

Year 1 Curriculum map 2020/21 (Subject to changes as needs arise)

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Story Writing. Goldilocks and the three bears. (Sentences, story mapping, retelling the story).</p> <p>See Nelson Academy Writing Scheme of Work.</p>	<p>Biography writing. (linked to science) using the pro noun I. The listening walk, seven blind mice, Joseph Banks autobiography (teacher adapted).</p> <p>See Nelson Academy Writing Scheme of Work.</p>	<p>Story writing and fictional report. (links to science and the weather). The weather monster, peace at last. Adapting a story.</p> <p>See Nelson Academy Writing Scheme of Work.</p>	<p>Mythical story. George and the dragon. King Arthur and the knights of the round table. Character creation, retelling a story (links with art).</p> <p>See Nelson Academy Writing Scheme of Work.</p>	<p>Diary Writing, informative posters. The accidental prime minister, voting posters (links to school council and history)</p> <p>See Nelson Academy Writing Scheme of Work.</p>	<p>Letter writing influential people. The Lorax, Little People Big Dreams, Jane Goodall. (links to science taking care of the earth).</p> <p>See Nelson Academy Writing Scheme of Work.</p>
Maths	<p>Place Value (10). Addition and subtraction, geometry and shape. Place value (20).</p> <p>See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous year's objective due to Covid-19</p>	<p>Place Value (10). Addition and subtraction, geometry and shape. Place value (20).</p> <p>See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous year's objective due to Covid-19</p>	<p>Addition and subtraction (20). Place Value (50) Multiples of, 2, 5 10. Length and height. Weight and volume.</p> <p>See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous year's objective due to Covid-19</p>	<p>Addition and subtraction (20). Place Value (50) Multiples of, 2, 5 10. Length and height. Weight and volume.</p> <p>See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous year's objective due to Covid-19</p>	<p>Multiplication and division. Fractions. Position and direction. Place value (100). Money and time.</p> <p>See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous year's objective due to Covid-19</p>	<p>Multiplication and division. Fractions. Position and direction. Place value (100). Money and time.</p> <p>See White Rose National Curriculum Progression (Year 1-6) document All units include a recap of previous year's objective due to Covid-19</p>
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. 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. 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>Looking after living things, plants and growth links to Joseph Banks the Botanist. 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 farmers 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>Seasons and the Weather. 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>Identify the four seasons.</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. 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>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>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>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>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>Review the importance of taking care of your body: exercise, cleanliness, healthy foods and rest.</p>	<p>Explain why materials are chosen for specific tasks based on their properties</p>			
Geography			<p>Mapping spatial sense.</p> <p>Knowledge:</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</p>	<p>The United Kingdom.</p> <p>Knowledge:</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.</p> <p>Identify the Union flag and the component parts.</p>	<p>The Seven Continents.</p> <p>Knowledge:</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</p>	<p>The Seven Continents.</p>

