







**Bourne Abbey C of E Primary Academy**  
**Year One Curriculum Map 2021-2022**

	Term One Topic: Once upon a time... Mini-topic: Mirror, Mirror, on the wall...	Term Two Topic: Once upon a time... Mini-topic: I'll huff and I'll puff!	Term 3 Topic: Into the Unknown...	Term 4 Topic: Into the Unknown...	Term 5 Topic: Oh, what a wonderful world!	Term 6 Topic: Oh, what a wonderful world!
<b>PHONICS</b>	Read Write Inc.	Read Write Inc.	Read Write Inc.	Read Write Inc.	Read Write Inc.	Read Write Inc.
<b>ENGLISH</b>	<p><u>Term 1 Purpose:</u> <u>To entertain</u> <u>Featured Texts:</u></p> <ul style="list-style-type: none"> <li>Main Focus 1: The Gingerbread Man</li> <li>Main Focus 2: The Three Little Pigs</li> <li>Share w/DT: The Three Billy Goats Gruff</li> <li></li> </ul> <p><u>Term 1:</u></p> <ul style="list-style-type: none"> <li>Hold a sentence</li> <li>Fairytale Day writing (in-character role)</li> <li>Holiday Postcards</li> <li>Short setting description</li> <li>Retell The Gingerbread Man story</li> <li>13.09.21 - Roald Dahl Day</li> <li>07.10.21 - National Poetry Day</li> </ul>	<p><u>Term 2 Purpose:</u> <u>To entertain</u> <u>Featured Texts:</u></p> <ul style="list-style-type: none"> <li>Main Focus: The Three Little Pigs</li> <li>SPAG focus: Jack and the Beanstalk</li> </ul> <p><u>Term 2:</u></p> <ul style="list-style-type: none"> <li>Gingerbread instructions</li> <li>Planning and writing their own version of The Three Little Pigs</li> <li>Assessed Writing</li> </ul>	<p><u>Term 3 Purpose:</u> <u>To inform</u> <u>Featured Text/</u> <u>Visual Experience:</u></p> <ul style="list-style-type: none"> <li>Columbus secondary sources images</li> <li>Columbus roleplay</li> <li>Once Upon a Time Online</li> </ul> <p><u>Term 3:</u></p> <ul style="list-style-type: none"> <li>Christmas recount</li> <li>Columbus report</li> <li>Scott non-fiction, include Antarctica/ animals</li> <li>08.02.22 - E-safety Day (E-Safety Letters)</li> </ul>	<p><u>Term 4 Purpose:</u> <u>To inform</u> <u>Featured Text/</u> <u>Visual Experience:</u></p> <ul style="list-style-type: none"> <li>Planetarium visit</li> <li>Goodnight Spaceman</li> </ul> <p><u>Term 4:</u></p> <ul style="list-style-type: none"> <li>Planetarium recount</li> <li>Design and explain spacesuit</li> <li>03.03.22 - World Book Day</li> <li>Goodnight Spaceman Poetry</li> </ul>	<p><u>Term 5 Purpose:</u> <u>To entertain</u> <u>Featured Text/</u> <u>Visual Experience:</u></p> <ul style="list-style-type: none"> <li>Paddington</li> </ul> <p><u>Term 5:</u></p> <ul style="list-style-type: none"> <li>Plan and write an adventure story</li> <li>SPAG focus with Paddington</li> </ul>	<p><u>Term 6 Purpose:</u> <u>To entertain</u> <u>Featured Text/</u> <u>Visual Experience:</u></p> <ul style="list-style-type: none"> <li>Paddington</li> <li>Sharing a Shell</li> <li>Paddington's Suitcase (Flanimals images)</li> <li>Trip to the beach</li> </ul> <p><u>Term 6:</u></p> <ul style="list-style-type: none"> <li>Flanimals designing and describing creatures</li> <li>Sharing a Shell story retelling</li> </ul>

