



**St Ursula's EACT Academy Creative Curriculum
Year 1**

Creative Curriculum Matrix: Year 1							
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Topic title	Marvellous Me!	Marvellous Me!	Our Local Area	Then and Now	The UK	Fire Fire!
	History	GEOGRAPHY FOCUS	<ul style="list-style-type: none"> Sequence events in their life Recognise the difference between past and present in their own and other's lives Ask questions. 	GEOGRAPHY FOCUS	<ul style="list-style-type: none"> Sequence 3 or 4 artefacts from distinctly different periods of time Match objects to people of different ages Use stories to encourage children to distinguish between fact and fiction Compare adults talking about the past – how reliable are their memories? Ask questions. 	GEOGRAPHY FOCUS	<ul style="list-style-type: none"> They know and recount episodes from stories about the past Find answers to simple questions about the past from sources of information e.g. artefacts Ask questions.
	Geography	<ul style="list-style-type: none"> Understand that a world map shows all the countries in the world. Identify the UK and other countries that members of the class come from. Talk about own homes and compare those to another country. 	HISTORY FOCUS	<ul style="list-style-type: none"> Use technology to video, observe, data collect and sketch to research and study the geography and grounds of a small area of the UK (our school). 	HISTORY FOCUS	<ul style="list-style-type: none"> Name and locate the four countries of the UK. Identify seasonal and daily weather patterns in the UK. 	HISTORY FOCUS



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	<ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the UK. 		<ul style="list-style-type: none"> To ask and respond to questions about familiar places and environments. Identify seasonal and daily weather patterns in the UK. 			
MFL	N/A	N/A	N/A	N/A	N/A	N/A
Topic Text						
E-ACT Passport Links	<p>97% attendance</p> <p>Take part in a group dance</p> <p>Jog around the perimeter of the school</p>	<p>97% attendance</p> <p>Solve 6 school safety dilemmas</p>	<p>97% attendance</p> <p>Go on a nature trail</p> <p>Read and talk about 18 library books</p>	97% attendance	<p>97% attendance</p> <p>Use instruments to accompany a tune</p>	<p>97% attendance</p> <p>Build a Habitat for a creature</p>

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Core	Writing texts						
	Writing Genre						
	Maths	<i>Number PV</i>	<i>Week 1-5 Addition and Subtraction</i> <i>Week 6 – summative assessment</i> <i>Week 7 - Gaps</i>	<i>Week 1-4 Multiplication</i> <i>Week 5-7 Measurement</i>	<i>Week 1-5 Fractions</i> <i>Week 5 – Summative assessment</i> <i>Week 6 – Gaps</i>	<i>Week 1 – 5 Measurement</i> <i>Week 5 – Geometry</i>	<i>Week 1-5 Geometry</i> <i>Week 5 – Gaps</i> <i>Week 6 – Summative assessment</i> <i>Week 7 – Gaps</i>
	Reading						



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Inclusion	RESPECT theme plus religious ceremonies/celebrations	Does God want Christians to look after the world? Does the world belong to God? Should people take care of the world?	What gift would I have given to Jesus if he had been born in my town and not in Bethlehem? What can I learn from stories from religious tradition? Are symbols better than words at expressing religious beliefs?	Was it always easy for Jesus to show friendship? What can I learn from religious traditions? Should people follow religious leaders and teachings?	Why was Jesus welcomed like a king/celebrity by the crowds on Palm Sunday? Should people follow religious teachings? Are symbols better than words at expressing religious beliefs?	Is Shabbat important to Jewish children? Are religious celebrations important to people? -	Does celebrating Chanukah make Jewish children closer to God? Are religious celebrations important to people? Are symbols better than words at expressing religious beliefs?
	SMSC (Including SEAL, UNICEF focus assembly and P4C)						
	Jigsaw	Being me in My World <ul style="list-style-type: none"> • Special and safe • My Class • Rights and Responsibilities • Rewards and Feeling Proud • Consequences • Owing our Learning Charter 	Celebrating Difference <ul style="list-style-type: none"> • The same as... • Different as... • What is bullying? • What do I do about bullying? • Making new friends • Celebrating difference: 	Dreams and goals <ul style="list-style-type: none"> • My treasure chest of success • Steps to goals • Achieving Together • Stretchy learning • Overcoming obstacles 	Relationships <ul style="list-style-type: none"> • Families • Making friends • Greetings • People Who Help Us • Being my own best friend 	Changing Me <ul style="list-style-type: none"> • Life Cycles • Changing me • My changing body • Boys and Girls bodies *Assessment opportunity • Learning and growing 	Healthy Me <ul style="list-style-type: none"> • Exercise • Physical activity • Food • Sleep • Keeping clean • Safety