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			<p>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 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>		<p>Africa North America South America Australia</p> <p>Locate the British Isles and explain what makes an island</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>Children will understand the importance of the Prime Minister in a parliamentary democracy.</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 has regular meetings with the Queen to tell her about the discussions of the Cabinet. 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 (links to pre history cave painting)</p> <p>Knowledge:</p> <p>Observe how colours can create different feelings and how certain can</p>	<p>Sculptures Hubert Le Sueur, King Charles the First.</p> <p>Design/make a plant pot outside bug houses. (links to science).</p> <p>Knowledge:</p>	<p>Sculptures Hubert Le Sueur, King Charles the First.</p> <p>Exploring materials. Waterproofing (linked with the weather/sculptures).</p>	<p>Talking about narratives of paintings (George and the Dragon).</p> <p>Creating Architecture/building structures.</p> <p>Knowledge:</p>	<p>Architecture of the state.</p> <p>Creating Architecture/building structures.</p> <p>Knowledge:</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>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:</p> <p>Pieter Bruegel, <i>The Hunters in the Snow</i>, 1565 (Kunsthistorisches Museum, Vienna) David Hockney, <i>A Bigger Splash</i>, 1967 (Tate Modern, London) 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 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>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) 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>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 (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>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 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, with ceiling paintings by Rubens added in 1636 (Whitehall, London)</p>		
<p>Music</p>	<p>Songs</p> <p>Knowledge:</p> <p>Children should become familiar with many of the works below:</p> <p>The Bear Went Over the Mountain The Farmer in His Den Head, Shoulders, Knees and Toes Here We Go Round the Mulberry Bush The Hokey Cokey Hush, Little Baby If You're Happy and You Know It Jingle Bells Kumbaya (also Kum Ba Ya) London Bridge is Falling Down</p>	<p>Songs Elements of music.</p> <p>Knowledge:</p> <p>Through participation, become familiar with some basic elements of music rhythm, melody, harmony, form, timbre, etc.).</p> <p>Recognise a steady beat; begin to play a steady beat. Recognise that some beats have accents (stress). Move responsively to music (marching, walking, hopping, swaying, etc.). Recognise short and long sounds. Discriminate between fast and slow.</p>	<p>Elements of music.</p> <p>Knowledge:</p>	<p>Listening and understanding.</p> <p>Knowledge:</p> <p>Instruments:</p> <p>Recognise the following instruments by sight and sound:</p> <p>Guitar Piano Trumpet Flute Violin Drum</p>	<p>Listening and understanding. Works of music.</p> <p>Knowledge:</p> <p>Works of Music:</p> <p>Become familiar with the following works and their composers:</p> <p>Edvard Grieg, 'Morning Mood' and 'In the Hall of the Mountain King' from <i>Peer Gynt</i>. This is a good work to illustrate dynamics (loud and quiet), as well as tempo (slow and fast). Pyotr Tchaikovsky, 'The Nutcracker' Victor Herbert, 'March of the Toys' from <i>Babes in Toyland</i> Richard Rodgers, 'March of the Siamese Children' from <i>The King and I</i></p>	<p>Listening and understanding. Works of music.</p> <p>Knowledge:</p>

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	<p>The Muffin Man My Bonnie Lies over the Ocean Pop! Goes the Weasel Old MacDonald Had A Farm One Man Went to Mow Row, Row, Row Your Boat This Old Man Twinkle Twinkle Little Star The Wheels on the Bus</p> <p>Children could also become familiar with some of the following works:</p> <p>Insy, Weensy Spider Five Little Ducks That I Once Knew Happy Birthday to You How Much is that Doggie in the Window? I Had a Little Nut Tree I'm a Little Teapot Kookaburra Lavender's Blue Oh Where, Oh Where, Has My Little Dog Gone? One Potato, Two Potato Polly Put the Kettle On Ring-a-Ring Of Roses Teddy Bears' Picnic There Was an Old Woman Who Swallowed a Fly You Are My Sunshine</p>	<p>Discriminate between obvious differences in pitch: high and low. Discriminate between loud and soft. Recognise that some phrases are the same, some different. Sing unaccompanied, accompanied and in unison.</p>			<p>Camille Saint-Saëns, <i>Carnival of the Animals</i></p>	
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>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>	<p>Digital writing</p> <p>Knowledge:</p> <p>During this unit, pupils will develop their understanding of the various aspects of using a computer to create and manipulate text. They will become more familiar with using a keyboard and mouse to enter and remove text. Pupils will also consider how to change the look of their text, and will be able to justify their reasoning in making these changes. Finally, they will consider the</p>	<p>Grouping data</p> <p>Knowledge:</p> <p>This unit introduces pupils to data and information. Labelling, grouping, and searching are important aspects of data and information. Searching is a common operation in many applications, and requires an understanding that to search data, it must have labels. This unit of work focuses on assigning data (images) with different labels in order to</p>	<p>Moving robots</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</p>	<p>Animation</p> <p>Knowledge:</p> <p>This unit introduces pupils to on screen programming through ScratchJr. They will explore the way a project looks by investigating sprites and backgrounds. They will use programming blocks to use, modify and create programs. Pupils are also introduced to the early stages of program design through the introduction of algorithms.</p>

