

Year 1 Curriculum map 2021/22 (Subject to changes as needs arise)

| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------|--|--|---|--|--|--|
| English | See Nelson Academy Writing Scheme of Work. | See Nelson Academy Writing Scheme of Work. | See Nelson Academy Writing Scheme of Work. | See Nelson Academy Writing Scheme of Work. | See Nelson Academy Writing Scheme of Work. | See Nelson Academy Writing Scheme of Work. |
| Maths | See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous year's objective due to Covid-19 | See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous year's objective due to Covid-19 | See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous year's objective due to Covid-19 | See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous year's objective due to Covid-19 | See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous year's objective due to Covid-19 | See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous year's objective due to Covid-19 |
| Science | <p>Keeping warm in the ice age (links to materials) Animal Classification. Herbivores, carnivores, omnivores and extinct animals. Animals and their needs.</p> <p>Knowledge:</p> <p>Materials</p> <p>Children will be taught to use correct vocabulary to describe different materials and their properties and sort materials into groups based on their properties. For example: soft, hard, bendy, ability to float, magnetic or non-magnetic.</p> <p>Recognise and name a variety of widely used materials. For example: wood, plastic, rock, paper, metal.</p> <p>Explain why materials are chosen for specific tasks based on their properties. For example: wool for clothing, glass for windows, wood for tables, metal for bridges.</p> <p>Become aware that some materials are natural and some are man-made.</p> <p>Animals and their needs</p> <p>Through reading aloud, observation and activities, explore with children the common characteristics and needs of animals.</p> <p>Make the connection that animals, like plants, need food, water and space to live and grow.</p> <p>Recognise that plants make their own food, but animals obtain food from eating plants or other living things.</p> | <p>Looking after living things, plants and growth links to Joseph Banks the Botanist.</p> <p>The five senses.</p> <p>Knowledge:</p> <p>Plants and Plant Growth</p> <p>Understand what plants need to grow: sufficient warmth, light and water.</p> <p>Recognise basic parts of plants: seeds, roots, stems, branches and leaves.</p> <p>Understand that plants make their own food.</p> <p>Recognise the importance of flowers and seeds. For example, seeds such as rice, nuts, wheat and corn are food for plants and animals.</p> <p>Know that there are two kinds of plants: deciduous and evergreen.</p> <p>Become aware of key aspects of farming.</p> <p>How some food comes from farms as crops</p> <p>How famers must take special care to protect their crops from weeds and pests</p> <p>How crops are harvested, kept fresh, packaged and transported for people to buy and consume</p> <p>The Human Body: The 5 Senses</p> <p>Identify the five senses and associated body parts:</p> <p>Sight: eyes Hearing: ears Smell: nose Taste: tongue Touch: skin</p> | <p>Seasons and the Weather.</p> <p>Materials (weather effecting materials)</p> <p>Knowledge:</p> <p>Seasons and the weather</p> <p>The emphasis in Year 1 is on observation and description; technical explanations of meteorological phenomena is studied in later years.</p> <p>Be able to describe characteristic local weather patterns during the different seasons.</p> <p>Recognise the importance of the sun as a source of light and warmth.</p> <p>Understand daily weather changes.</p> <p>Temperature: thermometers are used to measure temperature</p> <p>Clouds: rainfall comes from clouds</p> <p>Rainfall: how the condition of the ground varies with rainfall; rainbows</p> <p>Thunderstorms: lightning, thunder, hail, safety during thunderstorms</p> <p>Snow: snowflakes, blizzards</p> <p>Materials</p> <p>Explain why materials are chosen for specific tasks based on their properties</p> | | <p>Taking care of the Earth.</p> <p>Knowledge:</p> <p>Taking care of the Earth</p> <p>Identify the importance of conservation: some natural resources are limited, so people must be careful not to use too much of them. For example: logging and subsequent reforestation.</p> <p>Recognise practical measures for conserving energy and resources. For example: turn off unnecessary lights, tightly turn off taps, etc.</p> <p>Understand that some materials can be recycled. For example: aluminium, glass and paper.</p> <p>Become aware that pollution be harmful but, if people are careful, they can help reduce pollution. For example, littering, smog, water pollution.</p> | <p>Taking care of the Earth. Jane Goodall.</p> <p>Knowledge:</p> |

