










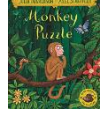





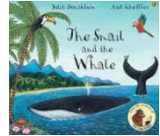



## Year 1 – Mini Grey Curriculum Map 2021-2022

<b>Vision statement</b> Churchwood is an academy where everyone can: <ul style="list-style-type: none"> <li>• achieve their own personal excellence</li> <li>• have high expectations and the confidence to reach their goals</li> <li>• develop spiritually, morally and culturally</li> <li>• support each other and works together as a team</li> <li>• celebrate achievements with each other.</li> </ul>		<b>School Motto</b> At Churchwood Everyone Can				
<b>Curriculum Intent</b> At Churchwood Primary Academy our high quality and ambitious curriculum provides breadth and balance that meets the needs of all our pupils. It is designed to give all learners the skills, knowledge and understanding to prepare them for their future lives. We seek to create happy, motivated, independent learners within a stimulating, creative and challenging learning environment, where children develop high self-esteem, a positive self-image and a pride in themselves. Through high quality teaching and learning and varied first hand experiences our children develop knowledge and skills giving them the ability to be: <ul style="list-style-type: none"> <li>· Respectful</li> <li>· Empathetic</li> <li>· Ambitious</li> <li>· Resilient</li> <li>· Independent</li> <li>· Co-operative</li> </ul>		<b>Core Values</b> At Churchwood Primary Academy our curriculum is driven by our core values of ambition, co-operation, respect, resilience, empathy and independence. <div style="text-align: center;">  </div>				
	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
Stunning Start, Marvellous Middle and Fantastic Finish						
Stunning Start	Scavenger hunt of the academy		Artefacts guessing game		Message in bottle	
Marvellous Middle	Woodland walk		Museum visit / visitor		RNLI virtual visit	
Fantastic Finish	British Tea Party		Exhibition of DT models and writing		Visit to Hastings' Old Town and Lifeboat Station	
Coverage						
	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
						
Topic	<b>Our Great Britain</b> 		<b>There's no place like home</b> 		<b>I do like to be beside the seaside</b> 	
Reading and Writing Genres	Author Study Retelling stories Recount	Stories that mimic authors Descriptive poetry	Traditional tales Information texts	Narrative diaries Non-chronological reports	Poetry – rhymes with predictable and repetitive patterns Information texts / glossaries	Stories in familiar settings Non-chronological reports Recount
Core text/s	  	 				

