

**Braywood CE First School**  
**INTENT - Curriculum map for Year 1 Introductory Work**

**Here I am**

**Be Safe**

**PSHE**

New Beginnings (SEAL)  
We're all stars

**Forest Experience**

Incl team building, cooking and resilience.

**Cookery**

Skills and Preparation of healthy foods

**Enjoy and Achieve**

**Literacy**

Read Write Inc.  
Big Write - Wonderful Night Sky  
Passport for me, Fact find booklet, Creative writing on  
animals  
Create a nocturnal garden in class

**Maths**

Calculations, Shape, Data & Time

**Topic Assignment**



**All about Me!**

**Art / DT**

Draw and sculpt ourselves  
All about me display  
Silhouettes / camera / black & white

**ICT**

SMART learners  
Introduction to modeling / play robots mechanical me

**Be Healthy**

**Physical Education**

Gymnastics - Flight, bouncing, jumping and landing

**Science**

Parts of Animals including Humans  
Visit form Nurse / parent

**Additional Activities:** Orienteering/  
Football/Rugby/Dance

**Achieve Economic Well-being**

**Citizenship**

Christmas Fair  
Harvest Festival  
Class Budget  
Mums and Dads into School

Wow - Owl Visitor

**Make a Positive Contribution**

**PSHE**

New Beginnings (SEAL)  
We're all stars

**Religious Education**

Learning about another religion Judaism

**Music**

Exploring sounds and instruments

Here I am			Year 1
	<b>Literacy and Mathematics</b>	<b>Science</b>	<b>ICT</b>
	<ul style="list-style-type: none"> <li>Big Write – The Wonderful Nighttime / Literacy</li> <li>S &amp; L - Barnaby Bear visit other parts of the country talks.</li> </ul>	<ul style="list-style-type: none"> <li>Parts of Animals – compare and describe a variety of animals Name, draw and label basic parts of human body and identify our basic senses</li> </ul>	<ul style="list-style-type: none"> <li>Use technology safely (SMART) and respectfully</li> </ul>

IMPLIMENTATION- Subject Objective	IMPACT - Assessment		
History	Beginning	Secure	Mastery
<ul style="list-style-type: none"> <li>Compare adults talking about the past – how reliable are memories?</li> <li>Identify difference between ways of life at different times.</li> <li>Recognise the differences between past and present in their own and others’ lives.</li> <li>Sequence events in their lives. Compare pictures or photographs of people or events of the past.</li> <li>Discuss reliability of evidence e.g. photographs, accounts, stories.</li> <li>Recognise why people do things and why events happen and what happens as a result.</li> </ul>	Pupils show their emerging knowledge and understanding of the past by recognising the distinction between present and past, by placing a few events and objects in order, by using common words and phrases about the passing of time.	Pupils show their developing knowledge and understanding of the past by using common words and phrases about the passing of time, by placing events and objects in order, by recognising that their own lives are different from the lives of people in the past.	Pupils show confidence in their knowledge/understanding of the past. Common words and phrases about the passing of time are used well. Events/objects can be placed and comparisons can be used with their own lives. The recognise and can explain why their life is different from people in the past by describing and explaining the differences.
Geography	They use resources that are given to them, carry out tasks with support and are familiar with some basic geographical vocabulary.	They use resources that are given to them, and their own observations, to respond to questions about places and environments using some basic geographical vocabulary.	They use resources that are given to them, and their own observations, to ask and respond to questions about places and environments. Good range of geographical vocabulary used.
<ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the UK and surrounding areas. Use maps, atlases, globes and digital mapping to locate countries and describe features.</li> <li>Understand geographical similarities and differences through studying the human and physical geography of the UK and small area of contrasting non-European country using Barnaby Bear.</li> <li>Use basic geographical vocabulary to refer to key physical features such as beach, cliff, coast and key human features such as city, town.</li> </ul>			
Creativity (Art, Music and DT)	Pupils respond to ideas. They explore a variety of materials and processes to create their own work.	They describe what they think and feel about the work of others and what they have done in their own work	They describe what they think and feel about the work of others and what they have done in their own work.
<ul style="list-style-type: none"> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> </ul>			
Personal (RE and PSHE)	Pupils respond to discussion about issues that are suggested to them.	Pupils ask questions about relevant issues. They share their ideas and begin to recognise that all people have needs and wants.	Pupils ask questions about current issues, share their ideas, understand that people have needs and wants. They take part in some of the decisions that affect them.
<ul style="list-style-type: none"> <li>P4C diversity and inclusion – Proud to belong and contribute to school life.</li> <li>We’re all star – proud to belong and be friendly and wise.</li> </ul>			

