

Hippings Methodist Primary School -Year 1 Curriculum Map.

| Year 1 | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------------------------------|---|--|---|--|---|--|
| Big question | <i>Where do the leaves go to in winter?</i> | <i>Why can't a penguin live near the equator?</i> | <i>What does Beegu think of life on planet Earth?</i> | <i>Why are iPads more fun than my grandparents old toys?</i> | <i>Why are humans not like Bog Babies?</i> | <i>Where do and did the wheels on the bus go?</i> |
| Subject Driver | Science | Geography | Science | History | Science | Geography |
| WOW factor/Hook | Cuddly rabbit found in the classroom. | A suitcase and an umbrella to be left near the carpet. | Crash scene in the classroom of spaceship. Beegu's ears and feet left in the room. | Magical Toy Museum Visit in School. | Visit a Zoo | Bus Tour of the Local Area. Visit a contrasting village. |
| Text | The Rabbit Problem Peter Rabbit Peter Rabbit – Beatrix Potter | Lost and Found Meerkat Mail (Literacy shed plus) | Beegu (The Way Back Home) (Toys in Space) Letter Lost Poster Character Description | Dogger | The Bog Baby | Naughty Bus |
| Non-fiction and Poetry | Animal poems Rabbits – Matt Mooney. | Captions and labels Explanation How do Penguins survive in the South Pole? Meerkat – report/fact-file Mini-beast poems | Poet Study – Puffin book of fantastic First Poems – June Crebbin. | Non-fiction books about toys in the past | Write a report about a Bog Baby Non-fiction books on pond and woodland animals The King of the Tiny Things by Jeanne Willis | Vroom Vroom – poems about things that move. |

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| History | | <u>Lives of significant people</u> Bonfire Night and Guy Fawkes | <u>Local History</u> James Hargreaves – Spinning Jenny. | <u>Within Living Memory</u> Toys in the past and comparing schools. | | |
| Geography | <u>The Immediate Locality</u> - link to local history and moving around school. Use simple maps. | <u>Hot and Cold Places:</u> Know features of hot and cold places in the world Know where the equator, North Pole and South Pole are on a globe Know which is the hottest and coldest season in the UK | | | <u>Locational Knowledge</u> – look at animals in the local area, school grounds Rhyddings Park. | <u>Geographical Knowledge.</u> Can they identify the four countries that make up the UK. |
| Science | Animals including Humans | | Everyday Materials | | Animals including humans. | Plants |
| PE | Key Fundamental Skills | Penguins Possoms, Pigs Lost and Found | Dance based on Robots and Aliens | Family Album - Games | Growth and Green Gymnastics | The Great Outdoors – trails and simple team games. |
| ICT/Computing | <u>Getting Started</u> | <u>Programming</u> | <u>Algorithms</u> | <u>Digital Imagery</u> | <u>Data</u> | <u>Rockets</u> |
| | Getting Started Children are introduced to using computers more purposefully, learning to login & navigate around a computer, develop their mouse skills, learn how to drag, drop, click & control their cursor to create works of art. | Children program Beebots. | Away from computers, children relate algorithms, decomposition & debugging to familiar contexts, while learning why their instructions need to be specific and unambiguous | Children plan a miniature adventure story and capture it using their developing photography skills. They learn to enhance their photos using a range of editing tools as well as searching for and adding other images to their project, | Pupils learn what data is & different ways that it can be represented, both with & without a computer. They develop their understanding of why data is useful, how it can be used & ways in which it can be gathered & recorded | Children design, build & test rockets. They develop their keyboard & mouse skills, creating a digital list of materials, using drawing software & recording data. They develop their computational skills through sequencing |

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| | | | | resulting in a high-quality photo collage showcase | both by humans & computers | and debugging a set of instructions |
| Music | <p>Singing Through singing a variety of songs pupils will explore:</p> <ul style="list-style-type: none"> • Warming up our voices and bodies ready to sing • Singing in a group in unison • Adding movement and actions in time to the music • Keeping pulse - Clapping and stamping the beat whilst singing • Reacting to gestures (Tempo and Dynamics) • PITCH – recognising patterns in a song – music moving up/down. • Demonstrating to their peers in pairs or small groups • Learning further about what a conductor does – opportunity for individuals to help conduct the class – eg. start/stop, louder/quieter. | | <p>Composition, Rhythm and Notation</p> <ul style="list-style-type: none"> • Repeating rhythms through clapping and on percussion instruments • Introducing simple rhythm through sound. • Learning about names and sounds of different percussion instruments. • Notating and reading simple rhythms • Creating their own rhythms • Awareness of rests (silence in music) • Layering rhythms – 2 or more at the same time – in groups | | <p>Listening and consolidating knowledge</p> <ul style="list-style-type: none"> • Introducing simple two part round songs • Developing following a conductor • Developing an awareness of different instruments and their names, family and describing what they look like. • Developing listening skills through listening to recorded and live music. • Being able to distinguish and name the different instruments in a piece of music • Being able to talk about the mood or story of a piece of music. • Listening to different genres of music | |
| PSHE | Rules Rights and Responsibilities Healthy Lifestyles | Keeping Safe | Growing and changing | Healthy Relationships | Feeling and Emotions Caring for the Environment – around our school | Valuing difference Money |