

## St George's Year 1 Curriculum Map

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE - see <i>Come and See Overview</i> for specific dates	Domestic Church: Family Baptism/Confirmation: Belonging Advent/Christmas: Advent Judaism Week: Moses (good leaders)		Local Church: Special People Eucharist: Special Meals Lent/Easter: Change		Pentecost: Holidays and Holydays Reconciliation/Anointing of the sick: Being Sorry Universal Church: Neighbours Islam Week: Mohammed	
RSE - see <i>life to the full overview</i> #pathway 3	Module 1: Created and Loved by God x _7_ sessions		Module 2: Created to Love Others x _10_ sessions		Module 3: Created to Live in Community x _3_ sessions Revisit sessions	
English Year A	Text(s): Frog Prince  Dogger  <b>Writing Genres:</b>  Recount (trip around York)  Character Description	Text(s): The Tiger Who Came to Tea.  Little Red Riding Hood  Polar Express  <b>Writing Genres:</b> Story (nativity)  Instructions: Make a healthy sandwich	Text(s): Harry and the dinosaurs  Non-fiction dinosaur  <b>Writing Genres:</b> Recount Dinosaur trip  Character description	Text(s): Hansel and Gretel  Into the Forest  <b>Writing Genres:</b> Story writing  Instructions - how to make a potion	Text(s): Rapunzel  Poetry  <b>Writing Genres:</b> Story Writing	Text(s): Flotsam Tiddler Snail on the Whale  Non-fiction shark text  <b>Writing Genres:</b>  Fact File Book  Description

Drama / S&L	<p>Now Press Play Everyday Materials Great Fire of London Maps</p> <p>Talk for Writing</p> <p>singing</p>	<p>Now Press Play: Christmas Full stops/ CL</p> <p>Nativity Talk for Writing</p>	<p>Now Press Play: Dinosaurs</p> <p>Habitat Talk for Writing</p>	<p>Now Press Play: Full stops/ CL Talk for Writing</p>	<p>Now Press Play: Castles</p>	<p>Now Press Play:Plants</p>
Maths	<p>Place Value (within 10) Addition and Subtraction (within 10) Shape Place Value (within 20)</p>		<p>Addition and Subtraction (within 20) Place Value (within 50) Measurement: height and length Measurement: weight and volume</p>		<p>Multiplication and division Fractions Direction</p>	<p>Place Value (within 100) Money Time</p>
Science	<p>Materials Materials</p> <p>Describe materials using their senses</p> <p>Describe materials using their senses, using specific scientific words</p> <p>Explain what material objects are made from Explain why a material might be useful for a specific job</p> <p>Name some different materials</p>	<p>Animals including humans</p> <p>Point out some of the differences between different animals</p> <p>Sort photographs of living things and non- living things</p> <p>Classify common animals (birds, fish, amphibians, reptiles, mammals, invertebrates) Describe how an</p>	<p>Animals including humans Tunnelling animals/ life cycles</p> <p>Name the parts of the human body that they can see</p> <p>Identify the main parts of the human body and link them to their senses</p> <p>Name the parts of an animal's body</p> <p>Name a range of domestic animals Classify animals by what they eat (carnivore, herbivore, omnivore) Compare the bodies of different animals</p> <p>•Can they name some parts of the human body</p>		<p>Seasons</p>	<p>Plants</p> <p>Name the petals, stem, leaf and root of a plant Identify and name a range of common plants and trees Recognise deciduous and evergreen trees Describe the parts of a plant (roots, stem, leaves, flowers)</p> <p>•Can they name the main parts of a flowering plant?</p>

	<p>Sort materials into groups by a given criteria</p> <p>Explain how solid shapes can be changed by squashing, bending, twisting and stretching</p> <p>•Can they describe things that are similar and different between materials?</p> <p>•Can they explain what happens to certain materials when they are heated, eg, bread, ice, chocolate?</p> <p>•Can they explain what happens to certain materials when they are cooled, e.g, jelly, heated chocolate?</p> <p>Seasons</p> <p>Colour experiment</p> <p>Firework experiment</p>	<p>animal is suited to its environment</p> <p>•Can they begin to classify animals according to a number of given criteria?</p> <p>•Can they point out differences between living things and non-living things?</p> <p>Seasons</p>	<p>that cannot be seen?</p> <p>•Can they say why certain animals have certain characteristics?</p> <p>•Can they name a range of wild animals?</p> <p>Seasons</p>		Seasons
Computing	Logging in/ Mouse skills/ Copying and pasting/ basic typing and Coding/ art -		<p><b>E-Safety Topic</b></p> <p><a href="#">Purple Mash Unit 1:1 Online safety</a></p>	<p><b>Coding</b></p> <p><a href="#">Code studio course A</a></p>	

