

## Year 1 - Fighting Fit Curriculum map

### OUR WHOLE-SCHOOL VISION FOR EVERY MOORHILL CHILD

When our children leave Moorhill, they will be motivated and inspired learners who are articulate, literate and numerate. They will know that by working hard and working together they can achieve greater success; they will have high aspirations, lifelong skills for learning and will successfully demonstrate our core values in all areas of our lives.

### THE VISION OF THE CURRICULUM AT MOORHILL PRIMARY SCHOOL

Our curriculum is **cohesive**, **creative** and **collaborative**, enabling children to overcome any learning barriers, broaden their horizons and have **high aspirations**.

Our curriculum is **cohesive** across the local and wider community and across subjects and topics, providing challenge and celebrating our individuality as a school and community. In developing cohesion we offer clear, planned and well-sequenced learning so that new knowledge and skills build upon what has been taught before.

Our curriculum is **creative**, developing memorable experiences so that children are enthused by their learning, experiencing feelings of awe and wonder. Children explore and develop our school values through active learning experiences. They develop lifelong skills for learning and gain cultural capital within and outside our community.

Our curriculum is **collaborative**. Children build emotional resilience, develop self-confidence and acquire the ability to articulate their learning. Through a clear sense of motivation and purpose, children take ownership of their learning and this is shared by our whole school community. Every member of the school community has high expectations of themselves and of others. We recognise that everyone can achieve success. Our curriculum is designed to enable all children to overcome any learning barriers and broaden their horizons. We emphasise the development of social skills, enabling children to communicate clearly, using a rich and appropriate vocabulary. We ensure that our drive for fluency in both reading and maths is relentless.

It is important to us that children show empathy towards others, value different opinions and understand and celebrate diversity. We encourage children to become independent learners with **high aspirations**. This curriculum is tailored to suit the needs of the children in our local learning community.

### Experiences

#### Launch

Children are going to become health and fitness experts - just like Joe Wicks!

Create an obstacle course and have a mini sports day.

Throughout the topic the children will create videos/work and put together a blog of their learning.

#### Landing

Invite parents in to look at the children's blog/videos.

#### Wider use of the environment

Identifying plants in the community

Looking at the leisure facilities in the local area (Cannock)

**Trip to the Snowdome. \*Due to Covid Restrictions we will not be going on this trip. We will have our own mini-Olympics on the school field.**

Science - Key learning points:

<p><b>1C Fighting Fit</b></p>	<p><b>Working Scientifically</b>          I can observe closely, using simple equipment</p> <p>I can perform simple tests</p> <p>I can identify and classify</p> <p>I can ask simple questions and recognise that they can be answered in different ways</p> <p>I can use my observations and ideas to suggest answers to questions</p> <p>I can gather and record data to help me answer questions</p>	<p><b>Plants</b>          Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers</p> <p><b>Animals Including Humans</b>          Name and identify common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Name and identify carnivores, herbivores and omnivores</p> <p>Identify, name, draw and label the basic parts of the human body and link parts to my senses</p> <p>Compare the structure of a variety of common animals including fish, amphibians, reptiles, birds, mammals and pets</p> <p>(Note the children need to be able to name and identify a range of animals in each group e.g. name specific birds and fish. They do not need to use the terms mammal, reptiles etc. or know the key characteristics of each, although they will probably be able to identify birds and fish, based on their characteristics.</p> <p>The children also do not need to use the words carnivore, herbivore and omnivore. If they do, ensure that they understand that carnivores eat other animals not just meat)</p>	<p><b>Plants</b>          Leaf, flower, blossom, petal, fruit, berry, root, seed, trunk, branch, stem, bark, stalk, bud.</p> <p>Names of trees in the local area</p> <p>Names of garden and wild flowering plants in the local area.</p> <p><b>Animals Including Humans</b>          Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves</p> <p>Names of animals experienced first-hand from each vertebrate group</p>
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History - Key learning points:

