

<p>RE</p>	<p>Understanding Christianity: CREATION 1.2 – Who made the world?</p> <ul style="list-style-type: none"> • Pupils know that Christians believe that God created the universe. That the earth and everything in it are important to God. Pupils can identify the sequence of the creation story and know the importance Christians attach to a day of rest. • Pupils know that Christians believe that God has a unique relationship with human beings as their creator and sustainer. They know that Christians believe they should give thanks to God for his creation and that Harvest Festival is a time to do this. • Pupils know that Christians believe they should care for the world because it belongs to God. They can give an example. 	<p>Understanding Christianity: INCARNATION F2 – Why do Christians perform nativity plays at Christmas? 1.3 – Why does Christmas matter to Christians?</p> <ul style="list-style-type: none"> • Pupils know that Christians celebrate Jesus’ birth; Advent for Christians is a time for getting ready for Jesus’ coming. • Pupils know that Christians believe that Jesus is God. They know the birth narrative i.e. The Angel appeared to Mary, Mary and Joseph travelled to Bethlehem where Jesus was born as a baby and he was placed in a manger. Angels appeared to the shepherds. The wise men brought gifts. • The Bible points out that his birth showed that he was extraordinary (e.g. he is worshipped as a king in Matthew) and that he came to bring good news (e.g. to the poor in Luke) • Pupils use the term incarnation. They can talk about examples of how this theme has been explore in art and music (including hymns) by Christians. 	<p>Discovery RE: JUDAISM Y1 Summer 2 – Does celebrating Chanukah make Jewish children feel close to God?</p> <ul style="list-style-type: none"> • I can talk about how cards help to mark celebrations. • I can recognise some of the symbols used at Chanukah and start to explain them. • I can talk about how a Jewish child might feel about taking part in a Chanukah activity and if this affects how s\he feels about God. 	<p>Discovery RE: SALVATION/EASTER F1/2 – What is Easter? Y2 Spring 2 – How important is it for Christians that Jesus came back to life after his crucifixion?</p> <ul style="list-style-type: none"> • I can say what I believe happens to you when you die and tell you how I remember people close to me. • I can recall what Christians believe happened on Easter Sunday. • I can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion. 	<p>Discovery RE: KINGDOM OF GOD Y1 Spring 1 – Was it always easy for Jesus to show friendship?</p> <ul style="list-style-type: none"> • I can talk about my friends and why I like them. • I can remember a story about Jesus showing friendship and talk about it. • I can say how Jesus tried to be a good friend. 	<p>Discovery RE: JUDAISM F1/2 Spring 1 – How do people celebrate? Y1 Summer 1 – Is Shabbat important to Jewish children?</p> <ul style="list-style-type: none"> • I can tell you which is my favourite day of the week and talk about food I would like to share in a special meal. • I can use the right names for things that are special to Jewish people during Shabbat and explain why. • I can start to make a connection between being Jewish and decisions about behaviour.
<p>Keevil Characteristics</p>	<p>Communication: own thoughts, feelings and ways of life with others as well as taking account and showing respect of what others say. Diligence in own work which will stimulate interest in own learning.</p>	<p>Communication: own thoughts, feelings and ways of life with others as well as taking account and showing respect of what others say. Diligence in own work which will stimulate interest in own learning.</p>	<p>Communication: own thoughts, feelings and ways of life with others as well as taking account and showing respect of what others say. Diligence in own work which will stimulate interest in own learning.</p>	<p>Communication: own thoughts, feelings and ways of life with others as well as taking account and showing respect of what others say. Diligence in own work which will stimulate interest in own learning.</p>	<p>Communication: own thoughts, feelings and ways of life with others as well as taking account and showing respect of what others say. Diligence in own work which will stimulate interest in own learning.</p>	<p>Communication: own thoughts, feelings and ways of life with others as well as taking account and showing respect of what others say. Diligence in own work which will stimulate interest in own learning.</p>

<p>History</p>	<p>Toys through time</p> <ul style="list-style-type: none"> Children talk about past and present events in their own lives and the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life events beyond living memory 		<p>Mary Seacole and Florence Nightingale</p> <ul style="list-style-type: none"> Children talk about past and present events in their own lives and the lives of family members. the lives of significant individuals in the past who have contributed to national and international achievements. 	<p>Brunel</p> <ul style="list-style-type: none"> Children talk about past and present events in their own lives and the lives of family members. the lives of significant individuals in the past who have contributed to national and international achievements. significant historical events, people and places in their own locality. 		
<p>Keevil Characteristics</p>	<p>Learning/Communication: take interest in own learning by asking questions and noticing patterns. Find things out at home that help learning in school. Use clear communication of questions, answers and ideas.</p>		<p>Learning/Communication: take interest in own learning by asking questions and noticing patterns. Find things out at home that help learning in school. Use clear communication of questions, answers and ideas.</p>	<p>Learning/Communication: take interest in own learning by asking questions and noticing patterns. Find things out at home that help learning in school. Use clear communication of questions, answers and ideas.</p>		
<p>Geography</p>		<p>Hot and Cold Countries</p> <ul style="list-style-type: none"> They talk about the features of their own immediate environment and how environments might vary from one another. They know about similarities and differences between themselves and others, and among families, communities and traditions. identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 			<p>Creating Maps and Compass Directions</p> <ul style="list-style-type: none"> They talk about the features of their own immediate environment and how environments might vary from one another. use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key 	<p>Study of a Non-European Country</p> <ul style="list-style-type: none"> They talk about the features of their own immediate environment and how environments might vary from one another. They know about similarities and differences between themselves and others, and among families, communities and traditions. understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.
<p>Keevil Characteristics</p>		<p>Communication: own thoughts, feelings and ways of life with others as well as taking account and showing respect of what others say. Diligence in own work which will stimulate interest in own learning.</p>			<p>Communication: own thoughts, feelings and ways of life with others as well as taking account and showing respect of what others say. Diligence in own work which will stimulate interest in own learning. Problem Solving: trying all methods to solve a problem.</p>	<p>Communication: own thoughts, feelings and ways of life with others as well as taking account and showing respect of what others say. Diligence in own work which will stimulate interest in own learning.</p>