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			<p>differences between using a computer to create text, and writing text on paper. They will be able to explain which method they prefer and explain their reasoning for choosing this.</p> <p>Note: Throughout this unit, pupils will be logging in to the computers, opening their documents, and saving their documents. Additional support/time may be required to facilitate these steps and consideration should be given as to how this will impact the time spent in each lesson.</p>	<p>demonstrate how computers are able to group and present data.</p> <p>Pupils will begin by using labels to put objects into groups, and labelling these groups. They will demonstrate that they can count a small number of objects, before and after the objects are grouped. Pupils will then begin to demonstrate their ability to sort objects into different groups, based on the properties they choose. Finally, pupils will use their ability to sort objects into different groups to answer questions about data.</p> <p>Note: Throughout this unit, pupils will be logging on to the computers, opening their documents, and saving their documents. Depending on how your school's system is set up, additional support and time may be required to facilitate these steps, and consideration should be given as to how this will impact the timings of activities in each lesson.</p>	<p>knowledge in a structured manner. Pupils are also introduced to the early stages of program design through the introduction of algorithms.</p>	
PE	<p>Co-ordination – Floor Movement patterns</p> <p>Knowledge: Co-ordination - Floor movements. Work with head up and back straight. Bend knees and use arms to help balance, work on the balls on your feet. Static Balance - Head up and still, tummy tight, back straight. Use one leg and arms to help balance.</p>	<p>Gymnastics</p> <p>Knowledge: Can understand how to use and move equipment safely Can demonstrate various Body Management positions and exercises from The Key-Steps Syllabus Can balance along the low beam and dismount safely</p>	<p>Dance Topic- Carnival of the animals</p> <p>Knowledge: Exploring movement depicting the different animals from the piece Links with listening to music- orchestral instruments</p>	<p>Co-ordination – ball skills Theme – clowning around.</p> <p>Knowledge: Counter Balance in Pairs Keep back straight and head up. Hold on to partner's forearms. Keep straight arms when leaning back. Coordination with Equipment. Use backswing and follow through. Keep eyes focused on ball. Use 'soft hands' when receiving/catching.</p>	<p>Co-ordination with equipment. Theme – John and Jasmine learn to juggle.</p> <p>Knowledge: Agility - Reaction/ Response Push off hard with feet.. Keep head steady and watch the ball. Extend front leg and bend knees to stop with balance. Agility - Ball Chasing 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>	<p>Sports day athletic activities.</p> <p>Knowledge:</p>
RE	<p>The Creation Story</p> <p>Knowledge:</p>	<p>The Christmas Story</p> <p>Knowledge:</p>	<p>Jesus as a Friend</p> <p>Knowledge:</p>	<p>Easter – Palm Sunday</p> <p>Knowledge:</p>	<p>Shabbat</p> <p>Knowledge:</p>	<p>Chanukah</p> <p>Knowledge:</p>

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	<p>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>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>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>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>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. 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>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>
<p>RSHE (Both Reception and 1 objectives)</p> <p>PSHE</p>	<p>My feelings</p> <p>Mind to be Kind/Character and Culture (PiXL) Wellbeing Package</p> <p><u>Knowledge:</u></p> <p>By the end of the unit pupils: 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>My body</p> <p>Mind to be Kind/Character and Culture (PiXL)</p> <p><u>Knowledge:</u></p> <p>By the end of the unit pupils: 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>My relationships</p> <p>Mind to be Kind/Character and Culture (PiXL)</p> <p><u>Knowledge:</u></p> <p>By the end of the unit pupils: Understand that there are 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>My beliefs</p> <p>Mind to be Kind/Character and Culture (PiXL)</p> <p><u>Knowledge:</u></p> <p>By the end of the unit pupils: Can recognise what they like and dislike and feel empowered to make real, informed choices; Can identify and respect the differences and similarities between people.</p>	<p>My rights and Responsibilities</p> <p>Mind to be Kind/Character and Culture (PiXL)</p> <p><u>Knowledge:</u></p> <p>By the end of the unit pupils: 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>	<p>Asking for help</p> <p>Mind to be Kind/Character and Culture (PiXL)</p> <p><u>Knowledge:</u></p> <p>By the end of the unit pupils: Can identify the special people in 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>

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<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.