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| **Braywood CE First School****INTENT - Curriculum map for Year 1 Introductory Work in Term 1** |
| **Great explorers – Reach for the stars including transport in space**  |
| **Be Safe****RSE**1D Keeping staying healthy – Washing hands 1D Keeping staying safe Computer Safety – Thinkuknow top tips **ICT**SMART learners Introduction to modeling / play robots mechanical me**Wow factor - Forest Experience**Trip to Braywick Nature Reserve Incl team building, cooking on campfire and resilience.  | **Enjoy and Achieve****Literacy**Read Write Inc. Big Write - Wonderful Night Sky explore the sky at night, planets, stars etc. Fact finding booklet, Creative writing on animals Create a nocturnal garden in class together**Maths**Calculations, Shape, Data & Time**Topic Assignment****Great explorers – Reach for the stars** What makes each and every one of us special? **Art / DT**Draw and sculpt ourselves All about me display Silhouettes / camera / black & white Famous artists and portraits Sewing a face with buttons for eyes**ICT**Introduction to modeling / play robots mechanical me | **Be Healthy****Physical Education**Gymnastics - Flight, bouncing, jumping and landing **Science** Parts of Animals including Humans Visit from Nurse / parent**Cookery** Skills and Preparation of healthy foods**Additional Activities:** Orienteering/ Football/Rugby/DanceWhole School PE tournament and Pupil Parliament Days  |
| **Achieve Economic Well-being****Citizenship**Harvest Festival in St Michaels Church  Induction Meeting for whole school Mums and Dads into School Curriculum Day Whole School lunch together **Wow factor** Visit from a real owl – Check owl box (annexe) Visit the EYFS farm animals  | **Make a Positive Contribution****PSHE**New Beginnings (SEAL)PSHE Week for transition **Religious Education**Christianity & Judaism How do Christians use the bible to find the good news Jesus brings? Link to Collective Worship Writing prayers **Music**Exploring sounds and instruments – duration  |

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| **Great explorers – Reach for the stars**  | **Year 1** |
|  | **Literacy and Mathematics**  | **Science**  | **ICT**  |
| * Big Write – The Wonderful Nighttime / Literacy
* S & L - Barnaby Bear visit other parts of the country talks.
 | * Parts of Animals – compare and describe a variety of animals. Name, draw and label basic parts of human body and identify our basic senses
* Explore more about nocturnal animals and discover more about what happens in the night.
 | * Use technology safely (SMART) and respectfully
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| **IMPLIMENTATION- Subject Objective**  | **IMPACT - Assessment**  |
| **History** | **Beginning** | **Secure**  | **Mastery** |
| * Compare adults talking about the past – how reliable are memories?
* Identify difference between ways of life at different times.
* Recognise the differences between past and present in their own and others’ lives.

.  | Pupils show their emerging knowledge and understanding of the past by recognising thedistinction between present and past by using commonwords and phrases about the passing of time.  | Pupils show their developing knowledge and understanding of the past by using common words and phrases about the passing of time by recognising that their own lives are different from the lives of people in the past.  | Pupils show confidence in their knowledge/understanding of the past. Common words and phrases about the passing of time are used well. The recognise and can explain why their life is different from people in the past by describing and explaining the differences.  |
| **Geography**  |
| * Name, locate and identify characteristics of the four countries and capital cities of the UK and surrounding areas. Use maps, atlases, globes and digital mapping to locate countries and describe features.
* Understand geographical similarities and differences through studying the human and physical geography of the UK and small area of contrasting non-European country using Barnaby Bear.
* Use basic geographical vocabulary to refer to key physical features.
 | They use resources that are given to them, carry out tasks with support and are familiar with some basic geographical vocabulary. | They use resources that are given to them, and their own observations, to respond to questions about places and environments using some basic geographical vocabulary. | They use resources that are given to them, and their own observations, to ask and respond to questions about places and environments. Good range of geographical vocabulary used. |
| **Creativity (Art, Music and DT)** |
| * To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
 | Pupils respond to ideas. They explore a variety of materials and processes to create their own work.  | They describe what they think and feel about the work of others and what they have done in their own work | They describe what they think and feel about the work of others and what they have done in their own work. |
| **Personal (RE and PSHE)** |
| * 1 Decision – Staying healthy and safe. Washing our hands.
* Use the basic principles of a healthy and varied diet to prepare dishes
* How do Christians use of the bible. To understand that it is a holy book.
 | Pupils respond to discussion about issues that are suggested to them.All will be able to describe what the bible is and why it is important.  | Pupils ask questions about relevant issues. They share their ideas and begin to recognise that all people have needs and wants.Pupils will be able to recall a parable and explain it.  | Pupils ask questions about current issues, share their ideas, understand that people have needs and wants. They take part in decisions that affect them.Pupils should be able to recall the parable and explain how this affects their behaviour.  |

