Year 1 Curriculum Map – Spring 1

Why can't a penguin live near the equator?

Driver – Geography

- • Can I compare Scarborough (coastal) with hot and cold places around the world?
- • Can I investigate and locate temperatures in hot and cold places and map them on an atlas in relation to the equator and poles?
- • Can I look at and compare the physical geography Antartica and a desert?
- • Can I record and name different types of weather over a period of time in a weather diary?
- • Can I compare our weathers to weathers around the world in more extreme climates?
- • Can I recognise the main differences between a city, town and village?

Science – Supporting the Geography driver

- Name the seasons and know about the type of weather in each season
- Identify and classify the weather in different seasons from what children have observed.

Computing

- iProgram unit 1 – Computer Science

- Lesson 1: iRobot • To understand that algorithms are implemented as programs on a range of digital devices

- Lesson 2: iControl • To give instructions to a programmable toy

- Lesson 3: iPlan • To plan a simple algorithm that controls a toy

- Lesson 4: iProgram • To program an object to move to on-screen objects

- Lesson 5: iHunt • To record a sequence of instructions in a common format

Music

- Join in sections of the song eg chorus
- Talk about feelings created by the music
- Describe dynamics as loud and quiet.
- Demonstrate good singing posture.
- Copy back intervals of an octave and fifth (high/low)
- Explore ways of representing high and low sounds, using symbols and any appropriate means of notation.
- Start to use and explore standard notation.
- Rehearse and learn to play a simple melodic instrumental part by ear from simple notation in C major.
- Understand the difference between creating a rhythm pattern and a pitch pattern.
- Explore and create graphic scores.
- Use music technology, if available, to capture, change and combine sounds.
- Use simple notation – Create a simple melody using crotchets and minims. F G F G A F A C F G A C D start and end on the same note F.
- Choose a son/songs to perform to a wellknown audience.
- Play some simple instrumental parts.

PSHE

Knowledge
Know how to set simple goals
• Know how to achieve a goal
• Know how to work well with a partner
• Know that tackling a challenge can stretch their learning
• Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them
• Know when a goal has been achieved
Social and Emotional Skills
• Recognise things that they do well
• Explain how they learn best
• Celebrate an achievement with a friend
• Recognise their own feelings when faced with a challenge
• Recognise their own feelings when they are faced with an obstacle
• Recognise how they feel when they overcome an obstacle
• Can store feelings of success so that they can be used in the future
Water Safety Curriculum
Can I become familiar with how to stay safe around the water?
Power point Spot the danger activity

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 understand and follow simple rules and can name some things I am good at.

RE

- What does it mean to belong to a Community?
- How do Christians and Muslims show that they belong? (over 2 lessons)
- What do World views say about how vulnerable people are?
- How do Christians and Muslims welcome a baby?
- How do people show that they belong to each other?

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