



Curriculum Mapping 2017 – 2018

Year 1

	Autumn term 15 weeks	Spring term 11 weeks	Summer term 13 weeks
Topic / Theme	What happened once upon a time? Children will use historical sources such as Conisborough castle to consider what life was really like in Medieval times and compare this to Fairy tales. They will learn about why, where and how castles were built. They will present their learning by preparing a spectacular Medieval Banquet.	What mysteries belong to the seas?	What does it mean to be alive?
Outcome	Medieval banquet	Design and make a boat for a specific journey	Create a pop-up picture book about animals.
Events, visits and enrichments	Conisborough castle	The Deep	Yorkshire wildlife park
English links	Fairy Tales	Cultural stories/ narrative Instructional text on how to make the clothes Non-fiction text based on light topic	
Maths links		Budget and costing of clothes Interpreting data – different countries and cultures(temperature)	



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<p>Science</p>	<p>Seasonal changes (Discrete) observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies</p>	<p>Everyday materials (Linked) distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties (e.g. waterproof)</p>	<p>Plants (Linked) identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees Animals, including humans (Linked) identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>
<p>Computing Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>Using a computer Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Children will learn how to use a computer mouse or a trackpad and how to switch on and shut down a computer.</p> <p>Word Processing Use basic typing and word processing skills. Children will learn how to type with two hands, use the shift, space and enter key properly, and edit work by using the backspace, delete and arrow keys. Children will then go on to learn how to use undo and redo and to select and format text.</p>	<p>Painting Use basic painting skills in a painting application on a computer or tablet device. Children will use a simple painting program to paint with different colours and brushes, create shapes, fill areas, undo and redo and add text.</p> <p>Scratch JR Encourages basic understanding of algorithms and how to create precise instructions for visual working programs. It begins to develop a sense of creating, debugging and logical reasoning, which are required for further programming at KS2.</p>	<p>Using and Applying Skills An opportunity to bring together all the skills learnt over the year within a new context.</p> <p>Beebots - Programming Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs; use logical reasoning to predict the behaviour of simple programs</p>



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DT	Textiles select from and use a wide range of materials and components, including textiles, according to their characteristics.	Structures - Boats build structures, exploring how they can be made stronger, stiffer and more stable. - boats	Paper Construction and mechanisms explore and use mechanisms [for example, levers, sliders] in their products Pop-up books
History	Medieval castle life (1066-1485AD) Significant historical events and places in their own locality.	Ocean Explorers significant historical people	
Geography	United Kingdom Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Use world maps, atlases and globes to identify the United Kingdom and its countries Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom Key human features, including: city, town, village, factory, farm, house, office, and shop Identify seasonal and daily weather patterns in the United Kingdom (Linked to science)	World Geography use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key name and locate the world's 7 continents and 5 oceans use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, sea, ocean, river. identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom



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<p>Art and Design to create sketch books to record their observations and use them to review and revisit ideas</p>			
<p>Music</p>	<p>Music in the Round Preparation for the performance at the Crucible.</p> <p>Let's tell a story Create and combine sounds to accompany a story.</p> <p>Nativity Learn the songs and instrumental accompaniments for the nativity.</p>	<p>Rhythm and Pulse Using percussion instruments to explore rhythm and pulse.</p> <p>Playground games Learn circle and clapping games to play in the playground.</p>	<p>Pitch Use their voices expressively and creatively to sing songs and speak chants and rhymes.</p> <p>Tuned percussion Introduction to xylophones.</p> <p>Transition Introduction to untuned percussion instruments.</p>
<p>PE</p>	<p>Games – FUNdamentals participate in team games, developing simple tactics for attacking and defending</p> <p>Gymnastics – Floor Developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p>Games – Throwing and Catching master basic movements including running, jumping, throwing and catching, and begin to apply these in a range of activities</p> <p>Gymnastics – Apparatus Developing balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p>Dance – Link to Class Topic perform dances using simple movement patterns</p> <p>Summer Games – Football participate in team games, developing simple tactics for attacking and defending</p>
<p>RE</p>	<p>Celebrations and festivals -SACRE Unit A (Discrete) Who celebrates what and why - Muslims and Christians</p>	<p>Christian stories - SACRE Unit C (Discrete) WHat can we learn from stories of Jesus about praying and helping peopl?</p>	<p>Myself - SACRE Unit B (Linked) How do we show we care for others? Why does it matter?</p>
<p>PSHE coverage</p>			