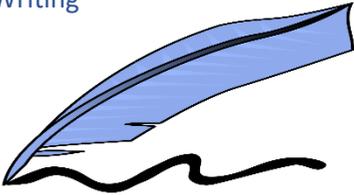
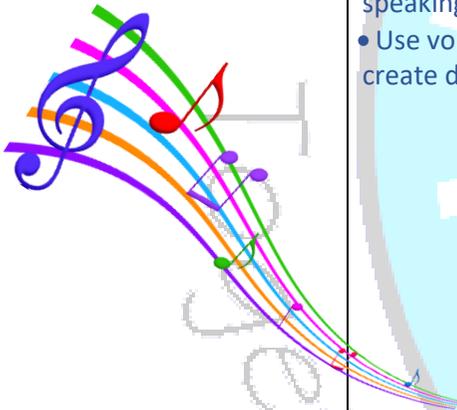


Curriculum Map – Year One

Unit of Study	HT1	HT2	HT3	HT4	HT5	HT6
	Toys		Kings and Queens		The Seaside	
Writing 	<u>Genre:</u> Character description Instructions Letter Shape poem Narrative – fairy tale		<u>Genre:</u> Recount – diary Non-chronological report Biography Newspaper report Narrative – mystery story		<u>Genre:</u> Instructions Setting description Letter Persuasive poster Free verse poetry	
Curriculum Texts: 	<u>Text:</u> Kipper’s Toybox Toys in Space The Nutcracker		<u>Text:</u> The Royal Dinner Katie in London The wrong kind of knight Again!		<u>Text:</u> Starry Eyed Stan Kipper The Dog – The Seaside Gorilla Loves Vanilla	
Maths 	<u>Strands:</u> Place value Addition Subtraction 2D & 3d Shape <u>Times tables:</u> Number bonds to 10		<u>Strands:</u> Addition Subtraction Place Value Measurement – length & height Measurement – weight & volume <u>Times tables:</u> Number bonds to 20		<u>Strands:</u> Multiplication Division Fractions Position & Direction Place Value Measurement – money, time <u>Times tables:</u> Number bonds to 100	
Science 	<u>Everyday Materials</u> <ul style="list-style-type: none"> 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 		<u>Animals Including Humans</u> <ul style="list-style-type: none"> 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 the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) 		<u>Plants</u> <ul style="list-style-type: none"> 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 	<u>Seasonal Changes</u> <ul style="list-style-type: none"> observe changes across the four seasons observe and describe weather associated with the seasons and

	<ul style="list-style-type: none"> • compare and group together a variety of everyday materials on the basis of their simple physical properties 	<ul style="list-style-type: none"> • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 	flowering plants, including trees.	how day length varies.
<p>Art</p> 	<p><u>Media: Printing</u></p> <ul style="list-style-type: none"> • print with a range of hard and soft materials • make simple marks on rollers and printing palettes • take simple prints • build repeating patterns and recognise pattern in the environment • create simple printing blocks with press print <p><u>Skill: Colour mixing</u></p> <ul style="list-style-type: none"> • colour Identify primary colours by name Mix primary shades and tones <p><u>Knowledge: Andy Warhol</u></p> <ul style="list-style-type: none"> • explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities. 	<p><u>Media: Sculpture</u></p> <ul style="list-style-type: none"> • manipulate malleable materials in a variety of ways including rolling and kneading • explore sculpture with a range of malleable media • manipulate malleable materials for a purpose, e.g. pot, tile • understand the safety and basic care of materials and tools <p><u>Drawing</u></p> <ul style="list-style-type: none"> • observe and draw shapes from observations. • draw shapes in between objects. • invent new shapes. • name, match and draw lines/marks from observations. • invent new lines. • draw on different surfaces with a range of media. • use differently textured and sized media <p><u>Knowledge: Creativity</u></p> <ul style="list-style-type: none"> • record and explore ideas from first hand observations • ask and answer questions about the starting points • develop ideas – try things out, change their minds 	<p><u>Media: Painting</u></p> <ul style="list-style-type: none"> • use a variety of tools and techniques including different brush sizes and types • mix and match colours to artefacts and objects • work on different scales • experiment with tools and techniques e.g. layering, mixing media, scrapping through • name different types of paint and their properties • identify primary colours by name • mix primary shades and tones • create textured paint by adding sand, plaster <p><u>Knowledge: Laura Wall</u></p> <ul style="list-style-type: none"> • explore the work of artists, craftspeople and designers from different times and cultures for differences and similarities. • review what they and others have done and say what they think and feel about it. Identify what they might change in their current work or develop in future work 	

