

# 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					
		Animals including humans: All about me	Materials & Animals including humans: Holidays  Habitats & Everyday Materials Polar Adventures		Materials: Treasure Island  Living Things Plants		
		Working scientifically - on going across the year					
<b>Computing</b>		<b>Computing systems and Networks:</b> <b>Improving mouse skills</b> - Learn how to login and navigate around a computer; develop mouse skills; learn how to drag, drop, click and control a cursor to create works of art  <b>Programming 1: Algorithms unplugged</b> Algorithms, decomposition and debugging are made relatable to familiar contexts, following directions	<b>Skills showcase: Rocket to the moon</b> Developing keyboard and mouse skills through designing, building and testing. Creating a digital list of materials, using drawing software and recording data.  <b>Programming 2: Bee Bots</b> Introducing programming through the use of a Bee Bot and exploring its functions		<b>Creating Media: Digital Imagery-</b> Taking and editing photos, searching for and adding images to a project  <b>Data Handling Introduction to data –</b> Learning what data is and the different ways it can be represented. Learning why data is useful and the ways it can be gathered and recorded.		
		Online safety: on going across the year					
<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		
		Geographical skills and fieldwork - on going across the year					

<b>History</b>	<b>I'm making History!</b> <b>NC ref: changes within living memory</b> <b>Focus:</b> Chronology (sequence), knowledge of very recent past, use of common words. Asking and answering simple questions.	<b>History detectives – spot the differences!</b> <b>NC Ref:</b> changes within living memory, places in locality <b>Focus:</b> 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> <b>NC ref:</b> Changes within living memory and beyond. Significant places in our own locality. <b>Focus:</b> Identifying and writing about change and its causes. Forming an interpretation, use of primary sources
<b>D.T.</b>	<b>Mechanics – Moving books</b> Explore levers and sliders then make a moving story book.	<b>Structures: Windmills</b> Design and create their own structure and functioning windmill	<b>Food technology: Smoothies</b> Learn how to identify fruit and vegetables. Apply this knowledge to design and make a smoothie
<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 (Durham Music Online)</b>	Hey You! Rhythm in the way we walk Christmas Performance	In the Groove Round & Round	Your Imagination Reflect, rewind & replay
Each Unit of Work has a focus - an ongoing musical learning focus, a unit-specific focus: <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 – FOOTBALL</b> Be a competent mover so that they can avoid others by controlling their body so they don't fall over i.e. move forward, sideways and backwards at different speeds with control Use STEP to plan, carry out and assess activities Include others in games Keep rules	<b>Gymnastics –</b> Show greater strength and control when holding the 5 basic shapes (balance), travelling (skipping, crawling etc.), jumping (5 different ways), and rolling (pencil, egg and dish)	<b>Games – ROUNDERS</b> Control balls of various sizes & shapes; carry and release into a target, roll, throw underarm into a target, throw a ball in the air and catch, hit a ball with a bat into a target Understand simple tactics to outwit a partner/small team when attacking or defending i.e. selecting an appropriate pass, looking one way passing the other, keeping on the move to mark a goal/target, moving into the pathway of a ball to intercept
<b>Dance –</b> Begin to use actions, space, relationships and dynamics in dance Create sequences to a given stimuli Show some control over co-ordination Move in time with music Create, perform and observe giving feedback		<b>Athletics –</b> Combination jumping, Range of throwing techniques	<b>OAA –</b> Simple map use Follow a trail  QCA – Where are we going?

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<b>R.E.</b>	<p>What can we learn about Christianity from visiting church?</p> <p>What do Christians believe about God?</p> <p>Why are gifts given at Christmas?</p>	<p>Why is Jesus special to Christians?</p> <p>What is the Easter story?</p>	<p>What can we find out about Buddha?</p>
	<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>		
<b>R.S.E./ PSHE</b>	<p><b>What makes a family?</b></p> <p><b>What makes a friend?</b></p> <p><b>How can I be a good family member and a good friend?</b></p>	<p><b>What emotions do I have?</b></p> <p><b>How can I look after mine and other's mental health?</b></p>	<p><b>Why are rules important?</b></p>