

YEAR 1 CURRICULUM MAP

		Autumn	Spring	Summer
Theme		Superheros /Rainforest /Winter wonderland	Outerspace/ Castles Kings and Queens	Everything at sea.
Reading	Word Reading	Phonics Programme- Read Write Inc.		
	Comprehension	Short Narratives (NC p24)		
Writing	Transcription	Phonics/ spelling Programme (NC Appendix 1)		
	Composition	<p>Short narratives (NC p24)</p> <p>Term 1 Cops and Robbers Alan and Janet Ahlberg (Puffin) Draw the street map that appears in the book. Collect a box of the missing Read in conjunction with Burglar Bill (Puffin). Read and chant together the s many times. You will need many copies of the book for the children to spot a talk about all the details in the drawings. Quite a lot of vocabulary will need discussing - from crowbars to truncheons! Create huge WANTED posters. plastic helmet for play and for reading the story in role as Officer Pugh!</p> <p>Supertato</p> <p>The Tiger Who Came to Tea Judith Kerr (HarperCollins) Role-play the scene where Daddy returns and they tell him the story of what happened when the tiger came to tea. Ask: What can you spot in the scene in wh the family is walking to the café? (A cat appears that looks like the tiger.) Apparent the tiger never came again - but retell the story of when a different animal came t tea! Create a collage of an enormous tiger.</p> <p>Lost and Found Oliver Jeffers (HarperCollins) Tell the children some things about penguins... and about a 'lost and found office'. Then, read and enjoy this strange tale. Ask: What interests you in the tale? Why does the penguin follow the boy? Role play the scene in which they go to the office. Ask: What is 'disappointment'? Tell stories to the penguin - make a boat in the class and provide a cuddly penguin to tell stories to and 'talk about wonderful things'. Ask: Why is the penguin sad when they reach the South Pole? What was the 'big mistake'?</p>	<p>Term 2 Beegu Alexis Deacon (Random House) Read slowly and give time for children's spontaneous comments. Re-read and tra the ups and downs of what happens and what Beegu feels and might be thinking Role play conversations between the characters that Beegu meets and a new character, explaining what happened. Role play conversations between Beegu's parents. Write letters from Beegu to the children and from the children to Beegu. Ask: What would Beegu want to know or be interested in? Create small worlds or larger areas into which a Beegu/ET character arrives and tries to make friends.</p> <p>Elmer David McKee (Andersen Press) After reading the book ask the children: What is the best thing about Elmer? Why is Elmer feeling worried? Were the animals really laughing because he was different? In what way was Elmer different? How do we feel different? This book offers plenty to discuss. Draw the outline of large elephants and design a multi-coloured patchwork Elmer with tissue paper, felt, paint, crayons or different materials, using squares or triangles or rectangles or other patterns.</p> <p>Jack and the bean stalk Princess and the pea. Traditional tails. Discuss and talk about fairy tales.</p>	<p>Term 3 Little boat from Nelson Boles on Literacy Shed A little, red boat is launched. We don't know who by or where but it sets off on a journey. In this animation the boat is the main character. The children can write the narrative for this story from the point of view of the boat. It is a great way of introducing temporal connectives, children will need to think of words to use instead of then and next. As the boat travels on its linear journey it sees some amazing sites. The boat gets tossed and turned by the weather, it gets caught up in a war and becomes a floating wreck. The children could experiment with using language to create a mood. There are also opportunities to introduce inference and deduction, for example, how does the boat become repaired near to the end. The children will write a story about the boat.</p> <p>Rainbowfish by Marcus Pfister The most beautiful fish in the entire ocean discovers the real value of personal beauty and friendship Children can discuss the feelings of the Rainbow fish. At one point in the story, the Rainbow Fish becomes the 'loneliest fish in the entire ocean'. Role play activity to interview him and find out how he is feeling. Children could suggest things that he could do to find some friends? Children will explore the adjectives in the book describing the fishes scales and the re-write the story.</p> <p>Light housekeepers lunch Rhonda Armitage</p> <p>Every day, Mr Grinling the lighthouse keeper cleans and polishes his light to make sure it shines brightly at night. At lunchtime he tucks into a delicious and well-deserved lunch, prepared by his wife. But Mr Grinling isn't the only one who enjoys the tasty food. Will Mrs Grinling think of a way to stop the greedy seagulls from stealing the lighthouse keeper's lunch? There are lots of interesting words in the story (e.g. brazen, ingenious, consolingly). Can you find any words that you don't know and write a definition of them? Mr Grinling is an 'industrious' lighthouse keeper. What does this mean? Can you</p>

