

## Year 1 Curriculum Map 2018/2019

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Value of the Term</b>	Respect	Hope	Love	Truth	Forgiveness	Kindness
<b>Learning to Learn</b>	Collaborative	Resilient	Creativity	Reflective	Risky	Communicative
<b>Core Subjects</b>						
<b>English Texts and Outcomes</b>	Beegu	Traction Man The Robot and the Bluebird	Where the Wild things are	Bob, Man on the Moon	The Snail and the Whale	The Jolly Postman
<b>Maths Overview</b>	Place Value Addition Subtraction	Shape Place Value	Addition Subtraction Place Value	Multiplication Division Fractions	Fractions Measurement	Money Place Value Time
<b>Science</b>	Plants	Animals including humans	Materials	Materials	Animals excluding humans	Seasonal Change Plants
<b>RE</b>	Christianity - who made the world?	Christianity - Why does Christmas matter?	Islam - Prayer in every day life	Christianity - Why does Easter matter?	Jewis - Shabbat	Jewish - Chanukah
<b>Thematic Curriculum</b>						
<b>Topic Title</b>	In The Park	Superheroes	Treasure Island	Adventurers and Explorers	Under the Sea	Oh I Do Like to Be Beside the Seaside
<b>Starting Hook</b>	Visitors (RSPB)	Teachers dress up and do a play	Pirate Dress Up Activity Day	Role play (space, mountains, flight, archaeologist/ palaeontologist)	What's fishy at Fishponds? (present information about class fish)	Trip from term 5
<b>Fabulous Finale</b>	Make a park in a tray and become a ranger	Superhero puppet show	Whole class artistic response (Treasure Island)	A day on the moon <i>Sharing our Learning</i>	Turn corridor into aquarium	Turn school into beach and invite parents <i>Sharing our Learning and Enterprise</i>
<b>School Trip/ External Visitor</b>	Visitors (RSPB) Walk to park	People Who Help Us visitors	Matthew and M Shed <i>Year 2 organise</i>	Air Bus visitor	Weston <i>Year 1 organise</i>	Virtual reality beach animals

**History**

Knowledge

The lives of significant individuals in the past who have contributed to national and international achievements (Florence Nightingale, Mary Seacole)

Skills

Ask and answer questions using parts of stories and other sources to show what they know and understand key features of events.

Use a wide vocabulary of everyday historical terms.

Knowledge

The lives of significant individuals in the past who have contributed to national and international achievements (Blackbeard)

Skills

Identify similarities and differences.

Use a wide vocabulary of everyday historical terms.

Understand some of the ways we learn about the past.

Knowledge

The lives of significant individuals in the past who have contributed to national and international achievements (Scott, Neil Armstrong, John Cabot)

Significant historical people in locality.

Events beyond living memory that are significant nationally or globally.

Skills

Ask and answer questions using parts of stories and other sources to show what they know and understand key features of events.

Where the events they study fit within a chronological framework.

Knowledge

Changes within living memory.

Events beyond living memory that are significant nationally.

Significant historical places in locality.

Skills

Where the events they study fit within a chronological framework.

Identify similarities and differences.

				Understand some of the ways we learn about the past.		
<b>Geography</b>	<p>Use basic geographical vocabulary: soil, river</p> <p>Use locational and directional language to describe the location of features and routes on a map.</p> <p>Use simple fieldwork and observational skills.</p> <p>Use aerial photographs to recognise features. Devise simple map.</p>	<p>Understand geographical similarities and difference through studying the human and physical geography of a small area of the United Kingdom and a small area in a contrasting non-European country.</p>	<p>Use simple compass directions and locational and directional language.</p> <p>Use world maps atlases and globes to identify the UK and its countries as well as the countries and continents and oceans.</p> <p>Devise a simple map and use and construct basic symbols in a key.</p>	<p>Understand geographical similarities and difference through studying the human and physical geography of a small area of the United Kingdom and a small area in a contrasting non-European country.</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p>Use world maps atlases and globes to identify oceans.</p> <p>Use basic geographical vocabulary: beach, cliff, coast, sea, ocean.</p> <p>Name the world's seven continents and five oceans.</p>	
<b>Computing</b>	Data	Programming	Online safety	Impact of technology	Media	Programming
<b>DT</b>		Textiles (making puppets)		Wheels and axels (pull along cart)		Make a lighthouse keeper's lunch
<b>Additional Art/Music</b>	Artist study - Andy Goldsworthy	<p>Making instruments and playing them musically</p> <p>Experimenting with sounds</p>	Make a treasure island with mixed media	<p>Singing in two parts</p> <p>Listening and appreciating</p>	Clay sculptures	<p>Rhythm - On the Seashore (Charanga)</p> <p>Moving to music and using simple notation</p>

