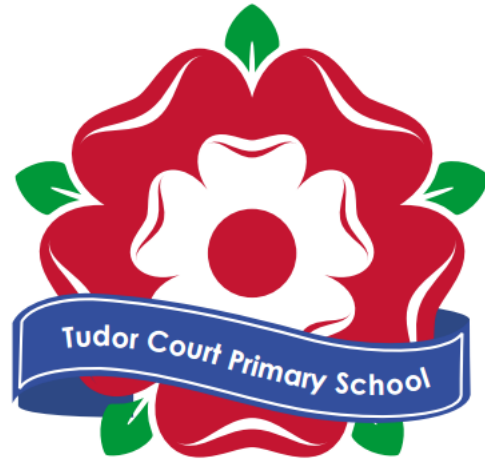


Tudor Court Primary

Curriculum Map – Cycle 4

12th May 2025 – 22nd July 2025



Learning Power Focus: Collaboration

Year 1

Inspire – Challenge - Succeed



Key Knowledge:

- We use the word weather to describe the conditions in a particular place at a particular time (e.g., how hot, cold, sunny, cloudy, wet, dry etc. it is outside). The weather in a place can change from day to day.
- We use the word climate to describe the usual weather conditions (weather patterns) in a particular place over a long period of time.
- The Earth travels around the Sun once every year. This journey makes the seasons. In the UK, there are four seasons: winter, spring, summer, and autumn.
- The Equator is an imaginary line (circle) around the earth. It is half-way between the North and South Poles.
- Countries that are closer to the Equator have the sun directly above them for most of the year, so they stay hot all year round. Countries that are further away have less direct sun, so they are cooler.
- Temperate areas are between these hot and cold climates. The UK has a temperate climate - it is mild and not very hot or very cold.

Overall Outcome:

Children will locate hot and cold areas of the world on a globe or map, explaining how location determines climate. They will describe some of the features of each climate zone. Children will use the knowledge of hot or cold places of the world to plan and pack for a trip to a hot or cold place.

Topic: Hot and Cold Places

Enquiry Question: What's the weather like?

Key Concepts: place, space, scale, interdependence

Key Vocabulary (new in bold):

Place, map, world, pattern, hot, cold, compass

Weather, temperature, daily, climate, earth, atlas, globe, country/countries, Equator/equatorial, hemisphere, tropical, North Pole, South Pole, polar, temperate, extreme

Community and Local Links:

Engagement with parents/carers/family friends etc. to explore the climate in other parts of the world.

Coherence

Links to prior geography knowledge

- School and Local Area (Y1, C2)

Links to future geography topics

- Mapping the World; Comparison of Essex and Kenya (Y2)

Links to other subjects

- Settlement/Land Use (Y3)
- Science (Y1 Seasonal Changes)
- Mathematics (measurement)

Significant individuals and events:

- 5 June 2025: World Environment Day - **#BeatPlasticPollution**
- June 2025: National Festival of Fieldwork - **Fieldwork for Everyone**

Learning Power Focus: Collaboration

Year 1

Inspire – Challenge - Succeed



Computing:

- Coding

PE:

- Dance, Gymnastics and Games

Art:

- Painting

Writing:

Fiction:

- Snack Attack

Book Study:

- The Tiger Who Came to Tea
– *Judith Kerr*

Non - Fiction:

- Seasons

Reading:

- RWI Phonics

Topic: Hot and Cold Places

Enquiry Question: What's the weather like?

Key Concepts: place, space, scale, interdependence

RE:

- Believing: Who is a Muslim and what do they believe?

PSHE:

- Relationships
- Changing me

Maths:

- Unit 8: Numbers to 20
- Unit 9: Unitising and coin recognition (Number facts)
- Unit 10: Position and direction
- Unit 11: Time

Science:

Seasonal changes

- Observe changes across the four seasons
- Observe and describe weather associated with the seasons and how day length varies.

Music:

- Second Part: **Having Fun with Improvisation:** What songs can we sing to help us through the day?
- **Explore Sound and Create a Story:** How does music teach us about looking after our planet?