



St. Michael's C of E Primary School
Year 1 - Curriculum Map - Year 2019/20



| | | Autumn | Spring | Summer |
|------------------------|---|--|--|---|
| Reading | Word reading | Phonics programme - Sounds Write | | |
| | Comprehension | Texts include: poetry, key stories, traditional stories, fairy tales and non-fiction (NC p21) | | |
| Writing | Transcription | Phonics / Spelling programme (NC Appendix 1) | | |
| | Composition | Writing: Short narratives (NC p24), narratives about personal experiences and those of others (real and fictional); about real events; poetry and for different purposes (NC p31) | | |
| | VGP | NC Appendix 2 | | |
| Speaking and Listening | | 12 statutory statements (NC p17) | | |
| Maths | | Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions (decimals and percentages), Ratio and Proportion, Algebra, Measures, Geometry: properties of shape, Geometry: position, direction and motion, Statistics. | | |
| Science | Animals, including humans Working Scientifically - Space | Working Scientifically Everyday Materials | Animals, including humans Plants | |
| | Working Scientifically - on going across the year | | | |
| Computing | <p>Computing <i>Talk about uses of computing in their own home</i></p> <ul style="list-style-type: none"> Discussion of household technological items and how to use them. Discussion of how they have developed over time. <p>Digital Literacy <i>Stay safe online</i></p> <ul style="list-style-type: none"> Pupils understand that they should stay safe online by choosing websites that are good for them to visit and avoid sites that are not appropriate for them. <p><i>Digital Trail</i></p> <ul style="list-style-type: none"> Pupils learn that the information they put online leaves a digital footprint or "trail." This trail can be big or small, helpful or hurtful, depending on how they manage it. <p>IT <i>Communication Publishing and Collaborating</i></p> <ul style="list-style-type: none"> Multimedia word processing <p><i>Digital Video</i></p> <ul style="list-style-type: none"> Video and Animation Music / Sound <p><i>Handling Information</i></p> <ul style="list-style-type: none"> Textbase branch: Branching database of materials. | <p>Computing</p> <ul style="list-style-type: none"> Use logical reasoning to predict the behavior of simple programs. <p>Digital Literacy <i>Using keywords for searching</i></p> <ul style="list-style-type: none"> Pupils understand that keyword searching is an effective way to locate information on the Internet. <p>http://www.swiggle.org.uk/Searchbox - Childrens Search</p> <ul style="list-style-type: none"> Hectors World <p>Engineshttp://www.thinkuknow.co.uk/5_7/hectorsworld</p> <p>IT <i>Communication Publishing and Collaborating</i></p> <ul style="list-style-type: none"> To create a PowerPoints with text and images <p><i>Digital Video</i></p> <ul style="list-style-type: none"> Book Creator (Audio Focused) - Describe an animal to video or sound record a description. <p><i>Digital Imagery</i></p> <ul style="list-style-type: none"> Take and edit photos. | <p>Computing <i>Understand simple algorithms</i></p> <ul style="list-style-type: none"> Create and debug simple programs using Beebots. <p>Digital Literacy <i>Cyberbullying</i></p> <ul style="list-style-type: none"> Pupils to focus on understanding cyberbullying. <p><i>Sites I like</i></p> <ul style="list-style-type: none"> Pupils discuss criteria for rating informational websites and apply them to an assigned site. Pupils learn that all websites are not equally good sources of information. <p>Delivery for Webster</p> <p><i>Lee and Kim</i> https://www.thinkuknow.co.uk/5_7/leeandkim/ Video 4 http://www.thinkuknow.co.uk/5_7/hectorsworld/</p> <p>IT <i>Communication Publishing and Collaborating</i></p> <ul style="list-style-type: none"> Create a poster <p><i>Digital Video</i></p> <ul style="list-style-type: none"> Use iPad to create a recount of a visit. Adding images. <p><i>Digital Imagery</i></p> <ul style="list-style-type: none"> Compare images and create own using a Sketch App | |
| | History | <p>Person: Queen Elizabeth II (1950) Person: Queen Victoria (1890)</p> <p>Local study</p> | <p>Person: Neil Armstrong Event: The First Moon Landing (1969) Person: Christopher Columbus Event: Discovery of America (1492)</p> | <p>Person: Mary Seacole (1850) Person: Edith Cavell (1914) Event: World War I (medicine)</p> |

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| Geography | Newcastle (UK) - Europe Barcelona (Spain) - Europe Sydney (Australia) - Australasia London (UK) - Europe Local Fieldwork | Beijing (China) - Asia Edinburgh (UK) - Europe Paris (France) - Europe Cardiff (UK) - Europe | Cairo (Egypt) - Africa Havana (Cuba) - North America Niagara Falls (Canada) - North America Giants Causeway (Belfast) - Europe Local Fieldwork |
| | Geographical skills and fieldwork - on going across the year | | |
| D.T. | Mechanisms - Making cards | Textiles - Costumes and Props | Structures - Bridges |
| Art and Design | Antony Gormly | Vincent Van Gogh | Andy Goldsworthy |
| | Create sketchbooks to record observations. | | |
| Music | Pulse: Finding the pulse in on a single tempo of music. Continued work on identifying pulse in two different tempos in music. Singing: Choose one song to sing that has two pitches. Rhythms: Copy back rhythms of up to two bars. Repeating back rhythms in an ostinato with the introduction of musical notation. Melody: Within rhythm, include high and low pitch. | Pulse: Continued work on identifying pulse in two different tempos in music and 3/4 time signature. Singing: Choose one song to sing that has two/three pitches. Performing: Perform rhythms for more than one bar with percussion instruments. Pulse Active listening: Range of music looking at when music gets faster or quieter and replicate these in your own music. | Melody and Notation: Sing back melodies with up to three pitches. Introduce the notations of crochets and minims. Composing Repeat back longer basic of rhythms of longer than two bars from memory. Suggest changes and imitate the tasks with own rhythms. Musical Performance: Using all the skills of singing, dancing, playing and composing create a performance for all the class. 2-3mins. This will be in the diary. |
| P.E. | Games Ten point hoops FMS Games Kick rounders Mini tennis 1 FMS | Games Invasion Skittles Games Invasion Three touch ball Gymnastics Assessing level 2/3 /Balancing act Games Net/wall Target baggers | Dance Cat dance OAA Gone fishing Shipwrecked Dance What's so funny? Athletics Furthest five Take aim Pass the baton |
| R.E. | Creation - Who made the world? Christmas Gifts and Gift Bringers | How should we care for the world and for others, and why does it matter? Salvation - Why does Easter matter to Christians? | The Bible (use the big frieze to retell the story of the Bible) and Special Books Gospel - What is the good news that Jesus brings? |