					think of any words that mean the same thing? Write a recipe for something that might go into Mr Grinling's lunch. Write a set of instructions that teach someone how to make a delicious sandwich for Mr Grinling's lunch. Retell the story from the point of view of the seagulls.	
	VGP	NC Appendix 2				
Maths	Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions, Measures, Geometry: properties of shape, Geometry: position, direction and motion.					
Speaking and Listening	12 Statutory statements (NC p17)					
Science	Animals including Humans -Identify name and compare structure of common animals including fish, amphibians, reptiles, birds & mammals. -Carnivores, herbivores and omnivores. -Human body & senses.	Materials -Distinguish between an object and the material from which its made. -Identify and name everyday materials including wood, plastic, metal, water & rock. -Describe, compare and group based on simple physical properties.		Green Plants -Identify & name common wild & garden plants including deciduous & evergreen trees. -Structure: leaf, flower, stem & root; Seeds grow into plants. -Plants need light & water to grow.		
	Seasons -Observe changes across the four seasons -Observe and describe weather associated with the seasons and how day length varies.					
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! Comparing Christmas in the past and present.	Significant places locally- History on my doorstep- Where shall we go? History of space travel. Significant events History of castles - famous kings and queens.		Significant people/events locally. Who/What made my corner of the world special long ago? History of the seaside Grace Darling - Significant person.		
Geography	Geographical skills and fieldwork Use simple compass directions & locational language to describe the location of features and routes on a map. What do you like/ dislike about where you live? My school/my home. Globes and world maps to find hot and cold places around the world. Features of hot and cold places. Keep weather chart.	Human and physical geography Our local area. Describe what you can see in West Cornforth. Seasonal & daily weather patterns in the UK and the location of hot and cold areas in the world. Use aerial photographs to recognise landmarks & basic human and physical features. Keep weather chart.		Location and place knowledge Use world maps, atlases & globes to locate UK, countries, capitals and oceans. Where is West Cornforth in the UK? Look at where seaside towns and cities are and locate these on a map. Look at beaches around the world and look at the human and physical features of these. Keep a weather chart		
D.T.	Control Produce a moving picture e.g. flying superhero	Structure Design and made products that can be put together example: rocket		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 Dreams 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	<p>Listening and Singing – using my body to keep the beat - circle/action dances, songs and rhymes with animal puppets</p>	<p>Playing Instruments – sorting percussion instruments by material and sound quality/timbre, songs for playing together in the band – adapted: London Bridge – Killhope Wheel...</p>	<p>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</p>
R.E.	<p>What can we learn about Christianity from visiting a church? Introducing features of a church, worship (including Harvest), leaders: Expressions of Belief, Authority</p> <p>Why are gifts given at Christmas?</p>	<p>Why is Jesus special to Christians? Introducing Jesus, beliefs and stories about Jesus: Belief, Authority.</p> <p>What is the Easter story?</p>	<p>What can we find out about Buddha? Introducing beliefs and stories about Buddha: Belief, Authority.</p>
PHSCE/SMS C	<p>Within class Developing thinking skills and promoting fairness, equality and openness through P4C sessions and class novels</p> <p>Through assemblies and within the classroom Whole school rules and behaviours. Rosh Hashanah, Home safety, electrical safety, safety, Mental health and well-being (Hello Yellow), Community; caring for others, social responsibility – promoting good manners and positivity, Anti Bullying Week, Children in Need, Christmas Shoeboxes, Diversity – LGBT, Diwali British Values – Longest reigning monarch, Gunpowder Plot, Remembrance Spiritual and Moral – Christmas</p> <p>Involvement – inter and intra school sports events, after school clubs, school council, Beamish Harvest festival</p>	<p>Within class Developing thinking skills and promoting fairness, equality and openness through P4C sessions and class novels</p> <p>Through assemblies and within the classroom Going for Goals (New Year resolutions) World Book Day, Martin Luther King, Holocaust Memorial. St. Valentine Comic Relief, Safer Internet Day, Pedestrian Training Diversity – LGBT, Chinese New Year St George’s Day, St David’s Day and St Patrick’s Day Spiritual and Moral – Easter</p> <p>Involvement – inter and intra school sports events, after school clubs, school council</p>	<p>Within class Developing thinking skills and promoting fairness, equality and openness through P4C sessions and class novels</p> <p>Through assemblies and within the classroom Changes and moving on Challenging loneliness, Refugee Week, Democracy, individual liberty, respect, tolerance, The Rule of Law SEAL relationships Enterprise – school summer fair Community; caring for others, social responsibility – promoting good manners and positivity, Diversity – LGBT Road safety, sun safety, water safety- visitors.</p> <p>Involvement – inter and intra school sports events, after school clubs, school council</p>
Computing	<p>Computer Science Understand Simple algorithms. Create simple programs e.g. (Beebot) – forward / backwards – use pictures of ourselves/ animals/plants</p> <p>Digital Literacy SWGFL http://www.digital-literacy.org.uk/Curriculum-Overview.aspx#yr1 Keeping safe online. Finding ourselves sites safely</p> <p>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</p>	<p>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)</p> <p>Digital Literacy Keeping personal information private. Look at local environment for common uses of ICT outside school</p> <p>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</p>	<p>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</p> <p>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</p> <p>Computer Science - iPad apps writing precise and unambiguous instructions. – Daisy the dinosaur/Kodables/Beebot app</p>
E-Safety to teach throughout the curriculum	<p>I understand the different methods of communication (e.g. email, online forums etc). I know you should only open email from a known source. I know the difference between email and communication systems such as blogs and wikis. I know that websites sometimes include pop-ups that take me away from the main site. I know that bookmarking is a way to find safe sites again quickly. I have begun to evaluate websites and know that everything on the internet is not true.</p>		

	<p>I know that it is not always possible to copy some text and pictures from the internet. I know that personal information should not be shared online. I know I must tell a trusted adult immediately if anyone tries to meet me via the internet.</p> <p>Skills</p> <p>I follow the school's safer internet rules. I can use the search engines agreed by the school. I know what to do if I find something inappropriate online or something I am unsure of (including identifying people who can help; minimising screen; online reporting using school system etc). I can use the internet for learning and communicating with others, making choices when navigating through sites. I can send and receive email as a class. I can recognise advertising on websites and learn to ignore it. I can use a password to access the secure network.</p>		
Opportunity for enrichment			