

# Rokesly Infant School Curriculum Map      Year 1

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme Title</b>	<b>Ourselves</b>	<b>Senses</b>	<b>Let's Explore</b>	<b>Animals</b>	<b>Where we live</b>	<b>Green Fingers</b>
<b>Essential Skill</b>	Respectful Communicator	Team Worker	Explorer	Active Participator	Critical Thinker	Independent Learner
<b>English</b>	Focus texts: <b>Rosie's Tooth</b> <b>Billy's Bucket</b> <b>My Hair</b> Forming simple sentences	Focus texts: <b>Underground Dance</b> <b>Stickman</b> Recounts Story writing	Focus texts: <b>Non-Fiction – History of Buses</b> <b>All about Brunel</b> Fiction: <b>Ada Twist</b> <b>Rosie Reverie</b>	Focus texts: <b>Range of non-fiction texts about animals</b> Non-fiction writing Poetry	Focus texts: <b>Stone Soup</b> <b>Princess and the Wizard</b> Story writing	Key texts: <b>Sunflower</b> <b>How to Grow a Sunflower</b> <b>The Seed</b> <b>Pete the Cat</b> Non-fiction Instructions Poetry
<b>Maths</b>	Place value 0-10 Addition and Subtraction	Shape Place value 11-20	Addition and subtraction within 20 Place value within 50	Length and height Weight and volume	Multiplication, division and Fractions Length and height	Place value in measurement and money
<b>Science</b>	Seasonal changes <b>Autumn focus</b> – day length changes Weather charts	Humans – name parts of the body and senses <b>Winter focus</b> – observing changes	Working scientifically - Simple experiments which use the skills of asking questions, observing, using simple equipment and simple tests. Visit from a female Scientist	Animals – describe and compare the variety of common animals (fish, amphibians, reptiles, birds, mammals, including pets) <b>Spring focus</b> – recording changes in the garden	Everyday Materials – Practical sorting. Identify and name a variety of everyday materials e.g. wood, glass. Describe simple physical properties of everyday materials.	Plants – structure and common features Growing seeds (Sunflowers) <b>Summer focus</b> – flowers and seeds
<b>Computing</b>	<b>On line safety:</b> <i>To know to go to a responsible adult if they feel in danger: school computing rules</i> Recognise common uses of IT beyond school	<b>On line safety:</b> <i>Rules of safety</i> Introduce algorithms Create simple programs Programmable robots (Beebots/ probots) Espresso coding (unit 1)	<b>On line safety:</b> <i>To understand the benefits of IT and use it responsibly.</i> Understand algorithms Create simple programs Using algorithms Espresso coding (unit 2)	<b>On line safety:</b> <i>Use the internet safely</i> Using the internet Use search engines Navigating websites	<b>On line safety:</b> <i>Rules of safety</i> Using 2animate	<b>On line safety:</b> <i>Keep personal information private</i> Word processing skills
<b>Design and Technology</b>	Design, make and evaluate a party hat. Ch. shown a range of materials which they can use to make and	Cooking – food tech Children prepare simple healthy meals: Fruit salad Vegetable soup Healthy dips	Build structures and explore how they can be made stronger and more stable. Design, make and evaluate a bridge.		Linked to Science Design for purpose. Use a range of materials to design, make and evaluate a bag which can carry a small toy.	

