YEAR 1 CURRICULUM MAP

	Autumn		Spring		Summer	
Theme	What makes me special?		Houses and Homes		The Seaside	
Science	**Ourselves** Plants and animals Living and never been alive; Animals-move feed, grow and use senses; Humans- body parts	**Light & Dark** Identify light sources; darkness is the absence of light	**Materials** -Explore materials; sort by properties; Name and uses of common materials.	**Green Plants** Plants need light +water to grow; Name leaf,flower,stem + root; Seeds grow into plants.	**Making and Detecting Sound** -Kinds & sources of sound; sound travels	
Computing	**Computer Science -** understand simple algorithms. Create simple programs **Digital Literacy -** keeping safe online	**IT Sound** - use technology purposely Create/store/ retrieve	**Computer Science -** use digital devices to program simple journeys .Make sets of simple instructions. Correct obvious errors (debug).	**Digital Literacy -** keeping personal information private **IT -** use technology purposely Create/store/ret rieve	**ICT -** use technology purposely	**Digital Literacy-** Use technology safely Computer Science
History	**Changes within living memory** Changes in children's own lives and the way of life of their family or others around them- I'm making history!		**Significant places locally-** History on my doorstep- Where shall we go?		**Significant people/events locally.** Who/What made my corner of the world special long ago?	
Geography	**Geographicl skills and fieldwork** What do you like/ dislike about where you live? My school/my home		**Human and physical geography** Our local area. Describe what you can see in West Cornforth (buildings)		**Location and place knowledge -** me and my UK – countries, capitals and seas Where is West Cornforth in the UK?	
D.T.	**Control** Produce a moving picture e.g. page for a class book about ourselves		**Structure** Design and made products that can be put together. (Model houses/lighthouse)		**Cooking and Nutrition** Design and make food products Making a healthy snack- balanced diet	
Art and Design	**DRAWING** Draw from imagination; combine schematic and observational approaches; add detail to artwork	**PAINTING** Explore tactile & visual qualities of paintbrush; mix paints	**TEXTILES** Sort match and name materials; how materials are made; tying and gluing; weaving; design on textiles.	**3D** Explore materials; join objects together; use a range of modeling materials	**PRINTING** Use objects and tools to make patterns and images	**COLLAGE** Use cut and torn papers to make patterns and images; recognize materials look and feel different; choose suitable materials for effect.
PE	**Gymnastics** *Making Shapes* *QCA* **Games** *Ten Point Hoops* *QCA*	**Games** *Piggy in the Middle* *QCA* **Dance** *Moving Along* *QCA*	**Dance** *Themes and Dream* *Durham* **Gymnastics** *Assessing Level 1* *Unit 1 Tasks 1 and 2*	**Games** *Rolla Ball* *Durham* **Gymnastics**	**Athletics** *Honey Pot and Colour Match* *QCA* **OAA** *Where Are We G* *Durham*	**Games** *Beanbag Throw* *Durham* **Dance**
Music	**Listening and Singing -** using my body to keep the beat - circle/action dances, songs and rhymes with animal puppets		**Playing Instruments -** sorting percussion instruments by material and sound quality/timbre, songs for playing together in the band – adapted: London Bridge – Killhope Wheel…		**Experimenting with Sounds -** stories and descriptive ideas e.g. using sounds to represent ideas for boats, seaside tuned percussion: responding to high and low sounds – e.g. basket moving along to lighthouse	
R.E.	What can we learn about Christianity from visiting a church? Introducing features of a church, worship (including Harvest), leaders: Expressions of Belief, Authority Why are gifts given at Christmas?		Why is Jesus special to Christians? Introducing Jesus, beliefs and stories about Jesus: Belief, Authority. What is the Easter story?		What can we find out about Buddha? Introducing beliefs and stories about Buddha: Belief, Authority.	
School Curriculum	WW1 and our local area Learning Outdoors					

Computing	Computer Science Understand Simple algorithms. Create simple programs e.g. (Beebot) – forward / backwards – use pictures of ourselves/ animals/plants Digital Literacy SWGFL http://www.digital-literacy.org.uk/Curriculum-Overview.aspx#yr1 Keeping safe online. Finding ourselves sites safely IT Sound – Use technology purposely Using IPADS/Easispeaks to record/ playback (talk about me/retell stories) Use cameras (Me) – looking at family photos/old photos Graphics – me/ my family. Beginnings of WP – All about me Create/store/ retrieve	Computer Science – Use digital devices e.g. Beebot to program simple journeys - use map / photos of local area. Make sets of simple instructions – fd/bk left/right. Correct obvious errors (debug) Digital Literacy Keeping personal information private. Look at local environment for common uses of ICT outside school IT Use technology purposely - Simple branching database - materials Cameras – take photos of local area Add to simple photo story/IPhoto - record thoughts IPAD/Easispeak – playback /use in writing Create/store/retrieve	ICT Use technology purposely – nonfiction texts - George / animals. Use photos from visit e.g. Seaside in WP / book Book creator IPAD – WP software on PC - Create/store/ retrieve Talk about animals/famous person to camera/video Digital Literacy Use technology safely - Real and fictional characters – what is real? Lee & Kim resources – animal masks. Communicating with real people. Who do we tell if concerned? Teacher led email – for a purpose e.g. arrange a visit Computer Science - iPad apps writing precise and unambiguous instructions. – Daisy the dinosaur/Kodables/Beebot app