



**St Andrew's C. Of E (V.C.) Primary School – Year One Curriculum Map 2020-21**

<b>Subject</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Hook/Topic</b>	<b>Toys</b> What can I play with? (Opening topic with the focus of settling into Year One- child led)	<b>Celebrations</b> Why do we celebrate Bonfire Night?  Why do we celebrate Christmas?	<b>Seasons</b> What are the seasons of the year?	<b>Weather</b> What is the weather today?	<b>Transport</b> How do we move around?	<b>Transport around us</b> How do we move around our village?
<b>Maths</b>	Positional language including ordinal numbers; Numbers to 10 (including finding patterns in numbers, counting and comparison, estimating and ordering, regrouping the whole and solving problems, comparing); Numbers to 20 (including making 10 and some more, estimating and ordering, doubling and halving, odd and even numbers); Names and properties of 2-D and 3-D shapes.		Measures (including using standard and nonstandard units to measure length, height, mass, speed, money and time); Numbers to 20 (including adding, subtraction, finding the unknown number in a sum, language of problem solving and comparison of numbers); Counting in 2s, 5s and 10s.		Multiplication and division (including equal and unequal groups- remainders, repeated addition and arrays, scaling and counting in 2s and 4s, sharing and grouping problems); The language of turns and telling the time (including o'clock and half past); Fractions (including sharing into groups, equal and unequal parts of shapes and capacity); Numbers to 100 (including place value and digits, making tens and some more); Using place value to estimate, order and compare.	
<b>English</b>	<p><b><u>Labels, Lists and Captions</u></b> Write labels and sentences.</p> <p><b><u>Stories with predictable phrasing</u></b> Write simple sentences using patterned language, words and phrases taken from familiar stories.</p> <p><b><u>Vocabulary Building-Poems</u></b> Read, write and perform free verse.</p>	<p><b><u>Stories with predictable phrasing</u></b> Write simple sentences using patterned language, words and phrases taken from familiar stories.</p> <p><b><u>Structure (rhyming couplets)- Poems</u></b> Recite familiar poetry by heart</p>	<p><b><u>Reports</u></b> A simple, non-chronological report with a series of sentences to describe aspects of a subject; distinguish between descriptions of a single member of a group and the group in general.</p> <p><b><u>Contemporary Fiction- Stories which reflect children's own experiences</u></b> Write a series of sentences to retell events based on personal experiences.</p>	<p><b><u>Instructions</u></b> Following practical experience, children write up the instructions for a simple recipe.</p> <p><b><u>Contemporary Fiction- Stories which reflect children's own experiences</u></b> Write a series of sentences to retell events based on personal experiences.</p> <p><b><u>Structure (rhyming couplets)- Poems</u></b> Recite familiar poetry by heart</p>	<p><b><u>Report</u></b> A simple, non-chronological report with a series of sentences to describe aspects of a subject; distinguish between descriptions of a single member of a group and the group in general.</p> <p><b><u>Traditional Tales- Fairy Stories</u></b> Write a retelling of a traditional story.</p> <p><b><u>Vocabulary Building-Poems</u></b> Read, write and perform free verse</p>	<p><b><u>Explanation Texts</u></b> Draw pictures to illustrate a simple process and prepare several sentences to support the explanation.</p> <p><b><u>Traditional Tales- Fairy Stories</u></b> Write a retelling of a traditional story.</p> <p><b><u>Take one poet- Poetry</u></b> Personal responses to poetry as well as reciting poetry by heart.</p>

