

## Curriculum map

Year 1 2021-2022

Religion	Autumn			Spring			Summer		
	Domestic church families	Baptism Belonging	Advent/ Christmas loving/waiting	Local church Community/ special people	Eucharist Relating/meals	Lent/Easter giving/change	Pentecost/serving Holidays/holy days	Reconciliation Inter relating/ being sorry	Universal church World/neighbours
<b>Learning challenge Big Question</b>	<i>Autumn topic 1</i> <i>Who lives in a home like this?</i> <i>(Science driver)</i>		<i>Autumn topic 2</i> <i>Are we there yet?</i> <i>(History driver)</i>	<i>Spring topic 1</i> <i>Why are meerkats not like humans?</i> <i>Why can't a Meercat live in the North Pole?</i> <i>(Science and Geography drivers)</i>		<i>Spring topic 2</i> <i>What was life like when our parents were 5?</i> <i>(History driver)</i>	<i>Summer topic 1</i> <i>What's plants grow in our Becket garden?</i> <i>(Science driver)</i>		<i>Summer topic 2</i> <i>What would the Go Jettors think about the place where we live?</i> <i>(Geography driver)</i>
<b>Science Skills/Knowledge</b>	<p>Weather and seasons</p> <p>Distinguish between an object and the materials from which it is made;</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock;</p> <p>Describe the simple physical properties of a variety of everyday materials;</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Identify and name a variety of common, wild and green plants, including deciduous and evergreen trees;</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including deciduous and evergreen trees.</p>			<p>Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals; Identify and name a variety of common animals that are carnivores, herbivores and omnivores;</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets); Identify, name, draw and label the basic parts of the human body and say which part of the human body is associated with each sense.</p>			<p>Identify and name a variety of common, wild and green plants, including deciduous and evergreen trees;</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>		

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<p>Continual topic Weather and seasons          Identify seasonal and daily weather patterns in the United Kingdom          Observe changes across the four seasons; observe and describe weather associated with the seasons and how day length varies.</p>						
<p>Ask simple questions and recognise that they can be answered in different ways;          Observe carefully, using simple equipment;          Identifying and classifying          Using their observations and ideas to suggest answers to their questions;          Gathering and recording data to help in answering questions.</p>						
<p><b>History</b>  <b>Skills/Knowledge</b></p>		<p><i>Are we there yet?</i>  <i>(History driver)</i>  <b>Geographical enquiry</b>          Put objects in chronological order (recent history).          Use words and phrases like: old, new and a long time ago.          Recognise that a story that is read to them may have happened a long time ago.          Know that some objects belonged to the past.          Retell a familiar story set in the past.  <b>Knowledge and interpretation</b>          Appreciate that some famous people have helped our lives be better today.          Recognise that we celebrate certain events because of what happened many years ago.  <b>Historical enquiry</b>          Ask and answer questions about old and new objects.          Identify old and new things in a picture.          Give a plausible explanation about what an object was used for in the past.          Answer questions using a photograph/artefact.</p>		<p><i>What was life like when our parents were 5?</i>  <i>(History driver)</i>  <b>Geographical enquiry</b>          Put objects in chronological order (recent history).          Use words and phrases like: old, new and a long time ago.          Recognise that a story that is read to them may have happened a long time ago.          Know that some objects belonged to the past.          Retell a familiar story set in the past.          Explain how they have changed since they were born.  <b>Knowledge and interpretation</b>          Begin to identify the main differences between old and new objects.          Identify objects from the past, such as vinyl records.  <b>Historical enquiry</b>          Ask and answer questions about old and new objects.          Identify old and new things in a picture.          Give a plausible explanation about what an object was used for in the past.          Answer questions using a photograph/artefact.</p>		

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Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented. Understand that we have a queen who rules us and that Britain has had a king or queen for many years.

