

Devoran School Curriculum Map: Year One

Autumn Term 2023



Reading Opportunities

Non-fiction books relating to transport and ourselves (additional reading resources form the Cornwall Educational Library).

Subject History <i>Local History</i>	Subject Religious Education <i>Who Created the World?</i>	Subject Science <i>Ourselves</i>	Subject Computing <i>Technology Around Us</i>	Subject PSHE <i>Being Me in My World</i>
Intent	Intent	Intent	Intent	Intent
Children to recognise changes within living memory that helps them develop an awareness of the past and use common words and phrases relating to the passing of time.	To explore what people of the Christian faith, believe and what difference this makes to how they live.	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	This unit will teach children the basic computer skills that they will need in order to be able to use a desktop or laptop computer	Children understand their responsibility for being 'Ready, Respectful and Safe' in school.
Sequence of lessons	Sequence of lessons	Sequence of lessons	Sequence of lessons	Sequence of lessons
1. What was the high street like before?	1. To know the sequence of the Creation Story.	1. How do we change as we get older?	1. Technology in our classroom.	1. I feel special and safe in my class.
2. How has the high street changed?	2. To retell the Creation Story	2. If someone has big feet, do they also need larger gloves? Look for patterns in the measurements collected.	2. Using technology.	2. I know that I belong in my class.
3. What was in these shops before?	3. To know what Christian's, do, to say thank you to God.	3. Listen for sounds all around us - what can we hear with our ears?	3. Developing mouse skills.	3. I know how to make my class a safe place for everyone to learn.
4. What was it like to shop for food?	4. To understand why Christians say thank you to God.	4. Explore different foods using different senses and classify into groups	4. Using a computer keyboard.	4. I know how it feels to be proud of something I have achieved.
5. How was my food packaged/stored?	5. To make connections between religious beliefs and actions.	5. What senses are we using? List the five senses together and go outside to explore the environment.	5. Developing keyboard skills	5. I can recognise the range of feelings I feel.
6. How could I have paid for my purchases?	6. To create a list of rules for looking after the world.		6. Using a computer responsibly	6. I understand my choice when I follow the school rules.
Composite outcome	Composite outcome	Composite outcome	Composite outcome	Composite outcome
Create a story board that tells of shopping in the 1950s and today.	Children will retell the Creation story and can say what it means to Christians	Create a class 'Sensory Tray' to cover as many senses as we can.	Children work towards a Computer Safe Certificate.	Create a story board that tells of shopping in the 1950s and today.
Impact	Impact	Impact	Impact	Impact
Children have secure understanding of changes in recent times.	Children gain skills to answer questions raised by religion and belief.	Children to be able to list the five senses	Children to become confident navigating and operating a computer.	Children have secure understanding of changes in recent times.

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Subject Music <i>Hey You!</i>	Subject PSHE <i>Being Me in My World?</i>	Subject Art <i>Drawing</i>
Intent	Intent	Intent
To be able to listen and identify instruments in a song and begin to create and perform	Children understand their responsibility for being 'Ready, Respectful and Safe' in school.	Introduce children to the beginnings of drawing, and inspire simple mark making, through the medium of charcoal and handprint art.
Sequence of lessons	Sequence of lessons	Sequence of lessons
1. March in time with the pulse	1. I feel special and safe in my class.	1. Introduction into charcoal
2. Make up your own rhythm	2. I know that I belong in my class.	2. Experimental mark making and handprints
3. Rap and sing Hey You!	3. I know how to make my class a safe place for everyone to learn.	3. To use collage materials to make an abstract portrait.
4. using one or two notes – C or C + G	4. I know how it feels to be proud of something I have achieved.	4. To create a line drawing
5. Compose a simple melody using simple rhythms, choosing from the notes C + D or C, D + E.	5. I can recognise the range of feelings I feel.	5. To recreate a favourite character from a book in charcoal
6. March in time with the pulse	6. I understand my choice when I follow the school rules.	
Composite outcome	Composite outcome	Composite outcome
Create a simple melody using learnt notes	Children will create posters to show how they can be ready, respectful and safe.	To create a class exhibition of various story characters in charcoal
Impact	Impact	Impact
Children's confidence in identifying different instruments and an introduction to composition.	Children can explain why their class is a safe and happy place to learn.	Develops drawing skills Introduces charcoal as a medium Develops hand eye coordination.