





## Year 1 Interim Curriculum Map



	Scheme of work	Scheme of work	Scheme of work	Scheme of work	Scheme of work	Scheme of work
Reading	<b>Read Write Inc Comprehension</b>	<b>Read Write Inc Comprehension</b>	<b>Read Write Inc Comprehension</b>	<b>Read Write Inc Comprehension</b>	<b>Read Write Inc Comprehension</b>	<b>Read Write Inc Comprehension</b>
Maths	<p><b>White Rose Maths Hub</b></p> <p>During this unit children will be looking at:  <b>Place Value:</b> Count to 10, forwards and backwards, beginning with 0 or 1, or from any given number.            -Count, read and write numbers to 10 in numerals and words.  <b>Addition and Subtraction:</b> Add and subtract 1 digit numbers to 10</p>	<p><b>White Rose Maths Hub</b></p> <p>During this unit children will be looking at:  <b>Place Value:</b> Count to 20 forwards and backwards, beginning with 0 or 1, or from any given number.            -Count, read and write numbers from 1 to 20 in numerals and words.  <b>Multiplication and Division:</b> Count in multiples of twos, fives and tens.  <b>Money:</b> Recognise and know the value of different denominations of coins and notes.</p>	<p><b>White Rose Maths Hub</b></p> <p>During this unit children will be looking at:  <b>Place Value:</b> Count to 50, forwards and backwards, beginning with 0 or 1, or from any given number.            -Count, read and write numbers from 1 to 40 in numerals.  <b>Addition and Subtraction:</b> Add and subtract one digit and two digit numbers to 20, including zero.  <b>Time:</b> Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</p>	<p><b>White Rose Maths Hub</b></p> <p>During this unit children will be looking at:  <b>Multiplication and Division:</b> Count in multiples of twos, fives and tens.  <b>Fractions:</b> Recognize, find and name a half as one of two equal parts of an object, shape or quantity.</p>	<p><b>White Rose Maths Hub</b></p> <p>During this unit children will be looking at:  <b>Place Value:</b> Count to 100, forwards and backwards, beginning with 0 or 1, or from any given number.            -Count, read and write numbers from 1 to 100 in numerals.  <b>Four Operations:</b> Add and subtract one digit and two digit numbers to 20, including 0. Count in multiples of twos, fives and tens.</p>	<p><b>White Rose Maths Hub</b></p> <p>During this unit children will be looking at:  <b>Shape:</b> Recognise and name common 2D and 3D shapes, including rectangles, squares, circles and triangles, cuboids, pyramids and Spheres.  <b>Weight and Volume:</b> Compare, describe and solve practical problems for mass/weight [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]</p>



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Science	<p><b>Everyday materials:</b></p> <p>Distinguish between an object and the material from which it is made  <b>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</b>  <b>Describe the simple physical properties of a variety of everyday materials</b>  <b>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</b></p> <p>During this unit Children will use their scientific knowledge to figure out which materials would be the best to build a castle from and why. They will</p>	<p><b>Seasonal changes:</b></p> <p>Observe changes across the four seasons  <b>Observe and describe weather associated with the seasons and how day length varies</b></p> <p>During this unit children will create a weather station which they will use to observe and record weather. As well as look at shadows and the importance of the sun.</p>	<p><b>Humans :</b></p> <p><b>Children to identify name, draw and label the basic parts of the human body.</b></p> <p>At the end of this unit children will understand the function of different parts of their body and understand why it is important to look after their body. As well as explore which part of their body is associated with each sense.</p>	<p><b>Working Scientifically:</b></p> <p><b>-asking simple questions and recognising that they can be answered in different ways</b>  <b>-observing closely, using simple equipment</b>  <b>-performing simple tests</b>  <b>-identifying and classifying</b>  <b>- using their observations and ideas to suggest answers to questions</b>  <b>-gathering and recording data to help in answering questions.</b></p> <p>This unit is linked with Art and DT children will create their own boats and test them scientifically to see which boat fits the criteria and why.</p>	<p><b>Plants:</b></p> <p><b>Identify and name a variety of common wild and garden plants.</b>  <b>Identify and describe the basic structure of a variety of common flowering plants, including trees.</b></p> <p>Children will explore how plants grow and what they need to survive. They will also help to grow their own plants as well as tend to the planters outside Year 1.</p>	<p><b>Animals:</b></p> <p><b>Identify and name a variety of common animals.</b>  <b>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</b>  <b>Describe and compare the structure of a variety of common animals.</b></p> <p>By the end of this unit Children will learn that different types of animals live in different habitats just like humans do. As well as a basic introduction to the food chain and what the words carnivore, herbivore and omnivore mean.</p>
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	use their knowledge to sort materials into different categories as well as purposes.					
History	<p><b>Compare lives of significant individuals</b></p> <p>This unit will link to both ICT and English where the children will research significant kings and queens who have lived in castles as well as castle defence and how they used to protect themselves. Their knowledge will be enhanced by a trip to Framlingham castle.</p>	<p><b>Events beyond living memory that are significant nationally or globally</b></p> <p>During this unit the children will learn about the importance of national celebrations such as remembrance day and guy fawkes. This unit will also link to RE as the children will also look at the importance of Christmas and Diwali.</p>	<p><b>Changes within living memory</b></p> <p>During this unit the children will be looking at their own family tree and the people around them who are important. They will also be looking at changes to things such as toys and trips to the seaside. How would our great grandparents life be different. Their knowledge will be enhanced by a trip to Norfolk museums looking at toys from the past.</p>			
Geography		<p><b>Human &amp; Physical Knowledge</b></p> <p><b>Identify seasonal and daily weather patterns in the UK</b></p>		<p><b>Location Knowledge</b></p> <p><b>Name, locate and identify characteristics of the four countries of the UK, capital</b></p>		<p><b>Place Knowledge</b></p> <p><b>Develop an understanding of pupils' local area. Geographical Skills and Fieldwork</b></p>