			<p><b><u>Vocabulary Building- Poems</u></b> Read, write and perform free verse</p>		
Science	<p><b><u>Everyday Materials</u></b> 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.</p>	<p><b><u>Seasonal Changes- Autumn to Winter</u></b> Observe changes across the 4 seasons; observe and describe weather associated with the seasons and how day length varies.</p> <p><b><u>Seasonal Changes- Spring to Summer Weather</u></b> Observe changes across the 4 seasons; observe and describe weather associated with the seasons and how day length varies.</p>	<p><b><u>Plants</u></b> 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.</p>	<p><b><u>Animals, including humans</u></b> 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>	
RE	<p><b><u>What do Christians believe God is like? Being thankful and Harvest traditions</u></b> Pupils find out how people with different religions and world views celebrate the fruitfulness of the Earth.</p> <p><b><u>Why does Christmas matter to Christians? How and why do we celebrate special times?</u></b> Pupils look at the story of the Nativity from the Gospel of Luke, Chapters 1 and 2.</p>	<p><b><u>Who is a Muslim? What do they believe and how do they live?</u></b> Pupils look at stories in the Qur'an about the Prophet Muhammed including: Prophet Muhammad and the Black stone, the cat and the crying camel.</p> <p><b><u>Why does Easter matter to Christians?</u></b> Pupils study the entry into Jerusalem (John 12:12-15), The Last Supper, Jesus' betrayal (Luke 22:47-53), Jesus' death (Luke 23:26-56) and Jesus' resurrection (John 20:11-23).</p>	<p><b><u>What makes some places significant? What makes some places sacred to believers?</u></b> Pupils look at holy places for the Christian and Islamic faith including mosques, churches and cathedrals.</p> <p><b><u>Who made the world?</u></b> Pupils study Genesis 1 and the Creation Story.</p>		
Geography	<p><b><u>Our World</u></b> We will use maps, atlases and globes with increasing independence. We will express own views about a place, people or environment and identify how places are different and similar.</p>	<p><b><u>Weather</u></b> We will compare the four seasons and look at geographical changes within each one.</p>	<p><b><u>Our School</u></b> In this unit, we will make maps and plans of our school (3-D and 2-D). We will use simple fieldwork and observational skills to research the school and local area. We will begin to ask geographical questions and learn how to find the answers. We will begin to use positional language.</p>		
History	<p><b><u>The Gunpowder Plot</u></b> We will increase our awareness of the past by finding out about Guy Fawkes and other significant individuals involved in the plot, such as Robert Catesby and Thomas Percy. We will deepen our understanding of the</p>	<p><b><u>Consolidation of Historical Skills.</u></b> We will look at time lines, chronology and scales of time.</p>	<p><b><u>Travel and Transport</u></b> This Travel and Transport unit will teach us about the development of travel and transport throughout history. Alongside consolidating our understanding of chronology through using timelines and making comparisons between old and new forms of transport,</p>		