<p><b>MATHS</b></p>	<ul style="list-style-type: none"> <li>• Number and place value within 10</li> <li>• Addition and subtraction within 10</li> </ul>	<ul style="list-style-type: none"> <li>• Addition and subtraction within 10</li> <li>• Measurement: length and height</li> <li>• Geometry: shape</li> <li>• Consolidation</li> </ul>	<ul style="list-style-type: none"> <li>• Number and place value within 20</li> <li>• Addition and subtraction within 20</li> </ul>	<ul style="list-style-type: none"> <li>• Addition and subtraction within 20</li> <li>• Number and place value within 50 (including multiples of 2, 5 and 10)</li> <li>• Measurement: weight and volume</li> <li>• Consolidation</li> </ul>	<ul style="list-style-type: none"> <li>• Multiplication and division (including reinforcing multiples of 2, 5 and 10)</li> <li>• Fractions</li> <li>• Geometry: position and direction</li> </ul>	<ul style="list-style-type: none"> <li>• Number and place value within 100</li> <li>• Measurement; money</li> <li>• Measurement: time</li> <li>• Consolidation</li> </ul>
<p><b>SCIENCE</b></p>	<p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> <li>• Identify, name, draw and label parts of the body (Mirror, mirror, on the wall... - what can you see?)</li> <li>• Say which part of the body is associated with each sense (tales: What big eyes you have! for sight; The Enormous Turnip for taste etc.)</li> <li>• Describe and compare the structure of common animals (pets)</li> </ul> <p>GLP3: Good Health</p>	<p><u>Everyday Materials</u></p> <ul style="list-style-type: none"> <li>• Distinguish between an object the material from which it is made</li> <li>• Identify and name everyday materials</li> <li>• Describe the simple physical properties of everyday materials</li> <li>• Compare and group materials</li> </ul> <p><u>Seasonal Changes</u></p> <ul style="list-style-type: none"> <li>• Observe and describe the weather (autumn walk)</li> </ul>	<p><u>Seasonal Changes</u></p> <ul style="list-style-type: none"> <li>• Observe and describe the weather (winter walk)</li> <li>• Observe changes across the seasons (compare winter and autumn)</li> </ul>	<p><u>Seasonal Changes</u></p> <ul style="list-style-type: none"> <li>• Observe and describe the weather (spring walk)</li> <li>• Observe changes across the seasons (compare spring with winter/autumn)</li> </ul>	<p><u>Plants, including trees</u></p> <ul style="list-style-type: none"> <li>• Identify and name common wild and garden plants, including trees</li> <li>• Identify and describe the basic structure of common flowering plants, including trees</li> </ul>	<p><u>Animals</u></p> <ul style="list-style-type: none"> <li>• Identify and name a variety of common animals</li> <li>• Identify and name common animals that are carnivores, herbivores and omnivores</li> <li>• Describe and compare the structure of common animals</li> </ul> <p><u>Seasonal Changes</u></p> <ul style="list-style-type: none"> <li>• Observe and describe the weather (spring walk)</li> <li>• Observe changes &amp; compare across the seasons</li> </ul>

<b>E-Safety</b>	<ul style="list-style-type: none"> <li>September - Self-image and identity</li> <li>October - Health, well-being and lifestyle</li> <li>November - Online Bullying</li> </ul>	<ul style="list-style-type: none"> <li>January - Online relationships</li> <li>February - Safer Internet Day</li> <li>March - Online Reputation</li> </ul>	<ul style="list-style-type: none"> <li>April/May - Managing Online Information</li> <li>June - Privacy and Security</li> <li>July - Copyright</li> </ul>			
<b>Computing</b>	<ul style="list-style-type: none"> <li>Beebots</li> <li>Computing Systems and Networks - Technology around us</li> </ul>	<ul style="list-style-type: none"> <li>Creating Media - Digital Painting</li> </ul>	<ul style="list-style-type: none"> <li>Scratch Junior</li> </ul>			
<b>HISTORY</b>	<ul style="list-style-type: none"> <li>Changes within living memory</li> </ul>		<ul style="list-style-type: none"> <li>Comparing famous people from history (Neil Armstrong, Christopher Columbus, Amelia Earhart, Scott of the Antarctic) - focus on heroism, gallantry, perseverance and courage</li> <li>Events beyond living memory</li> <li>Know and recount episodes from stories about the past</li> <li>Significant historical events</li> <li>Use stories to distinguish between fact and fiction</li> <li>Use secondary sources</li> </ul>	<ul style="list-style-type: none"> <li>Changes within living memory (local area)</li> </ul>		
<b>GEOGRAPHY</b>		<u><b>Human and Physical Geography</b></u> <ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the UK (autumn/winter)</li> </ul>			<p>Link to: <i>Where has Paddington been?</i></p> <p><u><b>Geographical Skills and Fieldwork</b></u></p> <ul style="list-style-type: none"> <li>Local Area Walk for local study</li> </ul> <p><i>GLP theme: Globalisation and Interdependence</i></p> <p><i>GLP theme: Sustainability</i></p> <ul style="list-style-type: none"> <li>Identify the UK and its countries/seas on</li> </ul>	<p>Link to: <i>Where has Paddington been?</i></p> <p><u><b>Human and Physical Geography</b></u></p> <ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the UK (summer)</li> <li>Basic geographical vocabulary (linked to the seaside)</li> </ul> <p><u><b>Place Knowledge</b></u></p> <ul style="list-style-type: none"> <li>Similarities and difference</li> </ul>

