



St Helen's Catholic Primary School  
Year 1 Curriculum Map 2017 -2018

	Autumn 1		Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2	
Religion	<u>Mission Statement &amp; Gospel Values</u> 5 <sup>th</sup> -8 <sup>th</sup> Sept <u>KS1 Prayer &amp; Praying/KS2 The Mass</u> 11 <sup>th</sup> -22 <sup>nd</sup> Sept <u>Domestic Church – Family</u> 25 <sup>th</sup> Sept-13 <sup>th</sup> Oct  <u>Judaism</u> 16 <sup>th</sup> – 20 <sup>th</sup> Oct		<u>Saints</u> 30 <sup>th</sup> Oct- 3 <sup>rd</sup> Nov <u>Year of Mercy Week</u> 13 <sup>th</sup> -17 <sup>th</sup> Nov <u>Baptism/Confirmation – Belonging</u> 6 <sup>th</sup> – 24 <sup>th</sup> Nov <u>Advent/ Christmas – Loving</u> 27 <sup>th</sup> Nov- 19 <sup>th</sup> Dec		<u>Other Faiths –</u> 3 <sup>rd</sup> - 19 <sup>th</sup> Jan  <u>Local Church – Community</u> 22 <sup>nd</sup> Jan – 9 <sup>th</sup> Feb	<u>Eucharist – Relating</u> 19 <sup>th</sup> Feb - 9 <sup>th</sup> Mar  <u>Lent / Easter – Giving</u> 12 <sup>th</sup> – 29 <sup>th</sup> Mar	<u>Pentecost – Serving</u> 12 <sup>th</sup> Apr – 4 <sup>th</sup> May <u>Reconciliation – Inter-relating</u> 8 <sup>th</sup> – 25 <sup>th</sup> May	<u>Universal Church – World</u> 4 <sup>th</sup> - 22 <sup>nd</sup> June  <u>Friends of Jesus &amp; Stories</u> <u>Jesus told</u> 25 <sup>th</sup> June – 13 <sup>th</sup> July	
Science	<u>Types of Animals</u>		<u>Parts of Animals</u>		<u>Identifying Materials</u>		<u>Comparing Materials</u>		
Comp	<b>Computing Programme of Study Focus –</b>  <a href="#">Online Safety</a> <a href="#">Kidztype.com</a>	<b>Computing Programme of Study Focus –</b> <i>1.1 We are treasure hunters (using programmable toys)</i> <i>Use of Ipads</i> <b>Screenshot</b>	<b>Computing Programme of Study Focus –</b> 1.3 We are painters (Illustrating an eBook)  <b>Printing</b>	<b>Computing Programme of Study Focus –</b> <i>1.6 We are celebrating (Creating a card electronically)</i>  <b>Copy &amp; Paste</b>	<b>Computing Programme of Study Focus –</b> <i>1.2 We are TV chefs (Filming a recipe)</i> <i>Use of Ipads</i> <b>Saving documents</b>	<b>Computing Programme of Study Focus –</b> <i>1.5 We are storytellers (producing a talking book)</i> <i>Use of ‘voice’ on Ipads</i> <b>Saving documents</b>			
Geography	<b><u>Around School and the local area</u></b> Observation/ fieldwork/ mapping skills/ locational awareness - <b>Locational knowledge</b> - Name and locate the world's seven continents and five oceans. <b>Geographical skills and fieldwork.</b> Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map			<b><u>Weather patterns</u></b> Use mapping skills to locate weather patterns the UK and around the world. (Hot and cold areas, Equator and the North and South poles.) <b>Human and physical geography</b> Identify seasonal and daily weather patterns in the United Kingdom.			<b><u>Where in the World is Barnaby Bear?</u></b> Locate the world's seven continents and five oceans. Use mapping skills and compass directions to locate continents and oceans. Create maps with keys. Locate England on a globe. <b>Place knowledge.</b> Understand geographical similarities and differences through studying the human & physical geography of a small area of the UK		
History	<b><u>Cultural History Focus Weeks</u></b>  <b>Icons and Inventors</b>			<b><u>Changes within living memory</u></b> What were homes like a long time ago? Comparing past and present toys. Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.			<b><u>Going to the Seaside</u></b> Similarities and Differences. What were seaside holidays like in the past? Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.		
Art & Design	<b><u>Portraits Amedeo Modigliani</u></b> Experiment with a variety of media. Control the types of mark made with a range of media. Observe & draw shape from observations. Investigate by drawing light and dark lines.			<b><u>Painting Rangoli Patterns</u></b> Identification of the primary colours. Colour mixing. Explore the effects of different brushes and tools. Use textured paint.			<b><u>Arts Weeks</u></b> Manipulate materials by rolling and kneading. Explore sculpture with a range of malleable materials. Create a 3D sculpture using materials of different textures.		