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	decorate their hat. Eg newspaper, card etc.					
<b>History</b>	Personal timeline Historical events within own lifetime timelines		Isambard Kingdom Brunel. Life of significant individual and national achievements		Henry Reader Williams (local) Changes of shops and transport in local area	
<b>Geography</b>	Weather maps UK Introduce the seasons of Summer and Autumn		Weather map and the location of hot and cold in the world in relation to the Equator and the North and South Pole.		United Kingdom – the 4 countries and capital cities and seas Maps (Route to school and school grounds) Field work Human + physical terminology- eg hill, forest (natural features) Road, shop (man-made)	
<b>Art and Design</b>	Self-portraits, looking at difference in skin tones, hair and eye colour amongst children	Self Portraits – Focus Portrait Artists Colour Mixing using paint.	Mixed Media Eg. Charcoal/oil/soft pastels/collage Texture, shape, form and colour. Make links to Matisse	Printing Work of designers Pattern/colour		Sculpture – Henry Moore, Nash, Giacometti Shape, form and space.
<b>RE</b>	<b>Christian Places and Objects</b> 1.To encounter and learn the names of some important places and objects connected to Christianity. 2.To learn about the meanings of symbols. 3.To recognise that some times and days are important to the Christian faith. 4.To meet people who belong to the Christian community and visit their place of worship.	<b>Celebrations</b> Eid (Islam) Diwali (Hindu), Rosh Hashanah and Hanukah (Jewish), Christmas (Christian). We shall focus on the following: - the stories behind the celebrations. -how people celebrate e.g. food, gifts, visiting temples/churches/synagogues, -family gatherings, special songs and food associated with these celebrations.	<b>Islam</b> 1.To encounter and learn the names of some important places and objects connected to the Islamic faith. 2.To recognise that some times and days are important to that religion. 3.Children to meet people who belong to the Islamic faith and possible visit their place of worship. 4.To know that the Qu’ran is the holy book of Islam and must be treated with respect.	<b>Christianity - The Bible Stories from the Bible</b> 1.To know that the Bible is a special book and is different from other books. 2.To know that Christians read the Bible to learn about their faith.	<b>Food in World Religions</b> -Children should talk about special occasions in their lives when friends, family and other people gather to share food. <b>JUDAISM</b> -The significance of food for Passover. <b>CHRISTIANITY</b> -That Christians follow the example of Jesus who shared food with family/friends. -Christians pray before a meal to thank God for their food. -Christians remember that Jesus shared bread and wine with his disciples at the last supper. <b>ISLAM</b> -Children should develop an understanding about the significance of foods in the Islamic faith.	<b>Religion and the Natural World</b> 1. To experience awe and wonder through investigating and reflecting upon variety in the natural world. 2. To be introduced to the belief that for people of many faiths the world was designed by a Creator-God. 3. To investigate patterns, rhythms in nature, change, growth and the cycle of life. (Book-The Seed - Eric Carle) 4. Attitudes to life, living things and the world, recognizing their own role and responsibilities in caring for the natural world.

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						5. Christian responsibility for living things on the planet. 6. Hindu beliefs about creation, respect and responsibility for living things.
<b>PE</b>	Games: Balancing beanbags & beanbag skills Gym: Travelling	Games: Quoits skills, ball skills Gym: Travelling & Partner Work	Games: Further Ball Skills Dance: colour and mood	Games: Ball Skills  Gym : Body shapes. Making a sequence	Games: Athletic Skills, Throwing  Dance: Animals	Games: Running, Jumping and Free Choice Gym
<b>Music</b>	Haringey music Scheme Unit 1: Hey you (Hip hop)	Learn Year One Performance songs	Unit 3: In the groove (Blues, Latin, Folk, Funk, Bhangra, Baroque)	Unit 4: Round and Round, (Latin Jazz)	Unit 5: Your Imagination	Unit 6: Reflect, rewind and replay
<b>PHSE</b>	<b>Everything is new</b> School rules Get to know our class The power of NO! Teaching children how to explain what they want someone to stop what they are doing.	<b>ME!</b> 'Who am I?' My body – learning main body parts. Germs and bacteria – Washing of hands – when and why. Using knives in cooking safely.	<b>People who love me</b> My family tree Being a good friend – things to say and games to play! Remind children of the power of NO! Compliments – how to give them and how to take them. The circle of nice – activity.	<b>Staying safe</b> How can I help a friend feel safe? What do we do if we don't feel safe? Body rules – refer to PANTS guidance from NSPCC. <a href="http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/">http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/</a> Medicine + safety at home.	<b>Be the best</b> Individual and group challenges and targets. Revisit challenges weekly and children to record results to show improvement.	<b>Ready to go</b> E-safety – link to ICT Discuss changes children expect as they move class – Y2 to Y3 Hands up vote for what class the children think they are going to. Why? Meet new teacher for story and explore new class. 'All about me' book for new teacher.