

# Year 1 Curriculum Map

Term	School theme	Line of Enquiry	Predominant subjects	Themed Weeks	Music focus *Each unit covers the interrelated dimensions of music: pulse, rhythm, pitch through listening, appraising performing and composing.	Computing Focus	Languages focus	PE Focus  PE at Avon is taught using the FUNS cards from the REAL PE scheme of work. These skills cards are colour progressive and are taught every term alongside each unit. Once a child has achieved a colour part in a particular skill they are challenged to attempt the next colour.
1	“Where ever I lay my hat?”	We’re going on a boat hunt!	History Geography	Week 1: A Fresh Start PSED/SMSC focus	Charanga Hey You!	Toys Understanding how to create and debug simple programs.	La Jolie Ronde-(Little Languages) Enjoying a short story	Unit 1 – Personal Skills
2	“Don’t stop believing!”	Why are some times special?	RE Art	Week 2: Remembrance Week Week 7: Christmas: Why are some stories special?	Year 1 /2 Christmas Production	To use ICT to present data. To recognise technology in the home and community.	La Jolie Ronde-(Little Languages) Food	Unit 2 – Social Skills
3	“Can you feel it?”	What’s the toy story?	Science and D&T		Charanga In The Groove	Film and Discovery To begin to use algorithms. To understand passwords and personal information.	La Jolie Ronde-(Little Languages) Everyday language through song.	Unit 3 – Cognitive Skills
4	“The times they are a changing”	Why were Mary Seacole and Florence Nightingale so important?	History	Week 2: Book Week  Week 5: Easter (2days)	Charanga Rhythm In the Way We Walk Banana Rap	Be creative with different technology tools.	La Jolie Ronde-(Little Languages) Feelings	Unit 4 – Creative Skills

5	All I need is the air that I breathe!"	Mary, Mary, how does your garden grow?	Science SRE		Charanga Round and Round	Shadows and Stickmen To begin to use software to create movement.	La Jolie Ronde-(Little Languages) Songs and games	Unit 5 – Applying Physical Skills
6	"What a Wonderful World..."	What is it like to live in an Indian village?	Geography RE	Week 3: Culture and art week ART (exhibition)	Charanga Reflect, Rewind, Replay	Handling data. Saving information. Identifying the benefits of technology.	La Jolie Ronde-(Little Languages) Recognising patterns	Unit 6 – Health and Fitness

### Term 1: We're going on a Boat Hunt!

<b>History focus</b>	Events of local Importance, significant local people
<b>Geography focus</b>	Human and physical features on maps
<b>Launch</b>	Music and movement session on a sea voyage
<b>Landing</b>	Exhibition of boat paintings and drawings
<b>ELLI focus</b>	Cat and unicorn
<b>RSSA focus</b>	-
<b>Visit/Visitor</b>	Visit to docks to look at boats, modern, barges, ships, esp. SS Great Britain and the Matthew
<b>International link</b>	How have 'Bristol' boats made links with other countries?
<b>Local link</b>	Visit to Portbury Docks
<b>British Values</b>	Rule of law – Rules of docks and rules of trading between countries. Mutual respect- How do we treat boat drivers? Respecting significant people.

### Term 2: Why are some times special?

<b>RE focus</b>	Festivals and celebrations: Diwali, Hanukkah, St. Lucia's Day, Advent
<b>Art focus</b>	Light and dark, festival art
<b>Launch</b>	Writing and art work about 'My most special time'
<b>Landing</b>	Making Diwali sweets to share in class in our own 'festival of light'.
<b>ELLI focus</b>	Dolphin and tortoise
<b>RSSA focus</b>	Article 14: You have the right to think and believe whatever you want to and practice any religion, with guidance from your parents
<b>Visit/Visitor</b>	Visit the church at Advent to find out what it means.
<b>International link</b>	Find out and write about the role children have in Diwali and St Lucia's day in other countries.
<b>Local link</b>	How are 'lights' being used in the local community as winter approaches?
<b>British Values</b>	Individual liberty – Looking at what other people in the world celebrate and why? Tolerance of those with different faiths and beliefs – Looking at the different religions and languages used around the world.

<b>Term 3: What's the toy story?</b>	
<b>Science focus</b>	The identifying, description and comparing of everyday materials
<b>D&amp; T focus</b>	Evaluation of existing products (toys), designing and making a soft toy
<b>Launch</b>	Bring own toy to explore and evaluate.
<b>Landing</b>	Oral presentation of design project to SLT/parents
<b>ELLI focus</b>	Owl and chameleon
<b>RSSA focus</b>	Article 31: The right to play. Do all children have toys?
<b>Visit/Visitor</b>	Visit the toy museum at Blaise to compare with old and new. Invite a preschool worker (and pupils?) to come and share some of the children's favourite toys.
<b>International link</b>	Compare our toys with the Ugandan examples in terms of materials and durability
<b>Local link</b>	See visitors. Also, hold a second-hand toy sale to raise money for a local children's project
<b>British Values</b>	Individual liberty – The freedom to have free time and play inside and outside of school with toys. Do all children have toys? Do they all have this liberty?

<b>Term 4: What did Mary Seacole and Florence Nightingale do for us?</b>	
<b>History focus</b>	The lives of significant individuals from different periods
<b>Launch</b>	Create own teddy/doll hospital- what does it need? How do the people that work there need to be?
<b>Landing</b>	Display portraits and 'How to be a nurse' writing
<b>ELLI focus</b>	Cat and spider
<b>RSSA focus</b>	Article 24: You have the right to the best health and medical care possible, and information to help you stay healthy.
<b>Visit/Visitor</b>	Visit from a nurse
<b>International link</b>	Are hospitals the same all over the world?
<b>Local link</b>	Where do we go when we are hurt or poorly in our local area?
<b>British Values</b>	Democracy – How do other countries run health care? Who choose to do what? What would you vote for?

<b>Term 5: Mary, Mary, how does your garden grow?</b>	
<b>Science focus</b>	Plants
<b>RSE focus</b>	Physical/behavioural changes since being a baby, external body parts, animal babies
<b>Launch</b>	Take cameras and photograph plants in the local area/school field to create a 'map of plants' for display. Begin to plan own Mary's garden and allotment
<b>Landing</b>	Display observational drawings of own plants grown, cooking with vegetables grown.
<b>ELLI focus</b>	Dolphin and bee
<b>RSSA focus</b>	Article 6: You have a right to life
<b>Visit/Visitor</b>	Local walks
<b>International link</b>	Explore how some plants grow in certain climates. What happens when plants won't grow well?
<b>Local link</b>	Which shops and businesses sell natural produce e.g. flowers/vegetables?
<b>British Values</b>	Mutual respect – Respect for animals, plants and other living things.

<b>Term 6: What is it like to live in an Indian village?</b>	
<b>Geography focus</b>	Non-European country- India
<b>RE focus</b>	Where do we belong?
<b>Launch</b>	Places we've been, and places we're from... create a class map
<b>Landing</b>	Display a model Indian village
<b>ELLI focus</b>	Chameleon and unicorn
<b>RSSA focus</b>	Article 28: You have a right to an education. DO children in India all go to school?
<b>Visit/Visitor</b>	Local exploration of village
<b>International link</b>	Explore a link with a school in India
<b>Local link</b>	Look at our village and compare with an Indian one
<b>British Values</b>	Tolerance of those with different faiths and beliefs – Looking at the different religions and languages used around the world.