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			celebrating me	<ul style="list-style-type: none"> • Celebrating My Success – Assessment opportunity 	<ul style="list-style-type: none"> • Celebrating special relationships 	<ul style="list-style-type: none"> • Coping with changes 	
RRS	<p>Article 8 (identity)</p> <p>You have the right to an identity- an official record of who you are. No-one should take this away from you.</p> <p>Article 15 (freedom of association)</p> <p>You have the right to be with friends and join or set up clubs, unless this breaks the rights of others.</p> <p>Article 13 (freedom of expression)</p> <p>Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.</p> <p>Responsibility: to encourage others to join in and to develop team spirit.</p> <p>Link to PSHE</p>	<p>Article 29 (goals of education)</p> <p>Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</p> <p>Responsibility: to appreciate everyone if unique and different.</p> <p>Link to PSHE</p>	<p>Article 17 (access to information from the media)</p> <p>Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.</p> <p>Responsibility: to understand how to remain safe and how to respect others</p> <p>Link to Computing – Online Safety</p>	<p>Article 14 (freedom of thought, belief and religion)</p> <p>Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.</p> <p>Responsibility: to respect others' beliefs</p> <p>Link to RE and PSHE</p>	<p>Article 24 (health and health services)</p> <p>Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.</p> <p>Responsibility: to identify how to stay healthy, both physically and mentally</p> <p>Link to PSHE and Healthy Living Week</p>	<p>Article 3 (best interests of the child)</p> <p>The best interests of the child must be a top priority in all decisions and actions that affect children.</p> <p>Responsibility: to understand how decisions and actions can affect oneself and others</p> <p>Link to PSHE</p>	



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Science and Computing	BIG DAYS in school (off timetable days)	<p>Roald Dahl 13th September</p> <p>World Alzheimer's Day 21st September</p> <p>Black History Month = October</p> <p>World Space Week 4th-10th October</p> <p>Jeans for Genes day 7th October</p> <p>Everyone Writes Day – 21st October</p>	<p>Guy Fawkes/Bonfire night 5th November</p> <p>Remembrance Sunday 10th November</p> <p>National Anti Bullying Week 11th -15th November</p> <p>Children in need – 18th November</p> <p>Road Safety Week 21st-27th</p> <p>CHRISTMAS (Pantomime, Church visits)</p>	<p>Chinese New Year 23rd January (Year of the Dragon)</p> <p>National Story Telling Week 28th January – 4th February</p> <p>Safer Internet Day 7th February</p>	<p>World Book Day 2nd March</p> <p>National Science and Engineering Week 9th-18th March</p> <p>World Storytelling Day 20th March</p>	<p>Earth Day 22nd April</p>	<p>Wrong Trouser Day 24th June</p>
	<p>Science</p> <p>Season Project: Choose a tree on the school grounds and observe over the year. Link with art/ICT</p>	<p>The human body -Identify, name, draw and label the basic parts of the human body and say which part of the human body is associated with each sense.</p> <p>Doctor/physiotherapist parent visitor.</p>	<p>The seasons-autumn and winter -Observe changes across the four seasons. -Observe and describe weather associated with the seasons and how day length varies.</p>	<p>Plants -Identify and name a variety of common wild and garden plants including deciduous and evergreen trees. -Identify and describe the basic</p>	<p>Materials -Distinguish between an object and the material from which it is made. -Identify and name a variety of everyday materials including wood, plastic, glass,</p>	<p>The seasons-spring and summer -Observe changes across the four seasons. -Observe and describe weather associated with the</p>	<p>Animals -Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p>



