

Deanesfield School Curriculum Map

Year Group: 1

Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>English</p> <p><i>Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment</i></p>	<p>Fiction: Stories with a familiar setting Lost in the Toy Museum</p> <p>Non-Fiction: Labels list and captions Toys from the past Children design and promote their own new toys- make a poster</p> <p>Performance Poetry:</p>	<p>Fiction: Journey/Adventure Lost and Found</p> <p>Non-Fiction: Magic Potion Instructions</p>	<p>Fiction: Fairy tales The gingerbread man</p> <p>Non-Fiction: Persuasion Goldilocks and The Three Bears Should the three bears forgive/ not forgive Goldilocks?</p> <p>Observational Poetry:</p>	<p>Fiction: Fantasy Characters Where the wild things are</p> <p>Non-Fiction: Recounts linked to personal experiences Walk to the park.</p>	<p>Fiction: Stories with Patterned language Ten delicious Teachers</p> <p>Non-Fiction: Non-Chronological reports Monsters</p> <p>Rhyming Poetry:</p>	<p>Fiction: Stories from other cultures Lima's Red Hot Chilli</p> <p>Non-Fiction: Explanation Texts How Plants grow?</p>
	<p>Enhanced trip experiences:</p>			<p>Enhanced trip experiences: Natural History Museum</p>		<p>Enhanced trip experiences: Windsor Castle</p>
<p>Maths</p> <p><i>Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and</i></p>	<p>Number: Place value within 10 Count forwards and backwards One more One less Order and compare numbers/ Addition & Subtraction within 10</p>	<p>Number: Addition & Subtraction within 10</p> <p>Geometry 2D & 3D Shapes</p> <p>Place Value within 20 Tens and Ones One more, one less Order and compare numbers.</p>	<p>Number: Addition and Subtraction</p> <p>Place Value (50) Counting forwards and backwards within 50. Count in 2's, 5's and 10's.</p>	<p>Measurement: Length and height Compare length and heights Measuring lengths (non-standard units) Introducing the ruler</p> <p>Weight and Volume Weight & mass capacity and volume</p>	<p>Number: Multiplication & Division 2s, 5s and 10s Making equal groups Making Arrays] Making Doubles Sharing</p> <p>Fractions Making a half Making a whole Finding a quarter</p>	<p>Number & Measurement: Geometry Describing positions</p> <p>Place value within 100</p> <p>Money Recognising coins and notes</p> <p>Time</p>

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<i>other cultures, and the environment</i>						
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Science <i>Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment</i>	Materials Identify and name a variety of everyday materials including wood, plastic, glass, metal, water, and rock as well as describe their properties. Compare and group together a variety of everyday materials.	Seasonal Changes Gathering data about seasonal change regularly throughout the year. Making observations about the weather and how this affects living things.	Animals Identify and name a variety of common animals. Identify animals that are Carnivores, herbivores and omnivores.	Humans Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Plants Name and identify plants. Exploring change in appearance over the year – losing leaves, buds developing into flowers, flowers developing into seeds or berries.	Plants Name and identify plants. Exploring change in appearance over the year – losing leaves, buds developing into flowers, flowers developing into seeds or berries.
	We explore the two topics below and look at their changes throughout the year. Plants Seasonal changes					
Computing <i>Article 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law</i>	How can I keep myself safe Online? How do I use a computer? Use of ICT beyond the school.	Digital creativity and core skills. Creating art using the mouse and keyboard.	Digital creativity. Photography using iPads.	Digital creativity. Animations and recording videos.	Coding. Physical coding using beebots.	Coding using arrows and blocks.

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Termly Homework						
Art <i>Article 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities</i>		Line focus Down in the jungle where nobody goes, there's a great big... Line drawing of an animal on a coloured background Links to English		Colour focus Landscapes and settings: Wherever will the wild things go? Colour mixing Hot and cold colours Silhouette setting on a coloured background Links to English		Tone focus Observational drawing of fruit. Shading to create light, mid and dark tones. ARTS AWARD Links to Plants
DT <i>Article 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities</i>	Textiles: Finger puppets lost in the toy museum. Design and make a puppet – link to Science and English.		Mechanisms: Design, create make and evaluate a moving picture using levers and sliders.		Food: Can you make a healthy treat for the Queen of England? Design, make and evaluate a healthy snack. Links to History	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Geography <i>Article 17 Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand.</i>		Seasons and weather Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles		Maps and locational knowledge (world/continents) Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.		My School Devise a simple map; and use and construct basic symbols in a key. 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

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<p><i>Governments must help protect children from materials that could harm them.</i></p>						<p>surrounding environment.</p>
<p>History <i>Article 17 Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.</i></p>	<p>Changes within living memory How has Lego developed over time? Compare and contrast how Lego has changed within our living memory and beyond as well as how they are looking into a sustainable future.</p>		<p>Events beyond living memory Who and What are Samuel Peyps and The Great Fire of London? Exploring the impact The Great Fire of London had in history and our fire service. Understanding why sources such as Samuel Peyps diary are important.</p>		<p>Significant Individuals Queens and the Monarchy Comparing Queen Elizabeth II and Catherine the Great of Russia. Exploring lives of significant individuals in the past who have contributed to national and international achievements</p>	

