



**St Andrew's C. Of E (V.C.) Primary School – Year One Curriculum Map 2021-22**

<u>Subject</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
	<b><u>Our School</u></b>		<b><u>Castles</u></b>		<b><u>Travel and Transport</u></b>	
<b>Maths</b>	Previous Reception experiences and counting to 100	Comparison of quantities and part-whole relationships  Numbers 0-5	Recognise, compose, decompose and manipulate 2D and 3D shape.  Numbers 0-10	Additive structures  Addition and subtraction facts within 10	Numbers 0-20  Unitising and coin recognition	Position and direction  Time
<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>Vocabulary Building-Poems</u></b> Read, write and perform free verse</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>
<b>Science</b>	<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		<b><u>Seasonal Changes</u></b> Observe changes across the 4 seasons; observe and describe weather associated with the seasons and how day length varies.		<b><u>Plants</u></b> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees; identify and describe	<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

	a variety of everyday materials on the basis of their simple physical properties.		the basic structure of a variety of common flowering plants, including trees.	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.
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 the 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 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>	<p><b><u>Weather</u></b> We will compare the four seasons and look at geographical changes within each one. What is the weather like where we live? What is the weather like in different countries around the world? (links with Science 'seasonal changes')</p>	<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>	
History	<p><b><u>History of our school and village.</u></b> Historical skills –We will look at time lines, chronology and scales of time.  We will look for evidence around our school. When was it built? What clues are there? How has our school changed? What was our school like for children in the past? We will explore how our village has changed. What jobs did people do? How have the village shops changed? (Linked to Geography 'Our school' unit)</p>	<p><b><u>Castles (significant individuals - William the Conqueror)</u></b> We will increase our awareness of the past by finding out about William The Conqueror. We will deepen our understanding of the events of the Norman Invasion of England in 1066 and The Battle Of Hastings and the downfall of the Anglo Saxon King Harold. We will explore how the Norman influence spread through England and resulted in the building of Castles throughout England. We will explore what castles were like and what life was like for the people living in and around them.</p>	<p><b><u>Travel and Transport (changes within living memory)</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, 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.  We will also look at the transport links of our local area.</p>	
Art	<p><b><u>Printing</u></b> In this unit, we will learn about how to print. We will print with a range of hard and soft materials e.g. cork, pen barrels, sponge. We will experience impressed printing: e.g. printing from objects and explore printing in relief: e.g. String and card.</p>	<p><b><u>Sculpture</u></b> In this unit, we will think about Andy Goldsworthy and environmental sculpture. We will make our own sculptures out of unusual materials and learn about figurative and abstract sculptures. (links with Science 'seasonal changes')</p>	<p><b><u>Drawing and painting</u></b> In this unit, we will learn about the bright colours and bold brushstrokes used by the Impressionists, and other artists, including: Claude Monet. 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> 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>Freestanding Structures</u></b> Children learn about structures. They create their own structure to meet a success criterion. They will evaluate this structure and understand the design process. (Links with History making 3D castles)</p>	<p><b><u>Slides and Levers</u></b> 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>		
<b>Music</b>	<p><b><u>Hey You!</u></b> 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. 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> 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> It is a song about using your imagination.</p> <p><b><u>Reflect, Rewind and Replay</u></b> 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> 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> This unit is designed to develop key fundamental skills such as running, jumping, skipping, hopping, balancing, landing, sending, receiving, spatial awareness, listening to instructions, working together, taking turns etc.</p>	<p><b><u>Gymnastics</u></b> This unit focuses on travel, rolling, balancing and making shapes, jumping and using apparatus.</p>	<p><b><u>Team Games</u></b> This unit focuses on ball skills and participation in point scoring games.</p>	<p><b><u>Athletics</u></b> This unit focuses on early athletic skills including running, throwing and jumping.</p>	<p><b><u>Team Games</u></b> This unit builds on earlier ball skills learned in team games. It extends to ball and bat skills.</p>
<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>PSHE</b>	<p><b><u>Me and My Relationships</u></b> Exploring feelings and friendships. Learning about relationships with our families, friends and people at school.</p>		<p><b><u>Keeping Myself Safe</u></b> How to keep ourselves healthy and safe, including relationships education.</p>		<p><b><u>Being My Best</u></b> Children will learn about having a Growth Mindset, setting goals and celebrating achievements.</p>	

	<p><b><u>Valuing Difference</u></b> Learning about similarities and differences between individuals. This unit includes looking at British Values.</p>	<p><b><u>Rights and Responsibilities</u></b> This unit involves learning about looking after and taking care of things; including money, the environment and the wider world.</p>	<p><b><u>Growing and Changing</u></b> This unit talks about how our bodies grow and change, how to look after babies and RSE.</p>	
<p><b>Forest School</b></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>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 (links with art 'sculptures' and exploring the work of Andy Goldsworthy and other environmental artists)</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>
<p><b>Wow moments</b></p>	<p>St Andrew's Church visit (linked to RE - Why does Christmas matter to Christians?)  Village walk - linked to 'Our school' and 'History of our school and local area' units.</p>	<p>Castles – "Happening History" visitors (linked to 'Castles' History unit)</p>	<p>Southend Sealife Centre – (linked to Science 'Animals' unit)</p>	