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<p>Science</p> <p>Substantive knowledge Disciplinary knowledge</p>	<p><b>Physics – Seasonal changes</b> <b>Substantive knowledge</b> Knowledge of the names of the four seasons (Spring, Summer, Autumn and Winter).</p> <p>Knowledge of the typical weather in the UK for each of the seasons. <i>Children begin to use simple secondary sources to find answers.</i></p> <p>Knowledge of changes to deciduous trees during the four seasons. <i>Children begin to use simple secondary sources to find answers.</i></p> <p>Knowledge of key plants that are associated with seasons (eg. bulbs growing in Spring). <i>Children observe simple changes over time and, with guidance, begin to notice patterns and relationships. Children begin to use simple secondary sources to find answers.</i></p> <p>Knowledge of how the length of day (daylight hours) varies across the four seasons.</p> <p>Knowledge of how to observe the weather / seasons closely. <i>Children begin to observe closely, using simple equipment. Children begin to discuss their ideas about how to find things out.</i></p> <p>Knowledge of how weather data is gathered and recorded. Knowledge of standard units used for temperature, eg. °C. <i>Children gather and record data with some support, to help in answering questions. Children begin to record simple data. Children begin to talk about what they have found out and how they found it out</i></p>	<p><b>Chemistry – Everyday materials</b> <b>Substantive knowledge</b> Knowledge of the difference between and object and the material from which it is made. <i>Children begin to observe and identify, compare and describe.</i></p> <p>Knowledge of the names of a range of everyday materials (wood, plastic, glass, metal, water and rock). <i>Children begin to observe and identify, compare and describe.</i></p> <p>Knowledge of the physical properties of a range of everyday materials (wood, plastic, glass, metal, water and rock).</p> <p>Knowledge of similarities and differences between a range of everyday materials (wood, plastic, glass, metal, water and rock). <i>Children perform simple tests with support. Children begin to record and communicate their findings in a range of ways. Children show results in a simple table provided by an adult.</i></p> <p>Knowledge that scientific questions can be answered in more than one way. Knowledge of standard units (eg cm and l). <i>Children use simple observations and ideas to suggest answers to questions. Children say what they are looking for and what they are measuring. Children know how to use simple equipment safely. Children begin to progress from non-standard units, reading cm, m, cl, l and °C. Children begin to say what happened in their investigation. Children begin to say whether they were surprised or not by their results. Children begin to say what they would change about an investigation.</i></p>	<p><b>Biology – Animals including humans</b> <b>Substantive knowledge</b> Knowledge of the names of a range of common animals, including fish, amphibians, reptiles, birds and mammals. <i>Children identify and classify with some support. Children begin to use simple features to compare objects, materials and living things and with help, decide how to sort and group them.</i></p> <p>Knowledge that a carnivore is an animal that feeds on other animals. Knowledge of common animals that are carnivores. Knowledge that a herbivore is an animal that feeds on plants. Knowledge of common animals that are herbivores. Knowledge that an omnivore is an animal that feeds on a variety of foods, including animals and plants. Knowledge of common animals that are omnivores. <i>Children begin to find information to help them from books and computers with help.</i></p> <p>Knowledge of similarities and differences in the structure of a variety of common animals (fish, amphibians, reptiles, bird and mammals).</p> <p>Knowledge of the names and location of basic parts of the human body (head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth).</p> <p>Knowledge of the parts of the body associated with the five senses (hearing – ears, sight – eyes, smell – nose, taste – mouth, touch – skin).</p> <p>Knowledge that scientific questions can be answered in more than one way. <i>Children use simple measurements and equipment with support (eg. hand lenses and egg timers). Children identify and classify with some support. Children begin to use simple features to compare objects, materials and living things and with help, decide how to sort and group them.</i></p>
<p>Key scientists</p>	<p>Dr Steve Lyons (Extreme Weather)</p>	<p>John McAdam (roads) John Logie Baird (TV)</p>	<p>Chris Packham (Animal Conservationist)</p>

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History		<p><b>Home and the invention of television</b>  <i>NC – Changes within living memory. Significant historical events, people and places in locality – John Logie Baird and the invention of television.</i></p> <p><b>Substantive knowledge</b>            Knowledge that people live in different sorts of homes.            Knowledge of the appropriate vocabulary when talking about homes.            Knowledge of different types of homes and name them.</p> <p>Knowledge of the similarities and differences between homes.</p> <p>Knowledge of the features of homes built a long time ago.</p> <p>Knowledge of who Queen Victoria was and when she reigned.</p> <p>Knowledge of the features of the architectural design of a Victorian house.            Knowledge of what Victorian homes were like inside.            Knowledge of the uses and names of objects in a Victorian home.</p> <p>Knowledge of the similarities and differences between modern homes and homes in the past.            Knowledge that different materials were used for household items (wood, metal and glass, not plastic).</p> <p>Knowledge of the similarities and differences between home life now and in the past.            Knowledge that homes were heated in different ways (coal or wood fires) that were different from gas central heating, electric fires.            Knowledge that household appliances have changed over time (eg. iron, bed pan, copper kettle).</p> <p>Knowledge that John Logie Baird invented the television in 1926.            Knowledge that John Logie Baird lived locally.            Knowledge of how the invention of television has affected people's lives.</p> <p>Knowledge of how appliances have changed within living memory (TV has more channels, link to internet).</p>	<p><b>Life beside the sea</b>  <i>NC – The lives of significant individuals in the past who have contributed to national achievements and/ or in our locality – Grace Darling and the RNLi</i></p> <p><b>Substantive knowledge</b>            Knowledge of school and other holidays.</p> <p>Knowledge of the sequence of major holidays on a timeline.</p> <p>Knowledge of appropriate vocabulary to talk about the seaside in the past and today- souvenir, ice cream, booths.</p> <p>Knowledge of what people wore to the beach 100 years ago, similarities and differences to today.</p> <p>Knowledge of seaside entertainment 100 years ago.</p> <p>Knowledge of Grace Darling, as a significant person in history and her links to the RNLi.</p> <p>Knowledge of the events of the rescue of the passengers of the Forfarshire.            Knowledge of how this influenced the future (RNLi).</p>
		<p><b>Disciplinary knowledge</b>  <b>Similarity and difference</b>  <b>Significance of change over time</b>  <b>Evidence</b>            Know the similarities and differences between seaside holidays of the past and explore the evidence validating what we know            Infer information from a picture or photograph            Sort information into past and present by identifying familiar objects and recognising what is unfamiliar            Sort photos into chronological order and explain the reasons for the order using appropriate time-related vocabulary</p>	<p><b>Disciplinary knowledge</b>  <b>Similarity and difference</b>  <b>Significance of change over time due to changes in lifestyle, technology etc</b>            e.g. building materials (wood, brick), architectural trends (new builds, homes built in the 70s, 1930s and Victorian homes, possibly looking at the architecture in Hastings), house design (outside toilets) home appliances, utilities (real fires, electric files, gas central heating)  <b>Evidence</b>            Use this information to draw contrasts- modern home and Victorian home</p>