**Braywood CE First School**  
**INTENT - Curriculum map for Year 1 Term 1**

**Celebrations**

**Be Safe**

**PSHE**

Bullying (SEAL)  
 Getting on and falling out (SEAL)  
 Be friendly, Be wise

**Cookery**

Preparation of Christmas Party  
 Church Visit  
 Celebrations and light festivals

**Enjoy and Achieve**

**Literacy**

Read Write Inc.  
 Big Write – Wonderful Night Sky  
 Brainbuilder on light (non fiction),  
 Recipe for celebrations, poems,

**Maths**

Calculations, Shape, Data & Time

**Topic Assignment**



**Celebrations**

**Art and DT**

Draw and sculpt religious artifacts  
 Pictures of night sky

**Music**

Exploring sounds and instruments

**ICT**

Pictograms  
 Communication and using text

**Be Healthy**

**Physical Education**

Games – throwing, catching and aiming

**Science**

Changing seasons and weather  
 Space linked to English  
 Science light/dark

**Additional Activities:** Orienteering/  
 Football/Rugby/Dance

**Achieve Economic Well-being**

**Citizenship**

Christmas Nativity and music exploration unit

Christmas Fair led by Y4  
 Class Budget

**Make a Positive Contribution**

**PSHE**

New Beginnings (SEAL)  
 Knowing me

**Religious Education**

Learning about another religion – Judaism  
 Wow - Visit to All Saints Church for Celebrations  
 Visit to Bray Church for Nativity

RE Scheme – Who made the world? Why is the word  
 ‘God’ important to Christians?  
 RE Scheme – Why do Christians perform nativity plays  
 at Christmas?

Celebrations			Year 1
	Literacy and Mathematics	Science	ICT
	<ul style="list-style-type: none"> <li>Big Write - Night Sky</li> <li>Ruth Miskin Groups</li> </ul>	<ul style="list-style-type: none"> <li>Changing seasons – observe changes across the four seasons and observe / describe weather associated with the seasons and how day length varies.</li> </ul>	<ul style="list-style-type: none"> <li>Use technology purposely to create, organize, store, manipulate and retrieve digital content.</li> </ul>

IMPLIMENTATION - Subject Objective	INPACT - Assessment		
RE	Beginning	Secure	Mastery
<ul style="list-style-type: none"> <li>Recognise and give simple accounts of the core beliefs, recall a range of religious stories and explain how they link to the core beliefs and practices. Describe some festivals, celebrations and practices and say how they reflect the core beliefs. Recognise the roles of religious leaders and sacred texts.</li> <li>Questions - How do some religions demonstrate that everyone is special? Why are religious celebrations important to some people but not to others? How do some people's religious beliefs encourage them to care for the world?</li> </ul>	Pupils use some religious words and phrases to recognise and name features of religious life and practice. They can recall religious stories and recognise symbols, and other verbal and visual forms of religious expression.	Pupils use religious words and phrases to identify some features of religion and its importance for some people. They begin to show awareness of similarities in religions. Pupils retell religious stories and suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways	Pupils use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. They make links between beliefs and sources, including religious stories and sacred texts. They begin to identify the impact religion has on believers' lives. They describe some forms of religious expression.
<b>Humanities</b> <ul style="list-style-type: none"> <li>Communicate knowledge in discussion, drawing pictures; drama/role play, making models; writing and through ICT.</li> <li>Know and recount episodes from stories of the past.</li> <li>Find answers to simple questions about the past from sources of information e.g. artifacts.</li> <li>Visit and plot. position of churches</li> </ul>			
<b>The Arts</b>	Able to communicate knowledge through pictures and led discussion. Able to plot position of church on given template. Able to recount episodes from stories about the past through drawings	Able to communicate knowledge through relevant several mediums. Able to plot position of church and add more detail to template. Able to recount episodes from stories about the past using pictures and simple sentences.	Able to confidently communicate knowledge through several mediums including coherent sentences. Able to draw own map showing location of church in relation to some other surrounding aspects. Able to recount episodes from stories about the past using pictures and more complex sentences.
<ul style="list-style-type: none"> <li>Music – use their voices expressively and creatively by singing songs, play tuned and untuned instruments and listen with concentration to a wide range of high-quality music.</li> </ul>			
<b>Personal (PSHE and Learning Skills)</b>	Pupils recognise and explore how sounds can be made and changed. They use their voices in different ways such as speaking, singing and chanting.	Pupils explore sounds can be made and changed. They use their voices in different ways and perform with awareness of others. They repeat short rhythmic and melodic patterns.	They repeat short rhythmic patterns and create and choose relevant sounds in response They respond to moods in music and see well-defined changes in sounds, identify repeated patterns and take account of musical instructions
<ul style="list-style-type: none"> <li>Getting on and falling out – Be friendly, be wise! Bullying</li> <li>Talk about other pupils' religions.</li> </ul>			
	Pupils talk about their own experiences and feelings, their interests and what value or concern to themselves this is.	Pupils ask, and respond sensitively to questions about their own and others' experiences and feelings.	Pupils identify what influences them, they make links between own and others' experiences. They ask important questions about religion/beliefs.

