

Curriculum Map Year Group 1

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Working Scientifically | During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: <ul style="list-style-type: none">• asking simple questions and recognising that they can be answered in different ways• observing closely, using simple equipment• performing simple tests• identifying and classifying• using their observations and ideas to suggest answers to questions• gathering and recording data to help in answering questions. | | | | | |
| Science | <p>Ourselves</p> <p>Animals including Humans</p> <ul style="list-style-type: none">• Identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense• Carry out investigation into using their senses• Identify how humans resemble their parents in many features | <p>Everyday materials</p> <ul style="list-style-type: none">• Distinguish between an object and the material from which it is made.• Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.• Describe the simple physical properties of a variety of everyday materials.• Compare and group together a variety of everyday materials on the basis of their simple physical properties. | <p>Animals</p> <ul style="list-style-type: none">• Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.• Identify and name a variety of common animals that are carnivores, herbivores and omnivores.• Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets).• <p>Seasons</p> <p>Observe changes across the four seasons.</p> | <p>Plants</p> <ul style="list-style-type: none">• Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen.• Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers. | <p>Seasons</p> <ul style="list-style-type: none">• Observe changes across the four seasons.• Observe and describe weather associated with the seasons and how day length varies.• Observe the apparent movement of the Sun during the day. | |

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| Geography | <p>Continents and oceans</p> <p>Knowledge</p> <ul style="list-style-type: none"> name & locate the world's 7 continents & 5 oceans use world maps & atlases to identify the continents oceans use basic geog vocab to refer to physical features: sea, ocean <p>Skills</p> <ul style="list-style-type: none"> Use compass directions (NSEW) and locational language (near, far, left, right) to describe the location of features and routes on a map Devise a simple map; and use & construct basic symbols in a key. Use simple grid references (A1, B1) Use simple fieldwork and observational skills to study the geography of the school and the key human & physical features of its surrounding environment | <p>Compare & Contrast UK & Australia</p> <p>Knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human & physical geog of a small area of the UK and a small area of a non-European country identify seasonal & daily weather patterns in the UK and location of hot and cold areas of the world in relation to the Equator and the North and South Poles <p>Skills</p> <ul style="list-style-type: none"> use basic geog vocab to refer to physical features: forest, hill, mountain, river, season, weather use basic geog vocab to refer to human features: city ask & answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?) | <p>Beach, Cliff and Coast</p> <p>Knowledge</p> <ul style="list-style-type: none"> use basic geog vocab to refer to physical features: beach, coast, cliff, sea use basic geog vocab to refer to human features: town, village, house, port, harbour, shop ask & answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?) identify key features of a location in order to say whether it is a coastal area to use aerial images to recognise landmarks and basic human & physical features <p>Skills</p> <ul style="list-style-type: none"> Use compass directions (NSEW) and locational language (near, far, left, right) to describe the location of features and routes on a map Devise a simple map; and use & construct basic symbols in a key. Use simple grid references (A1, B1) <p>(Link to characteristics of 4 countries of UK)</p> |
| History | <p>Toys</p> <p>Knowledge</p> <ul style="list-style-type: none"> Changes when in living memory <p>Skills</p> <ul style="list-style-type: none"> Place events in order on a timeline | <p>Kings and Queens</p> <p>Knowledge</p> <ul style="list-style-type: none"> Events beyond living memory that are significant nationally Learn about significant individuals in | <p>History of Transport</p> <p>Knowledge</p> <ul style="list-style-type: none"> Learn about significant individuals in the past who have contributed to national achievements (George |

