Year 1 Curriculum Map

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Topic Title | Time Travellers | The Enormous Crocodile | Pirates | A Bug’s Life  | Here, There and Everywhere | Whole School Topic |
| History | Learn how create a timeline. Finding out about important events that have happened in our local area and in globally. Using objects to find out more about an event. What is the history of Wray Common?  |  |  |  | The holidays that we have had in our own past. Similarities and differences between holidays. About some of the wonders of the world.  |  |
| Art and Design | Create a Great Fire of London Sky line using primary and secondary colours.  | Design and make own crocodile using printing.  | Create and design a pirate face using clay.  | Use repeated patterns found in nature to create a mini-beast. Study Paul Klee | Develop the skills of overlapping, overlaying and scrunching to create a holiday scene.  |  |
| Scienceobserve changes across the four seasons observe and describe weather associated with the seasons and how day length varies.  |  | What are the 5 human senses and what do we use these senses for?  | Materials* Distinguish between an object and the material from which it is made.
* Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
* Describe the simple physical properties of a variety of everyday materials.
* Compare and group together a variety of everyday materials on the basis of their simple physical properties.
 | To understand the structure of trees and plants.To be able to name and identify different types of plants and trees.To name and identify different animals (fish, amphibians, reptiles, birds and mammals). To understand the structure of different animals.To identify which animals are carnivores, herbivores and omnivores. |  |  |
| Physical Education | **Swimming skills****Dance**Balance, agility, co-ordination, perform dances using simple movement and patterns. Competition | **Swimming skills****Gymnastics**Develop fundamental movement skills, extend their agility, balance, co-ordination Competition | **Swimming skills****Ball skills & Games** Develop fundamental movement skills. Master basic movements, running, umping, throwing, catching, agility and co-ordination. Play team games, simple tactics defend and attack. Competition. | **Gymnastics**Develop fundamental movement skills, extend their agility, balance, co-ordination Competition**Games** Develop fundamental movement skills. Master basic movements, running, umping, throwing, catching, agility and co-ordination. Play team games, simple tactics defend and attack. Competition. | **Athletics**Running, jumping, throwing, competition, technique, compare performances and improve PB.**Bat & ball games**Develop fundamental movement skills. Master basic movements, running, umping, throwing, catching, agility and co-ordination. Play team games, simple tactics defend and attack. Competition. | **Athletics**Running, jumping, throwing, competition, technique, compare performances and improve PB.**Dance**Balance, agility, co-ordination, perform dances using simple movement and patterns. Competition |
| Design & Technology | Design and build a rocket that can fly.  |  | Design and build a pirate ship that can float.  |  |  |  |
| PSHE/SMSC | School rules and expectations / aspirations and goals. Setting houses on fire in playground – what did it feel like to have your work burned? How would you feel if it was your house. Feelings, goals and aspirationsWhat does it mean to belong?School Rules Through first flight – looking and other inventions while is the most important invention and why? Understanding and thinking about what it would have been like if your house had been burned down.History of London (GFL)Understanding how life was different in the past.Looking at paintings painted during GFL paintings and text extracts. Understanding how life was different in 1666 during time of GFL. Differences between transport now and in the past. | Friendship and anti-bullyingRE - Church I- What makes a church different from other buildings?Christmas I- Why is Christmas important to Christians? Nativity | Online safety | Drug educationNower Wood visit Easter I- What do eggs have to do with Easter?How climate and weather affects different parts of life around the worldPaintings of flowers and insects Comparison to other cultures through photographs | Healthy livingRE Why do Jewish families celebrate Shabbat?What is the Torah and why is it important to Jews? Either What made Moses a good leader? or Why do Jewish families celebrate Hanukkah? What is a prayer? | RSEHow to stay safe on holiday. What is the same and different about the lives of the children in our class?RE Why do Jewish families celebrate Shabbat?What is the Torah and why is it important to Jews? Either What made Moses a good leader? or Why do Jewish families celebrate Hanukkah? What is a prayer?What is the same and different about the lives of the children in our class? |
| Computing  | Use paint to create picture of the First Man on the Moon.  | Use chatterkids to take a picture of the enormous crocodile and animate.  | Beebots – navigating treasure maps. | Use piccollage on tablets to create a story board with themselves in for their Flic story.  | Use Scratch to create codes and debug them. |  |
| Online Safety  | Children will be taught how to: * 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.
 |
| Geography |  |  | Compare physical and human features. Create a basic map with a key.  |   | Create a fact file about the four countries of the UK and the seas around them.  |  |
| Music – not taught every half term.  | *Hey You* - A Hip Hop Song for Children (Charanga Unit) - an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.Listen and Appraise Old School Hip Hop songs from the 1980s and early 1990s | *Peter and the Wolf*A unit to introduce the children to the different instruments/families of the orchestra.Christmas Nativity song rehearsal for the end of term NativityInterrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked | *In the Groove* - an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linkedFocus on Rhythm and Blues music | *Bossa Nova* - All the learning is focused around one song: Round and Round, a Bossa Nova Latin style | *Three Little Birds* (Charanga Unit).This is a six-week Unit of Work. All the learning is focused around one song: Three Little Birds. The material presents an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other reggae songs. | Reflect, rewind and replay - learning about performance, a context for the History of Music and the Language of Music |
| RE | Who is Jesus?Why did he tell parables?How did Jesus help people? | Why is the church important to Christians?Why is Christmas important? | Who is Allah?How do Muslims worship him? | What do eggs have to do with Easter? | What is the Torah and why is it important to Jews? | Why should we look after our world?What are your big questions? |