






## Ernesettle Community School Curriculum Map

Year 1	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Topic</b>	<b>Amazing Architecture</b> 		<b>Flowers and Insects</b> 		<b>Hooray... Let's Go on Holiday!</b> 	
<b>Educational Visits/Visitors</b>	Walk to local church Den building? Builder/visitor to construct a piece of furniture with children Father David to visit and learn about Christingles		Strawberry Picking (Kitley Farm Pips Pick Your Own) Nando's link – planting seeds in the outdoor area SMSC-story teller visit RSPB visit Trip to Penny well Farm		Plymouth Hoe and Smeaton's Tower Wembury Beach and Rock Pool Safari Jewish faith speaker	
<b>English</b> (suggested texts)	<u><b>Fairy stories and Traditional Tales</b></u> The Three Little Pigs  <u><b>Lists</b></u> The Tiger who Came to Tea  <u><b>Letters</b></u> Dear Zoo  <u><b>Instructions</b></u> How to catch Santa by Jean Reagan		<u><b>Traditional Tales</b></u> Jack and the Beanstalk  <u><b>Non-fiction</b></u> Information report on insects  <u><b>Story with a repeating pattern</b></u> We're going on a Bear Hunt  <u><b>Short Narrative</b></u> Farmer Duck		<u><b>Stories from another Culture</b></u> Anansi The Spider  <u><b>Key Stories</b></u> Lighthouse Keepers Lunch  <u><b>Poetry</b></u> The Sound Collector  <u><b>Short Narrative</b></u> Sally and the Limpet	
<b>Maths</b> (number of weeks)	1.1 Number Sense (3) 1.2 Additive Reasoning (3)	1.3 Geometric Reasoning (2) 1.4 Number Sense (2) 1.5 Additive Reasoning (2)	1.6 Number Sense (3) 1.7 Multiplicative Reasoning (3)	1.8 Number Sense (3) 1.9 Additive Reasoning (2) 1.10 Geometric Reasoning (2)	1.11 Number Sense (3) 1.12 Additive Reasoning (3)	1.13 Multiplicative Reasoning (3) 1.14 Geometric Reasoning (2)

<p align="center"><b>Science</b> (practical experiments)</p>	<p><b><u>The Huff and Puff Test:</u></b> Build houses for the three little pigs, predicting first which materials will be most able to withstand the wolf's puff. Look at how to make it a fair test each time by making sure the puff is the same (squeeze bottle) (testing).</p>	<p><b><u>Holiday Home for Santa Investigation:</u></b> Children to build a holiday home for Santa! Different building materials (ice, mud etc.) – children to observe changes across 4 seasons (testing).</p>	<p><b><u>Flower Hunt:</u></b> Identify and name parts of a flower and on other types of flowers (pattern seeking)</p> <p><b><u>Growing Cress Investigation:</u></b> Growing cress from a seed (observing over time).</p>	<p><b><u>What Makes a Healthy Plant Investigation:</u></b> Growing plants in different conditions and observing over time (observing over time).</p> <p><b><u>Mini Vets workshop:</u></b> at Pennywell Farm children to learn about the different types of animals and how the animals grow and change from the keepers. (Identifying and classifying).</p>	<p><b><u>Rain Investigation:</u></b> Make rain gauges and take temperature readings each day to see how warm the summer is and how much it rains (SE?)</p> <p><b><u>How Many Hours of Sunshine Investigation:</u></b> Seasons around the world- observe and describe weather associated with the seasons and how day length varies (observing over time).</p>	<p><b><u>Habitats Around the World:</u></b> Name different animals and describe how they are suited to different habitats (identifying and classifying).</p>
<p align="center"><b>RE</b></p>	<p><b><u>Why are some symbols and places special?</u></b> <b>Theme: Symbols</b> This enquiry explores how religions and beliefs express aspects of human nature in a variety of creative ways</p> <ul style="list-style-type: none"> <li>• What places are special to me? Why are they special?</li> <li>• What places are special to members of a religious or belief community? (Buildings used for worship, special places in the home)</li> <li>• What do these buildings that are special to religious or belief communities look like?</li> <li>• Do they have special places, objects, pictures or symbols?</li> <li>• How are these used?</li> <li>• What do they tell us about what people believe?</li> </ul>		<p><b><u>Why are some stories special?</u></b> <b>Theme: Believing/Story</b> This enquiry explores how religions and beliefs express values and commitments in a variety of creative ways</p> <ul style="list-style-type: none"> <li>• What stories and books are special to me and my family?</li> <li>• What stories and books are special to people within religions and beliefs?</li> <li>• How are stories told and books used within religions and beliefs?</li> <li>• What do some stories and books say about how people should live?</li> </ul>		<p><b><u>Why are some times special?</u></b> <b>Theme: Celebrations</b> This enquiry explores those aspects of life on earth which are reflected in the pattern of religious and other practices and festivals</p> <ul style="list-style-type: none"> <li>• What special times and seasons can I remember? Why were these times special?</li> <li>• Why are some festivals and celebrations special?</li> <li>• When do they happen?</li> <li>• What do they remember?</li> <li>• What do people do and why?</li> <li>• What special objects might be used in festivals and celebrations?</li> <li>• How might some stories and practices associated with religious and other festivals and celebrations relate to experiences and feelings in our own lives?</li> </ul>	
<p align="center"><b>SMSC</b></p>	<p><b><u>We're All Stars!</u></b></p> <ol style="list-style-type: none"> <li>1. Devising a class charter</li> <li>2. Getting to know each other</li> <li>3. Problem-solving</li> <li>4. Looking after each other</li> <li>5. Happy playtimes</li> <li>6. Making choices</li> </ol>	<p><b><u>Be Friendly, Be Wise</u></b></p> <ol style="list-style-type: none"> <li>1. Making friends</li> <li>2. Falling out with a friend</li> <li>3. Managing anger</li> <li>4. Anti-bullying</li> <li>5. Hazards in the home and fire safety</li> <li>6. Road safety</li> </ol>	<p><b><u>Living Long, Living Strong</u></b></p> <ol style="list-style-type: none"> <li>1. Keeping clean</li> <li>2. Growing and changing</li> <li>3. SRE: families and care</li> <li>4. Looking after our teeth</li> <li>5. Staying healthy</li> </ol>	<p><b><u>Daring To Be Different</u></b></p> <ol style="list-style-type: none"> <li>1. Our likes and dislikes</li> <li>2. Feeling proud</li> <li>3. Being special</li> <li>4. Recognising worries</li> <li>5. Staying calm and relaxed</li> <li>6. Standing up for myself</li> </ol>	<p><b><u>Dear Diary</u></b></p> <ol style="list-style-type: none"> <li>1. Asking for help</li> <li>2. Feeling loved and cared for</li> <li>3. Managing uncomfortable feelings – proud and jealous</li> <li>4. Thoughts, feelings and behaviour</li> <li>5. Dealing with worries</li> </ol>	<p><b><u>Joining In And Joining Up</u></b></p> <ol style="list-style-type: none"> <li>1. Listening effectively</li> <li>2. Expressing opinions</li> <li>3. Knowing right and wrong</li> <li>4. Needs of living things</li> <li>5. Developing responsibility - looking after animals</li> </ol>