**Braywood CE First School**  
**INTENT -Curriculum map for Year 1 Term 2**

**Time Detectives**

**Be Safe**

**Science**

Identify and Compare Materials used in the past

**Enjoy and Achieve**

**Literacy**

Read Write Inc.  
 Big Write - Wolfs tale (fiction and fairy tales)  
 Re-tell a story

**Maths**

Calculations, Shape, Data & Time

**Science**

Materials (Y1&2)

**Topic Assignment**



**Time Detectives**

Visit to Milestones Museum  
 Display of artifacts & loft as museum incl labels

**Art / DT**

Making a model of one of the artefacts using a variety of materials

**ICT**

Using a Word bank  
 Understanding Instructions

**Be Healthy**

**Physical Education**

Dance – Windsor Dance Show Theme  
 Games – Bat / Ball skills and Games

**Additional Activities:** Orienteering/  
 Football/Rugby/Dance

**Achieve Economic Well-being**

**Citizenship**

Class Budget  
 Easter Musical Concert

**Whole School Events**

Literacy Day  
 Maths Day  
 Science Day &  
 ICT Day

**Make a Positive Contribution**

**PSHE**

Going for Goals & Its good to be me (SEAL)  
 Living long, living strong  
 Daring to be different

**Religious Education**

Learning about believing  
 Drama and moral stories

**Music**

Exploring sounds and instruments  
 Making a musical Instrument

Time Detectives			Year 1
	<b>Literacy and Mathematics</b>	<b>Science</b>	<b>ICT</b>
	<ul style="list-style-type: none"> <li>Big Write – Wolf’s Tale (Traditional) Operation Rocket Squad</li> <li>Read Write groups</li> </ul>	<ul style="list-style-type: none"> <li>Identifying and Comparing Materials – name everyday materials and basic physical properties</li> </ul>	<ul style="list-style-type: none"> <li>Use technology purposely to create, organize, store, manipulate and retrieve digital content.</li> </ul>

IMPLIMENTATION - Subject Objective	INPACT - Assessment		
History	Beginning	Secure	Mastery
<ul style="list-style-type: none"> <li>Communicate knowledge in discussion, drawing pictures; drama/role play, making models; writing and through ICT.</li> <li>Find answers to simple questions about the past from sources of information e.g. artifacts. Sequence 3 or 4 artifacts from distinctly different periods of time. Match objects to people of different ages.</li> <li>Use stories to encourage children to distinguish between fact and fiction. Know and recount episodes from stories about the past.</li> </ul>	<p>hey use sources to answer simple questions about the past with support. Able to match objects to people of different ages with support.</p>	<p>They use sources to answer simple questions about the past with some support. Able to match objects to people of different ages independently.</p>	<p>They use sources to answer simple questions about the past independently Able to match objects to people of different ages and give a reason why.</p>
Geography			
<ul style="list-style-type: none"> <li>Where do specific types of instruments come from?</li> </ul>	<p>Able to match instrument to country using cut and stick. Able to identify different pitches made by instruments made from different materials.</p>	<p>Able to match instrument to country and label them. Able to identify and comment on different pitches made by instruments made from different materials.</p>	<p>Able to match instrument to country using a label them and locate on a map. Able to identify, comment on different pitches made by instruments made from different materials and put them in some order.</p>
Creativity (Art, Music and DT)			
<ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products based upon design criteria, develop and communicate their ideas through talking, drawing or technology. Select a range of tools to perform practical tasks and use a wide variety of materials or components. Evaluate the product against design criteria.</li> <li>Experiment with create, select and combine sounds using inter-related dimensions of music.</li> </ul>	<p>Able to design and make a functional musical instrument.</p>	<p>Able to follow a design to make a functional musical instrument.</p>	<p>Able to follow a design to make a functional musical instrument and evaluate it.</p>
Personal (RE and PSHE)			
<ul style="list-style-type: none"> <li>Which materials are environmentally friendly?</li> <li>Religious stories from the past – are they true? RE – Why do Christians put a cross in an Easter Garden?</li> <li>PSHE – living long and living strong and daring to be different</li> </ul>	<p>Pupils are able to identify and sort materials. They can recall religious stories and recognise symbols</p>	<p>Pupils are able to identify and sort materials into two groups-recyclable and not. Pupils retell religious stories and suggest meanings for religious actions/symbols</p>	<p>Pupils can make comments about why certain materials are/not environmentally friendly. Pupils retell religious stories, suggest appropriate meanings and identify how religion is expressed in different ways.</p>