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D & T	<p align="center"><b>Sliders and Levers</b></p> <p>Explore and evaluate products that have moving parts including those with levers and sliders e.g. Who is it for? Develop understanding e.g. What do you think will move? How will you make it move? How do you think the mechanism works? What else could move in the product? Design an appealing product for themselves to use based on a design criteria e.g. to design a Christmas card for a year 1 pupil. Generate, develop and communicate their ideas through talking and creating a mock-up. Select from a range of materials to create their products. Verbally evaluate their finished products.</p>		<p align="center"><b>Playground Structures</b></p> <p>Build structures, exploring how they can become stronger, stiffer and more stable. Create a mock-up before final design. Evaluate ideas and products against the design criteria.</p>		<p align="center"><b>Fruit Salads</b></p> <p>Experience fruits and where these come from. Undertake sensory activities i.e. appearance, taste, smell. Design a product based on a design criteria. Communicate these ideas through talk and drawing. Use simple utensils and equipment to e.g. peel, cut, slice, squeeze, grate and chop safely. Evaluate ideas and products against design criteria, including intended user and purpose.</p>	
PE	<p><b>Dance</b> (Streamers / Conkers / Playing with a ball) <b>Games</b> (Large ball skills and games)</p>	<p><b>Gym</b> (Flight, Bouncing, Jumping, Landing) <b>Games</b> (Throwing and Catching – Aiming Games) Hot Potato</p>	<p><b>Dance</b> (March, march, march / Jack and the Beanstalk) <b>Games</b> (Bat and Ball Skills and Games - Skipping) <i>Skip and Tennis skills</i></p>	<p><b>Gym</b> (Points and Patches) <b>Games</b> (Developing Partner work) Throw/catch – kick dribble</p>	<p><b>Dance</b> (Fog and Sunshine / Washing Day / Handa's Surprise) <b>Games</b> (Athletics – Unit 1)</p>	<p><b>Gym</b> (Rocking and Rolling) <b>Games</b> (Athletics – Unit 2)</p>
Music	<p>Hey You! – Old School Hip Hop. Option to make up compose) own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing and 80s Hip hop culture in general. Historical context of musical styles.</p>	<p>In the Groove - Blues, Latin, Folk, Funk, Baroque, Bhangra. 6 different styles of music used here - Blues, Latin, Folk, Funk, Baroque, Bhangra that link to history, geography, countries and cultures. Ourselves. Historical context of musical styles.</p>	<p>Pitch - Explore the meaning of high/low. Understand and respond to different pitches on musical instruments. Recognise and respond to changes of pitch. Use pitch creatively when composing. Know how and what to improve when rehearsing and performing.</p>	<p>Children listen to extracts from A Midsummer Night's Dream – Mendelssohn. Focus on historical contexts and musical styles by creating music in the style of the composer, focussing on fairies and the character of Puck.</p>	<p>Round and Round – Latin Bossa Nova. Film music, Big Band Jazz, Mash-up, Latin Fusion. Latin American style of music -Countries from around the world. Film music. Historical context of musical styles.</p>	<p>Western Classical Music: Think about the history of music in context, listen to some Western Classical music and place the music in their correct time and space. Consolidate the foundations of the language of music.</p>
French	<p>Explore the patterns of sounds of language through song and rhyme. <b>Greetings</b> Pupils to introduce themselves and respond to the question 'comment tu t'appelles?' <u>Resource</u> <b>J'aime chanter</b> Greetings song pg 5</p>	<p>Explore the patterns of sounds of language through song and rhyme. <b>Colours</b> Red, orange, blue, brown, Pink, green, black and white. <u>Resource</u> <b>J'aime chanter</b> Colour song pg 15</p>	<p>Broaden their vocabulary and develop their ability to understand new words <b>Days of the week</b> <u>French Day activity</u> - Learn 'Sur le Pont D'Avignon' with year 6 pupils. learn a dance to go with the song. Pupils will continue to learn the song after the lesson with year 6. <u>Resource</u> <b>Allez hop! Chantez!</b> Sur le pont d' Avignon Pg 22 <b>J'aime Chanter</b> Les jours de la semaine pg 11</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding <b>Numbers 1-20</b> <u>Resource</u> <b>J'aime chanter</b> Comptons jusqu'á 20 pg 11</p>	<p>Listen attentively to spoken language and show understanding by joining in and responding <b>Directions</b> Left, right, front, back <u>Resource</u> <b>Danser et remuer</b> <b>English/ French Bilingual songs.</b> Groovin' and Movin' pg 21</p>	<p>Explore the patterns of sounds of language through song and rhyme.  <b>Months of the Year</b> <u>Resource</u> <b>J'aime chanter</b> Les mois de l'an pg 14</p>
PSHCE	<p align="center"><b><u>New Beginnings</u></b></p> <p align="center"><b><u>Getting on &amp; falling out</u></b></p>	<p align="center"><b><u>Sav No to Bullying</u></b></p> <p align="center"><b><u>Economy</u></b></p>	<p align="center"><b><u>Going for goals!</u></b></p> <p align="center"><b><u>Citizenship</u></b></p>	<p align="center"><b><u>Good to be me</u></b></p> <p align="center"><b><u>Healthy Lifestyles –</u></b></p>	<p align="center"><b><u>Relationships</u></b></p> <p align="center"><b><u>Safety</u></b></p>	<p align="center"><b><u>Changes</u></b></p> <p align="center"><b><u>Journey in Love</u></b></p>
Ed Visits	National Portrait Gallery		Bethnal Green Toy Museum	Local Park	Sealife Centre	