



GREENVALE PRIMARY SCHOOL – CURRICULUM MAP

Yearly Curriculum Map 2021-22		Year 1					
		Autumn Terms 1&2 'Who's Who'		Spring Terms 3&4 'Buildings and Beanstalks'		Summer Terms 5&6 'Globe Trotters'	
English	Text	Beegu	The Christmas Story	Charlie's Walk	Jack and the Beanstalk	One Day, On Our Blue Planet... In The Savannah	The Story Tree
	Genre Type	Description	Description	Narrative	Narrative	Instruction	Instruction
Maths	Focus	Number (place value within 10 and extend to 20)	Addition and subtraction (within 10)	Addition and Subtraction (within 20) Number (place value within 50)	Measurement (length and height) Measurement (weight and volume)	Multiplication and division Fractions Geometry (position and direction)	Number (place value within 100) Measurement (money) Measurement (time) Geometry (shape)
Science	Prog. Of Study	Using our senses	Everyday Materials	Sensing Seasons	Plant Detectives	Animal Antics	Animals
	Focus/Skill	Is everyone's body the same? <b>Scientific Enquiry</b> Grouping and classifying, carrying out simple comparative and fair tests, noticing patterns.	What is this object made from and what are its properties? <b>Scientific Enquiry</b> Grouping and classifying, carrying out simple comparative and fair tests.	How do the changing seasons affect me? <b>Scientific Enquiry</b> Observe changes over a period of time.	What is the same / different about the flowers / plants / trees around us? <b>Scientific Enquiry</b> Grouping and classifying, noticing patterns.	Which animals live around our school and how do they change over time? <b>Scientific Enquiry</b> Noticing patterns, observing changes over a period of time.	How are animals bodies different? <b>Scientific Enquiry</b> Grouping and classifying, finding things out using secondary sources of information.
History	Prog. Of Study	Who is the greatest history maker?			How do our favourite toys and games compare with those of the past?		
	Focus/Skill	<b>NC Links</b> <b>Guy Fawkes</b> Understand the origin of Bonfire night (non fiction writing).			<b>NC Links</b> Changes within living memory – where appropriate, these should be used to reveal aspects of change in national life.		
Geography	Prog. Of Study		Why do we love being beside the seaside?	What is the Geography of where I live?		How does weather affect our lives?	Why does it matter where our food comes from?
	Focus/Skill		<b>NC Links</b> <b>Locational Knowledge</b> Where do you find the seaside? <b>Human and Physical</b> What do you find at the seaside?	<b>NC Links</b> <b>Locational Knowledge</b> Where is Chatham? <b>Skills and Fieldwork</b> Looking at the local area.		<b>NC Links</b> <b>Human and Physical</b> Looking at the weather in different places and at different times of the year. <b>Skills and Fieldwork</b> Keeping a weather chart.	<b>NC Links</b> <b>Locational Knowledge</b> Finding out about farms. <b>Human and Physical</b> Tracking the food journey to the shops. <b>Skills and Fieldwork</b> A shop visit.
Computing	Prog. Of Study	We are Painters	We are Celebrating	We are Storytellers	We are Collectors	We are Treasure Hunters	We are TV Chefs
	Focus/Skill	Mouse Skills	Keyboard Skills	PowerPoint Skills	Saving and editing work	Programmable toys and algorithms	Recording and editing
R.E.	Prog. Of Study	Creation Story (Christianity)	Christmas (Christianity)	Jesus as a friend (Christianity)	Easter – Palm Sunday (Christianity)	Shabbat (Judaism)	Rosh Hashanah and Yom Kippur (Judaism)
	Focus/Skill	<b>NC Links</b> Retell and suggest the meanings of some religious and moral stories. Show an emerging understanding of what it means to belong to the religions of Christianity.	<b>NC Links</b> Recall in a simple fashion some basic beliefs and practices of Christianity.	Recall in a simple fashion some basic beliefs and practices of Christianity including some information about Jesus. Retell and suggest the meanings of some religious and moral stories.	Show an emerging understanding of what it means to belong to the religion of Christianity. Begin to express their own views in conversation and writing about what they are learning about Christianity.  Begin to reflect on some of the ideas about right and wrong (moral/ethical teaching) of Christianity.	Recall in a simple fashion some basic beliefs and practices of Judaism. Recognise some similar features in both Christianity and Judaism and some differences between them.	Show an emerging understanding of what it means to belong to the religion of Judaism. Begin to reflect on some of the ideas about right and wrong (moral/ethical teaching) of Judaism.

