

Cleveland Road Primary School Curriculum Map – Year 1, Autumn Term 2024

	AUTUMN 1	AUTUMN 2
TOPIC	<i>What is in a Name?</i> <i>Where is Home?</i>	
KEY TEXTS	<i>Alma</i> by Juana Martinez-Neal <i>Beegu</i> by Alexis Deacon	
ENGLISH <i>Convention on the Rights of the Child (CRC) Articles 5, 12, 13, 14, 28, 29, 31, 38</i>	<u>Philosophical thinking:</u> Why do we have names? Who are you? Do you like your name? Why do you like it? Can we change our names? If you were to choose your own name, what would you name yourself? Why do we need a name? What if we were called a number/letter? What makes you unique? <u>Alma by Juana Martinez-Neal</u> The children will begin their learning journey by sharing their family photos and heritage with their class. They will learn about Alma's name and identity, and later will explore their own name and its meaning. The children will look at their own family tree and share their family background. After that, they will delve deeper into exploring their personality traits and write an autobiography. <u>Beegu By Alexis Deacon</u> The children will begin their learning journeys with an arrival of an unknown creature into their classrooms – Beegu! They will explore thoughts about where she came from, researching ideas, asking questions and analysing a variety of evidence. They will then explore concepts of belonging and home and discuss ideas about what would make a good home for Beegu.	
MATHS <i>CRC Articles 3, 28, 29</i>	<u>Number and place value:</u> The children will use apparatus and pictures to explore numbers to 20. They will have a deep understanding of numbers to 20, including the composition of each number. The children will compare numbers using the language of less, more, fewer, greater than, less than and equal. <u>Addition and Subtraction:</u> The children will answer problems that involve addition and subtraction using concrete objects and pictorial representations. <u>Measurement:</u> The children will practically solve problems for length, height, mass, weight, capacity, volume and time. <u>Multiplication:</u> Making equal groups and rows. <u>Division:</u> Grouping and sharing equally. <u>Fractions:</u> Finding halves and quarters of shapes.	

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SCIENCE <i>CRC Articles 3, 6, 19, 24, 26, 27, 28, 31, 32</i>	<u>Seasonal Changes</u> The children will continue to observe changes across all four seasons, observing, comparing and recording the changes in autumn, measuring rainfall and looking at the shorter daylight hours.	<u>Animals, including humans</u> The children will be able to identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. They will identify and name a variety of common animals that are carnivores, herbivores and omnivores. They will say what different body parts are used for and use an inquiry approach, exploring their senses practically and identifying the use of their five senses: looking, hearing, smelling, touching and tasting.
COMPUTING <i>CRC Articles 5, 17, 31</i>	<u>Online Safety</u> The children will know what guidelines to follow to keep themselves safe when accessing the internet and know that an adult should always be present when they are using the internet. The children will know who to inform if they see something that makes them worried, scared or sad. <u>Getting to know the computer</u> The children will learn about the different parts of a computer and their uses. They will learn how to log on and off safely. Also, they will be taught how to open different programs and search by using the keyboard and mouse correctly.	
HISTORY <i>CRC Articles 3, 6, 19, 24, 26</i>	<u>Living Memory – Changes Over Time</u> The children will be introduced to historical concepts, vocabulary and representations through exploring the ways in which life has changed over the time of our parents, grandparents and great-grandparents. They will develop a chronology of life events and make a timeline of significant events in their lifetime. The children will also learn about how everyday household objects are different from the past, in the way that they look and are used. They will also get the opportunity to ask questions to learn about the past from someone who has first-hand experience.	