<p>Geography</p>	<p><b>Study of the UK</b> <i>NC – Study of the United Kingdom</i></p> <p><b>Substantive knowledge</b> Knowledge of the geography of the school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Knowledge of locational and directional language (eg. near and far, left and right) to describe the location of features and routes on a map. Knowledge of how to create a map of a known area.</p> <p>Knowledge that the United Kingdom is made up of four countries (England, Scotland, Wales and Northern Ireland). Knowledge of the location (on a map) of the four countries of the United Kingdom.</p> <p>Knowledge that each country in the United Kingdom has a capital city (London, Cardiff, Edinburgh and Belfast). Knowledge of the location (on a map) of the capital cities of each UK country.</p> <p>Knowledge of national foods, flags, saint's days and national flowers of the countries of Great Britain.</p> <p>Knowledge of the four seasons (Spring, Summer, Autumn and Winter) and the weather patterns for Great Britain relating to the seasons.</p> <p>Knowledge that the United Kingdom is within the continent of Europe. Knowledge that of the seas / oceans bordering the UK:</p> <ul style="list-style-type: none"> <li>• The English Channel to the south;</li> <li>• The North Sea to the east;</li> <li>• The Irish Sea and The Atlantic Ocean to the west.</li> </ul> <p>Knowledge of basic geographical language to describe physical features: Beach, cliff, coast, hill, forest, sea, ocean, river, season, weather.</p> <p>Knowledge of basic geographical language to describe human features: City, town, house, shop, harbour, factory, office, port.</p>		
	<p><b>Disciplinary knowledge</b></p> <p><b>Mapwork</b> Children use world maps, atlases and globes to identify the United Kingdom and its countries. <b>Fieldwork</b> Children 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. Children devise a simple map of the school. Children use locational and directional language (eg. near and far, left and right) to describe the location of features and routes on a map.</p>		

