Fractions – finding half of number and finding a quarter of shapes, objects or quantities</p> <p style="text-align: center;"><b>Numbers to 50:</b><br/>counting, writing, comparing, ordering and looking at number patterns</p> <p style="text-align: center;"><b>Addition and subtraction within 20:</b><br/>counting on and back, adding and subtracting ones, adding and subtracting by making 10 and using number facts</p> <p style="text-align: center;"><b>Shapes and Patterns:</b><br/>recapping on 2D shapes and writing the properties of 3D shapes</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |          |

# Cleveland Road Primary School Curriculum Map – Year 1, Spring2 and Summer 1 2022

|                                                   | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TOPIC                                             | <i>Imagination Will Take You Everywhere</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>SCIENCE</b><br><i>CRC Articles 24, 29</i>      | <p style="text-align: center;"><b>Materials</b></p> <p>They will explore the different uses of materials and identify the differences between man-made and naturally formed products. They will carry out investigations to find out which materials are absorbent, float and sink and compare old and new types of materials by asking simple questions.</p>                                                                                                                                                                                                                                                                                                                       | <p style="text-align: center;"><b>Plants</b></p> <p>They will identify and describe the basic structure of a variety of common flowering plants, including trees, plant their own flowers and keep a bean diary. They will investigate the effect of light, water on plant growth and will record their experiment. Children will identify and name a variety of common wild and garden plants, including deciduous and evergreen trees by planting their own fruit/vegetable and visiting Loxford Park to observe different types of trees. Seasonal changes (ongoing): Children will continue to observe changes across all four seasons, observing, comparing and recording the changes in summer, measuring rainfall and looking at the longer daylight hours.</p> |
| <b>COMPUTING</b><br><i>CRC Articles 5, 17, 31</i> | <p style="text-align: center;"><b>Communication – <i>Create a story (2simple)</i></b></p> <p>Children will use software to tell a story, including adding pictures and sound. Children will write an algorithm to complete a task. They will write a program that they interactively can use.</p>                                                                                                                                                                                                                                                                                                                                                                                   | <p style="text-align: center;"><b>J2E animations</b></p> <p>Children will create a simple animation explaining a topic or story. Children will predict what a series of instruction will do. They will explain and write an algorithm.</p> <p style="text-align: center;"><b>Online Safety</b></p> <p>The children will explain why they ask for permission from adults about any content online.</p>                                                                                                                                                                                                                                                                                                                                                                  |
| <b>HISTORY</b><br><i>CRC Articles 13, 14, 37</i>  | <p style="text-align: center;"><b>Toys</b></p> <p>The children will have an opportunity to bring in their own toy to discuss and share with their class. They will compare toys from different generations, looking at what their parents and grandparents would have played with. They will identify some of the changes to their grandparent's toys and theirs. Children will link their Science with their History by describing the materials the toys are made out of and why. Children will have an opportunity to order toys on a timeline, from the oldest to the newest. They will also be finding similarities and differences between toys of different generations.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

# Cleveland Road Primary School Curriculum Map – Year 1, Spring2 and Summer 1 2022

|                                                       | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TOPIC                                                 | <i>Imagination Will Take You Everywhere</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>GEOGRAPHY</b><br><i>CRC Articles 13, 14, 37</i>    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b>Physical Geography</b></p> <p>Describe seasonal weather changes and the location of hot and cold areas of the world. Contribute ideas and opinions on features of the environment of a locality. Ask and respond to questions about places and environments.</p> <p><b>Human Geography</b></p> <p>Link their homes with other places in their local community. Contribute ideas and opinions on features of the environment of a locality. Ask and respond to questions about places and environments. Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> |
| <b>ART</b><br><i>CRC Articles 5, 29, 31</i>           | <p><b>Andy Goldsworthy</b></p> <p>Children will study Andy Goldsworthy's art and form opinions on his artwork and give reasons. They will explore creating three different forms, the wave, the circle and the spiral as well as creating their own forms. This will also consolidate their understanding of the kind of environment Goldsworthy creates his art. They will have an opportunity to plan their final design and select a natural background to create their design on before creating their final collage. Pupils will need to take photographs of their final piece.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>DT</b><br><i>CRC Articles 4, 6, 29, 30, 31, 32</i> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p><b>Freestanding Structures</b></p> <p>Children will explore a range of different structures, which will include observing real-life structures around the school and in the community and building models with different types of construction and from using paper. They will then build their own creations and investigate different joins and strengthening techniques. They will finally decorate and refine their completed free-standing structures and evaluate their strengths/improvements.</p>                                                                                                                                                            |

