

# YEAR 1 CURRICULUM MAP

		Autumn		Spring		Summer	
<b>Books</b>		Elliot Jones	Elves & the shoemaker	Goldilocks and the 3 Bears	Billy the Knight	Lighthouse keeper	The Storm Whale
<b>Author of the Term</b>		Sue Hendra		Mini Grey		Ronda & David Armitage	
<b>Curriculum enhancements</b>		All about me	Christmas	Toys	Knights and Castles	Seaside- Now & Then	
<b>Reading</b>	Word reading	Phonic programme – Read Write Inc					
	Comprehension	Texts include: poetry, key stories, traditional stories, fairy stories and nonfiction (NC p 21)					
<b>Writing</b>	Transcription	Phonics / Spelling programme ( NC Appendix 1)					
	Composition	Short narratives (NC p 24)					
	VGP	NC Appendix 2					
<b>Speaking and Listening</b>		12 Statutory statements (NC p 17)					
<b>Maths</b>		Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions, Measures, Geometry: properties of shape, Geometry: position, direction and motion					
<b>Science</b>		Seasonal changes - across the four seasons/weather					
		<b>Animals Including humans:</b> All about me	<b>Materials &amp; Animals including humans:</b> Holidays		<b>Materials:</b> Treasure Island		
			<b>Habitats &amp; Everyday Materials</b> Polar Adventures		<b>Living Things</b> Plants		
		<b>Working scientifically</b> - on going across the year					
<b>Computing</b>		<b>Programming: We are treasure hunters</b> (programmable toys)		<b>Creativity: We are painters</b> (illustrate an e-book)		<b>Communication/Collaboration: We are Story tellers</b> (Make a talking book)	
		<b>Computational thinking: We are TV chefs</b> (filming a recipe)		<b>Computer Networks: We are collectors</b> (finding images)		<b>Productivity: We are celebrating</b> (Creating a card electronically)	
		<b>Online safety:</b>					
		<b>Media Balance &amp; well being</b>		<b>My Digital footprint &amp; identify</b>		<b>News &amp; media literacy</b>	
		<b>Cyber Bullying</b>		<b>Privacy &amp; Security</b>		<b>Relationships &amp; communication</b>	
<b>Geography</b>		<b>What is my place like?</b> My Geography Home and School Focus: Fieldwork and observational skills. Basic maps.		<b>What can I find?</b> Me and my corner of the world. Local area. Focus: Fieldwork and observational skills, basic maps, use and labelling of photographs, geographical language.		<b>What is our country like?</b> Me and my UK. UK countries, capitals and seas. Focus: map skills, photograph use, basic atlas introduction	
		<b>Geographical skills and fieldwork</b> - on going across the year					
<b>History</b>		<b>I'm making History!</b> NC ref: changes within living memory Focus: Chronology (sequence), knowledge of very recent past, use of common words. Asking and answering simple questions.		<b>History detectives – spot the differences!</b> NC Ref: changes within living memory, places in locality Focus: Use of primary sources, comparing to find similarity and difference, chronology, beginning to explain change and continuity.		<b>All change? Holidays now and then</b> NC ref: Changes within living memory and beyond. Significant places in our own locality. Focus: Identifying and writing about change and its causes. Forming an interpretation, use of primary sources	
<b>D.T.</b>		<b>Mechanics</b> – Moving cards		<b>Textiles: Flags</b> (Linked with geography unit)		<b>Food technology: Seaside snacks</b>	
<b>Art and Design</b>		<b>Formal Elements of Art</b> (Shape, line and colour) Using shape, line and colour to create abstract forms, developing mark-making techniques and mixing primary and secondary paint colours		<b>Art &amp; Design skills:</b> Colour mixing, printing & using mixed media		<b>Landscapes Using Different Media</b> Exploring great art to inspire a seaside themed collage and a textured piece	
						<b>Sculptures and Collages</b> Sculpting 3D forms using clay, newspaper and natural materials	

<b>Music</b> <b>(Durham Music Online)</b>	Hey You! Rhythm in the way we walk Christmas Performance	In the Groove Round & Round	Your Imagination Reflect, rewind & replay
<p>Each Unit of Work has a focus - an ongoing musical learning focus, a unit-specific focus:</p> <ul style="list-style-type: none"> <li>● Ongoing musical learning focus (learning new musical skills/concepts and revisiting them) : Listen &amp; Appraise, Musical Activities (Games, Singing, Playing), Performing. Improvisation and Composition</li> <li>● Unit-specific focus - Musical skills/concepts that may be discrete to a particular unit and style focus</li> </ul>			
<b>P.E.</b>	<b>Games :</b> Ten Points Hoop <b>Dance:</b> Moving Along	<b>Athletics – QCA - Off, up and away</b>  <b>Gymnastics:</b> QCA - Families of Actions	<b>Games – QCA - Kick Rounders</b>  <b>OAA:</b> QCA - Where are we going?
<b>R.E.</b>	What can we learn about Christianity from visiting church?  What do Christians believe about God?  Why are gifts given at Christmas?	Why is Jesus special to Christians?  What is the Easter story?	What can we find out about Buddha?
<p><b>Statutory subject in all year groups</b> <b>Curriculum must be based on Durham Agreed Syllabus 2012 for all maintained schools</b></p>			