					<p>maps, atlases and globes</p> <ul style="list-style-type: none"> <li>• Create a map of the school grounds, using a simple key</li> </ul> <p><b><u>Locational Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Four countries and capital cities of the UK</li> </ul> <p><b><u>Human and Physical Geography</u></b></p> <ul style="list-style-type: none"> <li>• Identify seasonal and daily weather patterns in the UK (spring)</li> </ul>	<p>between a small area of the UK (local) and a small area of a non-EU country (Cusco in Peru), including identifying on a world map</p> <ul style="list-style-type: none"> <li>• Identify Equator and North and South Poles</li> <li>•</li> </ul>
<p><b>ECO SCHOOLS</b></p>	<p><b><u>Healthy Living</u></b></p> 	<p><b><u>Energy</u></b> (Switch-off Fortnight)</p> 	<p><b><u>Water</u></b> (Anglian Water visits)</p> 	<p><b><u>Waste</u></b> (Waste Week)</p> 	<p><b><u>School grounds</u></b></p> 	<p><b><u>Biodiversity/Marine</u></b></p> 
<p><b>ART</b> Art History: Modern Art Georgia O'Keeffe 1887-1986 Ladder to the Moon</p>	<p><b><u>Skill:</u></b> Sketching (self-portraits) <b><u>Artist:</u></b> Picasso (Faces)</p>	<p><b><u>Skill:</u></b> Printing (drawing/printing castles) <b><u>Skill:</u></b> Colour mixing (shades for the Three Little Pigs)</p>		<p><b><u>Skill:</u></b> Imprinting (clay moon tile)</p>	<p><b><u>Focus:</u></b> History of Art <b><u>Artist:</u></b> Georgia O'Keeffe (Ladder to the Moon)</p>	<p><b><u>Skill:</u></b> Painting/Collage (seaside collage) <b><u>Artist:</u></b> Vincent Van Gogh (Fishing Boats on the Beach at Saintes Maries de la Mer)</p>

<p><b>DT</b></p> <p>* <b>Bold:</b> Three main DT foci for the year</p>	<p><b>Skill: 3D Sculpture (plan, make and evaluate a bridge for the Three Billy Goat's Gruff - STEM) - Fairytale Day</b></p> <p><u>Cooking:</u> Gingerbread men</p>	<p><b>Skill:</b> Developing 3D sculpture further to allow children greater choice and one constraint - the house doesn't blow over (Building a house for Three Little Pigs - STEM) - Science Lesson</p>	<p><b>Skill:</b> Developing 3D sculpture further to allow children greater choice and two constraints - floats and holds at least two sailors (building a ship for Columbus' crew)</p>	<p><u>Cooking:</u> Spaceman Salad</p>	<p><b>Skill: Textiles: Weaving (designing and weaving a beach towel for Paddington)</b></p>	<p><u>Cooking:</u> Picnic Pastries</p>
<p><b>PE/GAMES</b></p>	<p><u>PPA:</u> Invasion Games</p> <p><u>Class Teacher:</u> Sending and Receiving</p>	<p><u>PPA:</u> Target Games</p> <p><u>Class Teacher:</u> Fitness</p>	<p><u>PPA:</u> Gymnastics</p> <p><u>Class Teacher:</u> Dance</p>	<p><u>PPA:</u> Team Building</p> <p><u>Class Teacher:</u> Fundamentals</p>	<p><u>PPA:</u> Striking and Fielding</p> <p><u>Class Teacher:</u> Athletics</p>	<p><u>PPA:</u> Net and Wall</p> <p><u>Class Teacher:</u> Ball Skills</p>
<p><b>RE</b></p>	<p><b>Creation</b> UC 1.2 (core) Who do Christians believe made the world?</p>	<p><b>God</b> UC 1.1 (core) What do Christians believe God is like?</p>	<p><b>LAS Compulsory</b> God - Islam What do Muslims do because of God? Practices? Beliefs?</p>	<p><b>LAS Compulsory</b> Community - Islam Prayer within the community Charity within the community</p>	<p><b>LAS Additional</b> Places of worship (including Christianity) Muslim Mosque purpose Christian Church purpose, including types of different churches Hindu Mandir purpose Differences? Why do faiths use places of worship?</p>	
<p><b>MUSIC</b></p>	<p><b>Lincolnshire Music Service</b> - linked to fairy tales</p> <ul style="list-style-type: none"> <li>• Use voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• Play tuned and untuned instruments musically</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• Experiment with, create, select and combine sounds using inter-related dimensions of music</li> </ul>		<p><b>Lincolnshire Music Service</b> - linked to famous explorers</p> <ul style="list-style-type: none"> <li>• Experience pitch and rhythmic patterns</li> <li>• Play a single pitched note to accompany a song</li> <li>• Play with help the rhythmic pattern of a spoken sentence, e.g. The Hungry Caterpillar</li> <li>• Recognise and respond through movement/dance to the different musical characteristics and moods of music</li> <li>• Begin to articulate how changes in speed, pitch and dynamics effect the mood</li> </ul>		<p><b>Lincolnshire Music Service</b> - linked to the seaside/sea creatures/Paddington</p> <ul style="list-style-type: none"> <li>• Add sound effects to a story</li> <li>• Choose musical sound effects to match a story or a picture</li> <li>• Compose a sequence of sounds and, with help, perform</li> <li>• Recognise the sounds of percussion instruments; identify and name them</li> </ul>	