# Cleveland Road Primary School Curriculum Map – Year 1, Spring2 and Summer 1 2022

|                                                       | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Summer 1                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TOPIC                                                 | <i>Imagination Will Take You Everywhere</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                         |
| <b>MUSIC</b><br><i>CRC Articles 29, 31</i>            | <p style="text-align: center;"><b>Charanga – Round and Round and Your Imagination</b></p> <p style="text-align: center;">The children will be continuing to;</p> <ul style="list-style-type: none"> <li>- Concentrate and listen to a piece of music</li> <li>- Find the pulse by moving their body</li> <li>- Use musical words and phrases to describe a piece of music</li> <li>- Name different musical instruments</li> <li>- Say what they like or dislike about a piece of music and describe how it makes them feel</li> <li>- Understand that rhythm describes the mixture of long and short sounds which are performed on top of the pulse                             <ul style="list-style-type: none"> <li>- Listen to, copy and repeat a simple rhythm or melody</li> </ul> </li> <li>- Understand that tempo describes how fast or slow the music is</li> </ul>                                                  |                                                                                                                                                                                                                                                                                                                                                                         |
| <b>PE</b><br><i>CRC Articles 29, 31</i>               | <p style="text-align: center;"><b>Indoor - Dance</b></p> <p style="text-align: center;">To perform dance using simple movements, understanding how body language and quality of movement shows different emotions. We will incorporate the key text the children are learning.</p> <p style="text-align: center;"><b>Outdoor - Athletics</b></p> <p style="text-align: center;">The children will learn how to run at speed and how they can use their body to maximise performance. They will use their skills to participate in different team games, developing simple tactics for attacking and defending.</p>                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                         |
| <b>RE</b><br><i>CRC Articles 2, 6, 12, 14, 20, 30</i> | <p style="text-align: center;"><b>Who is a Christian and What Do They Believe</b></p> <p>The children will begin this unit by looking at different Christian artefacts, focusing mostly on the bible. They will hear examples of different stories from the bible and the moral messages that Jesus was trying to deliver to the people, when he was trying to spread the Christian faith. They will make comparisons to other religions and discuss how Christians see God as a Father. They will explore and retell the stories of Jonah, The Lost Son, The Lost Sheep, The Lost Coin, The Good Samaritan, The Feeding of the 5000, The Lord's Prayer and The Easter Story. They will discuss what Christians do at Easter and prepare questions for their visit to St. Alban's church. They will also discuss how and why Christians pray today, how the Lord's prayer is used and the meaning of 'the power of prayer.'</p> | <p style="text-align: center;"><b>What Can We Learn from Creation Stories?</b></p> <p>The children will learn about the creation story and compare it's beliefs across the Christian, Muslim and Jewish faiths. They will then learn stories about Prophet Muhammed and compare moral messages from his stories to those learnt about Jesus during the spring term.</p> |

# Cleveland Road Primary School Curriculum Map – Year 1, Spring2 and Summer 1 2022

|                                                                  | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Summer 1                                                                                                                                                                                                                                      |
|------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| TOPIC                                                            | <i>Imagination Will Take You Everywhere</i>                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                               |
| <b>PSHE</b><br><i>CRC Articles</i><br>2, 3, 8, 12                | <b>Healthy me</b><br>The children will learn about; <ul style="list-style-type: none"> <li>- Keeping healthy</li> <li>- Making healthy choices</li> <li>- Keeping clean and healthy</li> <li>- Medicine safety</li> <li>- Road safety</li> </ul>                                                                                                                                                                                                            | <b>Relationships</b><br>The children will learn about; <ul style="list-style-type: none"> <li>- Families</li> <li>- Making friends</li> <li>- Greetings</li> <li>- People who help us</li> <li>- Celebrating special relationships</li> </ul> |
| <b>Spanish</b><br><i>CRC Articles</i><br>2, 3                    | <b>Family members</b><br>Children will learn 12 nouns for the family members                                                                                                                                                                                                                                                                                                                                                                                | <b>The colours</b><br>Children will learn the colours through songs and games                                                                                                                                                                 |
| <b>Safeguarding</b><br><i>CRC Articles</i><br>2, 3, 8, 12, 5, 17 | Children will understand that they all have the right to be safe, healthy, happy and to learn. The children will learn about tolerance, difference and similarity, how to be a better friend and how to deal with problems if they arise. Children will learn about keeping safe online and knowing what to do if they find something unsuitable on a computer. The children will explain why they ask for permission from adults about any content online. |                                                                                                                                                                                                                                               |