

Year 1 Curriculum Map 2019 – 20

Autumn 2019		
	Term 1	Term 2
RE	<p>GOD – What do Christians believe that God is like? Children will be encouraged to express themselves. Developing their ideas by communicating with their peers about God and using enquiry skills. Inclusion of similarities of other faiths will ensure diversity.</p>	<p>Incarnation By learning about the birth of Jesus and reading excerpts from the Bible children will develop their enquiry skills and express how they are personally thankful at Christmas time.</p>
PE	<p>Dance Children will express themselves, develop self-belief and creativity by devising their own dances.</p>	<p>Invasion Games Children will learn resilience through competitive games.</p>
Computing	<p>Programming Toys Children will develop resilience by using a trial and error approach to programming using beebots.</p>	<p>Filming The children will foster communication skills as they work together on small dramas to record. They also develop resilience by editing.</p>
Science	<p>Seasonal Change Children will develop enquiry skills by observing changes in the school environment.</p>	<p>Everyday Materials By exploring properties of materials the children will encourage enquiry skills.</p>
Music	<p>Exploring Sounds By experimenting with instruments to explore pitch and volume the children will foster creativity and develop self-expression.</p>	<p>Exploring Duration Self-expression and self-belief is developed during the Christmas Nativity performances – a time to shine!</p>
Art and Design	<p>Drawing and Painting Children will express themselves and be creative by drawing and painting their own images in different media.</p>	n/a
Design Technology	n/a	<p>Healthy Food The children develop communication skills and enquiry skills to explore together the healthy options in our diets.</p>
PSHE	<p>Circle Times Daily opportunities for the children to communicate. These times are to share successes, resolve small disputes and address worries. They are developing independence and becoming more resilient.</p>	<p>Circle Times The work of the School Council is explored as a means to communicate ideas and concerns. Ongoing...see Term 1</p>
Topic Based Learning (History and Geography)	<p>Our School and the Immediate area (Geog) Children will be encouraged to develop communication skills by working in pairs and groups while exploring their immediate environment. By comparing their homes to those of others they will gain a better understanding of diversity.</p>	<p>Changes in living memory (Hist) By talking to their parents and grandparents they will develop communication skills as they enquire about the changes in household items and toys. The children are encouraged to express themselves as they make comparisons.</p>

Spring 2020		
	Term 3	Term 4
RE	<p>Gospel</p> <p>By learning about the teaching of Jesus and reading excerpts from the Bible children will develop their enquiry skills and express how they are personally thankful for the Good News that Jesus brings.</p>	<p>Salvation</p> <p>By learning about the Saving Grace of Jesus and reading excerpts from the Bible children will develop their enquiry skills and express how they are personally thankful that salvation is inclusive and open to all.</p>
PE	<p>Gymnastics</p> <p>Develop self-belief and encourage small achievements in lessons. This is by promoting 'Player of the week' and paired work. Support given to less able, more time allowed for practising skills.</p>	<p>Gymnastics</p> <p>Learning new skills such as resilience by trial and error, and seeing improvement over time. Include the idea of 'personal best.'</p>
Computing	<p>Safe Internet Searching</p> <p>Children will develop resilience by learning and accepting which actions on the computer are safe and which are not. They will also build communication skills as they explore topics in paired work.</p>	<p>Illustrating an E Book</p> <p>Children will develop resilience by using a trial and error approach to Scratch Junior as new learning. They will also build communication skills as they learn from and support each other.</p>
Science	<p>Animals including Humans</p> <p>The children will develop independence and enquiry skills where they can decide which animals to learn about and how and where to find out this information and how to present it.</p>	<p>Pupil generated unit (Animals including humans continued)</p> <p>The children will develop independence and enquiry skills where they can decide which animals to learn about and how and where to find out this information and how to present it.</p>
Music	<p>Exploring Pulse and Rhythm</p> <p>Encouraging self-expression and self-belief performing in class assemblies and Gold Book Assemblies. Develop creativity playing instruments.</p>	<p>Taking Off – Exploring pitch</p> <p>Encouraging self-expression and self-belief. Opportunity to perform and develop resilience. (Care homes)</p>
Art and Design	<p>Printing Collage and Textiles</p> <p>Developing resilience while experimenting with different media and also fostering personal creativity by experimenting freely.</p>	N/A
Design Technology	N/A	<p>Moving Pictures</p> <p>Problem solving and persistence when adapting and improving ideas from design to make- resilience. Collaborative and supportive work- developing communication skills.</p>
PSHE	<p>Living in the wider world</p> <p>Linked to E-safety day theme. Diversity linked to topic.</p>	<p>Health and wellbeing</p> <p>Linked to science and to D & T. Encouraging enquiry about healthy lifestyles.</p>
Topic Based Learning (History and Geography)	<p>Where in the World? (Geog)</p> <p>Encouraging enquiry and diversity by researching different countries and contrasting cultures.</p>	<p>Local area and historical events/figures (Hist)</p> <p>Learning about diversity through historical figures- and their impact on their community. Encouraging enquiry skills while researching historical figures.</p> <p>This will encourage enquiry and questioning to deepen their knowledge and understanding of different significant figures in history.</p>