PSHE	Being Me and My World	Celebrating Difference	Dreams and Goal	Healthy Me	Relationships	Changing Me
<b>Health and Wellbeing</b>						
<b>Art</b>	<p>We will use our topic as a basis to:</p> <ul style="list-style-type: none"> <li>♣ use drawing and painting to develop and share ideas, experiences and imagination</li> <li>♣ develop a wide range of art techniques using colour, pattern, texture, line, shape.</li> </ul>	<p>We will use our topic as a basis to:</p> <ul style="list-style-type: none"> <li>♣ use drawing and painting to develop and share ideas, experiences and imagination</li> <li>♣ develop a wide range of art techniques using colour, pattern, texture, line, shape.</li> </ul>	<p>We will use our topic as a basis to:</p> <ul style="list-style-type: none"> <li>♣ use sculpture to develop and share ideas, experiences and imagination</li> <li>♣ develop a wide range of art techniques using form and space</li> <li>♣ learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines.</li> </ul>	<p>We will use our topic as a basis to:</p> <ul style="list-style-type: none"> <li>♣ use sculpture to develop and share ideas, experiences and imagination</li> <li>♣ develop a wide range of art techniques using form and space</li> <li>♣ learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines..</li> </ul>	<p>We will use our topic as a basis to:</p> <ul style="list-style-type: none"> <li>♣ develop a wider range of art techniques using colour, pattern, texture, line, shape</li> <li>♣ learn about the work of a range of artists, craft makers and designers, making links to our own work</li> </ul>	<p>We will use our topic as a basis to:</p> <ul style="list-style-type: none"> <li>♣ develop a wider range of art techniques using colour, pattern, texture, line, shape</li> <li>♣ learn about the work of a range of artists, craft makers and designers, making links to our own work</li> </ul>
<b>Music</b>	<p>We will:</p> <ul style="list-style-type: none"> <li>♣ use voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>♣ listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>♣ play tuned and untuned instruments musically</li> </ul>	<p>We will:</p> <ul style="list-style-type: none"> <li>♣ use voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>♣ listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>♣ play tuned and untuned instruments musically</li> </ul>	<p>We will:</p> <ul style="list-style-type: none"> <li>♣ play tuned and untuned instruments musically</li> <li>♣ experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<p>We will:</p> <ul style="list-style-type: none"> <li>♣ play tuned and untuned instruments musically</li> <li>♣ experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<p>We will:</p> <ul style="list-style-type: none"> <li>♣ use voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>♣ play tuned and untuned instruments musically</li> <li>♣ experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<p>We will:</p> <ul style="list-style-type: none"> <li>♣ use voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>♣ play tuned and untuned instruments musically</li> <li>♣ experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>
<b>PE</b>	Games/Play Activities		Gymnastics		Net & wall	
	<p><b>Skills</b> of travel, send, chase, receive, avoid, dodge, control; awareness of space and partner.</p>		<p><b>Skills</b> of travelling, stillness, balance, turning, rolling, climbing, swinging, weight on hands, placing apparatus, jumping - (with more control, combinations, contrast,</p>		<p><b>Skills</b> of travel, send, chase, receive, avoid, dodge, control; awareness of space and partner.</p>	

**Develop** simple games (net/wall, striking, goal scoring), playing these games - alone/with a partner.

**Experience** a variety of games equipment; practicing with a partner; competition, simple rules

complex, actions - requiring continuity and co-ordination of body parts).

**Develop** working together, body control, planning/practicing simple actions alone using correct language for actions/apparatus.

**Experience** using floor and apparatus, safe lifting and carrying, using/finding space, using different body parts - shape/levels/direction, improving actions, making up a sequence.

**Develop** simple games (net/wall, striking, goal scoring), playing these games - alone/with a partner.

**Experience** a variety of games equipment; practicing with a partner; competition, simple rules

Each term, the class teacher will follow the REAL PE scheme in a second PE lesson.