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| **Braywood CE First School** **INTENT - Curriculum map for Year 1 Term 2** |
| **Let’s Celebrate** |
| **Be Safe****RSE** 1D Relationships 1D Feelings and Emotions including touch **Cookery** Preparation for Christmas Party including various sandwiches and decorated biscuits   | **Enjoy and Achieve****Literacy**Read Write Inc. Big Write – Wonderful Night Sky Brain builder on light (non-fiction), Recipe for celebrations, poems, **Maths**Calculations, Shape, Data & Time**Topic Assignment**5**Let’s Celebrate!**Where celebrations take place and how they change over time.?Importance of the light and dark**Art and DT** Draw and sculpt religious artifacts Pictures of night sky. Support from VC **Music**Exploring sounds and duration. **ICT**Pictograms Communication and using text | **Be Healthy****Physical Education**Games – throwing, catching and aiming **Science** Changing seasons and weatherSpace linked to Night skyScience light/dark (Nocturnal) **Additional Activities:** Orienteering/ Football/Rugby/DanceWhole School PE tournament and Pupil Parliament Days  |
| **Achieve Economic Well-being****Citizenship**Christmas Nativity and music exploration unit including exploring duration **Money Management** Proceeds from Christmas Fair led by Y4 and nativity Y1How do we get Money?Why do we need money? Links to Christmas Review progress with first Parents Evening   | **Make a Positive Contribution****PSHE**Bullying (SEAL)Getting on and falling out (SEAL)**Religious Education and CW talk** Christianity & Judaism Should we celebrate Harvest and Christmas? Does Christmas matter to Christians? Jews celebrate – Yom Kippur, Sukkot & Hanukkah**Wow factor** Celebrations and light festivalsSPACE and visit from Lookout Star-labVisit to All Saints Church & Bray Church for Nativity |

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| **Let’s Celebrate** | **Year 1** |
|  | **Literacy and Mathematics**  | **Science**  | **ICT**  |
| * Big Write - Night Sky
* Ruth Miskin Groups
 | * Changing seasons – observe changes across the four seasons and observe / describe weather associated with the seasons and how day length varies.
 | * Use technology purposely to create, organize, store, manipulate and retrieve digital content.
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| **IMPLIMENTATION - Subject Objective**  | **INPACT - Assessment**  |
| **RE** | **Beginning** | **Secure**  | **Mastery** |
| * Recognise and give simple accounts of the core beliefs, recall a range of religious stories and explain how they link to the core beliefs and practices. Describe some festivals, celebrations and practices and say how they reflect the core beliefs. Recognise the roles of religious leaders and sacred texts.
* Questions – Should we celebrate Harvest and Christmas? Why are religious celebrations important to some people but not to others?
 | Pupils use some religious words and phrases to recognise and name features of religious life and practice. They can recall religious stories, festivals, artifacts and recognise symbols, and other verbal and visual forms of religious expression. | Pupils use religious words and phrases to identify some features of religion and its importance for some people. They begin to show awareness of similarities in religions and the different festivals. Pupils retell religious stories and suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways including food.  | Pupils use a developing religious vocabulary to describe some key features of religions, recognizing similarities and differences. They make links between beliefs and sources, including religious stories and sacred texts.They begin to identify the impact religion has on believers’ lives. They describe some forms of religious expression.They should know that Jews do not celebrate Christmas.  |
| **Humanities** |
| * Communicate knowledge in discussion, drawing pictures; drama/role play, making models; writing and through ICT.
* Know and recount episodes from stories of the past.
* Find answers to simple questions about the past from sources of information e.g. artifacts.
* Visit and plot position of churches
 | Able to communicate knowledge through pictures and led discussion.Able to plot position of church on given template.Able to recount episodes from stories about the past through drawings | Able to communicate knowledge through relevant several mediums. Able to plot position of church and add more detail to template.Able to recount episodes from stories about the past using pictures and simple sentences.  | Able to confidently communicate knowledge through several mediums including coherent sentences.Able to draw own map showing location of church in relation to some other surrounding aspects.Able to recount episodes about the past using pictures and complex sentences. |
| **The Arts**  |
| * Music – use their voices expressively and creatively by singing songs, play tuned and unturned instruments and listen with concentration to a wide range of high-quality music.
* Music used in religions
 | Pupils recognise and explore how sounds can be made and changed. They use their voices  in different ways such as speaking, singing and chanting. | Pupils explore sounds can be made and changed. They use their voices in different ways and perform with awareness of others. They repeat short rhythmic and melodic patterns. | They repeat short rhythmic patterns and create and choose relevant sounds in response They respond to moods in music and see well-defined changes in sounds, identify repeated patterns and take account of musical instructions |
| **Personal (PSHE and Learning Skills)** |
| * Getting on and falling out – Be friendly, be wise! Bullying
* Why are religious celebrations important to some people and not to others? Why are symbols, stories important and why do people believe different things?
 | Pupils talk about their own experiences and feelings, their interests and what value or concern to themselves this is.  | Pupils ask, and respond sensitively to questions about their own and others’ experiences and feelings.  | Pupils identify what influences them, they make links between own and others’ experiences. They ask important questions about religion/beliefs. |

