

# St. Margaret's C.E. Primary School

## YEAR 1 CURRICULUM MAP

		Autumn	Spring	Summer
<b>Reading</b>	Word reading	Phonic programme -Phonics Bug		
	Comprehension	Texts include: poetry, key stories, traditional stories, fairy stories and nonfiction (NC p 21)		
<b>Writing</b>	Transcription	Phonics / Spelling programme ( NC Appendix 1)		
	Composition	Short narratives (NC p 24)		
	VGP	NC Appendix 2		
<b>Speaking and Listening</b>		12 Statutory statements (NC p 17)		
<b>Maths</b>		Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions, Measures, Geometry: properties of shape, Geometry: position, direction and motion, Time		
<b>Science</b>		Seasonal changes - across the four seasons/weather		
		<b>Animals Including humans -</b> Name common animals Name carnivores, herbivores, omnivores <b>(Biology)</b>  <b>Seasonal Changes (Physics) -</b> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.	<b>Use of everyday materials – name, describe and sort everyday materials (Chemistry)</b>  <b>Seasonal Changes (Physics) -</b> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.	<b>Plants – name basic parts- identify common plants (Biology)</b>  <b>Seasonal Changes (Physics) -</b> Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.
		<b>Working scientifically</b> - on going across the year		
<b>Computing</b>		<b>Computing systems and networks- technology all around us</b> Develop children's understanding of technology and how it can help them. <b>Programming – Moving a Robot</b> Introduction to programming using Bee-Bots. Children will identify what each command does and begin to predict the outcome of programs.	<b>Programming – Animation</b> Introduction to on-screen programming. Use programming blocks to use, modify and create programs. <b>Creating Media- Digital Painting</b> Develop an understanding of a range of tools used for digital painting.	<b>Creating Media – Digital Writing</b> Develop an understanding of the various aspects of using a computer to create and change text.
		<b>E-safety: privacy and security, self- image and identity, on-line relationships, on-line bullying, health, well-being and lifestyle, managing on-line information – Education for a Connected World</b>		
<b>History</b>		<b>Changes within living memory -</b> I'm making history!	<b>History detectives- spot the difference! –</b> Houses and homes in the past	<b>Who has helped make History?</b> – Beatrix Potter
<b>Geography</b>		<b>What is my place like?</b> My Geography Home and School Focus: Fieldwork and observational skills. Basic maps.	<b>What can I find?</b> Me and my corner of the world. Local area. Focus: Fieldwork and observational skills, basic maps, use and labelling of photographs, geographical language.	<b>What is my country like?</b> Me and my UK. UK countries, capitals and seas. Focus: map skills, photograph use, basic atlas introduction
		<b>Geographical skills and fieldwork</b> - on going across the year		
<b>D.T.</b>		<b>Control - sliders and levers</b> - produce a moving picture e.g. Making a moving Christmas card	<b>Cooking and nutrition- preparing fruit and veg</b> -Fruit kebabs	<b>Structure - free standing structures</b> - make a working lighthouse

<b>Art and Design</b>	<b>Portraits- self and others</b> <b>Painting and drawing</b>  <b>Artists:</b> Van Gogh, Modigliani, Derek Russell		<b>Local Sculptures:</b> Angel of the North, The Journey, Durham Cathedral, Sanctuary Knocker  <b>Drawing, 3D sculpture (clay)</b> <b>Artists:</b> Anthony Gormley, Fenwick Lawson		<b>Environmental Printing and Collage</b>  <b>Artists:</b> William Morris, Cath Kidston	
<b>Music</b>	<b>Menu Song</b> Cumulative song. Active listening (movement), beat, echo singing, showing pitch moving.	<b>Colonel Hathi’s March</b> moving and counting in time to march music, composing their own marching music, listening to contrasting low and high instruments  <b>Magical, musical aquarium</b> Timbre, pitch, structure, graphic symbols, classical music	<b>Football</b> Beat, ostinato, pitched/unpitched patterns, mi-re-do (notes E-D-C)	<b>‘Dawn’ from Sea interludes</b> Beat, active listening (singing game – musical signals – movement), 20th century classical music.  <b>Musical Conversations</b> Question-and-answer, timbre, graphic score	<b>Dancing and Drawing to Nautilus</b> Active listening (musical signals, internalising beat, draw to music, movement /actions), electronic music.  <b>Cat and Mouse</b> Mood, tempo, dynamics, rhythm, timbre, dot notation.	<b>Come dance with me</b> Call-and-response, echo singing and playing, playing percussion, developing beat skills, crotchet, quavers and crotchet rest
<b>P.E.</b>	<b>Gymnastics</b>		<b>Dance Games (1)</b>		<b>Games (2) Striking and Fielding</b>	
<b>PSHE</b>	<b>Health and Wellbeing – Looking at the variety of ways we can stay physically and emotionally safe.</b>		<b>Relationships</b> To communicate feelings to others, to recognise how others show feelings and how to respond. <b>To identify and respect the difference and similarities between people.</b> <b>To recognise and challenge stereotypes</b>		<b>Living in the Wider World - What improves and harms their local, natural and built environments and about some of the ways people look after them</b>	
<b>R.E.</b>	<b>What can we learn about Christianity from visiting a church?</b> <b>Why are gifts given at Christmas?</b>		<b>Why is Jesus special to Christians?</b> <b>What is the Easter story?</b>		<b>What can we find out about Buddha?</b>	