St Luke’s Park Primary School

**Curriculum**

Year 1

Autumn Term Curriculum Map Year 1

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|  | Autumn 1 Explorers (Exploring My school) | Autumn 2 Great Explorers (Exploring the world) | |
| English | * Composing and writing simple sentences * Non-fiction – Labels, lists and captions | * Fables * Commands and questions * Rhyming couples on a theme (Halloween) | |
| Maths  WRM | * Place value within 10 * Addition and subtraction within 10 * Shape * Consolidation   *Ongoing fluency, reasoning and problem solving* | | |
| Science | **Work Scientifically**   * Asking simple questions and recognising that they can be answered in different ways * Observe closely using simple equipment * Performing simple tasks * Identifying and classifying | | |
| **Animals including humans**  **Identify, name, label the basic parts of the human body and say which of the body associates with each sense.** (NC)   * Use senses to compare different texture, sounds and smells (environment) * identify the main parts of the human body and link them to their senses | **Seasonal Changes**   * observe and describe how day length varies * observe changes across the four seasons * name the four seasons in order * observe and describe weather associated with the seasons | |
| History | **Historical enquiry**   * Identify old and new things in a picture (linked to photos of school then and now) * Experience school life in the past (life in Reception Class/preschool) * Place 3 objects related to school eg writing equipment black boards on a timeline using words Past/old and Present/new | **To develop an awareness of the lives of significant individuals in the past who have contributed to national and international achievements (**NC**)**   * Find out about key facts about the explorer Robert Falcon Scott's using a *pictures and history books*. <https://www.bbc.co.uk/teach/class-clips-video/ks2-robert-falcon-scott/zdhdgwx> * Find out about the expedition to Antarctica – what they took? eg food, transport (mechanical sledges, ponies, dogs) How long the expedition lasted? What was the weather conditions? How/Why did the expedition end? * Understand the difference between things that happened in the past and the present eg travel | |
| Geography | **Place Knowledge**   * tell someone their address/address of the school * Study of the human and physical geography of the school grounds – simple field work (use simple observational skills of the school and its grounds) * To know that Runwell is in England   **Human and Physical Geography**   * describe a locality using words and pictures (human and physical features)- to know where the children live – (school, and Runwell village)   **Skills and fieldwork**   * use simple locational and directional language (e.g. ‘near’ and ‘far’; ‘left’ and ‘right’) | **Human and Physical Geography**   * Explain the main physical features of a cold place, *Ocean with ice-sea, treeless plain or barren land, icy glaciers*. * Explain how the weather changes with each season(linked to science) * Explain what they might wear if they lived in a very cold place * Find out the type of houses in a cold place eg Igloo, snow hut/house.   **Locational knowledge**   * Identify the world’s seven continents and five oceans using a globe/map * Point out where the, north pole and south pole are on an atlas/map   **Skills and field work**   * Use maps, atlases and globes to locate countries and continents | |
| ICT | * Learn to log on confidently * Learn that a password should be kept private.   **Data Retrieving and Organising**   * Create simple pictograms (<https://primaryschoolict.com/pictograph/>)   **Online safety**   * Learn that online is not the same as real life. * Know not to go on the internet unless their teacher or a trusted adult helps them * Know how to minimise a screen if they see something inappropriate on a website and tell a trusted adult   **Algorithms and Programs (coding)**  Use Bee-Bots and Bee-Bot app   * Understand forwards, backwards, up and down * Record their routes * Put two instructions together to control a programmable toy (Bee-bot Create a simple series of instructions for a Bee-Bot - left and right * Begin to plan and test a Bee-bot journey - draw simple shapes or follow a route | | |
| Design & Technology |  | Energy snack for a journey(Explorers)  **Designing, Making, Evaluating and technical knowledge including Cooking and Nutrition**   * describe the texture of foods * cutting skills – bridge hold and claw hold * wash their hands and make sure that surfaces are clean * think of interesting ways of decorating food they have made * Assemble or cook ingredients | |
| Art | **Colours and objects found in nature (school ground)** eg leaves, pine cones, branches  **Sketch books**   * explore ideas from first hand observation, experience and imagination   **Drawing**   * Begin to explore the use of line, shape and colour   **Painting**   * Mix and match colours to artefacts and objects |  | |
| Music | **Charanga Scheme** Hey You (Old School Hip Hop)  **Listen & Appraise**   * To know 5 songs off by heart * To know and recognise the sound and names of some of the instruments they use.   **Dimensions of music**   * Learn about voices, singing notes of different pitches (high and low)   **Singing**   * Start and stop singing when following a leader.   **Playing**   * Treat instruments carefully and with respect. * Play a tuned instrumental part that matches their musical challenge * Listen to and follow musical instructions from a leader.   **Improvisation**   * Make up a tune on the spot. * Listen to, copy and clap back rhythms and then improvise their own   **Composition**   * Understand that composing is like writing a story with music   **Performance**   * Understand that a performance is sharing music with other people, called an audience and understand how to be a good audience when listening to a performance | **Charanga Scheme** Rhythm in the way we walk and the banana rap ( Reggae)  **Listen & Appraise**   * To know 5 songs off by heart * To know and recognise the sound and names of some of the instruments they use. * enjoy moving to music by dancing, marching, being animals or pop stars   **Dimensions of music**   * Learn about voices, singing notes of different pitches (high and low)   **Singing**   * Sing or rap five songs from memory and sing them in unison   **Playing**   * Learn the names of the notes in their instrumental part from memory or when written down * Learn the names of the instruments they are playing   **Improvisation**   * Using voices and instruments, listen and copy back, then improvise own answers * Take turns to improvise using one or two notes on a tuned instrument   **Composition**   * Help to create a simple melody using one, two or three notes * Learn how the notes of the composition can be written down and changed if necessary   **Performance**   * Perform a song they have learnt and say how it made them feel * Add their ideas to a performance | |
| PE | **Tag Rugby**   * be confident and safe in the spaces used to play games. * Explore and use skills, actions and ideas individually and in combination to suit the game they are playing * Choose and use skills effectively for particular games   **Gymnastics**   * make their body tense, relaxed, curled and stretched * control their body when travelling, balancing * copy sequences and repeat them * roll, travel, balance in different ways * climb safely * stretch and curl in different ways | | **Dance – linked to KS1 performance**   * move to music copy dance moves * perform some dance moves * make up a short dance * move around the space safely   **Netball skills/hockey skills**   * Develop dribbling skills * Develop sending (throwing) and (catching) skills with a ball * move and stop safely * throw in different ways * Be confident and safe in the spaces used to play games. * Explore and use skills, actions and ideas individually and in combination to suit the game they are playing * Choose and use skills effectively for particular games |
| R.E | **What makes me special?**   * Explain what makes people special * Discuss how we can make people feel special. * Explain why other people are special eg *Jesus, Rama and Sita, Guru Nanak were special people to Christians, Hindus, and Sikhs* * Discuss how we celebrate being special | **How do Christians celebrate Christmas?**   * Explain why Christmas is so special and important to Christians. * Find out how Christians celebrate – the festival of Christmas. | |
| P.H.S.E | **Being me in my world**   |  | | --- | | * explain why my class is a happy and safe place to learn * give different examples where I or others make my class happy and safe | | **Celebrating differences**   |  | | --- | | tell you some ways that I am different and similar to other people in my class, and why this makes us all special  explain what bullying is and how being bullied might make somebody feel | | |