Summer 2020		
	Term 5	Term 6
RE	<p>JUDAISM</p> <p>What is a Mezuzah and why do Jewish people have one? Encouraging enquiry.</p>	<p>JUDAISM</p> <p>What is important for Jewish people at Chanukah? Developing empathy and an understanding of diversity.</p>
PE	<p>Striking and fielding skills</p> <p>Foster communication skills by working together, listening to others ideas, following rules.</p>	<p>Athletics</p> <p>Encourage self-belief by aiming to beat personal bests in track and field.</p>
Computing	<p>Producing a talking book</p> <p>Developing enquiry and communication by working together on class projects – Scratch Junior. (Some team teach with Year 3)</p>	<p>Introduction to Coding (scratch)</p> <p>Building resilience by persevering with coding skills. Using trial and error to develop self-belief by celebrating small achievements</p>
Science	<p>Plants</p> <p>Encouraging and deepening their enquiry based skills and building resilience, through planning and carrying out investigations linked to growth of a plant.</p>	<p>Extension unit (Plants/ Environments/Global footprint)</p> <p>Developing self-enquiry and self-belief when researching and voicing opinions about difficult topics. Foster communication skills when debating and developing their ideas and vision.</p>
Music	<p>What's the Score? Exploring instruments and symbols</p> <p>Continue developing self-expression and creativity using instruments for a class performance</p>	<p>Exploring timbre, tempo and dynamics</p> <p>Developing resilience and self-belief through performances and trial and error.</p>
Art and Design	<p>Sculpture and digital media</p> <p>Developing creativity and resilience by producing both life-like and abstract sculptures. (junk modelling and Modroc) Learning to express themselves in original and exciting ways.</p>	N/A
Design Technology	N/A	<p>Playgrounds and Big Machinery</p> <p>Developing resilience and communication skills by completing building projects using strong shapes. Visit Diggerland</p>
PSHE	<p>Living in the wider world</p> <p>Build resilience and self-belief, having and showing respect for ourselves as well as others</p>	<p>Relationships and wellbeing</p> <p>Develop resilience and confidence in themselves, engaging in transitional activities and preparing for a new school year.</p>
Topic Based Learning (History and Geography)	<p>Globetrotters (Continents) Geog</p> <p>Building understanding of diversity by exploring our place in the world. Linked to Science and developing self-enquiry and self-expression when voicing opinions about re-cycling and global warming.</p>	<p>Explorers (Inc Christopher Columbus) Hist</p> <p>Encourage enquiry skills when researching the lives of great historical figures. Develop diversity when learning about the wide ranging cultures in our incredible 'Planet Earth'.</p>