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)
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| MathsWRM | * 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
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| **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
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| 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
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| 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
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| 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
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| 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
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| 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
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| 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
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| 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
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| 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.
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| P.H.S.E | **Being me in my world**

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| * 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
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 | **Celebrating differences**

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| tell you some ways that I am different and similar to other people in my class, and why this makes us all specialexplain what bullying is and how being bullied might make somebody feel |

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