

Year 1 Curriculum map 2018-2019

Topic	Science	Computing	DT	History	Geography	RE – Surrey Syllabus	Art	Music	PE	PSHE & SEAL
Autumn 1 & 2 Reach for The Stars	<p>Animals including humans: Senses, labelling body parts – investigate senses / space suits – what do they do to our senses?</p> <p>Seasonal changes / weather / plant diary (Autumn – 1)</p> <p>(Plants: Observe evergreen/ deciduous trees at year start.)</p>	<p>E-Safety</p> <p>Familiarisation with ICT suite. Learn how and how to log on to server.</p> <p>Graphics: explore Paint program, create Superhero picture.</p>		<p>Events beyond living memory: First man on the moon. Comparing Neil Armstrong to Tim Peake</p> <p>Make time line of space events.</p> <p>(Space – Astrodome visit / science)</p>		<p>ASU : Why is Harvest important?</p>	<p>Use drawing.. to develop and share ideas/ experiences/ imagination.</p> <p>Painting of a moon scene/ superhero family: link to known cartoons/hero family.</p>	<p>Instruments: exploring sounds</p> <p>Voices: Exploring duration. Finding the voice. Tapping the pulse as steady beat</p> <p>Space unit 1</p>	<p>Sports Focus</p> <p>Perform space dances using simple movement patterns</p>	<p>Go Givers: Exploring feelings. Living in the wider world.</p>
	<p>Everyday Materials: identifying materials, distinguish between object and material and describe physical properties of materials.</p> <p>compare and choose best material for making a rocket (plastic, card, paper, tissue, film...(in DT))</p> <p>Seasonal changes / weather / plant diary / observe changes to trees (Autumn – 2)</p>	<p>E- safety.</p> <p>Core programming: programme a beebot to move around space mat</p>	<p>Design: make and evaluate a rocket – which materials are best? (in Sc)</p> <p>Technical knowledge : design and create split pin superheros with a moving wheel for helmet.</p>		<p>Place knowledge (uk and non eu): Where did the astronauts land? Why?</p> <p>Human and Physical geog. Use basic geographical knowledge to refer to key physical and human features. - Simple map work- where does Tim P live? Compare to landscape where Spce shuttle landed.</p>	<p>CCU (4-5 hrs) What do Christians believe God is like?</p> <p>CCU (2-3 hrs) Christmas 1: Why is Christmas important to Christians?</p>	<p>Christmas art: stained glass windows, using tissue paper and PVA (in RE)</p>	<p>Voices and instruments: Pulse and rhythm.</p> <p>Distinguishing: Faster/slower Higher/lower Louder/softer</p> <p>Space 2</p>	<p>Sports Focus</p> <p>Master basic movements balance, agility, coordination – yoga</p>	<p>Go Givers: Rules to keep ourselves safe. Looking at relationship and our responsibilities.</p>
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Spring 1 & 2 Dazzling Dinosaurs	<p>Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals..</p> <p>&...compare structure of a variety of common animals – Reptiles lay eggs (Dinos / reptiles)</p>	<p>E safety</p> <p>Programming 2: BeeBot +</p>		<p>Lives of significant individuals in the past who have contributed to national and international achievements. Mary Anning / Charmouth. Fossils linked</p>		<p>CCU (5-6 hrs) Who is Jesus?</p>	<p>Cave paintings / lins to Lascaux caves / (M Anning) Aboriginal art</p>	<p>Instruments and voices: Phrase lengths Feeling the pulse internally Melodic shapes; up,down, the same</p>	<p>Sports Focus</p> <p>Gymnastics: ways of balancing</p>	<p>Go Givers: Recognising what we like and don't like. What improves and harms our environment</p>

	Seasonal changes / weather / plant diary / observe changes to trees			to Dinosaur bones.						
	Identify and name a variety of common animals, that are-carnivores, herbivores and omnivores (compare features) Seasonal changes / weather / plant diary / observe changes to trees (Spring – 2)	Core programming 1: Handling data. Creating pictograms (weather/dinosaurs)	Design / evaluate eggs (Dinosaur / Faberge/ polystyrene egg/sequins) Make different eggs - (comparison) Evaluate: explore and evaluate range of existing products/ evaluate own products against design criteria.		Locational knowledge: name, locate and identify four countries and capital cities of UK. Geographical skills and fieldwork: Use simple fieldwork and observational skills to study key human and physical features of the school's surrounding environment.	Easter 1: (CCU 2-3 hrs) What have eggs got to do with Easter? CCU (4-5 hrs) Why did Jesus tell parables?		Pitch Distinguishing pulse and rhythm Melodic shapes through gestures and symbols Musical appreciation [link to PE]	Sports Focus Basic movements, running, jumping throwing. Being dinosaurs.	Fairtrade Go Givers: Get better soon – how diseases spread. Responsibility for own and others' health. Healthy relationships
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Summer 1 & 2 The Seaside	Plants, 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. Seasonal changes / weather / plant diary / observe changes to trees (Summer – 1)	Programming 3: Choice 2go. 2diy / 2diy 3D – creating seaside pictures	Technical knowledge: building structures (Lighthouses). Use of pulleys / sliders / levers to move sandwiches for Mr Grinling (Lighthouse Keeper). (in Lit/Hist/Geog) Cooking and Nutrition: Make sandwiches. (healthy / varied diet, where does food come from?) (in Lit/Hist)	Changes over time in different seaside locations (Chronology) Lives of significant individuals in the past: Grace Darling (Lighthouses – Lit/Geog//DT) Cross curricular Seaside workshop	Locational knowledge: Looking at seaside's (surrounding seas) in the four countries and capital cities of UK.	CJU: (2-3hrs) What is the Torah and why is it important to Jews? Comparative: Why should we look after our world?	Observational drawings: Painting outdoors / pond area.	Exploring sounds Ta, ti-ti aurally Sm using hand signs and sol-fa	Yoga Team games – dodgeball, obstacle courses, benchball, hockey etc	Go Givers: Caring for living things and how to meet their needs.
	Animals including humans: Pond dipping – which creatures live in our pond? (frogspawn) Seasonal changes / weather / plant diary / observe changes to trees (Summer – 2)	Programming 3: Choice 2go. 2diy / 2diy 3d and 2 go Purple Mash – creating own seaside game.				Geographical skills and fieldwork: Use simple compass directions and describe features/routes on a map (Legoland visit)	CCU/CJU: (4-6hrs) Why do we care for our world/Jewish Shabbat?	Natural art: about life of Andy Goldsworthy – link to own artwork/ sculpture. (create wave / sea / lighthouse images	Exploring sounds Ta, ti-ti aurally Sm using hand signs and sol-fa	Sports day practice (team games) Sports – mini cricket, rounders Athletics

