

## Year 1 Curriculum Map – Autumn 1

### Were my ancestors' toys more fun than mine?

#### Driver – History

- Can I understand who the Queen is and why she is an important person? Who is Queen Victoria and why was she important?
- Can I understand changes within an ancestor's lifetime and begin to plot these changes on a timeline?
- Can I understand that my life is different to my ancestor's life and people's lives from the past, showing an understanding of time?

#### Computing

- To understand what being online may look like, the different feelings we can experience online and how to identify adults who can help
- • To understand that people online may try to manipulate others, how this can make someone feel and how to identify and approach adults who can help
- • To understand that photos can be shared online • To understand the importance of seeking permission before sharing a photo
- • To understand how to identify and approach adults who can help
- • To understand that people online may try to manipulate others, how this can make someone feel and how to identify

#### 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.
- 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

- Understand the rights and responsibilities of a member of a class
- Understand that their views are important • Understand that their choices have consequences
- Understand their own rights and responsibilities with their classroom.

#### 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 follow instructions, practise safely and work on simple tasks by myself.

#### RE

- Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers.
  - Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean.
  - Identify two ways people show they belong to each other when they get married. Respond to examples of co-operation between different people

#### DT

- use own ideas to design something and describe how their own idea works • design a product which moves, explain to someone else how they want to make their product and make a simple plan before making
- use own ideas to make something • make a product which moves, choose appropriate resources and tools
- describe how something works, explain what works well and not so well in the model they have made
- make their own model stronger