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		<p>This unit is linked to our science topic seasons and the children will be learning to spot the difference between each seasons as well as look at daily weather patterns in the UK. To help them we will build a weather station.</p> <p><i>Cross curriculum - science</i></p>		<p><b>cities and surrounding seas</b></p> <p>During this unit the children will learn about the island we live on and how it is made up of four countries and the name for each capital.. They will also learn about the contrasts within each country, understanding the difference between urban and rural as well as look at some points of geographical interest (such as the Giant's causeway, Cheddar Gorge and Loch Lomond). In addition the children will learn that our island is surrounded by water and the importance of this for our defence.</p> <p><i>Cross curriculum - history - looking at the history of each country</i></p>		<p><b>Use basic geographical vocabulary</b> <b>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</b></p> <p>During this unit children will be focussing on their geographical skills. They will learn how to read a compass and the importance of this when it comes to map reading. They will also go out on a local walk to understand the geographical features of their area. In addition to this we will also look at maps of our local area and contrast them to other places in the world such as</p>
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						London and Hong Kong.
Computing	<p><b>Organise, store, retrieve and manipulate data (text)</b></p> <p>Children will be using laptops to research information about castles as well as Kings and Queens to help create their information text in English.</p>	<p><b>Organise, store, retrieve and manipulate data (images).</b></p> <p>By the end of this unit Children will be able to to create firework pictures as well as understand how to save and print their work.</p>	<p><b>Understand use of algorithms (paper based systems) instructions, and puzzles.</b></p> <p>During this unit children will learn that an algorithm is a basic set of instructions. They will be learning to follow these instructions to create the desired outcome such as: Children will create a set of instructions to create a crazy character.</p>	<p><b>Use logical reasoning to make predictions (paper based systems) Beebot cards etc.</b></p> <p>During this unit the children will make a map for Mr Gumpy's journey for the children to program the Bee Bot to move around.</p>	<p><b>Write and test simple programs.</b></p> <p>During this unit children will be writing their own programs (set of instructions) and test them to see if they have the effect they were hoping for. For example: Children will predict how a floor robot may move to make different shapes.</p>	<p><b>Communicate online safely and respectfully Recognise uses of IT outside of school.</b></p> <p>This unit is extremely important as children need to understand the positives as well as negatives to computer use. It is vital that children know how to keep themselves safe online and not to give out any personal information. To do this Children will create a poster to explain how we can use ICT safely at Bluebell.</p>
PSHE	<p><b>Jigsaw: Being me in my world.</b> Feeling special and safe in the classroom; knowing they belong to a class; understanding the rights and responsibilities as a member of the class;</p>	<p><b>Jigsaw: Celebrating difference</b> Understanding similarities and differences with people in class; understanding what bullying is; what to do about bullying;</p>	<p><b>Jigsaw: Dreams and Goals</b> Identifying successes and achievements; understanding how to achieve goals, working with a partner; what to do when faced with a</p>	<p><b>Jigsaw: Healthy Me</b> What it means to be healthy and unhealthy; how to make healthy choices; how to keep clean and healthy and understand how germs cause illness; how medicine can</p>	<p><b>Jigsaw: Relationships</b> Identifying members of the family and understand there are different types of families; what makes a good friend; acceptable and unacceptable</p>	<p><b>Jigsaw: Changing me</b> Understanding life cycles of animals; how some things have changed and some have stayed the same since being a baby; identifying the</p>