<p><b>1C Fighting Fit</b></p>	<ul style="list-style-type: none"> <li>I can place events on a timeline within a set period of time, using equal intervals, which are given.</li> <li>I can order events from Florence Nightingale's day.</li> <li>I can use my knowledge about Florence Nightingale to produce a fact file. (Recount events)</li> </ul>	<ul style="list-style-type: none"> <li>Know the importance of a historical figure - Florence Nightingale.</li> <li>Understand the role she had in developing nursing practices.</li> <li>Know how she impacted on modern day nursing.</li> <li>Understand how her role saved hundreds of lives.</li> <li>Understand some events from the everyday life of Florence Nightingale.</li> </ul>	<p>Long ago          Before          Now          Then          Past          Present          Nursing          Medicine</p>
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Geography - Key learning points:

<p><b>1C</b> <b>Fighting</b> <b>Fit</b></p>	<ul style="list-style-type: none"> <li>• I can express my views on features of the environment of a locality (Cannock).</li> <li>• I can show my knowledge, skills and understanding in studies at a local scale.</li> <li>• I can recognise and make observations about physical features of localities.</li> <li>• I can use resources that are given to me, and my own observations, to ask and respond to questions about places and environments.</li> <li>• I can follow a simple map.</li> <li>• I can use of directional language - forwards, backwards, left and right.</li> <li>• I can link human activities to key places.</li> </ul>	<ul style="list-style-type: none"> <li>• Know there are 4 seasons and the related weather patterns.</li> <li>• Recognise the importance of the sun.</li> <li>• Know about daily weather changes and am able to record them.</li> <li>• Know key features of Cannock.</li> </ul>	<p>season and weather, town, village, factory, house, office, shop, near and far; left and right], Clouds, rainfall, storms, thunder and lightning, temperature, warmest, coldest</p>
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DT - Key learning points:

<p><b>1C</b> <b>Fighting</b> <b>Fit</b></p> <p><b>Food -</b> <b>Fruit</b> <b>Kebabs</b></p>	<ul style="list-style-type: none"> <li>• I can think of ideas and recognise characteristics of familiar products.</li> <li>• My plans show that, with help, I can put my ideas into practice.</li> <li>• I can use pictures and words to describe what I want to do.</li> <li>• I can explain what I am making and which tools I am using.</li> <li>• I can use tools to cut, peel or grate ingredients safely and hygienically with help.</li> <li>• I can use tools to measure or weigh using measuring cups or electronic scales.</li> <li>• I can talk about my own and other people's work in simple terms.</li> <li>• I can describe how a product works.</li> </ul>	<ul style="list-style-type: none"> <li>• Know and understand that clean hands prevent the spread of germs.</li> <li>• Know the names of different types of fruit and their tastes.</li> <li>• Know where different fruits originate.</li> <li>• Know what using tools safely looks like.</li> <li>• Know how to draw/construct a block graph.</li> <li>• Know the purpose of a block graph.</li> </ul>	<p>Cut Measure Weigh Scales Chop Ingredients Recipe Peel Skewer Grease-proof paper Kitchen foil Knife Chopping board Preparation Assemble</p>
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Art - Key learning points:

<p><b>Fighting</b> <b>Fit</b></p>	<p><u>Printing</u> I can press, roll, rub and stamp to make prints (using fruit and vegetables)</p> <p><u>3D</u> I can sort and arrange collage materials for a purpose (to make a group collage of fruit/veg face).</p>	<p>I know about the artist Guiseppe Arcimboldo. I can describe what I think about my work. I can describe art and share my opinions about what I see.</p>	<p>collage</p>
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ICT - Key learning points:

<p><b>1C Fighting Fit</b></p>	<p><b>Digital Literacy</b>                  Paint with different colours.                  Paint with different brushes.                  Create shapes.                  I can take pictures, download and insert them into a text document,                  I can use digital video e.g in PE as a tool to evaluate,                  I can save, open and print documents.</p>	<p>Know that you can use a digital device to create work.                  Know how to get information from one device to another.</p>	<p>Download                  Text                  Keyboard                  Save                  Open                  Print</p>
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Music - Key learning points:

