

Year 1 Curriculum Map – Autumn 1 and Spring 2 2021/22

	AUTUMN 2	SPRING 1
TOPIC	<i>Where is Home?</i>	
KEY TEXTS	<i>Beegu</i> by Alexis Deacon <i>Where the Wild Things Are</i> by Maurice Sendak	
ENGLISH <i>Convention on the Rights of the Child (CRC) Articles 5, 12, 13, 14, 28, 29, 31, 38</i>	<u>Philosophical thinking: What makes a 'home'? What is the difference between 'a house' and 'a home'?</u> <u>Beegu By Alexis Deacon</u> Children begin their learning journeys by making lists of the similarities and differences for both environments. This leads to the arrival of an unknown creature into their classrooms – Beegu! Children explore ideas about where she came from, researching ideas, asking questions and analysing a variety of evidence. They then discuss ideas about what would make a good home for Beegu. <u>Where the Wild Things Are By Maurice Sendak</u> The children will first explore dressing-up as different characters and how we can take on the role of different characters. The children will explore using their imagination to escape from the world around them to new and exciting places. Through the character's journey the children will go on an adventure to where the wild things live and experience different emotions.	
MATHS	Numbers from 20 to 40: counting, writing, comparing, ordering and looking at number patterns; Addition and subtraction within 20: counting on and back, adding and subtracting ones, adding and subtracting by making 10 and using number facts. Shapes and Patterns: recapping on 2D shapes and writing the properties of 3D shapes. Numbers to 40: counting, writing, comparing and making number patterns; Multiplication: making equal groups and rows; Division: grouping and sharing equally; Fractions: making halves and quarters.	
SCIENCE <i>CRC Articles 3, 6, 19, 24, 26, 27, 28, 31, 32</i>	Humans- Human Senses: The children will begin the topic by identifying different parts and organs of their body and discussing their uses. They will carry out the experiments via an investigative, hands-on approach, exploring their senses practically and identifying the use of their five senses: looking, hearing, smelling, touching and tasting. Seasonal changes (ongoing): Children will continue to observe changes across all four seasons, observing, comparing and recording the changes in summer, measuring rainfall and looking at the longer daylight hours.	Materials: The children will identify and describe different types of everyday materials that they use in their environment, for example, wood, plastic, glass, metal, water and rock, distinguishing between the object and the material from which it is made. They will learn how to sort materials and objects into groups according to their physical properties. They will explore the different uses of materials and identify the differences between man-made and naturally formed products. They will carry out an investigation to find out which materials are waterproof, transparent or opaque and compare old and new types of materials by asking simple questions

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COMPUTING CRC Articles 5, 17, 31	Online/Internet Safety: <i>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. Internet Safety Day 8th February 2022.</i> Coding: <i>Children will know what an algorithm is. They will write, use and improve their own algorithms. They will therefore be able to write a program for a specific character to follow.</i> <i>Children will look at the local map of their area on Digi maps; this is linked to map work in their Geography lessons.</i>
GEOGRAPHY CRC Articles 13, 14, 37	Locational Knowledge: Children will learn that Ilford is a town within the City of Greater London. Pupils will return to using maps to identify Ilford, London and England on maps. They will reinforce this with using Digi maps in their Computing lessons. A walk of their local area will enable them to identify further physical features within Ilford. Place Knowledge: Pupils will learn about the physical features of their local area and well-known landmarks in Central London to enable them to sort features that belong in Ilford and those that belong in Central London.
HISTORY	In Living Memory: 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. Develop a chronology of life events, toys and music.
ART CRC Articles 5, 29, 31	Animal Prints: The children explore how to draw a range of different animal prints, for example, by drawing curved stripes, spots, angled lines, cross-hatching, etc. They add colours to their different animal print drawings by using a range of different materials and select which print they will focus on to create their final design drawing for which they will further explore using colour, pattern, texture, line shape, form, space and objects. They will use the key text to explore and create their own wild thing.
DESIGN TECHNOLOGY CRC Articles 4, 6, 29, 30, 31, 32	Moving Pictures (Mechanisms): The children will retell and plan a scene of their favourite fairy-tale story by creating 3-dimensional storyboards which incorporate pop-ups, levers and slides. They will learn how to manipulate different characters and objects, using a variety of slides and levers to create an interactive setting.
MUSIC CRC Articles 3, 6, 29, 31	Charanga: 'In the Groove': The children listen to six different styles of music: the blues, Latin, folk, funk, baroque and bhangra, that link to history, geography, different countries and cultures. They further explore the unit of Ourselves and look at the historical context of different musical styles. Rhythm in the Way We Walk and Banana Rap': The children will listen to Reggae and Hip-Hop music and sing along to action songs.

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PE <i>CRC Articles 3, 6, 29, 31</i>	<i>Indoor (dance):</i> To perform dance using simple movements, understanding how body language and quality of movement shows different emotions. We will incorporate the key text. <i>Outdoor (athletics):</i> The children will learn how to run at speed and how they can use their body to maximise performance. They will use their skills to participate in different team games, developing simple tactics for attacking and defending.	
RE <i>CRC Articles 2, 6, 12, 14, 20, 30</i>	<i>Celebrating Festivals:</i> Children discuss different religious symbols and why they are used to represent different world religions. Children learn about the Christmas Story, discussing the importance of Jesus in Christianity and how Christmas is celebrated.	<i>Why are places of worship important to believers?</i> This unit introduces children to sacred places as a space to worship God. Children are given an opportunity to discover, experience and reflect on the features and artefacts found in the church and the mosque and the importance of special or sacred places in their own lives. They will explore the following questions. Who is Christian and what do they believe? Who is Muslim and what do they believe?
PSHE <i>CRC Articles 3, 5, 6, 29</i>	Celebrating Differences • I can identify similarities between people in my class • I can tell you some ways in which I am the same as my friends • I can identify differences between people in my class • I can tell you some ways I am different from my friends • I can tell you what bullying is • I understand how being bullied might feel • I know some people who I could talk to if I was feeling unhappy or being bullied • I can be kind to children who are bullied • I know how to make new friends • I know how it feels to make a new friend • I can tell you some ways I am different from my friends • I understand these differences make us all special and unique	Dreams and Goals • I can set simple goals • I can tell you about a thing I do well • I can set a goal and work out how to achieve it • I can tell you how I learn best • I understand how to work well with a partner • I can celebrate achievement with my partner • I can tackle a new challenge and understand this might stretch my learning • I can identify how I feel when I am faced with a new challenge • I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them • I know how I feel when I see obstacles and how I feel when I overcome them • I can tell you how I felt when I succeeded in a new challenge and how I celebrated it • I know how to store the feelings of success in my internal treasure chest
Safeguarding <i>CRC Articles ?</i>		