Curriculum Map – Year 1

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| Topic | Autumn 1**Superheroes** | Autumn 2**Bright Lights, Big City** | Spring 1**Dinosaur Planet** | Spring 2**Paws, Claws and Whiskers** | Summer 1**Splendid Skies** | Summer 2**Rio de Vida** |
| Curriculum TextsClose-up of open book against blurred bookshelf background | Supertato-Sue HendraTraction Man is here- Mini GreyJuniper Jupiter- Lizzy Stewart | The Town Mouse and the Country Mouse-Susanna DavidsonDick Whittington-Russell PunterKatie in London-James Mayhew | Where the Wild Things Are-Maurice SendakHarry and the Bucketful of Dinosaurs-Ian Whybrow and Adrian ReynoldsLife on Earth: Dinosaurs-Heather Alexandra and Andres Lozano | Six Dinner Sid-Inga MooreAnimal Poem CollectionsAesop FablesCreature Features-Natasha Durley | Chicken Lickin – Vera SouthgateMy Friend the Weather Monster – Steve SmallmanBlown Away – Rob BiddulphHow the Weather Works - Christiane Dorion | Nini at the Carnival- Errol LloydJabuti the Tortoise-Gerald McDermottSimple reference BrazilSimple reference Carnival |
| WritingStudent writing in class  close-up | Fiction: Story with a familiar settingFiction: Adventure story-comic stripNon- Fiction: Character description | Fiction: Traditional TaleNon-Fiction: Information-My townNon-Fiction: Instructions | Fiction: Story -retellingNon-Fiction: Factfiles Poetry: Dinosaur theme-descriptive/performance | Fiction: Story with a familiar setting-sequencedNon-Fiction: Information-Animal groupsPoetry: Riddles/Animal characteristics | Fiction: Story with a familiar settingNon-Fiction: RecountNon-Fiction: Diary | Fiction: Adventure narrativeNon-Fiction: Fact FileNon-Fiction: Lists, instructions and invitations |
| MathsPerson writing on a board | Number – Place Value (within 10)Number – Addition and Subtraction (within 10) | Number – Addition and Subtraction (within 10)Geometry – ShapeNumber – Place Value (within 20) | Number – Addition and Subtraction (within 20)Number – Place Value (within 50)Multiples of 2, 5 and 10. | Measurement – Length and HeightMeasurement – Weight and Volume | Number – Multiplication And Division Number - Fractions | Geometry – Position and DirectionNumber – Place Value (within 100)Measurement – MoneyMeasurement - Time |
| ScienceBeakers with solution on shelf in lab | Everyday Materials* Draw and label the main parts of the human body and say which body part is associated with which sense.
* Identify and name what an object is made from, including wood, plastic, glass, metal, water and rock.
* Compare and group materials in a variety of ways, such as based on their physical properties; being natural or man-made and being recyclable or non-recyclable.
 | Everyday Materials* Talk about what they have done and say, with help, what they think they have found out.
* Identify and name what an object is made from, including wood, plastic, glass, metal, water and rock.
 | Plant Detectives* Identify, compare, group and sort a variety of common plants, including deciduous and evergreen trees, based on observable features.
* Identify, compare, group and sort a variety of common animals, including fish, amphibians, reptiles, birds and mammals, based on observable features.
* Label and describe the basic structure of a variety of common plants.
* Label and describe the basic structure of a variety of common animals.
* Group and sort a variety of common animals based on the foods they eat.
* Describe, following observation, how plants and animals change over time.
 | Animals Including Humans•With support, follow instructions to perform simple tests and begin to talk about what they might do or what might happen.•Observe objects, materials, living things and changes over time, sorting and grouping them based on their features.•Talk about what they have done and say, with help, what they think they have found out.•With support, gather and record simple data in a range of ways (data tables, diagrams, Venn diagrams).•Identify, compare, group and sort a variety of common animals, including fish, amphibians, reptiles, birds and mammals, based on observable features.•Label and describe the basic structure of a variety of common animals.•Describe how to care for plants and animals, including pets. | Seasonal Changes* Observe changes across the four seasons.
* Observe and describe how day length changes across the year.
* Observe and describe different types of weather.
* Explain in simple terms how shadows are formed.
* Investigate weather using toys, models or simple equipment.
* Observe the local environment throughout the year and ask and answer questions about living things and seasonal change.
 | Seasonal Changes•Observe the local environment throughout the year and ask and answer questions about living things and seasonal change.•Compare shadows made by different objects and materials. |
| Computing |  Technology Around Us* Technology around us
* Using technology
* Developing mouse skills
* Using a computer keyboard
* Developing keyboard skills
* Using a computer responsibly
 | Creating Media: Digital Painting* How can we paint using computers?
* Using shape and lines
* Making careful choices
* Why did I choose that?