Yearly Curriculum Map 2021-22		Year 1					
		Autumn Terms 1&2 'Who's Who'		Spring Terms 3&4 'Buildings and Beanstalks'		Summer Terms 5&6 'Globe Trotters'	
<b>Music</b>	<b>Prog. Of Study</b>	<b>Number Ourselves</b>	<b>Animals Weather</b>	<b>Machines Seasons</b>	<b>Our School Pattern</b>	<b>Our Bodies Story Time</b>	<b>Travel Water</b>
	<b>Focus/Skill</b>	Beat Exploring sounds	Pitch Exploring sounds	Beat Pitch	Exploring Sounds Beat	Beat Exploring Sounds	Performance Pitch
<b>Sfllt scheme P.E.</b>	<b>Prog. Of Study</b>	<b>Infant Agility - BEAM</b>	<b>Dance</b>	<b>Gymnastics</b>	<b>Games</b>	<b>Dance</b>	<b>Games</b>
	<b>Focus/Skill</b>	Run, throw, balance, jump	Responds to range of stimuli.	basic movements with some control and coordination	hand-eye coordination	Links movements to sounds and music.	Participates in simple games
<b>PSHE</b>	<b>Prog. Of Study</b>	<b>Respect</b>	<b>Readiness</b>	<b>Resourcefulness</b>	<b>Responsibility</b>	<b>Resilience</b>	<b>Reflectiveness</b>
	<b>Focus/Skill</b>	Establishing positive relationships and boundaries for the school year ahead. To establish respect for one another, we need to feel good about ourselves, know we are unique and valuable and that others are valuable too, believe we are capable and can achieve, listen to others and treat each other well.	Children to see themselves as a learner and be ready to try their best on our learning journey, with their class adults and peers. The ability to be motivated, curious and believe you can achieve.	Focusing on being flexible and applying what we already know. Being creative.	Know your strengths, ask for help when you need it, show consideration towards others and be able to work alongside all peers.	The ability to manage your feelings and keep going with learning, no matter what.	Looking back to evaluate achievements and keep improving on your learning.
<b>Art</b>	<b>Prog. Of Study</b>	<b>Picasso (self-portraits)</b>	<b>Firework paintings</b>	<b>Van Gogh</b>		<b>Ed Takacs</b>	
	<b>Focus/Skill</b>	<b>NC links</b> To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	<b>NC links</b> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	<b>NC links</b> To use a range of materials creatively to design and make products About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.		<b>NC links</b> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.	
<b>D.T.</b>	<b>Prog. Of Study</b>		<b>Christmas biscuits</b>		<b>Design and make a garden</b>		<b>Design and make a carrier for an animal</b>
	<b>Focus/Skill</b>		<b>Cooking and Nutrition</b> Use the basic principles of a healthy and varied diet to prepare dishes.		<b>NC Links Design</b> Design the garden. <b>Make</b> Select resources to make the garden. <b>Evaluate</b> Review / edit and evaluate the garden.		<b>NC Links Design</b> Design the animal carrier for a specific animal. <b>Make</b> Select resources to make the animal carrier. <b>Evaluate</b> Review / edit and evaluate the animal carrier.
<b>Visits</b>	<b>Cross-Curricular link</b>		Local walk to view materials.		Growing own plants and vegetables.	Visit to a zoo.	Shop visit.