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Music <i>Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full.</i>	New Instruments How to use different instruments correctly. Terminology: <i>Dynamics</i>	Playing with Control How to control different elements of music. Terminology: <i>Tempo</i>	Listening & Understanding Describe music using correct terminology. Terminology: <i>Beat</i>	Glockenspiels Learn to play simple melodies on tuned instruments. Terminology: <i>Pitch & Melody</i>	Simple Graphic Scores Create graphic scores to record compositions. Terminology: <i>Rhythm</i>	
PE <i>Article 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</i>	Real PE Unit 1: Coordination Static Balance Outdoor PE: Running	Real PE Unit 2: Dynamic Balance Static Balance Outdoor PE: Jumping	Real PE Unit 3: Dynamic Balance Static Balance Outdoor PE: Throwing & Catching	Real PE Unit 4: Coordination Counter Balance Outdoor PE: Balance	Real PE Unit 5: Coordination Agility Outdoor PE: Agility	Real PE Unit 6: Agility Static Balance Outdoor PE: Co-ordination
RE <i>Article 14 (freedom of thought, belief and religion) Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.</i>	Christianity <ul style="list-style-type: none"> Understanding the Key events of Jesus' life & begin to develop an awareness of key ideas and values in Christianity Understand that the Bible is a special book for Christians, and Christians believe in a loving god who is like a father & who created the world: <i>Old Testament Bible stories The Christmas Story.</i> Big Questions What do we do to make others happy?		Islam <ul style="list-style-type: none"> Understand that Islam is a major religion & Muhammad is an important Prophet of Islam. Muslim religious practises and other Prophets: <i>Ramadan, Eid</i> 		Holy Books Compare a range of different holy books and how people treat them. Why they have holy books. <ul style="list-style-type: none"> Explore: holy books list (inc 6 main faiths) Speaker: Muslim speaker - Qur'an Reflect: How do we know right and wrong? Where do I get my guidance from? To know that my beliefs might be different to others.	

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<p>PSHE - Jigsaw School council mentors ongoing. Article 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.</p>	<p>Being Me in My World 'Who am I and how do I fit?'</p> <ol style="list-style-type: none"> 1. Special and Safe 2. My Class 3. Rights and Responsibilities 4. Rewards and Feeling Proud 5. Consequences 6. Owning our Learning Charter 	<p>Celebrating Difference Respect for similarity and difference. Anti-bullying and being unique</p> <ol style="list-style-type: none"> 1. The same as... 2. Different from... 3. What is 'bullying'? 4. What do I do about bullying? 5. Making new friends 6. Celebrating difference; celebrating me 	<p>Dreams and Goals Aspirations, how to achieve goals and understanding the emotions that go with this</p> <ol style="list-style-type: none"> 1. My Treasure Chest of Success 2. Steps to Goals 3. Achieving Together 4. Stretchy Learning 5. Overcoming Obstacles 6. Celebrating My Success 	<p>Healthy Me Being and keeping safe and healthy</p> <ol style="list-style-type: none"> 1. Being Healthy 2. Healthy Choices 3. Clean and Healthy 4. Medicine Safety 5. Road Safety 6. Happy, Healthy Me 	<p>Relationships Building positive, healthy relationships</p> <ol style="list-style-type: none"> 1. Families 2. Making Friends 3. Greetings 4. People Who Help Us 5. Being My Own Best Friend 6. Celebrating My Special Relationships 	<p>Changing Me Coping positively with change</p> <ol style="list-style-type: none"> 1. Life cycles 2. Changing Me 3. My Changing Body 4. 5. Learning and Growing 6. Coping with Changes
UNICEF Rights on-going throughout the year						
<p>Spanish Article 31 (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</p>	<p>GREETINGS Games & Songs to learn: - <i>Hola</i> (Hello) - <i>Adiós / Chao</i> (Bye) - <i>Buenos días / tardes / noches</i> (Good morning / afternoon / evening & night)</p>	<p>COLOURS Games Colouring activities Songs: <i>Rockalingua</i> and <i>Canta con Jess - Canción de los colores</i> (The song of the colours) Book: <i>Oso pardo</i> (Brown bear) (Children describe some animals and their colour in Spanish)</p>	<p>PARTS OF THE FACE Song: <i>tengo 2 ojos</i> (I have 2 eyes) Games Book: <i>Fuera de aquí, horrible monstruo verde</i> (Go away, big green monster) (Children will recap colours and numbers counting parts of the face and describing their colour)</p>	<p>FOOD (salad ingredients) Song: <i>El baile de la ensalada</i> (the dance of the salad) Games & Colouring Activities (Children recap colours and numbers counting ingredients and describing their colour)</p>	<p>SCHOOL SUPPLIES Games & Activities to learn: - <i>Hay...</i> (There is/ are) - <i>Yo tengo...</i> (I have) (Children recap colours and numbers counting school supplies and describing their colour)</p>	<p>LA FAMILIA Songs: <i>La familia dedo</i> (the finger family) and <i>Tiburón bebé</i> (Baby Shark). Games & Activities: Children introduce their family in Spanish.</p>

	<p>- <i>¿Cómo te llamas?</i> (What's your name?) - <i>Me llamo</i> (My name is...)</p> <p>NUMBERS (1-10) Games & Songs: <i>Canta con Jess - 10 dedos tengo</i> Maths Counting activities in Spanish</p> <p>¿CUÁNTOS AÑOS TIENES? TENGO... (How old are you? I am..) (Children link greetings with learning numbers)</p>	<p>CHRISTMAS Song: <i>Feliz Navidad (x3)</i> <i>Próspero año y felicidad.</i> Colouring activity: Children make their first Christmas card in Spanish.</p>				
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