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<p><b>Geography</b> <b>Skills/Knowledge</b></p>			<p><i>Why can't a Meercat live in the North Pole?</i></p> <p><b>Geographical enquiry</b> Answer some questions using different resources, such as books, the internet and atlases. Think of a few relevant questions to ask about a locality. Answer questions about the weather.</p> <p><b>Physical Geography</b> Explain the main features of a hot and cold place. Describe a locality using words and pictures.</p> <p><b>Human Geography</b> Begin to explain why they would wear different clothes at different times of the year. Tell something about the people who live in hot and cold places. Explain what they might wear if they lived in a very hot or a very cold place.</p>			<p><i>What would the Go Jettlers think of the place where we live? (Goeg driver)</i></p> <p><b>Geographical enquiry</b> Say what they like about their locality. Answer some questions using different resources, such as books, the internet and atlases. Think of a few relevant questions to ask about a locality.</p> <p><b>Physical Geography</b> Tell someone their address. Describe a locality using words and pictures. Name key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house'.</p> <p><b>Geographical Knowledge</b> Identify the four countries making up the United Kingdom. Name some of the main towns and cities in the United Kingdom. Point out where the equator, north pole and south pole are on a globe or atlas.</p>
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<p><b>Continuous Geography:</b> Where have the leaves gone? What's happening in our local area?          Identify seasonal and daily weather patterns in the United Kingdom. Keep a weather chart. Explain how the weather changes with each season.          Seasonal change will be covered throughout the year and children should be taught to:          Observe changes across the four seasons; observe and describe weather associated with the seasons and how day length varies.          Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.          Use world maps, atlases and globes to identify the United Kingdom and its countries</p>						
<p><b>Texts</b></p>	<p>Summer Writing- 1 wk</p> <p>Traditional tales</p> <p>The Three Little Pigs- 1 wk</p> <p>The Gingerbread man-1 wk</p> <p>Jack and the Beanstalk-1 wk</p> <p>The three Billy Goat Gruff- 1wk</p> <p>RE link</p> <p>Baptism-1wk</p>	<p>'Sparks in the Sky- 1wk</p> <p>Mr Gumpy's Motor Car- 1 wk</p> <p>Mr Gumpy's Outing- 1 wk</p> <p>Harvey Slumfenburger's Christmas present- 1 wk</p> <p>Non- Fiction text-History Link</p> <p>Facts about Motor Car-1 wk</p> <p>RE link</p> <p>The nativity story- 2 wks</p>	<p>The Christmas Holiday Writing. - 1 wk</p> <p>The penguin who wanted to find out- Jill '- 1 wk</p> <p>Meerkat Mail' Emily Gravett-1 wk</p> <p>The Rabbit Belongs to Emily Brown -1 wk</p> <p>RE link</p> <p>Jesus lost in the temple writing. - 1wk</p> <p>Writing Prayer- 1 wk</p>	<p>Mr Benn- David McKee- 2 wks</p> <p>Where the Wild Things Are : 1wk</p> <p>The tiger who came to tea - 1 wk</p> <p>RE link</p> <p>The Easter Story-Palm Sunday, Good Friday- 2 wks</p>	<p>Traditional tales:</p> <p>Little Read Hen- 1 wk</p> <p>The Enormous Turnip - 1wk</p> <p>If All the World Were- 1 wk</p> <p>RE link</p> <p>Pentecost- 1wk</p> <p>Non- Fiction text-Science Link</p> <p>It Started With a Seed - Fact File on Plants- 1wk</p>	<p>Town mouse and country mouse- 2 wks</p> <p>Window- Jeannie Baker- 2 wks</p> <p>Geography Link</p> <p>Rosie's Walk- Pat Hutchins- 1 wk</p> <p>Letter to the Go Jetters- 1 wk</p>
<p><b>English Writing and Drama</b>  <b>For detail see English progression map</b></p>	<p><i>Linked to topic</i></p> <p>Recipes- Instructions</p> <p>Stories with predictable phrasing Labels, lists and captions</p> <p>Vocabulary Building- descriptive phrases</p>	<p><i>Linked to topic</i></p> <p>Recount</p> <p>Information</p> <p>Letters</p> <p>Vocabulary building- Christmas;</p> <p>Facts about motor cars</p>	<p><i>Linked to topic</i></p> <p>Writing from own experience</p> <p>Poem</p> <p>Postcards</p> <p>Recount</p> <p>Writing prayer</p> <p>Fact file</p>	<p><i>Linked to topic</i></p> <p>Reports</p> <p>Information</p> <p>Description</p> <p>Recount and innovation</p>	<p><i>Linked to topic</i></p> <p>Instructions</p> <p>Explanations</p> <p>Traditional stories</p> <p>Vocabulary building- Poetry</p> <p>Information texts (fact file)</p>	<p><i>Linked to topic</i></p> <p>Report</p> <p>Recount</p> <p>Instructions and directions</p> <p>Letters</p> <p>Description</p>