	fireworks <a href="#">Purple Mash 1:1 Intro to Purple mash</a> <a href="#">Purple Mash 1.6 animated books</a> Information technology: I can use technology purposefully to create, organise, store, manipulate and retrieve digital content  <a href="#">Purple mash 1.9 Tech outside school</a> Digital literacy: I can recognise common uses of information technology beyond school		<a href="#">CEOP 4-7 resource pack</a> Digital literacy: I can use technology safely and respectfully, keeping personal information private; identify where to go for support when I have concerns about content or contact on the internet or other online technologies  <b>Link to Maths</b> <a href="#">Purple Mash Unit 1.3 pictograms</a> <a href="#">Purple Mash Unit Unit 1.8 Spreadsheets</a> Information technology: I can use technology purposefully to create, organise, store, manipulate and retrieve digital content		Computer Science: I can understand what algorithms are: how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. I can create and debug simple programs I can use logical reasoning to predict the behaviour of simple programs	
PE	Real: Personal Coordination and footwork Static balance	Real: Social Dynamic balance to agility Static balance	Real: Cognitive Dynamic balance Static Balance	Real: Creative Coordination Counter Balance	Real: Physical Coordination Agility	Real: Health & Fitness Agility Static Balance
Foundation Subjects History Geography Art DT RE Computing	<b><u>Topic: (i) Street Detectives (Fire of London) (ii) Visitors</u></b>  D.T. Planned and designed buildings D.T. Using range of materials and tools D.T. Evaluated the finished product and design		<b><u>Topic: (i) Dinosaurs and (ii) Enchanted Wood</u></b>  Art: Design and build clay dinosaurs Art: Sketching and painting of dinosaurs Art: Styrofoam printing. Computing: Purple Mash Geography: Fossils from around the UK.		<b><u>Topic: (i) Castles and (ii) Under the Sea</u></b>  <u>Topic: Castles</u> D.T. - Design and build a castle/ Drawbridge Art - Draw and paint Clifford's Tower in the style Lowry - Art Gallery Computing - Virtual tour of a castle	

E-safety	<p>Art: Paint industrial landscape  Art: Charcoal street landscape  Art: Watercolour painting skills ( mixing colours, brush technique, being an artist)  Computing/History: Purple Mash - York - Then and now  History: Changes to buildings/streets/ Fishergate  Geography: Local Area  Geography: Maps: Landmarks in York  Geography: Make a map and plot landmarks  <b>Music: Sing Up Scheme: Menu Song Unit Nativity Production.</b>  .:<a href="https://www.bbc.co.uk/teach/school-radio/primary-school-songs-the-great-fire-of-london/zn92jhv">https://www.bbc.co.uk/teach/school-radio/primary-school-songs-the-great-fire-of-london/zn92jhv</a></p> <p><u>Topic: Visitors</u></p> <p>RE: Nativity</p>	<p>Geography: Dinosaurs around the UK  History: Mary Anning  History: Fossils and Time period.</p> <p><b>Music:Sing Up Scheme: Football Unit</b>  .....  Computing: E-Safety</p> <p><u>Topic: Enchanted Wood</u></p> <p><u>DT: fairy doors</u>  <u>Art: clay Bogarts</u>  <u>Art: Stick art</u>  <u>Science: Fairy garden, seed bombs, pond</u></p>	<p>History - Battle of 1066, Bayeux Tapestry &amp; King and Queens.  D.T. - Sewing initials  Science - Canons experiment  History: Vikings in York/artefacts  Geo: Map work - Vikings from? Settled?  Trip: Jorvik/Merton  History: timeline  D.T. - Porthole window  Art: Oceans zones (Purple Mash)  Art: Ocean Zones (Pressing, rolling, rubbing and stamping)  Computing: Purple Mash (Ocean Zones)  Geography: Continents and oceans  Geography: Island  <b>Music:Sing up Scheme :Come Dance with Me Unit</b>  .....  BBC primary music - sun, sea and song!</p> <p><a href="https://www.bbc.co.uk/teach/school-radio/primary-school-songs-pirates/zjpgvk7">https://www.bbc.co.uk/teach/school-radio/primary-school-songs-pirates/zjpgvk7</a></p>
Foundation Objectives	<p><u>History</u>  I can know about and can name many things that have changed since I was born.  I know how to ask and answer questions</p>	<p><u>History</u>  I know how to ask and answer questions about old and new.  I use words and phrases like: old, new and</p>	<p><u>History</u>  I know how to ask and answer questions about old and new.  I use words and phrases like: old, new and</p>