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<p>take photos and sketch create a display and discuss. Choose a seasonal story and link to Lit</p>		<p>Weather station, rain gauge.</p>	<p>structure of a variety of common flowering plants including trees.</p> <p>Links to the local area (Geography topic).</p> <p>Westonbirt trip?</p>	<p>metal, water and rock.</p> <p>-Describe the simple physical properties of a variety of everyday materials.</p> <p>-Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Links to DT (toys and mechanisms).</p>	<p>seasons and how day length varies.</p> <p>Weather station- temperature, rain gauge, day length.</p> <p>Links to UK topic.</p>	<p>-Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>-Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).</p> <p>Puxton park?</p>
<p>Computing</p>	<p>Unit 1.2 Grouping & Sorting Weeks– 2 Programs– 2DIY</p> <p>Unit 1.3 Pictograms Weeks– 3 Programs– 2Count</p> <p>Unit 1.4 Lego Builders Weeks– 3</p>	<p>Unit 1.5 Maze Explorers Weeks– 4 Programs– 2Go</p> <p>Unit 1.9 Technology outside school Weeks– 2 Programs– Various</p> <p>*Week 7- Consolidation of skills*</p>	<p>Unit 1.1 Online Safety and Exploring Purple Mash</p> <p>Weeks– 4 Programs– Various</p> <p>*2 weeks consolidating skills/Celebrating Safer Internet Day*</p>	<p>Unit 1.7 Coding</p> <p>Weeks– 6 Programs– 2Code</p>	<p>Unit 1.6 Animated Story Books</p> <p>Weeks– 5 Programs– 2Create A Story</p>	<p>Unit 1.8 Spreadsheets</p> <p>Weeks– 3 Programs– 2Calculate</p> <p>*Weeks 4-7 consolidation of skills*</p>

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		Programs– 2DIY					
Arts Mark	Music,	<p>Hey you!</p> <p>Differentiated instrumental progression: C,G. Semi-quaver, quavers, crochets</p>	<p>Little Angel Gets Her Wings</p> <p>Singing and performing only</p> <p>Use their voice in different ways ti make different effects</p>	<p>In the Groove</p> <p>Notes: C,D,G,A. Quavers and Crochets</p> <p>Explore different ways to play instruments like shaking, hitting, plucking and scraping.</p>	<p>Rhythm In The Way We Walk and Banana Rap</p> <p>Notes: C,G,A,C. Quavers and Crochets</p>	<p>Round and Round</p> <p>Notes: D,E,F,G,A,B. Crochets, minims, and quavers</p>	<p>Hands, Feet, Heart</p> <p>Notes: F,G,A,B,C. Quavers and crochets</p> <p>Explore different sounds materials like skin, wood, metal and clay</p>
	Art	<ul style="list-style-type: none"> • Weave • Explore how textiles create things (free-flow afternoon opportunity). • Observe anatomy (faces, limbs)- self portrait. <p>Focusing on paint specifically:</p> <ul style="list-style-type: none"> • Name all the colours • Mix colours • Create patterns • Develop impressed images • Produce relief printing • Apply colour with a range of tools <ul style="list-style-type: none"> • Sort materials according to specific qualities 	<p>-Carve</p> <p>-Pinch and roll coils and slabs using a modelling media.</p> <p>RE link e.g. Diwali lamps with clay.</p>	<p>-Observe and draw landscapes</p> <p>-Find collections of colour.</p> <p>-Observe patterns.</p> <p>-Links to Geography (landscapes) A focus on drawing this term.</p> <p>Artist focus: Lowry.</p>			<p>-Produce collages</p> <p>-Extend the variety of drawing tools</p> <p>-Explore different textures</p> <p>Fire pictures to link to topic. Techniques and different media focus.</p>



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	DT		<p>Cooking and nutrition</p> <ul style="list-style-type: none"> • Cut food safely. • Describe the texture of food. • Wash my hands and make sure surfaces are clean. • Think of interesting ways of decorating food I've made. • Say what healthy foods are. • Say where foods come from. • Describe properties of ingredients I am using. • Talk about my own work. <p>Links with RE and winter celebrations. Growing food cress.</p>		<ul style="list-style-type: none"> • Think of some ideas independently. • Use pictures and words to plan. • Design a product for myself following design criteria. • Explain what I want to do. • Talk about existing products and say what is good and not so good about them. • Construct • Talk about my own work. <p>Junk modelling to make free standing products. Toy design-competition?</p>	<ul style="list-style-type: none"> • Construct • Select tools and equipment to cut, shape, join and finish. • Choose the right materials. • Explain what I am making. • Say how to make products stronger. • Use levers and slides. • Talk about my own work. <p>-Mechanisms, moving pictures.</p>	
Trips/ Wow Days	WOW opportunities Parent days		<p>Family tree. Bring in a picture of themselves as a baby.</p>	<p>Visitors from different countries.</p>	<p>Focus: Current royal family. Look at toys. Trip: Blaise to look at Victorian toys. Grandparents coming in to talk about toys when they were little.</p>	<p>Local area walk looking at human and physical features.</p>	<p>Visit from fire station Find out if any parents work as firefighters?</p>