<p>Art and Design</p>	<p>Observational Drawing and Painting</p> <ul style="list-style-type: none"> Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through art. to use drawing and painting to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, line, shape, form and space about 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. 	<p>Collage</p> <ul style="list-style-type: none"> Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through art. to use a range of materials creatively to design and make products to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about 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. 	<p>Weaving</p> <ul style="list-style-type: none"> Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through art. to use a range of materials creatively to design and make products to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about 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. 		<p>Abstract Art</p> <ul style="list-style-type: none"> Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through art. to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about 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. 	
<p>Keevil Characteristics</p>	<p><i>Resilience – keep trying new techniques and skills. Diligence- take care in the presentation of my work, this benefits my learning.</i></p>	<p><i>Resilience – keep trying new techniques and skills. Diligence- take care in the presentation of my work, this benefits my learning.</i></p>	<p><i>Resilience – keep trying new techniques and skills. Diligence- take care in the presentation of my work, this benefits my learning.</i></p>	<p><i>Resilience – keep trying new techniques and skills. Diligence- take care in the presentation of my work, this benefits my learning.</i></p>	<p><i>Resilience – keep trying new techniques and skills. Diligence- take care in the presentation of my work, this benefits my learning.</i></p>	<p><i>Resilience – keep trying new techniques and skills. Diligence- take care in the presentation of my work, this benefits my learning.</i></p>
<p>Design Technology</p>				<p>Wheeled Vehicles</p> <ul style="list-style-type: none"> They handle equipment and tools effectively. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology. <p>Design</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria <p>Technical Knowledge</p> <ul style="list-style-type: none"> explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 		<p>Cooking – Fruit Salad, Vegetable Soup</p> <ul style="list-style-type: none"> They handle equipment and tools effectively. Children know the importance for good health of a healthy diet. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology. use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from.
<p>Keevil Characteristics</p>				<p><i>Problem solving: finding ways to overcome problems & new ways to do things. Team work: working together and taking account of other people’s ideas.</i></p>		<p><i>Problem solving: finding ways to overcome problems & new ways to do things. Team work: working together and taking account of other people’s ideas.</i></p>

Keevil CE Aided Primary School Curriculum Map – INFANTS Year 1

	Communities	Digital Safety	Money	Family	Keeping Healthy	Growing Up (RSE)
PSHE	<ul style="list-style-type: none"> to identify and respect the differences and similarities between people (<i>British Values</i>) that they belong to various groups and communities such as family and school what improves and harms their local, natural and built environments and about some of the ways people look after them 	<ul style="list-style-type: none"> rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT) 	<ul style="list-style-type: none"> that money comes from different sources and can be used for different purposes, including the concepts of spending and saving about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices 	<ul style="list-style-type: none"> about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them to identify their special people (family, friends, carers), what makes them special and how special people should care for one another 	<ul style="list-style-type: none"> What constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. To recognise what they like and dislike, how to make real informed choices that improve their physical health, to recognise that choices have good and not so good consequences. <i>RESILIENCE</i> The importance of and how to maintain personal hygiene. How some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others. 	<ul style="list-style-type: none"> About the process of growing from young to old and how people's needs change. About growing and changing and new opportunities and responsibilities the increasing independence may bring. The names for the main parts of the body (including external genitalia), the similarities and differences between boys and girls.
Keevil Characteristics	Teamwork: I can show care and respect to others thoughts and feelings.	Teamwork: I can show care and respect to others thoughts and feelings.	Teamwork: I can show care and respect to others thoughts and feelings.	Teamwork: I can show care and respect to others thoughts and feelings.	Teamwork: I can show care and respect to others thoughts and feelings.	Teamwork: I can show care and respect to others thoughts and feelings.
Additional Activities	Walks through the village making observations of changes through the seasons (ongoing).	Walks through the village making observations of changes through the seasons (ongoing).	Visits from Public Services in the community: police, nurse, etc.	Visits from different modes of transport. Train trip.	Trip to Aquarium / boat trip.	Story Teller Visits
All Keevil Characteristics	All topics and lessons will have a core of Learning. The characteristics mentioned for each term are the focus KC, of course there will be elements of the others and these will be mentioned during the lesson as appropriate.					