



# YEAR 1 CURRICULUM MAP

2020 - 2021



YEAR GROUP	TERM	THEME	THEME TITLE	No. OF WEEKS
1	Autumn	Heritage and Culture	This is me!	14

TRIP	PARENTAL ENGAGEMENT
Local area walk Visits to St Thomas Church Visitors into school from: Mosque, Gurdwara, St Thomas' Church	End of unit showcase: <ul style="list-style-type: none"><li>• Gallery of artwork</li><li>• Scientific enquiry with PE/ Wellbeing presentation</li><li>• Computing workshop: using devices outside school: E-Safety</li></ul>

9 HABITS	CORE VALUES
Compassionate Joyful Hopeful Considerate Honest Patient Forgiving Humble	Resilience Equality Compassion Creativity Exploration

# THIS IS ME!

## (Heritage and Culture)

**Maths:** *stand-alone sessions, following Primary Stars*

### **Number: Addition and Subtraction**

Represent and use number bonds and related subtraction facts within 20. • Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. • Add and subtract one-digit and two-digit numbers to 20, including zero. • Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as  $7 = \square - 9$ .

### **Number: Place Value**

• Count to 50 forwards and backwards, beginning with 0 or 1, or from any number. • Count, read and write numbers to 50 in numerals. • Given a number, identify one more or one less. • Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. • Count in multiples of twos, fives and tens.

### **Measurement: Length and Height**

Length and Height Measure and begin to record lengths and heights. • Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half).

### **Measurement: Weight and Volume**

Measurement: Weight and Volume Measure and begin to record mass/weight, capacity and volume. • Compare, describe and solve practical problems for mass/weight: [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter].

**SCIENCE:** **NC: The Human Body (body parts, senses, movement. How we function.**

- Develop practical scientific methods, processes and skills.
- Ask simple questions & they can be answered in different ways.
- Observe closely
- Perform simple tests.
- Identify and classify.
- Use own observations and ideas to suggest answers and questions.
- Gather and record data to help in answering questions.
- Name and identify body parts and their functions for everyday life, exercise etc.

Identify and name basic parts of the human body and say which part of the body is associated with each sense.

Draw and label parts of their body;

Describe activities that use each of the five senses;

Children to ask and investigate Q. Are the tallest people the fastest runners? Q. Does our birth month affect our height?

Use of HR monitors to record varying activities and compare results with peers/adults. Use information to develop oracy skills and correct use of technical vocabulary.

### **MUSIC:**

**NC-** listen with concentration and understanding to a range of high quality live and recorded music. 'This is Me' – The Greatest Showman (Children to listen, appraise and perform this song)

Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Charanga: 'Hey You' – following a beat and keeping rhythm

### **Art:**

**NC:** Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space, about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Self-portraits: looking at artists for inspiration (Picasso – fragmented faces/Chuck Close)

Colour mixing skills and techniques (paint) – explore with the colour wheel

Collaborative activity: School identity – what do we represent? (Link to Geography and Science materials)

### **ENGLISH:**

**TEXTS TO BE READ:** The Jolly Postman & We're going on a bear hunt.

The Jolly Postman - Instruction writing

Character description as part of a post card.

Jump and Jiggle (poem) - write a poem

We're going on a Santa hunt—children to write a recount.

### **SPAG:**

Forming capital letters and numerals correctly

Sequencing a series of sentences to form a text.

Leaving appropriate spacing between words

Joining words and clauses with the word 'and'

Punctuating sentences with a capital letter and full stop

Punctuating some sentences with question and exclamation marks

Using a capital letter for the names of people, places, days of the week and the personal pronoun 'I'

**COMPUTING:** **NC:** Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

- E-safety study: understanding and knowing how to log on/log off, knowing how to use iPads, computers and laptops safely during use and what to do if they need support
- Understand how devices are used in and out of school.
- Parent workshop with pupils, focussing on e-safety

### **R.E./PSHE: Discovery RE**

**Discovery RE – Autumn 1: Enquiry Questions:** Does God want Christians to look after the world? **Learning Objectives:** Children to understand how they can look after the world we live in and how they can make a difference. **British Values:** Rule of law, individual liberty, mutual respect and tolerance of those of different beliefs.

**Discovery RE – Autumn 2 The Christmas Story.**

**Key Question:** What gifts might Christians have given Jesus if he had been born here rather than in Bethlehem? **Locality exploration:** ST Thomas' Church. Meet and interview parents within our community. **British Values:** Rule of law, individual liberty, mutual respect and tolerance of those of different beliefs.

**PATHS:** Unit 1 – Rules; Unit 2

### **PE/SPORT:**

Autumn 1: Ball work/Movement (Specialist Coach/Team-teaching)

Fitness, Multi skills, Street Dance

Autumn 2: Fitness (Specialist Coach/Team-teaching)

Boxercise, Invasion games, Street Dance

### **GEOGRAPHY:**

**NC:** Locational knowledge: To name and locate the four countries and capital cities of the United Kingdom and its surrounding seas. **Geographical skills and fieldwork:** use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents and oceans studied at this key stage.

Name the countries of the UK, capital cities, surrounding seas and a range of other major cities and landmark and key features of specific areas such as Birmingham

Children to use a class map of where children/families were born and identify capital cities of the UK

Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map, Learn and use compass directions (NESW), locational and directional language.

Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key, use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Children to locate Birmingham & Garretts Green on a local map and recognise familiar places in their local area. Where are they in proximity to capital cities? What did it used to look like? Where is the academy? Look at landmarks of Garretts Green. • Use maps to gather information about the local area. Leading to locating places/landmarks on a map. Use aerial photographs to recognise basic human and physical features and recognise basic map symbols. Use simple fieldwork skills to study the geography of the local area and make simple observations. Leading to plotting a simple route on a map where they can add the recognised housing types in the local area.

**HISTORY:** **NC:** Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life, the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.

**Past:** Children to learn about Edith Cavell/Florence Nightingale/Alexander Fleming: **Medicine/Equality:** Understanding of medical establishments/people over time (QE hospital) Talk about the differences and similarities in the lives of Florence Nightingale, Alexander Fleming and Edith Cavell. Have an understanding of the chronology of the historical periods in which Florence Nightingale, alexander Fleming and Edith Cavell lived.

Imagine and write about the experiences of the nurses studied in different historical periods based on factual evidence.

**Modern:** Paralympian's & overcoming adversity (Link to Thrive/MH) Links to medical advances and how people with disabilities are succeeding.