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| | <p>Understand that offspring are very much (but not exactly) like their parents.</p> <p>Understand that most animal babies need to be fed and cared for by their parents; human babies are especially in need of care when young.</p> <p>Recognise that pets have special needs and must be cared for by their owners</p> <p>SPECIAL CLASSIFICATIONS OF ANIMALS</p> <p>Herbivores: plant-eaters (for example, elephants, cows, deer)</p> <p>Carnivores: flesh-eaters (for example, lions, tigers)</p> <p>Omnivores: plant and animal eaters (for example, bears)</p> <p>Extinct animals (for example: dinosaurs)</p> | <p>Review the importance of taking care of your body: exercise, cleanliness, healthy foods and rest.</p> | | | | |
| <p>Geography</p> | | | <p>Mapping spatial sense.</p> <p><u>Knowledge:</u></p> <p>THE CLASSROOM OR SCHOOL ENVIRONMENT</p> <p>Understand the concept of an aerial perspective. For example, draw objects from the side and above and discuss the differences. Draw plans (aerial views) of objects arranged on a desk or the classroom floor, beginning with looking down on the objects from above.</p> <p>Use a plan of the classroom, constructed with a basic key, to locate and retrieve objects (pupils could design this plan together with their teacher). Use the plan to describe where things are located in the classroom in relation to other objects using terms like 'next to', 'far from', 'behind', 'under', etc</p> <p>Give directions (left, right, forwards, backwards) including distance (number of steps) to find objects</p> | <p>The United Kingdom.</p> <p><u>Knowledge:</u></p> <p>Use a map of the UK. Name and locate the continent, country and county in which you live. Name and locate England, Scotland, Wales and Northern Ireland. Understand important features of the UK</p> <p>Identify and describe some geographical differences between England, Scotland, Wales and Northern Ireland. Identify the Union flag and the component parts.</p> | <p>The Seven Continents.</p> <p><u>Knowledge:</u></p> <p>Differentiate between land and sea using a globe</p> <p>Locate the seven continents, the North and South Poles, the Pacific and Atlantic oceans</p> <p>Understand direction: north, south, east and west.</p> <p>Identify the seven continents and describe unique geographical attributes of each continent including animals, plants, cities, landscape features, famous people and famous buildings:</p> <p>Asia Europe Africa North America South America Australia</p> <p>Locate the British Isles and explain what makes an island</p> | <p>The Seven Continents. With a focus on Africa</p> <p><u>Knowledge</u></p> <p>Link to Jane Goodall work in science. Make comparisons between Africa and Great Britain.</p> |

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| | | | <p>located in the classroom and different parts of the school.</p> <p>Understand the spatial layout of the school: buildings, playground, field, entrance, etc</p> <p>Be able to read a simplified map of the academy.</p> <p>Discuss where things are in relation to each other and how to navigate around the school grounds using the points of the compass: north, south, east and west.</p> | | | |
| History | <p>Pre History. Ice Age/Stone Age</p> <p>Knowledge:</p> <p>Identify the defining characteristics and broad chronology of the periods of the Ice and Stone Age Understand the importance of reading and writing for communicating ideas and information. Imagine what life would be like if it was not possible to read or write. Understand the difference between pre-history and written history</p> | <p>Pre History. Bronze Age/Iron Age.</p> <p>Knowledge:</p> <p>Identify the defining characteristics and broad chronology of the periods of the Bronze and Iron Age Understand the importance of reading and writing for communicating ideas and information. Imagine what life would be like if it was not possible to read or write. Understand the difference between pre-history and written history</p> | | | <p>Prime ministers. Churchill Robert Walpole</p> <p>Knowledge:</p> <p>Robert Walpole achieved influence with George II and with the House of Commons. He became the most important minister in the Cabinet: the first Prime Minister.</p> <p>Understand the role of the Prime Minister today. Today the Prime Minister is in charge of government.</p> <p>The Prime Minister lives at 10 Downing Street in London.</p> | <p>Symbols and Figures. (links with Geography and Visual Arts). Union Jack, houses of parliament etc.</p> <p>Knowledge:</p> <p>Understand important British symbols and figures, for instance:</p> <p>The Union Jack Buckingham Palace 10 Downing Street The Houses of Parliament Victoria Churchill Elizabeth 1 King John</p> |