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| | <ul style="list-style-type: none"> Label timelines with words or phrases such as past, present, older, newer Use dates where appropriate Use artefacts, pictures, stories, online sources & databases to find out about the past <p style="text-align: center;">Black History Month</p> <p>Knowledge</p> <ul style="list-style-type: none"> Learn about significant individuals in the past who have contributed to national achievements and to be used to compare aspects of life in different periods | <p>the past who have contributed to national achievements (Samuel Pepys) and to be used to compare aspects of life in different periods</p> <ul style="list-style-type: none"> Significant historical events, people and places in their own locality <p>Skills</p> <ul style="list-style-type: none"> Describe historical events Place events in order on a timeline Use dates where appropriate Ask questions such as: What was it like for people? What happened? How long ago? Use artefacts, pictures, stories, online sources & databases to find out about the past Identify some of the different ways the past has been represented Show an understanding of concepts such as civilisation and monarchy To identify similarities and differences between ways of life in different periods | <p>Stephenson) and to be used to compare aspects of life in different periods</p> <p>Skills</p> <ul style="list-style-type: none"> Observe and handle evidence to ask questions and find answers to questions about the past Place events and artefacts in order on a timeline Label time lines with words or phrases such as: past, present, older and newer Recount changes that have occurred in their own lives To identify similarities and differences between ways of life in different periods |
| Art | <p style="text-align: center;">Drawing Self-portrait</p> <ul style="list-style-type: none"> Describe the work of notable artists, describing similarities and differences Draw lines of different sizes and thickness Colour (own work) neatly following the lines Show patterns and texture by adding dots and lines Show different tones by using coloured pencils/pastels Develop use of shape, form & space | <p style="text-align: center;">Collage Link to animals</p> <ul style="list-style-type: none"> To use a range of materials creatively to design and make products Use a combination of materials that are cut, torn and glued Sort and arrange materials Mix materials to create texture | <p style="text-align: center;">Painting Seaside Art</p> <ul style="list-style-type: none"> Describe the work of notable artists, describing similarities and differences Use some of the ideas of artists studied to create pieces use thick and thin brushes Mix primary colours to make secondary Add white to colours to make tints and black to make tones Create colour wheels |

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| DT | Design <ul style="list-style-type: none">design purposeful, functional, appealing products for themselves and other users based on design criteriagenerate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make <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, textiles and ingredients, according to their characteristics Evaluate <ul style="list-style-type: none">explore and evaluate a range of existing productsevaluate their ideas and products against design criteria | | | | | |
| | Mechanics <ul style="list-style-type: none">Explore mechanisms e.g. levers, sliders, wheels in cards & booksCreate products using lever, slider & wheel mechanisms (e.g. moving picture) | | Tudor House Sculpture <ul style="list-style-type: none">Build structures, exploring how they can be made stronger, stiffer and more stableUse a combination of shapesInclude lines & textureUse rolled up paper, straws, paper, card, clayUse techniques such as rolling, cutting, joining & finishing | | Food (design & make a healthy snack to take to the beach) <ul style="list-style-type: none">Use the basic principles of a healthy and varied diet to prepare dishesUnderstand where food comes fromCut, peel or grate ingredients safely and hygienicallyMeasure or weigh using measuring cups or electronic scalesAssembly or cook ingredients | |
| Computing | Unit 1.1 Online Safety & Exploring Purple Mash Weeks – 4 | Unit 1.2 Grouping & Sorting Weeks – 2 Unit 1.3 Pictograms Weeks – 3 | Unit 1.4 Lego Builders Weeks – 3 Unit 1.5 Maze Explorers Weeks – 3 | Unit 1.6 Animated Story Books Weeks – 5 | Unit 1.7 Coding Weeks – 6 | Unit 1.8 Spreadsheets Weeks – 3 Unit 1.9 Technology outside school Weeks – 2 |
| Music | Christmas show – ‘Perform’ | | Compose This concept involves appreciating that | | Understanding how feelings can be expressed through music (history and culture) | |

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| | Skills <ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch. | | <p>music is created through a process which has a number of techniques.</p> Skills <ul style="list-style-type: none"> • Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases. | | Transcribe and Describe <p>This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.</p> Skills <ul style="list-style-type: none"> • Use symbols to represent a composition and use them to help with a performance. • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch. | |
| PE | Gymnastics/team games (working together) | Dance Team games (large ball skills) | Attacking/defending skills | Striking & fielding skills | Small ball skills | Athletics |