

	WENSLEY FOLD CE PRIMARY ACADEMY	CURRICULUM MATRIX	YEAR 1			
SUBJECT	AUTUMN		SPRING		SUMMER	
	1	2	1	2	1	2
SCIENCE	CHEMISTRY Everyday Materials SEASONAL CHANGES	BIOLOGY Animals Including Humans SEASONAL CHANGES	BIOLOGY Animals Including Humans SEASONAL CHANGES	BIOLOGY Plants SEASONAL CHANGES	BIOLOGY Plants SEASONAL CHANGES	BIOLOGY Human Body SEASONAL CHANGES
ICT	Hardware and Processing Understands that computers have no intelligence and that computers can do nothing unless a program is executed. Recognises that all software executed on digital devices is programmed.	Programing and Development Knows that users can develop their own programs, and can demonstrate this by creating a simple program in an environment that does not rely on text e.g. programmable robots etc. Executes, checks and changes programs. Understands that programs execute by following precise instructions.	Data and Data Representation Recognises that digital content can be represented in many forms. Distinguishes between some of these forms and can explain the different ways that they communicate information.	Algorithms Understands that algorithms are implemented on digital devices. Design simple algorithms using loops and selection ie if statements.	Communication and Networks Obtains content from the world wide web using a web browser. Understands the importance of communicating safely and respectfully online, and the need for keeping personal information private. Knows what to do when concerned about content or being contacted.	Information Technology Uses technology with increasing independence to purposefully organise digital content. Shows an awareness for the quality of digital content collected. Uses a variety of software to manipulate and present digital content: data and information. Shares their experiences of technology in school and beyond the classroom. Talks about their work and makes improvements to solutions based on feedback received.
TOPIC	Toys - Favourite toys- how do they work? - History of toys - Visit to toy museum	Light and Dark - Day and Night - Bonfire Night- Guy Fawkes - Diwali- Rama and Sita - Christmas around the world	Who I am and Where I live - My home - Locality study- fieldwork; - Features, buildings, shops - Plans, maps, aerial photographs, routes - My school - School/ area for me and an older sibling - School/area for Granny - Comparing school to school in Victorian times		Getting Around - History of Transport - Journeys of different lengths - Maps, globes, atlases	Hot and Cold - Hot places - Cold places - Maps and globes - Senses
ART and DESIGN	Textiles - Sock puppets - Explore cutting, sticking and joining fabric - Decorate fabric/add colour and pattern	Collage - Sort by colour, pattern, texture - Tear shapes, strips, pieces - Cut shapes, strips, pieces etc	Printing Soft/hard materials- discuss, compare, contrast- lines, shapes, textures	Drawing Introduce tone, shape and line	Sculpture Add to shape sculpture- sticking, junk materials (e.g. buildings)	Colour Mixing - Develop skills to control mark making tools - Mix primary colours (+ white: (tint; + black: tone)
DESIGN TECHNOLOGY		DT PROJECT 2 Moving Pictures – Mechanisms (levers and linkages)		DT PROJECT 3 Buildings – Stable Structures		DT PROJECT 1 Eat more Fruit and Vegetables -Food
RE	Christianity and Hinduism Where do I belong?	Christmas Gifts and gift bringers	Visiting a place of worship	Christianity and Islam Who celebrates what and why?	What can stories teach us about life?	Who is an inspiring person?
MUSIC	Toys - Moving to music according to different toys e.g. puppets, Jack in a box - Choosing untuned percussion to represent different toys e.g. wooden instruments for soldiers marching	Light and Dark - Using voice in different ways - Singing and chanting and performing for others - Recognising high/low and long/short - Movement to music	Who I am and Where I live - Performing simple rhythms and songs by copying; - Creative composition with water sounds- making sounds on different musical instruments and how these sounds represent ideas.	Who I am and where I live - Map a journey around the local area and then compose musically- choosing sounds to represent ideas - Making sounds on different musical instruments - Performing to others	Getting Around - Movement to music - Singing and playing high and low (square wheels song- use of shape drums) - Choosing sounds using voice to represent ideas e.g. aeroplane, motorbike sounds - Composing using movement interpretation (grid: 2 syllable words)	Hot and Cold - Singing songs and speaking chants and rhymes - Taking part in a group song performance - Choosing sounds to represent ideas
PE	Games/SOL Kicking	Gymnastics/SOL Travel	Sports Hall Athletics SOL	Games/SOL Running and Dodging	Games/SOL Striking and Fielding	Athletics Sports Day practice/SOL
DANCE	Dance/SOL Topic	Dance/SOL Topic	Gymnastics/SOL Rocking and Rolling	Dance/SOL Topic	O & A New Scheme	Dance/SOL Topic
LIFE EDUCATION	THE SENSES	GROWING AND CHANGING	RECYCLING	MY FAMILY AND OTHER ANIMALS KEEPING SAFE	PERSONAL HYGIENE HEALTHY EATING	MONEY FRIENDSHIP