<p><b>1C Fighting Fit</b></p>	<p><b>PERFORMING</b></p> <ul style="list-style-type: none"> <li>• Explore making different sounds with the voice and instruments.</li> <li>• Sing and chant songs and rhymes in unison.</li> <li>• Begin to sing in tune using melodies that move mainly by step and include small intervals.</li> <li>• Start and stop at the appropriate time.</li> <li>• Follow a leader when performing as a group.</li> </ul> <p><b>COMPOSING</b></p> <ul style="list-style-type: none"> <li>• Say words/rhymes and clap/play to create simple rhythmic patterns.</li> <li>• Add sound effects to a story.</li> <li>• Make a piece of music to illustrate a character or mood.</li> <li>• Respond to music through movement.</li> </ul> <p><b>AURAL AWARENESS</b></p> <ul style="list-style-type: none"> <li>• Listen to and experiment with vocal and instrumental sounds.</li> <li>• Copy back simple rhythmic patterns and melodies.</li> <li>• Recognise duration as being long or short.</li> <li>• Recognise pitch as high or low.</li> <li>• Feel if the tempo is fast or slow by responding to the pulse.</li> <li>• Recognise differences in dynamics as loud or soft.</li> </ul> <p><b>EVALUATING</b></p> <ul style="list-style-type: none"> <li>• Comment on own performances and compositions.</li> <li>• Describe music and sounds in simple terms.</li> <li>• Talk about how the music makes them feel and why.</li> </ul>	<p><b>PERFORMING</b></p> <ul style="list-style-type: none"> <li>• Recognise visual signs for start, stop, mime actions, sing in your head.</li> <li>• Show an understanding of pulse.</li> </ul> <p><b>COMPOSING</b></p> <ul style="list-style-type: none"> <li>• Understand simple graphic notation - one sign for a sound or group of sounds.</li> </ul> <p><b>AURAL AWARENESS</b></p> <ul style="list-style-type: none"> <li>• Know that tempo can be fast or slow</li> <li>• Know that pitch can be high or low</li> </ul>	<p>Pulse                  Rhythm                  Pitch                  Tempo                  Dynamics                  Song                  Rap                  Vocal                  Instrument                  Verse                  Chorus                  Performing                  Conductor                  Composition</p>
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PE - Key learning points:

<p>Throwing and catching</p>	<ul style="list-style-type: none"> <li>• I can roll a ball with control</li> <li>• I can use both hands to throw/roll a ball in the right direction.                      e.g. chest push, underarm.</li> </ul>	<ul style="list-style-type: none"> <li>• I know that I need to use the right amount of force to make the ball move.</li> <li>• I know that the ball needs to remain on the floor.</li> <li>• I know that both hands need to be on each side of the ball.</li> </ul>	<p>Chest push, Underarm, Scoop catch</p>
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	<ul style="list-style-type: none"> <li>I can scoop catch with both hands. e.g. scoop from the floor, scoop in the air.</li> </ul>	<ul style="list-style-type: none"> <li>I know that to scoop catch I need to use both to stop the ball from moving.</li> </ul>	
Running and jumping	<ul style="list-style-type: none"> <li>I can move in different ways showing some control and purpose e.g. forwards and backwards changing speeds, hopping, walking, jogging, running.</li> <li>I can strive to beat my personal best.</li> <li>I can jump into the air and I know how to land safely.</li> </ul>	<ul style="list-style-type: none"> <li>I know that by moving in different ways I can show control and purpose.</li> <li>I know that competition can be against myself. e.g. personal best</li> <li>I know that to land safely I need to land on two feet with bended knees.</li> </ul>	Move, Control, Purpose, Changing, Hopping, Walking, Jogging, Running, Personal best, Jump, Land, Bended knees

MFL - Key learning points:

KS1	<p><b>Listening</b></p> <ul style="list-style-type: none"> <li>I can begin to listen attentively to and understand some simple, everyday classroom language.</li> <li>I can begin to look at the face of the person speaking and show attentive listening through responses.</li> <li>I can begin to recognise and respond to sound patterns and words.</li> <li>I can begin to recognise commonly used rhyming sounds within rhymes and songs.</li> <li>I can begin to identify specific phonemes and words.</li> <li>I can begin to use actions and rhymes and play games to aid memorisation.</li> <li>I can listen and respond to simple rhymes and songs.</li> </ul>	<p>Be able to say, understand and compare basic phrases in 6 languages per year; these can be changed/ adapted to meet the needs of particular classes/ EAL pupils: Hello, Goodbye, Name, Age, Numbers.</p>	<p>As per basic phrases - language specific - see short term planning.</p>
	<p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>I can begin to perform simple communicative tasks using single words, phrases and short sentences.</li> <li>I can repeat words and phrases after an adult.</li> <li>I can begin to learn words and phrases in rhymes and songs.</li> <li>I can imitate pronunciation of sounds.</li> <li>I can memorise simple statements about myself and begin to repeat these confidently.</li> </ul>		
	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>I can begin to recognise some familiar words in written form.</li> <li>I can begin to make links between some phonemes, rhymes and spellings, and read aloud familiar words.</li> <li>I can begin to use pictures and context clues to determine meaning.</li> </ul>		
	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>I can use a simple picture dictionary to investigate word meanings.</li> <li>I can experiment with building words and phrases using phoneme or word card games.</li> <li>I can match words or phrases to pictures, objects, actions or sounds.</li> <li>I can begin to use knowledge about letters to experiment with writing.</li> </ul>		

	<p><b><u>Intercultural Understanding</u></b></p> <ul style="list-style-type: none"> <li>• I can understand that some people speak languages different to our own.</li> <li>• I can learn about the different languages spoken by children in the school.</li> <li>• I can begin to locate countries where different languages are spoken on a globe.</li> </ul>		
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**PSHE - Key learning points:**

Relationships	I can express how I feel about people who are special to me	I can tell you why I appreciate someone who is special to me	Family, Belong, Different, Same, Friends, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Feelings, Confidence, Praise, Qualities, Skills, Self-belief, Incredible, Proud, Relationships, Appreciate
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Changing me	I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina	I respect my body and understand which parts	Changes, Life cycle, Baby, Adulthood, Life cycle, Baby, Adult, grown up, Mature, Male, Female, Vagina, Penis, Testicles, Learn, New, Grow, Change, Feelings, Anxious, Worried, Excited, Coping
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**RE - Key learning points:**

<p><b>1C</b> <b>Fighting</b> <b>Fit</b></p>	<p><b>Su1 Judaism - Shabbat</b> <b>Identity, diversity and belonging</b></p> <ul style="list-style-type: none"> <li>• I can start to make a connection between being Jewish and decisions about behaviour.</li> <li>• I can start to explain how certain beliefs affect decision-making.</li> <li>• I can explain how being a member of a religion influences people's behaviour.</li> </ul> <p><b>Su2 Judaism - Chanukah</b> <b>Identity, diversity and belonging</b></p> <ul style="list-style-type: none"> <li>• I can talk about how a Jewish child might feel about taking part in a Chanukah activity.</li> <li>• I can begin to understand how it feels to Jewish children to take part in some Chanukah activities (e.g. playing dreidel, lighting the candles) and start to think about which one of these activities might help them feel closer to God.</li> <li>• I can explain why I think some Chanukah activities would help a Jewish child feel closer to God than other activities.</li> </ul>	<p><b>Practices and ways of life</b></p> <ul style="list-style-type: none"> <li>• Understand what Jewish children do during Shabbat and why it is important to them.</li> <li>• Learn the correct names for things that are special to Jewish people during Shabbat.</li> </ul> <p><b>Forms of expressing meaning</b> <b>Identity, diversity and belonging</b></p> <ul style="list-style-type: none"> <li>• Understand how it feels for Jewish children to take part in Chanukah activities.</li> <li>• Recognise some of the symbols used at Chanukah.</li> </ul>	<p>Jewish Shabbat Synagogue</p> <p>Dreidel Chanukah Festival Synagogue</p>
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<p><u>English links: (reading and writing)</u> - Instruction writing, Fact files, Labels, Evaluations, Descriptions</p>	<p><u>Maths links:</u> Collecting data, Block graph</p>
<p><u>ICT links:</u> Google earth, Typing, Cyber bullying, Research</p>	<p><u>Community engagement.</u> Plant hunt in the community, Parents will be invited in to the landing of the topic. Trip to Drayton Manor</p>
<p><u>Values included:</u> Self-belief, teamwork, respect, effort, ambitions and aspirations</p>	<p><u>Moorhill moment to be delivered:</u> Go for a bug hunt, Go bird watching, Pick wildflowers</p>
<p><u>Current affairs</u> Health and hygiene: Coronavirus, Global warming and climate change</p>	