* Painting all by myself
* Comparing computer art and painting
 | Creating Media: Digital Writing* Exploring the keyboard
* Adding and removing text
* Exploring the toolbar
* Making changes to text
* Explaining my choices
* Pencil or keyboard?
 | Data and Information: Grouping Data* Label and match
* Group and count
* Describe an object
* Making different groups
* Comparing groups
* Answering questions
 | Programming A: Moving a Robot* Buttons
* Directions
* Forwards and backwards
* Four directions
* Getting there
* Routes
 | Programming B: Introduction to Animation* Comparing tools
* Joining blocks
* Make a change
* Adding sprites
* Project design
* Following my design
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| RE | Who is a Christian and what do they believe?* Talk about the fact that Christians believe in God and follow the example of Jesus
* Recognise some Christian symbols and images used to express ideas about God
* Talk about some simple ideas about Christian beliefs about God and Jesus
* Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means
* Talk about issues of good and bad, right and wrong arising from the stories
* Ask some questions about believing in God and offer some ideas of their own
 | What does it mean to belong to a faith community?* Talk about what is special and of value about belonging to a group that is important to them
* Show an awareness that some people belong to different religions
* Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers
* Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean
* Identify two ways people show they belong to each other when they get married
* Respond to examples of co-operation between different people
 | How and why do we celebrate special and sacred time?* Identify a special time they celebrate and explain simply what celebration means
* Talk about ways in which Jesus was a special person who Christians believe is the Son of God
* Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion
* Re‐tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers
* Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion
* Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers.
 | What makes some places sacred?* Recognise that there are special places where people go to worship, and talk about what people do there
* Identify at least three objects used in worship in two religions
* Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used
* Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe
* Ask good questions during a school visit about what happens in a church, synagogue or mosque.
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| HistoryView of the Great Pyramid Complex of Giza in Egypt | * Understand the term significant and explain why a significant individual is important.
 | * Describe the role of a monarch.
* Describe a significant historical event in British history.
* Order information on a timeline.
* Identify some key features of a significant historical event beyond living memory.
 | * Identify some key features of a significant historical event beyond living memory.
* Explain why a significant individual is important.
 |  | * Understand the term significant and explain why a significant individual is important.
* Order information on a timeline.
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| GeographyView of earth from space |  | * Name and locate the four countries of the UK and their capital cities on a map, atlas or globe.
* Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other.
* Draw or read a simple picture map.
* Identify the similarities and differences between two places.
* Name and describe the purpose of human features and landmarks.
* Identify features and landmarks on an aerial photograph or plan perspective.
* Name important buildings and places and explain their importance.
 | * Name and locate the world's seven continents and five oceans on a world map.
 | * Name and locate the world's seven continents and five oceans on a world map.
* Draw or read a simple picture map.
* Use basic geographical vocabulary to identify and describe physical features.
* Identify features and landmarks on an aerial photograph or plan perspective.
 | * Identify patterns in daily and seasonal weather.
* Identify features and landmarks on an aerial photograph or plan perspective.
* Carry out fieldwork tasks to identify characteristics of the school grounds or locality.
* Locate hot and cold areas of the world in relation to the equator.
* Draw or read a simple picture map.
* Identify the similarities and differences between two places.
 | * Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other.
* Name and describe the purpose of human features and landmarks.
* Identify the characteristics of a settlement.
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| ArtColoured paper in a stack | * Represent the human face, using drawing, painting or sculpture, from observation, imagination or memory with some attention to facial features.
* Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing.
 |  | * Design and make art to express ideas.
* Manipulate malleable materials by squeezing, pinching, pulling, pressing, rolling, modelling, flattening, poking, squashing and smoothing.
* Use textural materials, including paper and fabric, to create a simple collage.
 | * Design and make art to express ideas.
* Say what they like about their own or others’ work using simple artistic vocabulary.
* Use textural materials, including paper and fabric, to create a simple collage.
* Identify and use paints in the primary colours.
* Use soft and hard pencils to create different types of line.
* Identify similarities and differences between two or more pieces of art.
 | * Design and make art to express ideas.
* Use textural materials, including paper and fabric, to create a simple collage.
* Identify similarities and differences between two or more pieces of art.
* Describe and explore the work of a significant artist.
 | * Design and make art to express ideas.
* Use textural materials, including paper and fabric, to create a simple collage.
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| Design TechnologyGolden Gate Bridge in fog | * Create a design to meet simple design criteria.
* Select healthy ingredients for a fruit or vegetable salad.
* Describe the similarities and differences between two products.
 | * Create a design to meet simple design criteria.
* Construct simple structures, models or other products using a range of materials.
* Select the appropriate tool for a simple practical task.
* Talk about their own and each other's work, identifying strengths or weaknesses with support.