## Year 1 – Mini Grey

### Curriculum Map 2021-2022

<p>Art and Design</p>	<p><b>Drawing and Painting</b></p> <p>Knowledge of the marks that can be made with different drawing tools- pencils, charcoal, chalk, oil pastels, pens.</p> <p>Knowledge of drawing on a variety of surfaces.</p> <p>Knowledge of the life and artwork of Wassily Kandinsky.</p> <p>Knowledge of primary and secondary colours.</p> <p>Knowledge of how to mix paints to create secondary colours.</p> <p>Knowledge of how to darken and lighten colours.</p> <p>Knowledge of the colour wheel.</p> <p>Knowledge of how different brushes can create different marks.</p> <p>Knowledge of tools, techniques and elements used in creating art (eg. mixing, primary, secondary, paintbrushes, colour wheel, wash).</p>		<p><b>Collage (mixed media)</b></p> <p>Knowledge of how different marks can be made with different objects.</p> <p>Knowledge of tools, techniques and elements used in creating art (eg. collage, rough/smooth, scissors, glue).</p> <p>Knowledge of the life of Hundert Wasser.</p> <p>Knowledge of the artwork and architect created by Hundert Wasser.</p> <p>Knowledge that collage is a piece of art made by sticking various materials onto a backing.</p> <p>Knowledge that a range of media can be used to create a collage.</p> <p>Knowledge that different media create different effects and can be layered.</p>		<p><b>Printing</b></p> <p>Knowledge of the life and artwork of William Morris.</p> <p>Knowledge of how a variety of tools (such as pencils, rubber, crayons, pastels and felt tips) can be used to represent objects in lines.</p> <p>Knowledge of how different tools can create different marks.</p> <p>Knowledge of how marks can be made using found objects and tools.</p> <p>Knowledge of how to recognise and create a repeating pattern.</p> <p>Knowledge of how a repeated print can be made using a simple tile.</p> <p>Knowledge of how tiles can be rotated to create effects.</p>	
<p>Design Technology</p>		<p><b>Cooking and nutrition – British Picnic</b></p> <p>Knowledge of a variety of healthy foods.</p> <p>Knowledge of where food comes from within the UK.</p> <p>Knowledge of traditional foods within the UK.</p> <p>Knowledge of the importance of hygiene (washing hands, clean equipment) when preparing food.</p> <p>Knowledge of how to prepare some simples</p>		<p><b>Structures - Houses and furniture</b></p> <p><b>Design</b></p> <p>Knowledge of a range different styles of home and different types of furniture within a home.</p> <p>Knowledge that all designs have a purpose.</p> <p>Knowledge that ideas can be generated, developed, modelled and communicated through talking and drawing.</p> <p><b>Technical knowledge</b></p>		<p><b>Levers and sliders – sea creatures</b></p> <p><b>Design</b></p> <p>Knowledge that all designs need to be functional. Knowledge that ideas can be generated, developed, modelled and communicated through drawing and mock-ups.</p> <p><b>Technical knowledge</b></p> <p>Knowledge that levers and slider can be used to make things move.</p> <p>Knowledge of different ways in</p>