<p>DT</p> 	<p><u>Technology: Construction</u></p> <ul style="list-style-type: none"> • use a range of materials and components, including construction materials <p><u>Knowledge: Mechanisms</u></p> <ul style="list-style-type: none"> • know about the movement of simple mechanisms such as levers, sliders, wheels and axles 	<p><u>Technology: Structures</u></p> <ul style="list-style-type: none"> • build structures, exploring how they can be made stronger, stiffer and more stable <p><u>Knowledge: Technical Understanding</u></p> <ul style="list-style-type: none"> • know about the simple working characteristics of materials and components 	
<p>Music</p> 	<p><u>Skill: Singing</u></p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • Use voice in different ways to create different effects. 		<p><u>Skill: Composition</u></p> <ul style="list-style-type: none"> • play tuned and untuned instruments musically • experiment with, create, select and combine sounds using the inter-related dimensions of music. • create patterns with their own voices • create a sequence of long and short sounds with help • make different sounds using pitch, dynamics and tempo <p><u>Knowledge: Responding and Reviewing</u></p> <ul style="list-style-type: none"> • listen with concentration and understanding to a range of high-quality live and recorded music • choose sounds to represent different things (ideas, thoughts, feelings, moods etc.).
<p>History</p> 	<p><u>Skill: Chronological Understanding</u></p> <ul style="list-style-type: none"> • sequence events or objects within living memory in chronological order • place known events and objects in chronological order. 	<p><u>Skill: Historical Interpretation</u></p> <ul style="list-style-type: none"> • use a range of sources to find out characteristic features of the past • describe significant historical events, places, people • understand key features of events 	<p><u>Skill: Organisation & Communication</u></p> <ul style="list-style-type: none"> • create time lines • record what has been learnt by drawing and writing • use drama/role play to describe events • write historical reports



Historical Enquiry

- begin to describe similarities and differences in artefacts
- sort artefacts “then” and “now”
- use common words and phrases relating to the passing of time
- to ask and answer questions related to different sources and objects
- find answers to simple questions about the past from sources of information
- use dates to order and place events on a timeline.
- identify similarities and differences between ways of life in different periods

Knowledge: Changes within living memory

- the difference between old and modern toys.
- what materials are used for old/modern toys
- what toys did our parents/grandparents (and beyond) play with
- how toys have developed and changed over time

- begin to identify different ways to represent the past

Knowledge: The lives of significant individuals in the past who have contributed to national and international achievements.

- the impact of significant kings and queens in Britain (Henry VIII, Elizabeth I, Queen Victoria, Elizabeth II,

- speak about how they have found out about the past

Knowledge: Changes within living memory

- how the seaside has changed throughout the years
- seaside holidays now and then
- understand and present historical information on seaside towns
- seaside attractions now and then
- what changed the seaside resorts

Geography



Skill: Fieldwork

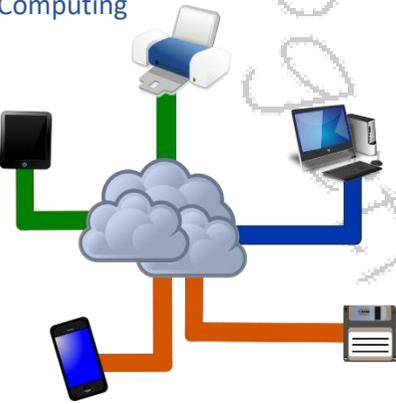
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

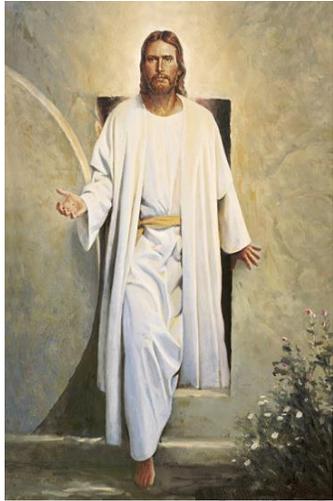
Knowledge: Locational Knowledge

Skill:

Human & Physical Geography

- identify seasonal and daily weather patterns in the United Kingdom
- use basic geographical vocabulary to refer to: key physical features, including:

	<ul style="list-style-type: none"> • use world maps, atlases and globes to identify the United Kingdom and its countries • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 		<p><i>beach, cliff, coast, sea, ocean, season and weather</i> and key human features, including: <i>town, house, port, harbour and shop</i></p> <ul style="list-style-type: none"> • observe and describe the human and physical geography of a small area of the United Kingdom <p><u>Mapping</u></p> <ul style="list-style-type: none"> • use maps to locate areas 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 • use photographs to recognise landmarks and basic human and physical features; devise simple picture maps. 		
<p>Computing</p> 	<p><u>Digital Literacy:</u></p> <ul style="list-style-type: none"> • keyboard recognition • typing on a word document • saving a word document in googledrive • upload a photo into a pre-created folder • use QR codes to access selected websites • take a screenshot of own work on an iPad 	<p><u>Coding</u></p> <ul style="list-style-type: none"> • programming toys – codeapillar • understand that algorithms are a set of instructions that a robot will follow • create a set a instructions to programme a robot 	<p><u>Technology around us</u></p> <ul style="list-style-type: none"> • recognise common uses of information technology beyond school 	<p><u>Graphics and Video – Doodlebuddy & Paint</u></p> <ul style="list-style-type: none"> • use and understand different brush strokes, edit colours, add text and create shapes • use a device to take and edit a photo • save digital photos securely online 	
<p>RE</p> 	<p><u>Strand: Who is a Christian and what do they believe?</u></p> <ul style="list-style-type: none"> • Talk about the fact that Christians believe in God and follow the example of Jesus 	<p><u>Strand: What makes some places sacred? Christianity</u></p> <ul style="list-style-type: none"> • Recognise that there are special 	<p><u>Strand: How and why do we celebrate special and sacred times? Christianity</u></p> <ul style="list-style-type: none"> • Identify a special time they celebrate 	<p><u>Strand: What does it mean to belong to a faith community? Christianity</u></p> <ul style="list-style-type: none"> • Talk about what is special and of value 	<p><u>Strand: How should we care for others and the world and why does it matter?</u></p>



