

# YEAR 1 CURRICULUM MAP

		Autumn – All about me (S)	Spring – Famous People (H)	Summer – Journeys (G)
<b>Reading</b>	Word reading	Phonic programme e.g. Letters and Sounds		
	Comprehension	Texts include: poetry, key stories, traditional stories, fairy stories and nonfiction (NC p 21)		
<b>Writing</b>	Transcription	Phonics / Spelling programme ( NC Appendix 1)		
	Composition	Short narratives (NC p 24)		
	VGP	NC Appendix 2		
<b>Speaking and Listening</b>		12 Statutory statements (NC p 17)		
<b>Maths</b>		Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions, Measures, Geometry: properties of shape, Geometry: position, direction and motion		
<b>Science</b>		<b>Seasonal changes - across the four seasons/weather</b>		
		<b>Body and Health</b> – Identify and name basic body parts. Our senses.  <b>Animals</b> – basic needs and offspring, comparing common animals	<b>Plants</b> – structure and needs for growth.  <b>Light</b> – observing and name light sources	<b>Everyday Materials</b> – classifying and comparing materials, describe simple properties  <b>Sound</b> – observe and name a variety of sound sources
		<b>Working scientifically</b> - on going across the year		
<b>Computing</b>		<b>Computer Science - understand simple algorithms. Create simple programs</b>  <b>Digital Literacy - keeping safe online</b>  <b>IT Sound - use technology purposely Create/store/ retrieve</b>	<b>Computer Science - use digital devices to program simple journeys .Make sets of simple instructions. Correct obvious errors (debug).</b>  <b>Digital Literacy - keeping personal information private</b> <b>IT - use technology purposely Create/store/retrieve</b>	<b>ICT - use technology purposely</b>  <b>Digital Literacy</b> <b>Use technology safely</b>  <b>Computer Science</b>
<b>History</b>		<b>All about me</b> – history of themselves. Their family.	<b>Famous folk</b> – Who is famous and why are they famous? ( George Stephenson, Joseph Swann, Ant & Dec, Footballers)	<b>Significant places locally</b> - History on my doorstep – where shall we go? How has the local area changed in living memory? How has transport changed?
<b>Geography</b>		<b>Geographical skills and fieldwork</b> - my school/my home/ how my area has changed.	<b>Human and physical geography</b> - Where did famous people travel to? Locate continents and seas.	<b>Location and place knowledge</b> - Journeys- in the local area and further afield. City sightseeing open top bus trip. Visit to Stephenson Railway Museum.
		<b>Geographical skills and fieldwork</b> - on going across the year		
<b>D.T.</b>		<b>Food</b> – where does our food come from? Make an apple crumble.	<b>Textiles</b> – design and make a hand puppet linked to famous people.	<b>Structure</b> - make a moving vehicle. Bridges.
<b>Art and Design</b>		<b>Portraits</b> - Look at famous artists and portraits. Create self portraits in the style of a famous artist.	<b>Textiles</b> – design and make a hand puppet linked to famous people.	<b>Structure</b> - make a moving vehicle. Bridges.
<b>Music</b>		<b>Listening and Singing</b> - using my body to keep the beat - circle/action dances, songs and rhymes with animal puppets	<b>Playing Instruments</b> - sorting percussion instruments by material and sound quality/timbre, songs for playing together in the band – adapted: London Bridge – Killhope Wheel...	<b>Experimenting with Sounds</b> - stories and descriptive ideas e.g. using sounds to represent ideas for George Stephenson’s engine, tuned percussion: responding to high and low sounds – e.g. Jack going up the Beanstalk
<b>P.E.</b>		<b>Games &amp; Gymnastics</b> <b>Games &amp; Dance</b>	<b>Dance &amp; Gymnastics</b> <b>Games &amp; Gymnastics</b>	<b>Games &amp; Dance</b> <b>Athletics</b>
<b>R.E.</b>		<b>What can we learn about Christianity from visiting a church?</b> <b>Why are gifts given at Christmas?</b>	<b>Why is Jesus special to Christians?</b> <b>What is the Easter story?</b>	<b>What can we find out about Allah, Islam?</b>

	Statutory subject in all year groups Curriculum must be based on North Tyneside agreed syllabus		
PHSE	Growing and changing	Keeping myself safe	Medicines and drugs

## Additional information relating to Computing

<b>Computing</b>	<p><b>Computer Science Understand Simple algorithms. Create simple programs</b> e.g. (Beebot) – forward / backwards – use pictures of ourselves/ animals/plants</p> <p><b>Digital Literacy SWGFL</b> <a href="http://www.digital-literacy.org.uk/Curriculum-Overview.aspx#yr1">http://www.digital-literacy.org.uk/Curriculum-Overview.aspx#yr1</a> <b>Keeping safe online.</b> Finding ourselves sites safely</p> <p><b>IT Sound – Use technology purposely</b> Using IPADS/Easispeaks to record/ playback (talk about me/retell stories) Use cameras (Me) – looking at family photos/old photos Graphics – me/ my family. Beginnings of WP – All about me <b>Create/store/retrieve</b></p>	<p><b>Computer Science – Use digital devices</b> e.g. Beebot to <b>program simple journeys</b> - use map / photos of local area. <b>Make sets of simple instructions</b> – fd/bk left/right. <b>Correct obvious errors (debug)</b></p> <p><b>Digital Literacy Keeping personal information private.</b> Look at local environment for common uses of ICT outside school</p> <p><b>IT Use technology purposely</b> - Simple branching database - materials Cameras – take photos of local area Add to simple photo story/IPhoto - record thoughts IPAD/Easispeak – playback /use in writing <b>Create/store/retrieve</b></p>	<p><b>ICT Use technology purposely</b> – nonfiction texts - George / animals. Use photos from visit e.g. Shildon in WP / book Book creator IPAD – WP software on PC - Create/store/ retrieve Talk about animals/famous person to camera/video</p> <p><b>Digital Literacy</b> <b>Use technology safely</b> - Real and fictional characters – what is real? Lee &amp; Kim resources – animal masks. Communicating with real people. Who do we tell if concerned? Teacher led email – for a purpose e.g. arrange a visit</p> <p><b>Computer Science</b> - iPad apps writing precise and unambiguous instructions. – Daisy the dinosaur/Kodables/Beebot app</p>
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