

CURRICULUM MAPPING 2021 - YEAR 1

Autumn Term 1		Autumn Term 2	
English: Narrative- Adventure Poetry	Global: Power and Governance (standalone lesson)	English: Instructions Narrative	Global: Power and governance – history link
Oracy: Physical: To use the appropriate tone of voice in the right context. E.g. speaking calmly when resolving an issue in the playground. Linguistic: To use vocabulary appropriate specific to the topic at hand Cognitive: To offer reasons for their opinions Social and emotional: Listens to others and is willing to change their mind based on what they have heard	Geog: Local Landkey	Oracy: Physical: To speak clearly and confidently in a range of contexts Linguistic: To take opportunities to try out new language, even if not always used correctly. Cognitive: To recognise when they haven't understood something and asks a question to help with this. Social and emotional: To organise group discussions independently of an adult.	History: Gunpowder plot
Science: Everyday materials	Computing: E Safety Multimedia	Science: Animals including humans (parts of the body)	Computing: Multimedia
PSHE: Being Me In My World	DT: Free standing structures Art: Clay (small unit)	PSHE: Celebrating differences	Art: Painting – linked to history
RE: 1.1 – What do Christians believe God is like?	PE: Real PE – Personal Level 1 & level 2 Birthday Bike Surprise Pirate Pranks	RE: 1.2 – Who do Christians say made the world? 1.3 – Why does Christmas matter to Christians?	PE: Real PE – Social Level 1 & level 2 Journey to the Blue Planet Monkey Business
Music: Charanga MMC Unit 1	French: None	Music: BBC School radio music: Gunpowder plot & Christmas performance	French: Name & Register

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Spring term		Spring Term 2	
English: Persuasive letter Narrative	Global: Sustainable development	English: Non-Chronological report Narrative	Global: Social justice and inequality/human rights
Oracy: Physical: none Linguistic: To use sentence stems to link to other's ideas in group discussion. E.g. 'I agree with... because ...' 'Linking to ...' To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally. Cognitive: To disagree with someone else's opinion politely. To explain ideas and events in chronological order Social and emotional: To organise group discussions independently of an adult.		Geog: weather	Oracy: Physical: To use the appropriate tone of voice in the right context. E.g. speaking calmly when resolving an issue in the playground. Linguistic: To use vocabulary appropriate specific to the topic at hand Cognitive: To offer reasons for their opinions Social and emotional: Listens to others and is willing to change their mind based on what they have heard
Science: Everyday materials	Art: Printing	Science: Animals including humans (animal statements)	Computing: Data Multimedia
PSHE: Dreams and Goals	Computing: Programming	PSHE: Healthy Me	DT: Food linked to Healthy Me
RE: 1.7 – Who is Jewish and how do they live?	PE: Real PE – Cognitive Level 1 & level 2 Tilly the Train's Big Day Out Thembi walks the Tightrope	RE: 1.7 – Who is Jewish and how do they live?	PE: Real PE – Creative Level 1 & level 2 Clowning Around Wendy's water-ski challenge
Music: Charanga MMC Unit 4 & BBC school radio songs about weather	French: None	Music: Charanga MMC Unit 5 & BBC school radio song about Tudor kings/queens	French: Greetings

CURRICULUM MAPPING 2021 - YEAR 1

Summer Term 1		Summer Term 2	
English: Narrative adventure Poetry	Global: Peace and Conflict – PSHE link	English: Non-chronological report Narrative	Global: Identity and Diversity – Geography link
Oracy: Physical: To speak clearly and confidently in a range of contexts Linguistic: To take opportunities to try out new language, even if not always used correctly. Cognitive: To recognise when they haven't understood something and asks a question to help with this. Social and emotional: To organise group discussions independently of an adult.	History: Travel and transport	Oracy: Physical: none Linguistic: To use sentence stems to link to other's ideas in group discussion. E.g. 'I agree with... because ...' 'Linking to ...' To use conjunctions to organise and sequence ideas e.g. firstly, secondly, finally. Cognitive: To disagree with someone else's opinion politely. To explain ideas and events in chronological order Social and emotional: To organise group discussions independently of an adult.	Geog: Kenya
Science: Everyday materials	DT: Mechanisms	Science: Plants – seasonal changes	Art: Collage
PSHE: Relationships	Computing: Understanding Technology Multimedia	PSHE: Changing Me	Computing: Email Multimedia
RE: 1.9 – How should we care for the world and for other and why does it matter?	PE: Real PE – Physical Level 1 & level 2 John and Jasmine learn to Juggle Ringo to the Rescue	RE: 1.10 – What does it mean to belong to a faith community?	PE: Real PE – Health & Fitness Level 1 & level 2 Sammy Squirrel and his Rolling Nuts Casper the very clever Cat
Music: Charanga MMC Unit 3 & BBC school radio songs about travel and transport	French: None	Music: Charanga MMC Unit 6	French: Numbers