	events of the Gunpowder Plot through several speaking and listening activities, such as hot seating and role play, as well as sequencing events and designing posters. In We will explore how bonfire night has been celebrated in Britain since the 1930s.			the unit focuses on early travel methods of the Vikings, through to the invention of cars, trains and aeroplanes. It also looks at the significant individuals George Stephenson and the Wright brothers.		
<b>Art</b>	<p><b><u>Let's Sculpt</u></b></p> <p>In this unit, we will think about six sculptors: Marc Quinn, Michelle Reader, Barbara Hepworth, Jill Townsley, Brendan Jamison and Eva Rothschild.</p> <p>We will make our own sculptures out of unusual materials and learn about figurative and abstract sculptures.</p>		<p><b><u>Colour Chaos</u></b></p> <p>In this unit, we will learn about choosing, mixing and using our own colours to create quality artwork that shows progression in skills. We will have opportunities to explore the life and work of six key abstract artists and, working primarily in paint, create pieces in a range of abstract styles.</p>		<p><b><u>Landscapes and Cityscapes</u></b></p> <p>In this unit, we will learn about the bright colours and bold brushstrokes used by the Impressionists, and other artists, including: Claude Monet, Vincent van Gogh, and Jean Metzinger. We will think about the similarities and differences between the work of the different artists, looking at the colours, painting styles, settings, and times of day.</p>	
<b>DT</b>	<p><b><u>Preparing Fruits and Vegetables</u></b></p> <p>Children learn to prepare fruits and vegetables safely. They taste a range of fruits and vegetables and evaluate them against a success criterion. Children will learn about safety in the kitchen and the importance of a healthy diet.</p>		<p><b><u>Slides and Levers</u></b></p> <p>Children read a range of books with slide and levers inside. They will make a simple mechanism that operates using a slide or a lever.</p>		<p><b><u>Freestanding Structures</u></b></p> <p>Children learn about structures. They create their own structure to meet a success criterion. They will evaluate this structure and understand the design process.</p>	
<b>Music</b>	<p><b><u>Hey You!</u></b></p> <p>Hey You! is written in an old school hip hop style for us to learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form.</p> <p>As well as learning to sing, play, improvise and compose with this song, we will listen and appraise other old school hip hop tunes.</p>		<p><b><u>In the Groove</u></b></p> <p>In The Groove is a song that was specially written for classroom use to teach us about different styles of music. This is a very easy song to learn and has been arranged in six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk. Each week we will listen and learn a different style of In The Groove. We you will also listen to a well known song in that weeks' style.</p>		<p><b><u>Your Imagination</u></b></p> <p>It is a song about using your imagination.</p> <p><b><u>Reflect, Rewind and Replay</u></b></p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>	
<b>PE</b>	<p><b><u>Dance (Healthy Me)</u></b></p> <p>This unit focuses on the values and principles of being healthy covering, hygiene, nutrition, activity and sleep.</p>	<p><b><u>Infant Agility</u></b></p> <p>This unit is designed to develop key fundamental skills such as running, jumping, skipping, hopping, balancing, landing, sending, receiving, spatial awareness, listening to</p>	<p><b><u>Gymnastics</u></b></p> <p>This unit focuses on travel, rolling, balancing and making shapes, jumping and using apparatus.</p>	<p><b><u>Team Games</u></b></p> <p>This unit focuses on ball skills and participation in point scoring games.</p>	<p><b><u>Athletics</u></b></p> <p>This unit focuses on early athletic skills including running, throwing and jumping.</p>	<p><b><u>Team Games</u></b></p> <p>This unit builds on earlier ball skills learned in team games. It extends to ball and bat skills.</p>

		instructions, working together, taking turns etc.				
<b>Computing</b>	<p><b><u>Online Safety</u></b> In this unit, the children will understand how to log on to a computer and how to stay safe whilst using it.</p> <p><b><u>Grouping and Sorting</u></b> In this unit, the children will sort items by different criteria away from the computer. At the computer, they will use Grouping on Purple Mash to sort items.</p> <p><b><u>Pictograms</u></b> This unit is an introduction to pictograms and looking at how they can be used to represent data.</p>	<p><b><u>Lego Builders</u></b> This unit encourages children to begin to think logically about scenarios. Children will be introduced to the term 'algorithm'. This concept is at the core of coding.</p> <p><b><u>Maze Explorers</u></b> This unit builds on 'Lego Builders'. It helps children understand how to build up an 'algorithm' and create an activity based on an algorithm.</p> <p><b><u>Animated Story Books</u></b> Children will create their own animated story book.</p>	<p><b><u>Coding</u></b> Children will begin to understand what coding means, in reference to a computer. They will use a program to build a code and evaluate its effectiveness.</p> <p><b><u>Spreadsheets</u></b> Children will be introduced to a spreadsheet. They will navigate around a spreadsheet and understand a few of the basic functions.</p> <p><b><u>Technology Outside School</u></b> Children will locate technology in their local area.</p>			
<b>Forest School</b>	<p><b><u>Nature Sculptures</u></b> This 'Nature Sculptures' unit will teach us about the concept of nature sculpture. We will have the opportunity to learn about different kinds of nature sculptures and to explore the work of Andy Goldsworthy and other environmental artists.</p>	<p><b><u>Forest School Skills</u></b> In this unit, we will explore survival skills and take part in investigations of our outside space.</p>	<p><b><u>Plants</u></b> In this unit, we will begin to think about the plants in our school environment and especially in our Forest School.</p>	<p><b><u>Take it outside- Summer</u></b> We will begin to think about extending our forest school skills and take part in team-building activities.</p>		