

Driver – Science

- Know the name of the materials an object is made from
- Know about the properties of everyday materials
- Can I learn about a famous person from the past and explain how they have changed the world with their achievements? Can I learn about the lives of astronauts and their achievements in space and landing on the moon including Neil Armstrong?

History – Supporting the science driver

- Can I learn about a famous person from the past and explain how they have changed the world with their achievements? Can I learn about the lives of astronauts and their achievements in space and landing on the moon including Neil Armstrong?
- Plot significant people and events on a timeline including references to global impact

Computing

- iModel unit – Information Technology Lesson
- iDress - To understand that computers can show real events and things • To use a mouse to move things accurately on-screen Lesson 2: iDecide - To understand that computers can be used to make choices
- iVenture - To understand that a computer can be used to model an environment where choices can be made
- To understand that a computer model is not an exact replica of real-life environments and/or scenarios
- iRepresent • To create a representation of a real or fantasy game or story

Year 1 Curriculum Map – Autumn 2

What does Beegu think of life on planet Earth?

Music

- Find and try to keep a steady beat
- Very simple rhythm patterns using long and short
- Very simple melodic patterns using high and low
- Listen together
- Feel free to enjoy moving in any way suitable to the beat of the music.
- Experiencing music through movement and dance is great fun!
- Talk about the song together and explore feelings, thoughts and emotions towards the song
- Explore the concepts of a steady beat, high and low, fast and slow, loud and quiet, related to the song
- What else did you find out about the song?
- Sing together as a group and have fun
- Stand up straight and breathe from deep within
- Move to the music
- Describe what the song is about - is there a story?
- Follow a leader
- Incorporate any actions from the song
- Sing and recognise high and low sounds
- Sing songs in both low and high voices and talk about the difference in sound
- To play and perform an instrumental part by ear
- To play and perform an instrumental part from notation
- Learn the names of the notes in their instrumental part from memory or when written down
- Learn the names of the instruments they are playing
- Treat instruments carefully and with respect
- Play a tuned instrumental part with the song they perform
- Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts
- Listen to and follow musical instructions from a leader
- Children improvise using notes with the backing track of a song provided.
- Begin to create personal musical ideas using the given notes
- Create and present a holistic performance with some understanding of the songs you are singing and how the activities fit with the songs
- A performance is sharing music with other people, called an 'audience'
- Present what has been learnt in the lesson

Art

- describe what can be seen and give an opinion about the work of Andy Goldsworthy
- ask questions about a piece of art
- sort and arrange materials to create a textured collage
- create digital art using appropriate software
- know how to create a repeating pattern in print

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 work sensibly with others, taking turns and sharing.

RE

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

PSHE

Know that people have differences and similarities

- Know what bullying means
- Know who to tell if they or someone else is being bullied or is feeling unhappy
- Know skills to make friendships
- Know that people are unique and that it is OK to be different.
- Recognise ways in which they are the same as their friends and ways they are different
- Identify what is bullying and what isn't
- Understand how being bullied might feel
- Know ways to help a person who is being bullied
- Identify emotions associated with making a new friend
- Verbalise some of the attributes that make them unique and special