## Year 1 – Mini Grey Curriculum Map 2021-2022

		dishes (sandwich, fruit salad, cake).		<p>Knowledge of how structures can be made stiffer and stronger.</p> <p><b>Make</b> Knowledge of a range of tools and the tasks they can be used for (eg. scissors for cutting). Knowledge of some construction materials and their properties / characteristics (eg. card, paper, wood).</p> <p><b>Evaluate</b> Knowledge that designers evaluate their products.</p>		<p>which levers and sliders are used.</p> <p>Knowledge of how to create simple levers and sliders.</p> <p><b>Make</b> Knowledge of a range of materials and their properties. Knowledge that materials are chosen based on their properties.</p> <p><b>Evaluate</b> Knowledge that designs can be evaluated based on simple design criteria.</p>
Key artists / designers	Wassily Kandinsky		Hundert Wasser	John Logie Baird (TV) John McAdam (roads)	William Morris	
PSHE	<p><b>Being me in my world</b> Knowledge of how it feels to belong.</p> <p>Knowledge that we are similar and different.</p> <p>Knowledge of different feelings and how to recognise these.</p> <p>Knowledge of ways that we can work together.</p> <p>Knowledge of why it is good to be kind and how to use gentle hands.</p> <p>Knowledge that all children should be allowed to play and learn. Knowledge of what responsible means.</p>	<p><b>Celebrating difference</b> Knowledge that everybody is good at different things.</p> <p>Knowledge that being different makes us all special.</p> <p>Knowledge that we are all different but the same in some ways.</p> <p>Knowledge of why home is special to me.</p> <p>Knowledge of how to be a kind friend.</p> <p>Knowledge of which words to use to stand up for myself when someone says or does something unkind.</p>	<p><b>Dreams and goals</b> Knowledge that everybody is good at different things.</p> <p>Knowledge that being different makes us all special.</p> <p>Knowledge that we are all different but the same in some ways.</p> <p>Knowledge of why home is special to me.</p> <p>Knowledge of how to be a kind friend.</p> <p>Knowledge of which words to use to stand up for myself when someone says or does something unkind.</p>	<p><b>Healthy me</b> Knowledge that we need to exercise to keep our bodies healthy.</p> <p>Knowledge of which foods are healthy and not so healthy.</p> <p>Knowledge of what the word 'healthy' means and that some foods are healthier than others.</p> <p>Knowledge of ways to help myself go to sleep. Knowledge of why sleep is good for us.</p> <p>Knowledge of how to wash my hands thoroughly. Knowledge of why handwashing is important especially before I eat and after I go to the toilet.</p> <p>Knowledge of what a stranger is and how to stay safe if a stranger approaches me</p>	<p><b>Relationships</b> Knowledge of some of the jobs I do in my family.</p> <p>Knowledge of how to make friends to stop myself from feeling lonely.</p> <p>Knowledge of ways to solve problems and stay friends.</p> <p>Knowledge that unkind words can upset people or make them angry.</p> <p>Knowledge that calm time can help people manage their feelings.</p> <p>Knowledge of how to be a good friend.</p>	<p><b>Changing me</b> Knowledge of the names of some parts of the body.</p> <p>Knowledge of some foods I can eat to be healthy.</p> <p>Knowledge that we all grow from babies to adults.</p> <p>Knowledge that I can talk to others if I am worried.</p> <p>Knowledge of some of the changes as I move into Year 1.</p>
RE East Sussex Agreed Syllabus 2022	<b>1.10 What does it mean to belong to a faith community?</b>	<b>1.1 What do Christians believe God is like?</b>	<b>1.7 Who is Jewish and how do they live?</b>	<b>1.2 Who do Christians say made the world?</b>	<b>1.9 How should we care for the world and for others, and why does it matter?</b>	

## Year 1 – Mini Grey Curriculum Map 2021-2022

Music Charanga scheme	<b>Hey You!</b> Old-School Hip Hop	<b>Rhythm In The Way We Walk and Banana Rap</b> Reggae, Hip Hop	<b>In The Groove</b> Blues, Latin, Folk, Funk, Baroque, Bhangra	<b>Round And Round</b> Latin Bossa Nova, Film music, Big Band Jazz, Mash-up, Latin fusion	<b>Your Imagination</b> Pop	<b>Reflect, Rewind and Replay</b> Western Classical Music and your choice from Year 1
PE Twinkl scheme	<b>Multi-skills:</b> Throwing and Catching  <b>Gymnastics:</b> Animals	<b>Invasion Games:</b> At the fair  <b>Dance:</b> Starry nights	<b>Attacking and Defending</b>  <b>Circuit training</b>	<b>Dance</b> Funk Fusion Fitness  <b>Multi-skills:</b> Bat and ball	<b>Multi-skills:</b> Running and jumping  <b>Gymnastics:</b> Traditional tales	<b>Multi-skills:</b> Sports Day  <b>Yoga:</b> Salute to the Sun
Computing Purple Mash	<b>Unit 1.1 Online Safety &amp; Exploring Purple Mash</b> 4 sessions  <b>Unit 1.2 Grouping &amp; Sorting</b> 2 sessions	<b>Unit 1.3 Pictograms</b> 3 sessions  <b>Revisit online safety during anti-bullying week</b>	<b>Unit 1.4 Lego Builders</b> 3 sessions  <b>Unit 1.5 Maze Explorers</b> 3 sessions	<b>Unit 1.6 Animated Story Books</b> 5 sessions	<b>Unit 1.7 Coding</b> 6 sessions	<b>Unit 1.8 Spreadsheets</b> 3 sessions  <b>Unit 1.9 Technology outside school</b> 2 sessions