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<p><b>Maths</b> For detail see Maths Curriculum map</p>	<p><i>Linked to topic</i> Weather charts Measuring temperature Linear measure Sorting and classifying Position and direction</p>	<p><i>Linked to topic</i> Timeline Data Weight Weather charts Measuring temperature</p>	<p><i>Linked to topic</i> Data Weather charts Measuring temperature Sorting and classifying</p>	<p><i>Linked to topic</i> Weather charts Measuring temperature Timelines</p>	<p><i>Linked to topic</i> Weather charts Measuring temperature Data Linear measure</p>	<p><i>Linked to topic</i> Weather charts Measuring temperature Position and direction</p>
<p><b>Computing</b></p>	<p>Understand what algorithms are. Understand that programs execute by following precise and unambiguous instructions. Logging on to the school network, activelearn and Whoami. Children know what to do if they find something inappropriate online</p>	<p>Create simple programs. Debug simple programs.  Children understand that they can find a range of information on the internet. Children know what is meant by personal information and develop awareness of why it is special. Keep personal information private</p>	<p>Use technology purposefully to create digital content. Create graphs of animals- JIT  Children are able to navigate age-appropriate websites.</p>	<p>Use technology purposefully to create digital content. Use technology purposefully to store digital content.</p>	<p>Use technology purposefully to create digital content. Use technology purposefully to store digital content. Use technology purposefully to retrieve digital content. Children are able to navigate age-appropriate websites.</p>	<p>Use of technology at home, work and outdoors. JIT – using a keyboard to type simple sentences. How to make a capital letter.</p>
<p><b>Online safety</b></p>	<p>Health, wellbeing and lifestyle Information Literacy</p>	<p>Privacy and Security Online bullying</p>	<p>Online relationship and communications Self image and self identity</p>	<p>Online reputation Digital footprint</p>	<p>Copyright and ownership</p>	

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<p><b>Creative arts</b> <b>Art</b></p>	<p><i>Linked to topic</i></p> <p><b>3D</b> <b>Andy Godldsworth- natural materials</b> <b>Painting- painting trees</b> Children can name the primary and secondary colours. Children can describe what they can see and like in the work of another artist. Children can ask sensible questions about a piece of art.</p>	<p><i>Linked to topic</i></p> <p><b>3D make a tealight holder</b> Children can cut, roll and coil materials such as clay, dough or Plasticine- Children can describe what they can see and like in the work of another artist. Children can ask sensible questions about a piece of art.</p>	<p><i>Linked to topic</i></p> <p><b>Painting Hot and old pictures</b> Children can name the primary and secondary colours - Children can create moods in their drawings and paintings. <b>Drawing Self-portraits-</b> Children can draw lines of different shapes and thickness, using 2 different grades of pencil. Children can communicate something about themselves in their drawing and paintings. Children can describe what they can see and like in the work of another artist. Children can ask sensible questions about a piece of art.</p>	<p><i>Linked to topic</i></p> <p><b>Printing fabric design using 1970s technique- tie dye</b>  Geometric patterns based on fabric designs Children can print to create a repeating pattern.  Children can describe what they can see and like in the work of another artist. Children can ask sensible questions about a piece of art.</p>	<p><i>Linked to topic</i></p> <p><b>Drawing</b> <b>Still life fruits</b>  Children can draw lines of different shapes and thickness, using 2 different grades of pencil.  Collage- the garden  Children can describe what they can see and like in the work of another artist. Children can ask sensible questions about a piece of art.</p>	<p><i>Linked to topic</i></p> <p><b>Drawing</b> <b>Landscape</b>  Children can draw lines of different shapes and thickness, using 2 different grades of pencil-  Children can describe what they can see and like in the work of another artist. Children can ask sensible questions about a piece of art.</p>
<p><b>Creative Arts</b> <b>DT</b></p>		<p><i>Linked to topic</i></p> <p><b>Mechanisms- moving picture (Christmas)</b> Children can make a product which moves. Children think of some ideas of their own. Children can describe how something works. Children can cut safely using scissors. Children can say why they have chosen moving parts?</p>	<p><i>Linked to topic</i></p> <p><b>Materials and construction- bird feeders</b> Children can make simple plans before making objects. Children think of some ideas of their own. Children can describe how something works. Children can cut safely. Can they make their model stronger if it needs to be? Children can talk with others about how they want to construct their product. Children can select appropriate resources and tools for their building projects</p>	<p><i>Linked to topic</i></p> <p><b>Textiles- tie dye</b> Can they describe how different textiles feel? Can they make a product from textiles by gluing?</p>	<p><i>Linked to topic</i></p> <p><b>Cooking and nutrition-Fruit salad</b> Can they cut food safely? Can they describe the texture of foods? Do they wash their hands and make sure that surfaces are clean?</p>	<p><i>Linked to topic</i></p> <p><b>Materials and construction- Which materials can we use to build a shelter?</b> Children can make simple plans before making objects. Children think of some ideas of their own. Children can describe how something works. Children can cut safely. Children can make their model stronger if it needs to be Children can talk with others about how they want to construct their product. Children can select appropriate resources and tools for their building projects.</p>