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	recognising choices and consequences.	making new friends.	new challenge; how to overcome obstacles.	help and how to use it safely; how to keep safe when crossing the road and people that can help me stay safe.	physical contact; who can help me in the school community; recognising good qualities in themselves and a friend; understanding why someone is special to them.	different parts of the body that make boys different to girls and using the correct names for these parts; talking about changes that have happened in their life and how to cope with changes.
RE	<p style="text-align: center;"><b>Myself</b></p> <p>In this unit children will be encouraged to think about how they were welcomed into this world, what they like and that everyone likes different things, to consider who they belong to, to know about special events in their lives and to consider theirs and others feelings.</p>	<p style="text-align: center;"><b>Celebrations</b></p> <p>In this unit children will explore the different ways people mark special occasions including birthdays, harvest, Bonfire Night, Guru Nanak's birthday, Hanukkah and the Nativity.</p>	<p style="text-align: center;"><b>Stories</b></p> <p>In this unit children will be looking at stories from different religions including - The Jewish creation story A Christian story A story from Islam</p>	<p style="text-align: center;"><b>Special People</b></p> <p>In this unit children will be thinking about who they are and what makes them special. They will also learn about Jesus and why he is special to Christians.</p>	<p style="text-align: center;"><b>Belonging</b></p> <p>This unit looks at what it means to belong to something, whether it is a community, class, club, country, team, family, friends.</p>	<p style="text-align: center;"><b>Beliefs</b></p> <p>This unit draws together the learning over the year and gives children the opportunity to discuss the beliefs of Christians, Muslims, Hindus and Sikhs.</p>
Art and Design	<p><b>Drawing – use different media, makes a variety of patterned lines, wavy, straight, narrow and wide.</b></p> <p>Children to use the skills from this unit to create detailed</p>	<p><b>Collage Work</b> <b>Sorting according to specific qualities</b> eg warm, cold, shiny or smooth <b>Engaging in more complex activities</b> –eg cutting and <b>sewing a variety of materials</b></p>	<p><b>Painting</b> <b>Experimenting with and enjoying colour</b> eg mixing powder paint and primary colours</p> <p>Children to use the skills from this unit to create their own</p>	<p><b>Sculpture using modeling clay and dough</b> <b>Cutting, rolling and coiling materials, adding texture to models using tools</b> <b>Making shapes from rolled up</b></p>	<p><b>Printing – extending repeating patterns</b> eg overlapping, using two contrasting colours</p> <p>Children will Explore and re-create patterns and textures</p>	<p><b>Creating patterns using different colours and tools</b></p> <p>Children will be looking at patterns in nature to recreate work in the style of Andy Goldsworthy. Including their own</p>



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	sketches of castles thinking about the lines they use.	Children to use the skills from this unit to create firework pictures, props for nativity and remembrance poppies.	landscapes in the style of different artists.	<b>paper, straws, paper and card</b>  Children will learn how to use sculpture to make their own magic porridge pots and modes of transport.	with an extended range of materials eg sponges, leaves, fruit	sand art pictures and art on the beach.
Design and Technology	<b>Design, Make and Evaluate</b>  Children will use the skills from this unit to design, create and evaluate their own rapunzel tower.	<b>Cooking &amp; Nutrition: Use the basic principles of a healthy diet and prepare dishes</b>  Children to use the skills from this unit to follow instructions to make gingerbread men.		<b>Design, Make and Evaluate</b>  Children to use the skills from this unit to design, create and evaluate their own boat for Mr Gumpy's outing.	<b>Cooking &amp; Nutrition: Understand where food comes from.</b>  Visit to Gro Wild - to enhance the children's knowledge of where food comes from.	<b>Cooking &amp; Nutrition: Use the basic principles of a healthy and varied diet to prepare dishes</b>  The aim of this unit is to make healthy snacks to encourage children to think about how healthy their own lifestyle is.
Music	<b>Charanga - Hey you</b> Style - Old school hip hop Option to make up (compose) your own rap or words to the existing rap. Historical context of musical styles.	<b>Charanga- Rhythm In The Way We Walk and The Banana Rap</b> Style: Reggae and hip hop Action songs that link to the foundations of music	<b>Charanga - In the Groove</b> Style: Blues, Latin, Folk, Funk, Baroque, Bhangra Six different styles of music used here that link to history, geography, countries and cultures. Ourselves. Historical	<b>Charanga - Round and Round</b> Style: Latin American Latin American style of music - Countries from around the world. Film music. Historical context of musical styles.	<b>Charanga - Your Imagination</b> A unit of work based on just one piece of music.	<b>Charanga - Reflect, Rewind and Replay</b> Style: Western Classical Music Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked





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			<p>context of musical styles.</p> <p>Growing and Us (Freestyle Topic)</p>			<p>through, in their correct time and space. Consolidate the foundations of the language of music.</p> <p>Charanga - Animals (Freestyle Topic)</p>
PE	Basketball and Tag Rugby	Netball and Gymnastic	Fitness Circuit and Dance	Dodgeball and Hockey	Rounders and Football	Athletics and Tennis
Trips/Visitors	<b>Framlingham Castle</b>	<p><b>Remembrance Assembly</b></p> <p><b>Nativity</b></p> <p><b>Fire fighters to talk to us about the importance of safety around fireworks and bonfires.</b></p>	<b>Norfolk Museums - Toys in the past</b>	<b>Boat trip on the broads</b>	<b>Forest Feasts - Gro Wild</b>	<p><b>Visit to Cromer lifeboat museum and beach.</b></p> <p><b>Local Walk</b></p>