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GEOGRAPHY <i>CRC Articles 3, 6, 19, 24, 26</i>		<u>Local Area</u> The children will begin by exploring their school and grounds. They will make a map of the playground with a key and link their school with other places in their local community. They will use geographical vocabulary to refer to key human features, including: stations, shops, library, and schools, and learn that Ilford is a town within the City of Greater London. The children will return to using maps to identify Ilford, London and England, and will create a route on a map and follow it on a walk of their local area. This will enable them to identify further physical features within Ilford and experience how to use a map.
DT <i>CRC Articles 4, 6, 29, 30, 31, 32</i>	<u>Mechanisms - Moving Pictures</u> The children will begin by exploring and evaluating a collection of books and everyday products that have moving parts, including those with levers and sliders. They will plan a scene from our key text <i>Beegu</i> , which will incorporate pop-ups, levers and sliders. They will learn how to manipulate different characters and objects, using a variety of sliders and levers to create an interactive setting.	
ART <i>CRC Articles 4, 6, 29, 30, 31, 32</i>		<u>Animal Prints</u> The children will explore how to draw a range of different animal prints, for example, by drawing curved stripes, spots, angled lines, cross-hatching, etc. They will add colours to their animal print drawings by using a range of different materials and select which print they will focus on to create their final design, for which they will further explore using colour, pattern, texture, line shape, form, space and objects.
MUSIC <i>CRC Articles 3, 6, 29, 31</i>	This term, the children will be starting to learn the basics of rhythm reading. They will learn to identify patterns, to recognise them written and to write their own. They will be learning to concentrate and listen and tell whether a sound is higher pitch, lower pitch, longer, shorter from a series of sounds, and to recognise different instruments. They will start learning to play songs on the Glockenspiels.	

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SPANISH <i>CRC Articles</i> <i>2, 3, 7, 8, 10, 12, 13, 14, 16, 23, 28, 30, 31, 39, 42</i>	<u>Greetings</u> The children will learn the vocabulary for basic greetings, enabling them to participate in a short oral conversation by the end of the unit: - Saying and understanding basic greetings (Hola, adiós) - Asking and saying how you are feeling (bien, mal, regular) - Asking and saying your name	<u>Colours and numbers</u> The children will learn to count to ten, as well as learning ten popular colours: - Numbers from 1-10 - Colours in Spanish
PE <i>CRC Articles 3, 6, 29, 31</i>	<u>Outdoor PE – Hit, Catch and Run</u> -Catching ready position -Underarm pass -Bounce pass -Overhead pass <u>Indoor PE – Apparatus</u> - Travelling in a variety of different ways: running, jogging, skipping, leaping galloping, hopping, crawling and tiptoeing -Agility; Balance; and Co-ordination	<u>Outdoor PE – Hit, Catch and Run</u> -Running -Throwing -Catching -Team Games <u>Indoor PE - Gymnastics</u> -Rolling -Balancing -Points of contact
RE <i>CRC Articles 2, 6, 12, 14, 20, 30</i>	<u>What Can We Learn from Creation Stories?</u> The children will learn about the creation story and compare the beliefs across the Christian, Muslim and Jewish faiths. They will then learn stories about Prophet Muhammed and understand the messages and teachings from the stories.	<u>What Festivals do Different Religions Celebrate?</u> The children will discuss different religious symbols and why they are used to represent different religions around the world. They will learn about the Christmas Story, discussing the importance of Jesus in Christianity and how Christmas is celebrated. They will also share and learn about different festivals that are celebrated in various religions.
PSHE <i>CRC Articles 3, 5, 6, 29</i>	<u>Being Me in My World</u> The children will discuss and share ways of how to make our school community a better place. They will understand the rights and responsibilities of being a member of a class. The children will also be taught to care about other people's feelings and how to work well with others.	<u>Celebrating Difference</u> The children will identify similarities between people in their class. They will be able to tell you some ways in which they are the same as their friends. The children will explore what bullying is and how to help someone who is feeling unhappy or being bullied. They will also learn strategies and ways to make new friends. The children will understand that these differences make us all special and unique.

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Safeguarding <i>CRC Articles</i> <i>3, 4, 14 and 19</i>	The children will confidently talk about anything that worries them online during Computing lessons and know who to talk to. They will also be able to explain why they ask for permission from adults about any content online. During circle time, the children will discuss how they might be the same and how they might be different to their friends. They will discuss how they might feel if they are bullied and how to show kindness to someone who has been bullied.	