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| **Braywood CE First School** **INTENT - Curriculum map for Year 1 Term 3 & 4** |
| **Time Detectives - Tiaras and Turrets (present Queen to Arthur and the knights of the round table)** |
| **Be Safe****Science**Identify and Compare Materials used today and in the past**ICT Safety Day** 1D - Making Friends online (feelings and emotions) 1D - Water Spillage Digiduck’s Big Adventure – kidsmart.org.uk   | **Enjoy and Achieve****Literacy**Read Write Inc. Big Write - Wolfs tale (fiction and fairy tales) Re-tell a story **Maths**Calculations, Shape, Data & Time **Science** Identify and Compare Materials **Topic Assignment****Tiaras and Turrets** Display of artifacts as museum incl labels in the classroom**Art / DT** Making a model of one of the artefacts using a variety of materials using structures, levers or slides.**ICT**Using a Word bank Understanding Instructions  | **Be Healthy****Physical Education****Wow** - Dance – Windsor Dance Show Theme Games – Bat / Ball skills and Games **Additional Activities:** Orienteering/ Football/Rugby/DanceWhole School PE tournament and Pupil Parliament Days  |
| **Achieve Economic Well-being****Citizenship**Class BudgetEaster Musical ConcertY1 Windsor Dance Show**Whole School Events** Literacy Day Maths Day Entrepreneurial Day & ICT Day **Money Management** How do we use money, how can we earn money, how does it make us feel and how can I spend money? Parent, Staff and child consultations  | **Make a Positive Contribution****PSHE** Going for Goals (SEAL)  It’s Good to be Me (SEAL)**Religious Education & CW talk** Why does Easter matter to Christians?Do we need shared special places?  Religious stories **Music**Exploring pitch, pulse and rhythm Making a musical Instrument **Wow Factor** Visit to Milestones Museum or Windsor Castle / Busy button display  |

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| **Time Detectives – Tiaras and Turrets**  | **Year 1** |
|  | **Literacy and Mathematics**  | **Science**  | **ICT**  |
| * Big Write – Wolf’s Tale (Traditional) Operation Rocket Squad
* Read Write groups
 | * Identifying and Comparing Materials – name everyday materials and basic physical properties
 | * Use technology purposely to create, organize, store, manipulate and retrieve digital content.
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| **IMPLIMENTATION - Subject Objective**  | **INPACT - Assessment**  |
| **History** | **Beginning** | **Secure**  | **Mastery** |
| * Communicate knowledge in discussion, drawing pictures; drama/role play, making models; writing and through ICT.
* Find answers to simple questions about the past from sources of information e.g. artifacts. Sequence 3 or 4 artifacts from distinctly different periods of time. Match objects to people of different ages.
* Use stories to encourage children to distinguish between fact and fiction. Know and recount episodes from stories about the past.
 | They use sources to answer simple questions about the past with support.Able to match objects to people of different ages with support. | They use sources to answer simple questions about the past with some support.Able to match objects to people of different ages independently. | They use sources to answer simple questions about the past independentlyAble to match objects to people of different ages and give a reason why. |
| **Creativity (Art, Music and DT)** |
| * Design purposeful, functional, appealing products based upon design criteria, develop and communicate their ideas through talking, drawing or technology. Select a range of tools to perform practical tasks and use a wide variety of materials or components. Evaluate the product against design criteria.
* Experiment with create, select and combine sounds using inter-related dimensions of music.
 | Able to design and make a functional musical instrument. Able to match instrument to country using cut and stick.Able to identify different pitches made by instruments from different materials. | Able to follow a design to make a functional musical instrument. Able to match instrument to country and label them.Able to identify and comment on different pitches made by instruments made from different materials. | Able to follow a design to make a functional musical instrument and evaluate it.Able to match instrument to country using a label them and locate on a map. Able to identify, comment on different pitches made by instruments made from different materials and put them in some order. |
| **Personal (RE and PSHE)** |
| * Which materials are environmentally friendly?
* Why do some people follow religious leaders & teaching? Why does Easter matter to some Christians? Links to the Christmas and Easter school celebrations and compare against other celebrations.
* PSHE – living long and living strong and daring to be different
 | Pupils are able to identify and sort materials.They can recall religious stories and recognise symbols and artifacts in Christian and Jewish faiths. The pupils know why Easter is important in the bible e.g. giving hope and a new life.  | Pupils are able to identify and sort materials into two groups-recyclable and not.Pupils retell religious stories and suggest meanings for religious actions/symbols. Pupils will recognize a synagogue and be able to identify why it is important to Jews and why it is special. Pupils recognize that the incarnation and salvation are part of a big story in the bible.  | Pupils can make comments about why certain materials are/not environmentally friendly.Pupils retell religious stories, suggest appropriate meanings and identify how religion is expressed in different ways.Pupils should be able to talk about why the synagogue is important to Jews and to recognize key features Pupils should be able to state how Jesus supports behaviour and identify ideas such as sadness, hope tec.  |