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<p>Expressive Arts Music</p> <p>For detail see Charanga scheme</p>	<p>Charanga Units</p> <p>How can we make music when we sing together</p>	<p>Charanga Unit:</p> <p>How Does Music tell Stories from the Past? Learning about the orchestra.</p>	<p>Charanga unit</p> <p>How does music make the world a better place? and How does music understand our neighbours?</p> <p><i>Respond to different moods in music</i></p>	<p><i>Linked to topic</i></p> <p>Say what we like about a piece of music from when our parents were 5?</p> <p>Music from 1960 - 2000 Leonard Berstein, Anna Clyne</p> <p>instructions about when to play or sing.</p>	<p><i>Discrete Music</i></p> <p>Charanga unit</p> <p>What does Music teach us about looking after the planet?</p>	<p>ARTS WEEK - Music from around the world (developing listening skills, comparing pieces, Performance, Composition)</p> <p>Nova, Film music, Big Band Jazz, Mash-up, Latin fusion</p> <p>Untuned call and response improvise</p>
<p>Expressive Arts Dance</p>	<p><i>Linked to topic</i></p> <p>Autumn leaves</p>		<p><i>Linked to topic</i></p> <p>African animals</p>	<p><i>Linked to topic</i></p> <p>Jive</p>	<p>Gymnastics</p>	<p>Gymnastics</p>
<p>P.E.</p> <p>For detail see <i>Get Set</i> scheme and PE progression map</p>	<p>Fitness</p>	<p>Dance</p>	<p>Gymnastics</p>	<p>Fundamentals</p>	<p>Athletics</p>	<p>Team Building and OAA</p>
<p>PSHE</p>	<p>TenTen Resources</p> <p><b>Module 1 Created and Loved by God</b> Unit 1 Let the children come <b>Module 2 Created to love others</b> Unit 1 Session 1 God Loves You</p> <p>NSPCC Speak out Stay SAFE</p>	<p>Friendship week/ Anti bullying</p> <p>Multicultural week</p>	<p>TenTen Resources</p> <p><b>Module 2 Created to love others</b> Unit 2 Session 1 Special people Unit 2 session 2 Treat others well Unit 2 session 3 And say sorry Safer internet Day</p>	<p>TenTen Resources</p> <p><b>Module 2 Created to love others</b> <b>Unit 3</b> Session 1 Being safe Session 2 Good secrets and bad secrets Session 3 Physical contact Session 4 Harmful Substances Session 5 Can you help me ?</p>	<p>TenTen Resources</p> <p><b>Module 3 Created to live in a community</b>  Unit 1 session 1 Three in one Unit 1 session 2 Who is my neighbour ?</p>	<p>TenTen Resources</p> <p><b>Module 3 Created to live in a community</b> Unit 2 Session 1 The Communities we live in.</p> <p>Road safety</p>



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