* Measure and weigh food items using non-standard measures, such as spoons and cups.
* Sort foods into groups by whether they are from an animal or plant source.
 | * Create a design to meet simple design criteria.
* Construct simple structures, models or other products using a range of materials.
* Select the appropriate tool for a simple practical task.
* Talk about their own and each other's work, identifying strengths or weaknesses with support.
* Measure and weigh food items using non-standard measures, such as spoons and cups.
* Select and use a range of materials, beginning to explain their choices.
 | * Create a design to meet simple design criteria.
* Construct simple structures, models or other products using a range of materials.
* Select the appropriate tool for a simple practical task.
* Talk about their own and each other's work, identifying strengths or weaknesses with support.
* Select and use a range of materials, beginning to explain their choices.
* Follow the rules to keep safe during a practical task.
 | * Name and explore a range of everyday products and describe how they are used.
* Construct simple structures, models or other products using a range of materials.
* Select and use a range of materials, beginning to explain their choices.
 | * Create a design to meet simple design criteria
* Construct simple structures, models or other products using a range of materials.
* Select the appropriate tool for a simple practical task.
* Talk about their own and each other's work, identifying strengths or weaknesses with support.
* Measure and weigh food items using non-standard measures, such as spoons and cups.
* Select and use a range of materials, beginning to explain their choices.
* Follow the rules to keep safe during a practical task.
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| PSHE | * Rules / Expectations - We Expect ...
* Rules / Expectations - Class Charter
* Internet Safety - E-Safety
* Friendship - Forever Friends
* Friendship - Make Friends
* Taking Turns - It's Your Turn!
 | * Good Manners - How Rude!
* Happiness - Smile!: Anger - Grrrr!
* Feelings - How I Feel
* Responses - You and Me
* Opinions - I Think...
 | * Washing Hands - Meet Grub!
* Healthy Eating - Vote Green!
* Healthy Eating - Meat Eaters
* Healthy Eating - Party Time!
* Physical Activity - Get Physical!
* Comparisons - All the Same
 | * Definition - A Bully is...
* Unkindness - Blame Game
* Behaviour - Bullying is...
* Behaviour - + and –
* Personal Safety - Secret Surprise
* Emotional Safety - Getting Help
 | * Kindness - Give a Little
* Family - My Family
* Family - Special People
* Caring - Talking to Plants
* Lending / Borrowing - The Borrowers
* Sharing - Share the Booty
 | * Sun Safety – It’s a Cover Up!
* Road Safety – Green X Code
* Money - Grows on Trees?
* Money - Coining it in!
* Money - Keep Money Safe
 |
| MusicMusic sheet | * Sing traditional songs, nursery rhymes and chants clearly.
* Play and sing pieces of music, starting and finishing together.
* Copy a simple rhythm by clapping or using percussion. Identify and keep a steady pulse.
 | * Sing traditional songs, nursery rhymes and chants clearly.
* Play and sing pieces of music, starting and finishing together.
* Copy a simple rhythm by clapping or using percussion. Identify and keep a steady pulse.
 | * Create, select and combine sounds and rhythms using a variety of instruments, objects and the voice.
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 | * Listen and respond to a range of high-quality live and recorded music and songs.
* Listen to sounds or a piece of music, identifying basic features.
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* Listen to sounds or a piece of music, identifying basic features.
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| PE | * I can move when I hear music.
* I can use simple movement patterns.
* I can move my body in my place and I can move my body around the room.
* I can copy and repeat simple actions.
* I can use different levels and speeds.
* I can change and vary direction.
* I can perform a simple dance phrase with my class.
 | * I can pass the ball with two hands to my partner with limited control.
* I can catch the ball from a short distance with two hands with limited control.
 | * I can do a standing long jump with some success.
* I can throw a ball using a chest pass.
* I understand a sprint race and how to start and finish.
* I can throw a foam Javelin.
* I can throw and catch with success.
* I can aim and bowl a ball towards a target. I can throw a bean bag into a target zone.
 | * I can throw the ball overarm and underarm with limited control into the field.
* I can sometimes catch the ball from a short distance with two hands with limited control.
* I can roll the ball to my partner with limited control and at a small distance.
 | * I can do a standing long jump with some success.
* I can throw a tennis ball.
* I understand a sprint race and how to start and finish. I understand a long distance race and can do one lap of the track.
* I can throw a foam Javelin.
 | * I can throw the ball overarm and underarm with limited control into the field.
* I can sometimes catch the ball from a short distance with two hands with limited control.
* I can roll the ball to my partner with limited control and at a small distance.
* I can use a tennis racquet off the cricket stump to hit the ball.
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| British Values | * Rule of Law
 | * Respect
 | * Respect
 | * Tolerance
 | * Democracy
 | * Individual Liberty
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