- Recognise some Christian symbols and images used to express ideas about God
- Talk about some simple ideas about Christian beliefs about God and Jesus
- Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means
- Talk about issues of good and bad, right and wrong arising from the stories
- Ask some questions about believing in God and offer some ideas of their own

places where people go to worship, and talk about what people do there

- Identify at least three objects used in worship
- Identify special objects and symbols found in a place where people worship
- Show that they have begun to be aware that some people regularly worship God in different ways and in different places

- Identify some ways Christians celebrate Christmas/Easter/Harvest/
- Re-tell stories connected with Christmas/ Easter/Harvest/ and say why these are important to believers
- Collect examples of what people do, give, sing, remember or think about at religious celebrations
- Suggest meanings for some symbols and actions used in religious celebrations, including Easter and Christmas

about belonging to a group that is important to them

- Show an awareness that some people belong to different religions
- Recognise and name some symbols of belonging from their own experience and for Christians suggesting what these might mean and why they matter to believers

Christianity

- Talk about how religions teach that people are valuable, giving simple examples
- Recognise that some people believe God created the world and so we should look after it
- Re-tell Bible stories about caring for others and the world
- Identify ways that some people make a response to God by caring for others and the world
- Use creative ways to express their own ideas about the creation story and what it says about what God is like

<p>PSHE</p> 	<p><u>Families and friendships</u></p> <ul style="list-style-type: none"> • roles of different people • families • feeling cared for <p><u>Safe relationships</u></p> <ul style="list-style-type: none"> • recognising privacy • staying safe • seeking permission <p><u>Respecting ourselves and others</u></p> <ul style="list-style-type: none"> • how behaviour affects others • being polite and respectful 		<p><u>Belonging to a community</u></p> <ul style="list-style-type: none"> • what rules are • caring for others' needs • looking after the environment <p><u>Media literacy and digital resilience</u></p> <ul style="list-style-type: none"> • using the internet and digital devices • communicating online <p><u>Money and work</u></p> <ul style="list-style-type: none"> • strengths and interests • jobs in the community 		<p><u>Physical health and Mental wellbeing</u></p> <ul style="list-style-type: none"> • keeping healthy • food and exercise • hygiene routines • sun safety <p><u>Growing and changing</u></p> <ul style="list-style-type: none"> • recognising what makes them unique and special feelings • managing when things go wrong <p><u>Keeping safe</u></p> <ul style="list-style-type: none"> • how rules and age restrictions help us • keeping safe online 	
<p>BV</p> 		<p>Rule of Law</p>	<p>Individual Liberty</p>	<p>Mutual Respect</p>	<p>Tolerance of others</p>	<p>Democracy</p>
<p>PE</p> 	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • Make body tense, relaxed, curled and stretched, showing some tension. • Begin to work on alone/with someone to make a sequence of shapes/travels. • Climb and jump safely, showing some shapes and balances when climbing. • Keep balance travelling in a range of ways along bench, spots, mat etc. • Roll in stretched/curled positions e.g. 'log' and 'tucked/egg rolls'. 		<p><u>Ball Skills</u></p> <ul style="list-style-type: none"> • Throw underarm, bounce & catch ball by self & with partner • Kick/stop a ball using a confident foot while static • Run straight and on a curve and sidestep with correct technique <p><u>Team Games</u></p> <ul style="list-style-type: none"> • Begin to follow some simple rules • Start to play small sided conditioned team games in groups of no bigger than 4 a side • Understand what effects warming up and exercise has on our body 		<p><u>Striking & Fielding</u></p> <ul style="list-style-type: none"> • Show some different ways of hitting, throwing and striking a ball • Hit a ball or bean bag and move quickly to score a range of points (further distance scores more points) • Play as a fielder and get the ball back to a STOP ZONE • Begin to follow some simple rules (carrying the bat, not over taking someone) <p><u>Athletics</u></p> <ul style="list-style-type: none"> • Use varying speeds when running over and around objects. 	



Dance

- Copy dance moves.
- Make up a short dance, after watching one.
- Dance imaginatively.
Change rhythm, speed, level and direction.

- Explore different methods of throwing for distance
- Practise short distance running.
- Practise conditioned relay games with a baton.

East Tilbury Primary School
Together Everyone Achieves More