<p><b>PSHE/SEAL</b></p> <p><b><u>Whole School:</u></b></p> <ul style="list-style-type: none"> <li>• UNICEF Class Charters, rights and looking after the environment</li> <li>• British Values</li> <li>• 3 Rs</li> <li>• Safe Hands</li> <li>• SMARTs</li> <li>• World's Largest Lesson/ Global Goals</li> </ul>	<ul style="list-style-type: none"> <li>• Establishing rules &amp; routines- class charters, safe hands</li> </ul> <p><b><u>RSE</u></b></p> <p>Cambridgeshire Primary Personal Develop programme: Sex and Relationship Education:</p> <ul style="list-style-type: none"> <li>• Section D- Personal Hygiene (hygiene, growing older &amp; changing needs)</li> <li>• Section E- Illness/ Disease prevention (what goes on and into our bodies - air, food, germs)</li> </ul> <p><b><u>Other:</u></b></p> <ul style="list-style-type: none"> <li>• Election of school council (<b><u>British Values:</u></b> Democracy and rule of law)</li> <li>• World Mental Health Day #HelloYellow</li> </ul>	<ul style="list-style-type: none"> <li>• Friendship &amp; anti-bullying week</li> </ul> <p><b><u>RSE</u></b></p> <ul style="list-style-type: none"> <li>• Friendship/Anti-bullying Week (lessons to follow on this) - <b><u>British Values:</u></b> Respect and Tolerance</li> </ul> <p><b><u>Other:</u></b></p> <ul style="list-style-type: none"> <li>• Road Safety Week</li> <li>• Unicef Outright Campaign</li> <li>• Children in Need</li> </ul>	<p><b><u>SEAL</u></b></p> <ul style="list-style-type: none"> <li>• Going for Goals (setting our own goals for the New Year)</li> </ul>	<ul style="list-style-type: none"> <li>• Circle time including friendships &amp; relationships (Good to Be Me)</li> </ul> <p><b><u>Other:</u></b></p> <ul style="list-style-type: none"> <li>• Fairtrade Fortnight</li> </ul>	<p><b><u>Drugs Education</u></b></p> <p>Cambridgeshire Primary Personal Develop programme- Drug Education:</p> <ul style="list-style-type: none"> <li>• Section A-Drug types and effects</li> <li>• Section B- medicines</li> <li>• Section C- Other Substances</li> </ul> <p><b><u>Other:</u></b></p> <ul style="list-style-type: none"> <li>• UNICEF Day for Change</li> <li>• Healthy Week</li> <li>• What makes us healthy? Physical activity, rest, healthy eating and hygiene</li> </ul>	<ul style="list-style-type: none"> <li>• NSPCC Pants Lesson (My Body Belongs to Me)</li> <li>• Summer safety, including secrets and surprises</li> </ul> <p><b><u>Other:</u></b></p> <ul style="list-style-type: none"> <li>• Africa fundraising day</li> <li>• Summer safety</li> <li>• Transition</li> </ul>
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