

# YEAR 1 CURRICULUM MAP

		Autumn – All About Me (S)	Spring – Where I Live (G)	Summer – Famous Folk (H)
Reading	Word reading	Phonic programme e.g. Letters and Sounds		
	Comprehension	Texts include: poetry, key stories, traditional stories, fairy stories and nonfiction (NC p 21)		
Writing	Transcription	Phonics / Spelling programme ( NC Appendix 1)		
	Composition	Short narratives (NC p 24)		
	VGP	NC Appendix 2		
Speaking and Listening		12 Statutory statements (NC p 17)		
Maths		Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions, Measures, Geometry: properties of shape, Geometry: position, direction and motion		
Science		Seasonal changes - across the four seasons/weather		
		Plants - identification	Everyday Materials	Plants - structure
		Animals Including humans - parts of the body	Animals Including humans	Everyday Materials
		Working scientifically - on going across the year		
Computing	Computer Science - understand simple algorithms. Create simple programs	Computer Science - use digital devices to program simple journeys .Make sets of simple instructions. Correct obvious errors (debug).	ICT - use technology purposely	
	Digital Literacy - keeping safe online	Digital Literacy - keeping personal information private	Digital Literacy Use technology safely	
	IT Sound - use technology purposely Create/store/ retrieve	IT - use technology purposely Create/store/retrieve	Computer Science	
History	Changes within living memory - I'm making history! WW1 link with juniors	Significant places locally - History on my doorstep – where shall we go?	Significant people/events locally - Who/what made my corner of the world special long ago?	
Geography	Geographical skills and fieldwork - my school/my home First 4 weeks to link with Science	Human and physical geography - me and my locality	Location and place knowledge - me and my UK – countries, capitals and seas	
		Geographical skills and fieldwork - on going across the year		
D.T.	Control - produce a moving picture e.g. page for a class book about ourselves Other options: animal puppets to link with Music. Photo frames to link with art self-portraits.	Cooking and nutrition	Structure - make a lighthouse/ Stephenson's Rocket	
Art and Design	Drawings - observational e.g. self portrait Collages linked to ICT tasks	Painting Sculpture - re-cycled theme e.g. Angel of the North	Printing - from observation / imagination using different print techniques Collage – e.g. rail, sea scene	
Music	Listening and Singing - using my body to keep the beat - circle/action dances, songs and rhymes with animal puppets Also incorporated into phonics/literacy	Playing Instruments - sorting percussion instruments by material and sound quality/timbre, songs for playing together in the band – adapted: London Bridge – Killhope Wheel...	Experimenting with Sounds - 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	
		Music Education Hub: Key Stage 1 Programme Opportunities e.g. 'Little Fingers' - integration on curriculum delivery (Durham Music Service)		
P.E.	Games	Gymnastics Dance	Dance & Gymnastics Games & Gymnastics	Games & Dance Athletics

R.E.	What can we learn about Christianity from visiting a church? Why are gifts given at Christmas?	What is the Easter story?  How do Jews celebrate Shabbat and worship at home?	What can we find out about Buddha?  Why is Jesus special to Christians?
	Statutory subject in all year groups Curriculum must be based on Durham Agreed Syllabus 2012 for all maintained schools		

## Additional information relating to Computing

Computing	<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> <b>*use ideas from Switched on: Unit 1 – we are sharing.</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 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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