| Visual arts/DT | <p>Colour and line: How colour evokes /reflects feelings</p> <p>Pre-history – cave painting</p> <p>Knowledge:</p> <p>Observe how colours can create different feelings and how certain can seem warm (red, orange, yellow) or 'cool' (blue, green, grey). Identify and describe the use of colour— thinking about how it sets the scene, creates an atmosphere or feeling— in: Pieter Bruegel, <i>The Hunters in the Snow</i>, 1565 (Kunsthistorisches Museum, Vienna) David Hockney, <i>A Bigger Splash</i>, 1967 (Tate Modern, London)</p> | <p>Sculptures Hubert Le Sueur, <i>King Charles the First</i>.</p> <p>Design/make a plant pot outside bug houses. (links to science).</p> <p>Knowledge:</p> <p>We introduce children to sculpture, or three-dimensional, 'all-around' art. We introduce various types and styles of sculpture, and encourage children to make their own sculptures.</p> <p>Hubert Le Sueur, <i>King Charles the First</i>, 1633 (Trafalgar Square, London) Hamo Thornycroft, <i>Oliver Cromwell</i>, 1899 (Palace of Westminster, London)</p> | <p>Exploring materials. Waterproofing (linked with the weather/sculptures).</p> <p>Link to Seasons unit in science</p> <p>Food Tech using seasonal produce</p> | <p>Talking about narratives of paintings (George and the Dragon).</p> <p>Textile dragon exploring properties of/ combining textiles.</p> <p>Knowledge:</p> <p>Observe and talk about two paintings showing George and the Dragon Use a version of the legend from literature to help read what you can see in the paintings.</p> <p>Among artists, the version by Jacobus de Voragine in 'The Golden Legend' was a popular source. Start by identifying the characters (what can you see that tells you the girl is a princess, for example). Compare the different moments in the narrative</p> | <p>Architecture: Westminster and representations of Parliament</p> <p>Art of Buildings Knowledge:</p> <p>Children will focus on the art of buildings and building design. Children will learn about architecture of the 'state', meaning buildings for the rulers of our country - the government and royals. We also look for the lines in buildings. [Cross-curricular links with British History and Geography]</p> <p>The Palace of Westminster, focus on the parts by Charles Barry and</p> | <p>Architecture of the state.</p> <p>Making aeroplanes (Science link (Wilburn and Orville Wright)).</p> <p>Knowledge:</p> |

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| | <p>Henri Rousseau, <i>Surprised! A Tiger in a Tropical Storm</i>, 1891 (National Gallery, London) Vincent van Gogh, <i>Sunflowers</i>, 1888 (National Gallery, London)</p> <p>Line</p> <p>Identify and use different lines: straight, zigzag, curved, wavy, thick, thin</p> <p>Observe and describe different kinds of lines in:</p> <p>Rembrandt van Rijn, <i>Saskia in a Straw Hat</i>, 1633 (Kupferstichkabinett, Berlin) Pierre Bonnard, <i>The Luncheon (Le Déjeuner)</i>, 1923 (National Gallery of Ireland, Dublin) Joan Miró, <i>Painting (Peinture)</i>, 1925 (National Galleries of Scotland, Edinburgh)</p> | <p>E. H. Baily, <i>Lord Horatio Nelson</i>, 1840-43 (Trafalgar Square, London) Henry Moore, <i>Family Group</i>, 1944 (Fitzwilliam Museum, Cambridge) Edgar Degas, <i>Little Dancer Aged Fourteen</i>, 1880-81 (Tate, Liverpool) Barbara Hepworth, <i>Infant</i>, 1929 (Tate, St Ives) Antony Gormley, <i>Angel of the North</i>, 1998 (Gateshead)</p> | | <p>(story) these artists have shown. Look at and talk about how the artists painted George, the princess, and dragon as very different characters, showing different reactions, and in very different settings.</p> <p>Paolo Uccello, <i>Saint George and the Dragon</i>, 1470 (National Gallery, London) Jacopo Tintoretto, <i>Saint George and the Dragon</i>, 1555 (National Gallery, London)</p> | <p>Augustus Pugin, constructed 1840-1870 (Westminster, London) Westminster Abbey, present building begun under King Henry III in 1245 (Westminster, London) The Banqueting House (part of the former Whitehall Palace), by Inigo Jones, 1622.</p> | |