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| **Braywood CE First School** **Curriculum map for Year 1 Term 5 & 6**  |
| **INTENT – I live in a Wonderful World** |
| **Be Safe****Cookery** Skills and Preparation of fresh vegetable etc Vegetable garden & watering daily **Staying Safe (RSE)** 1D - Tying Shoelaces 1D - Hazard Watch  | **Enjoy and Achieve****Literacy**Read Write Inc. Big Write - Antarctica – facts, lists, captions, flow charts, maps etc  **Maths**Calculations, Shape, Data & Time**Topic Assignment****Our World/Environment****Art and DT** Sketching in our local environment Still life drawing and exploring work from famous artists**ICT**Information around us Using Roamer  | **Be Healthy****Physical Education**Multi-skills and AthleticsSports Day**Science** Growing Plants Plants and animals in the environment**Additional Activities:** Orienteering/ Football/Rugby/DanceWhole School PE tournament and Pupil Parliament Days  |
| **Achieve Economic Well-being****Citizenship**Summer Fair**RSE** Money Matters – raising money for charity and open an ISA**Sustainability** Gardening and protecting the environmentGlobal citizenship and marine life sustainability **Wow Factor** Trip to Brockett Farm or BCA Zoo | **Make a Positive Contribution****PSHE**Relationships (SEAL)Changes (SEAL)**Religious Education**Christianity & Judaism Does Creation help people understand God, who made the world?Links to sustainability and climate change What do Jews believe about God? **Wow** - Re-enact religious festival e.g., Shabbat**Music**Exploring sounds and instruments – using timbre, tempo and dynamics |

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| **I live in a Wonderful World – Pole to Pole** | **Year 1** |
|  | **Literacy and Mathematics**  | **Science**  | **ICT**  |
| * BW – Arctic Adventure / Message in a Bottle
* Directions and positions
* Weather charts on a daily basis including bar charts recording the year’s weather changes
 | * Types of Animals – Identify and name a variety of animals e.g. fish, birds, mammals
* Plants – Identify and describe the basic structure of common plants and describe basic structure.
 | * Research using Internet
* Roamer- use and understand algorisms, create and debug simple programs and follow instructions.
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| **IMPLIMENTATION - Subject Objective**  | **IMPACT- Assessment**  |
| **History** | **Beginning** | **Secure**  | **Mastery** |
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| **Geography**  |
| * Use basic geographical vocabulary to refer to key physical features such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and key human features such as city, town, village, factory, farm, house, office, port, harbor, and shop.
* Name, locate and identify characteristics of the four countries and capital cities of the UK and surrounding areas.
* Identify the location of hot and cold areas of the world in relation to the equator and the North and South poles. Use maps, atlases, globes and digital mapping to locate countries and describe features studied. Identify seasonal and weather patterns in the UK.
* 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 surrounding environment.
 | They recognise and make observations about physical and human features of localities with support.They express their views on features of the environment of a locality when prompted. | They recognise and make observations about physical and human features of localities. They express their views on features of the environment of a locality. |  They recognise and make observations about physical and human features of localities. They express their views on features of the environment of a locality.They ask sensible, relevant questions.  |
| **Creativity (Art, Music and DT)** |
| * To develop a wide range of art and design techniques in using colour, pattern, texture, line, form, shape and space. Including work with pencil and crayons.
* Consider the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and making links to their work.
 | They discuss some of the characteristics of different kinds of art, craft and design | They describe some of the characteristics of different kinds of art, craft and design. | They describe some of the characteristics of different kinds of art, craft and design and can demonstrate some in their work. |
| **Personal (RE and PSHE)** |
| * P4C Looking after our environment, recycling, taking care of animals
* What do Jews believe about God? Does creation help people understand about God? They should be able to talk about the stories they learn and what meaning this has for the child.
* Cookery and Sustainability - To understand where food comes from.
 | Pupils respond to questions about issues that are suggested to them.The children should be able to understand the story of the creation of the universe.  | Pupils ask questions about relevant issues. They share their ideas about these issues with othersChildren should be able say what the story says about the bible story.  | Pupils ask questions about current issues. They share their ideas with others and can explain and ask question regarding how actions can affect others. Understand the meaning of creation and that we should look after our world.  |