**Braywood CE First School**  
**Curriculum map for Year 1 Term 3**

**INTENT - My wonderful world**

**Be Safe**

**Cookery**

Skills and Preparation of fresh vegetable etc  
Vegetable garden & watering daily

**Enjoy and Achieve**

**Literacy**

Read Write Inc.  
Big Write - Antartica – facts, lists, captions, flow charts,  
maps etc

**Maths**

Calculations, Shape, Data & Time

**Topic Assignment**



**Our World/Environment**

**Art and DT**

Sketching in our local environment  
Still life drawing and exploring work from famous  
artists

**ICT**

Information around us  
Using Roamer

**Be Healthy**

**Physical Education**

Multi-skills and Athletics  
Sports Day

**Science**

Growing Plants  
Plants and animals in the environment

**Additional Activities:** Orienteering/  
Football/Rugby/Dance

**Achieve Economic Well-being**

**Citizenship**

Summer Fair  
Class Budget

**Sustainability**

Gardening and protecting the environment  
Trip to Mini Beast Farm

**Make a Positive Contribution**

**PSHE**

Relationships (SEAL)  
Changes (SEAL)  
Dear Diary - Living in the community

**Religious Education**

Sharing faiths

**Music**

Exploring sounds and instruments

My Wonderful World			Year 1
	<b>Literacy and Mathematics</b>	<b>Science</b>	<b>ICT</b>
	<ul style="list-style-type: none"> <li>BW – Arctic Adventure / Message in a Bottle</li> <li>Directions and positions</li> <li>Weather charts on a daily basis including bar charts recording the year's weather changes</li> </ul>	<ul style="list-style-type: none"> <li>Types of Animals – Identify and name a variety of animals e.g. fish, birds, mammals</li> <li>Plants – Identify and describe the basic structure of common plants and describe basic structure.</li> </ul>	<ul style="list-style-type: none"> <li>Research using Internet</li> <li>Roamer- use and understand algorithms, create and debug simple programs and follow instructions.</li> </ul>

IMPLIMENTATION - Subject Objective	IMPACT- Assessment		
History	Beginning	Secure	Mastery
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<b>Geography</b>			
<ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to key physical features such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and key human features such as city, town, village, factory, farm, house, office, port, harbor, and shop.</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the UK and surrounding areas.</li> <li>Identify the location of hot and cold areas of the world in relation to the equator and the North and South poles.</li> <li>Use maps, atlases, globes and digital mapping to locate countries and describe features studied.</li> <li>Identify seasonal and weather patterns in the UK.</li> <li>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>	They recognise and make observations about physical and human features of localities with support. They express their views on features of the environment of a locality when prompted.	They recognise and make observations about physical and human features of localities. They express their views on features of the environment of a locality.	They recognise and make observations about physical and human features of localities. They express their views on features of the environment of a locality. They ask sensible, relevant questions.
<b>Creativity (Art, Music and DT)</b>			
<ul style="list-style-type: none"> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, form, shape and space. Including work with pencil and crayons.</li> <li>Consider 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.</li> </ul>	They discuss some of the characteristics of different kinds of art, craft and design	They describe some of the characteristics of different kinds of art, craft and design.	They describe some of the characteristics of different kinds of art, craft and design and can demonstrate some in their work.
<b>Personal (RE and PSHE)</b>			
<ul style="list-style-type: none"> <li>P4C Looking after our environment, recycling, taking care of animals</li> <li>PSHE – Asking for help and joining in joining up.</li> <li>Cookery and Sustainability</li> </ul>	Pupils respond to questions about issues that are suggested to them.	Pupils ask questions about relevant issues. They share their ideas about these issues with others	Pupils ask questions about current issues. They share their ideas with others and can explain and ask question regarding how actions can affect others.