| <p>Music</p> | <p>Hey you!</p> <p>Knowledge/skills</p> <p><i>Find the pulse as you are listening to the music: can you dance, get funky or find the groove?</i></p> <p><i>Instruments/voices you can hear: male vocal, bass guitar, drums, decks. Can you recognise any of these instruments in the other songs?</i></p> <p><i>Musical activities</i></p> <p><i>Find the pulse</i></p> <ul style="list-style-type: none"> • <i>March in time with the pulse</i> • <i>Be an animal that finds the pulse.</i> <p><i>Clapping rhythms</i></p> <ul style="list-style-type: none"> • <i>Copy and clap back rhythms</i> • <i>Clap the rhythm of your name.</i> • <i>Make up your own rhyme.</i> <p><i>Singing</i></p> <ul style="list-style-type: none"> • <i>Rap and sing Hey you in groups.</i> • <i>Have Fun!</i> <p><i>Play Instruments</i></p> <ul style="list-style-type: none"> • <i>Play instruments using one or two notes c or C+G</i> | <p>In the Groove</p> <p>Knowledge/skills</p> <p><i>Listening in the Groove</i></p> <p><i>You will listen to six different musical styles in this unit. Blues, Baroque, Latin, Irish Folk and Funk.</i></p> <p><i>Find the Pulse</i></p> <p><i>Clapping Rhythms</i></p> <ul style="list-style-type: none"> • <i>Copy and clap back rhythms</i> • <i>Clap the rhythm of your name</i> • <i>Clap the rhythm of your favourite food</i> • <i>Make up your own rhythms</i> <p><i>Playing instruments using one or two notes. C + D</i></p> <p><i>Improvise using the notes C+D</i></p> <p><i>Compose a simple melody using simple rhythms.</i></p> <p><i>Perform and share a class performance of 'In the Groove' with singing and playing.</i></p> | | | <p>-Your imagination</p> <p>Knowledge/skills</p> <p><i>Listening: Your imagination</i></p> <p><i>Find the pulse as you are listening to music.</i></p> <p><i>The instruments voices you can hear: Keyboards, drums, bass, a female singer.</i></p> <p><i>Musical activities</i></p> <ul style="list-style-type: none"> • <i>Find the pulse</i> • <i>Clapping rhythms</i> • <i>Playing instruments using one or two notes</i> • <i>Improvise using the notes C+D</i> • <i>Compose a simple melody using simple rhythms choosing from the notes C+ D or C,D +E</i> • <i>Perform and share</i> • <i>A class performance of Your imagination with singing and playing.</i> | |

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| | <ul style="list-style-type: none"> • <i>Improvise using the notes C +G</i> • <i>Compose a simple melody using simple rhythms choosing from the notes C+G</i> <p><i>Perform and Share</i></p> <ul style="list-style-type: none"> • <i>Class performance of Hey you with rapping, singing and playing.</i> | | | | | |
| Computing | <p>Technology around us</p> <p>Knowledge:</p> <p>In this unit, pupils will develop their understanding of technology and how it can help us. They will start to become familiar with the different components of a computer by developing their keyboard and mouse skills. Pupils will also consider how to use technology responsibly.</p> | | <p>Robot Algorithms</p> <p>Knowledge:</p> <p>This unit introduces pupils to early programming concepts. They will explore using individual commands, both with other learners and as part of a computer program. Pupils will identify what each floor robot command does and use that knowledge to start predicting the outcome of programs. The unit is paced to ensure time is spent on all aspects of programming and builds knowledge in a structured manner. Pupils are also introduced to the early stages of program design through the introduction of algorithms.</p> | | <p>Digital painting</p> <p>Knowledge:</p> <p>During this unit, pupils will develop their understanding of a range of tools used for digital painting. They then use these tools to create their own digital paintings, while gaining inspiration from a range of artists' work. The unit concludes with pupils considering their preferences when painting with and without the use of digital devices.</p> | |
| PE | <p>Cardio Drumming.</p> <p>Knowledge:</p> <p>Follow a set of movements in a sequence. Move to music with co-ordination. Build stamina and fitness. Static Balance— one leg standing Theme – Pirate Planks.</p> <p>Knowledge:</p> <p>Head up and still, tummy tight, back straight. Use one leg and arms to help balance.</p> | <p>Dance</p> <p>Knowledge:</p> <p>Design and create movements and shapes. Movement shows control and coordination Perform a dance phrase with 2 or more joined movements / shapes</p> | <p>Gymnastics</p> <p>Knowledge:</p> <p>Can demonstrate various Body Management positions and exercises from Key-Steps syllabus. Can perform a sequence of movements and balances.</p> | <p>Co-ordination with equipment. Theme – John and Jasmine learn to juggle.</p> <p>Knowledge:</p> <p>Use backswing and follow through. Keep eyes focused on ball. Use 'soft hands' when receiving/catching.</p> <p>Agility - Ball Chasing</p> | <p>Athletics</p> <p>Knowledge:</p> <p>Can demonstrate coordination whilst using different equipment Can show a solid understanding of the basic elements of Athletics - running jumping and throwing</p> | <p>OAA</p> <p>Knowledge:</p> <p>Can follow simple instructions in OAA tasks/ team games. Communicate and collaborate with each other.</p> <p>Team games</p> <p>Knowledge:</p> |

