

Year 1 Curriculum Map – Spring 2

Why are humans not like tigers?

Driver – Science

- Know how to identify and classify a range of animals by amphibian, reptile, mammal, fish and birds.
- Know how to sort by living and non living things
- Ask the simple question: what animal faeces belongs to a carnivore, herbivore and omnivore?
- Observe animal faeces closely using tweezers and magnifying glasses.
- Use observations to answer questions and record their findings about which dinosaur faeces belong to a carnivore, herbivore and omnivore.
- Know the name of parts of the human body that can be seen
- Observe closely, using magnifying glasses.

Computing

iWrite – Digital Literacy

Lesson 1: iText

- To recognise that text can be created in a number of ways

Lesson 2: iSentence

- To a word processor to create text
- To understand that a computer can be connected to a printer

Lesson 3: iTell

- To select and insert text into a word processor
- To open and save a document

Lesson 4: iReview

- To understand the value of using a word processor to produce text

Music

- Move and dance with the music.
- Find the steady beat.
- Talk about the feelings created by the music.
- Sing, rap and chant and use spoken words.
- Demonstrate good singing posture.
- Explore ways of representing high and low sounds, using symbols and any appropriate means of notation.
- Explore standard notation using crotchets, quavers, and minims, and simple combinations
- Rehearse and learn to play a simple melodic instrumental part by ear.
- Improvise simple vocal patterns using 'Question and answer' phrases.
- Create musical sound effects and short sequences of sounds in response to music and video stimulus.
- Use music technology, if available, to capture, change and combine sounds.
- Use simple notation – Create a simple melody using crotchets and minims. C D C D E C D E F C D E F G Start and end on the same note.
- Enjoy and have fun performing.
- Prepare a song to perform.

PSHE

Knowledge

- Know the difference between being healthy and unhealthy
- Know some ways to keep healthy
- Know how to make healthy lifestyle choices
- Know how to keep themselves clean and healthy
- Know that germs cause disease / illness
- Know that all household products, including medicines, can be harmful if not used properly
- Know that medicines can help them if they feel poorly
- Know how to keep safe when crossing the road
- Know about people who can keep them safe

Social and Emotional Skills

Feel good about themselves when they make healthy choices

- Realise that they are special
- Keep themselves safe
- Recognise ways to look after themselves if they feel poorly
- Recognise when they feel frightened and know how to ask for help
- Recognise how being healthy helps them to feel happy

Sun safety curriculum

Can I begin to become familiar and discuss how to stay safe in the sun?
Activity- look at the power point and discuss then each child can design a poster showing different ways that they know to stay safe in the sun.

PE

- make body curled, tense, stretched and relaxed
- control body when travelling and balancing
- copy sequences and repeat them
- roll, curl, travel and balance in different ways
- throw underarm
- throw and kick in different ways
- perform own dance moves
- copy or make up a short dance
- move safely in a space
- I can explore and describe different movements.

RE

Emerging:

- Identify a special time they celebrate and explain simply what celebration means (A1).
- Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2).

Expected:

- Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1).
- Re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2).
- Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1).
- Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).

Exceeding:

- Suggest meanings for some symbols and actions used in religious celebrations, including Easter and Christmas, (A3).
- Identify some similarities and differences between the celebrations studied (B3).

Art

- know how to create moods in art work
- Know the names of the primary and secondary colours.
- know how to mimic print from a suggested aesthetic e.g. jungle
- Know how to use weaving to create a pattern
- Use rolling, cutting and moulding clay
- use coiling and rolling