		6. Setting a simple personal goal	6. Supporting each other	6. Who else looks after animals?
<b>Computing</b>	<p><b>Programming Toys</b></p> <p><b>Online Safety</b> Agree sensible rules for the classroom Tell an adult</p> <p><b>Programming</b> Programming Toys Unit Algorithms Debugging Predictions</p> <p><b>Multimedia</b> Online activity to add text to describe images of buildings.</p>	<p><b>Computer Skills</b></p> <p><b>Online Safety</b> Keep passwords private. Tell you what personal information is.</p> <p><b>Computer Skills/Word Processing</b> Logging in and out Saving Learning Closing and Opening applications</p> <p><b>Multimedia</b> Green Screen Project.</p> <p><b>Technology in our Lives</b> Use the tablets to access Mathletics/online games.</p>	<p><b>Using and Applying</b></p> <p><b>Online Safety</b> Agree sensible rules for the classroom Tell an adult Agree sensible E-Safety rules.</p> <p><b>Programming</b> Pivot stick animation with free software.</p> <p><b>Handling Data</b> Collecting holiday weather data.</p> <p><b>Technology in our Lives</b> Class blog, cameras and printing. Following links to find information.</p>	
<b>Geography</b>	<p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas (landmarks).</p>	<p>Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Know about weather and climate conditions and how they affect the environment and the different flowers/insects living there.</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas (equator, north pole, south pole).</p> <p>Name and locate the world's 7 continents and 5 oceans.</p>	
<b>History</b>	<p>Identify differences between structures present in their own lives and those of people who have lived in the past.</p> <p>Order events and objects into a sequence – forms of structure.</p>	<p>Mini botanist, Thomas Cook/explorers.</p>	<p>Holidays from the past (Victorian Era) and comparing them to holidays today (what they wore, what they did, how they got there).</p>	
<b>DT</b>	<p>Be able to plan structures they are going to make.</p> <p>Use simple tools and materials to make structures.</p> <p>Talk about what went well and how to improve.</p>	<p>Cooking/Nutrition</p> <p>Design and make a bug hotel.</p>	<p>Design and make a souvenir using clay.</p>	
<b>Art</b>	<p>Use a variety of materials and processes such as close observational sketching.</p> <p>Gargoyles – children to look at gargoyles on buildings and design and make their own using clay.</p>	<p>Andy Goldsworthy – land art</p> <p>Van Gogh – Sunflowers</p>	<p>David Hockney – landscapes</p>	

	Banksy – street art		
<b>Music</b>		Know a number of pieces of music that link to flowers and insects (Flight of the bumble bee).  Orchestra (name instruments).	Recognise the features of music from different cultures.  Rhythmic work.
<b>PE</b>	Basic movements – throwing and catching, running, jumping, developing balance and co-ordination.	Dance – Plants and growing. Apply and develop a broad range of movement skills.  The Ugly Bug Ball.	Team games (dodgeball).