	<p>about old and new.  I use words and phrases like: old, new and a long time ago.  I can spot old and new things in a picture.  I know someone famous who was born or lived near our town.  I know why there is a monument to a famous person or event in the town centre.  <u>Geography</u>  I keep a weather chart and answer questions about the weather.  I know what I would wear in hot/cold places  I know where I live and can tell someone my address.  I know where I live.  I know what I like and do not like about the place I live.  <u>Art</u>  I know how to create moods in art work.  I know how to use pencils to create lines of different thickness in drawing.  I can name the primary and secondary colours.  I know how to use IT to create a picture.  I know how to cut, roll and coil materials.  <u>Music</u>  I know how to use my voice to speak, sing and chant.  I know how to follow instructions when I play and sing.</p>	<p>a long time ago.  <u>Geography</u>  I keep a weather chart and answer questions about the weather.  I know what I would wear in hot/cold places  I know the names of the four countries in the UK and locate them on a map.  I know the directions: North, East, South, West.  <u>Art</u>  I know how to use pencils to create lines of different thickness in drawing.  I know how to cut, roll and coil materials.  I know how to create a repeating pattern in print.  <u>Music</u>  I know how to use instruments to perform.  I know how to clap short rhythmic patterns.  I know how to make different sounds with my voice and with instruments.  I know how to repeat short rhythmic and melodic patterns.  I know how to make a sequence of sounds.  I know how to respond to different moods within music.  I know how to say whether I like or dislike a piece of music.  I know how to choose sounds to</p>	<p>a long time ago.  I can use words and phrases like: after, past, present, then and now.  I know about someone famous who was born or lived near our town.  <u>Geography</u>  I keep a weather chart and answer questions about the weather.  I know what I would wear in hot/cold places  I know the names of the three main seas that surround the UK.  I can point to the equator, North and South pole on an atlas and globe.  I know the features of an island.  I know where I live.  <u>Art</u>  I know how to show how people feel in paintings and drawings.  I can describe what I can see and give an opinion about the work of an artist.  I can ask questions about a piece of art.  <u>Music</u>  I know how to use my voice to speak, sing and chant.  I know how to clap short rhythmic patterns.  I know how to respond to different moods within music.  I know how to follow instructions when I play and sing.  <u>DT</u></p>
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	<p>I know how to make different sounds with my voice and with instruments. I know how to repeat short rhythmic and melodic patterns. DT I use my own ideas to make something. I cut food safely. I make my model stronger. I choose appropriate resources and tools. I use my own ideas to make something.</p> <p><u>Big Five:</u> 1)York is a city. 2)York has two rivers: Foss and Ouse. 3)The wall is two miles long. 4)London is the Capital. 5)The Minster took 250 years to build.</p>	<p>represent different things. I know how to follow instructions when I play and sing. DT I use my own ideas to make something. I make a simple plan before making. I choose appropriate resources and tools. I can explain to someone else how I want to make my product.</p> <p><u>Big Five:</u> 1)The UK is made up of four countries: England, Wales, Scotland, N Ireland. 2)York is situated in North Yorkshire in the north of England. 3)London is the capital in the south. 4)Mary Anning discovered fossils during the Victorian period. 5)Although she made amazing discoveries she was not allowed to take credit for her discoveries because she was a woman.</p>	<p>I use my own ideas to make something. I make a simple plan before making. I can make a product which moves. I make my model stronger.</p> <p><u>Big Five:</u> 1)The UK is an island. 2)There are three seas around the UK: Irish, North and English Channel. 3)Clifford's Tower is a Norman motte-and-bailey castle. 4)The castle was first built after the Norman conquest in 1066. 5)The castle was built to defend the city from Viking invaders and other potential threats.</p>
Additional Events/Trips	<p>City of York walk including the Walls/ Tour Bus</p> <p>Bar Convent</p>	<p>Askham Bryan Nature Reserve</p> <p>Treasure Hunt/ Nature Art: Rowntrees Park</p>	<p>Clifford's Tower</p> <p>Visit The Deep</p>
York	<p>Walking tour/bus tour around York. Learn about the main landmarks and where they are. Make a 3D map of York.</p>	<p>Identify that York is a City within England - find it on a map and compare to other places in the UK - London.</p>	<p>Consider why York has a castle. Explore when it was built and why. Visit Clifford's Tower.</p>

	Compare photos of York now and then.		Look at the nearest sea to York - which coast line?
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