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| | | | | <p>Knowledge: Drive arms from 'hips to lips' to help move quickly. Keep head steady and watch the ball. Move feet quickly to get into 'collecting position'.</p> | | Use simple tactics for attacking and defending. Master basic movements including running, jumping, throwing and catching |
| RE | <p>The Creation Story</p> <p>Knowledge: Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. Notice and respond sensitively to some similarities between different religions and worldviews.</p> | <p>The Christmas Story</p> <p>Knowledge: Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. Notice and respond sensitively to some similarities between different religions and worldviews.</p> | <p>Jesus as a Friend</p> <p>Knowledge: Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. Notice and respond sensitively to some similarities between different religions and worldviews. Find out about and respond with ideas to examples of co-operation between people who are different. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p> | <p>Easter – Palm Sunday</p> <p>Knowledge: Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. Notice and respond sensitively to some similarities between different religions and worldviews. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p> | <p>Shabbat</p> <p>Knowledge: Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves. Notice and respond sensitively to some similarities between different religions and worldviews. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry. Find out about and respond with ideas to examples of co-operation between people who are different. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p> | <p>Chanukah</p> <p>Knowledge: Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make. Notice and respond sensitively to some similarities between different religions and worldviews. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p> |
| RSHE | <p>Asking for help (Reception and Yr 1 objectives)</p> <p>Skill Builders</p> <p>Knowledge: By the end of the unit pupils: Can identify the special people in</p> | <p>My feelings (Reception and Yr 1 objectives)</p> <p>Skill Builders</p> <p>Knowledge: By the end of the unit pupils:</p> | <p>My body (Reception and Yr 1 objectives)</p> <p>Skill Builders</p> <p>Knowledge: By the end of the unit pupils:</p> | <p>My relationships (Reception and Yr 1 objectives)</p> <p>Skill Builders</p> <p>Knowledge: By the end of the unit pupils: Understand that there are</p> | <p>My beliefs (Reception and Yr 1 objectives)</p> <p>Skill Builders</p> <p>Knowledge: By the end of the unit pupils: Can recognise what they like and</p> | <p>My rights and Responsibilities (Reception and Yr 1 objectives)</p> <p>Skill Builders</p> <p>Knowledge: By the end of the unit pupils:</p> |

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| | <p>their lives, what makes them special and how special people care for one another; Can identify the people who look after them, who to go to if they are worried and how to attract their attention.</p> | <p>Can identify a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings; Are able to communicate about feelings, to recognise how others show feelings and know how to respond.</p> | <p>Know the importance of basic personal hygiene and understand how to maintain basic personal hygiene; Can correctly name the main parts of the body, including external genitalia using scientific terms.</p> | <p>similarities and differences between everyone and can celebrate this; Understand the importance of listening to other people, to play and work cooperatively including strategies to resolve simple arguments through negotiation.</p> | <p>dislike and feel empowered to make real, informed choices; Can identify and respect the differences and similarities between people.</p> | <p>Understand the concept of privacy, including the right to keep things private and the right another person has to privacy; Understand how some diseases are spread, including the right to be protected from diseases and the responsibility to protect others.</p> |
| <u>Local history and geography</u> | School Environment/mapping. | Exploring local farms/allotments. | | | Town hall visit. Links to local government and council. | Links to local government and council, how can we take care of the earth |
| <u>Cultural capital</u> | Sedgwick museum. Ice Age | Botanical gardens. | | George and the Dragon theatre/virtual theatre | London trip. Sculptures (Trafalgar square/Looking and talking about works of art National Gallery. | London trip. Sculptures (Trafalgar square/Looking and talking about works of art National Gallery. |