



Year 1 Curriculum Map

SUGGESTED PROJECTS TOWERS, TURRETS AND TIARAS DINOSAURS FIT FOR LIFE

<p><u>Science</u> Animals & Humans Uses of Everyday Materials Plants Seasonal Changes</p> <p>Significant Scientists Joseph Banks (plants) Greta Thunberg (seasonal changes)</p>	<p><u>History</u> Events commemorated through festivals or anniversaries</p> <p>Changes within living memory</p> <p>Significant historical events, people and places in own locality</p> <p>Events beyond living memory that are significant nationally or globally</p>	<p><u>Geography</u></p> <p>Locational Knowledge Four constituent countries of UK and capital cities</p> <p>Place Knowledge Small area of UK</p> <p>Human & Physical Geography UK daily weather patterns Human/physical features of school grounds.</p> <p>Geographical Skills & Fieldwork Use simple fieldwork and observational skills to study the geography of their school and its grounds.</p>
<p><u>Art</u> Drawing Painting Collage Sculptures Artist focus</p>	<p><u>RSE</u> Families Friendships Respectful Relationships Staying Safe Mental Wellbeing Drugs, Alcohol, Tobacco Health and Prevention Basic First Aid Online Safety Physical Fitness Healthy Eating Online Relationships</p>	<p><u>Computing</u> E-Safety Shaping the Digital World Communicating in the Digital World Exploring the Digital World</p>
<p><u>Design & Technology</u> Construction Materials Food & Nutrition</p>	<p><u>Languages</u> Not statutory at KS1 but children may have opportunities to learn words in different languages e.g. when answering the register. Children also learn Makaton signs to aid communication with their peers.</p>	<p><u>Music</u> Christmas Production Traditional Nursery/Children's Songs Diversity: Stevie Wonder – Superstition (In the Groove) – Focus bassline and rhythm/movement to rhythm</p>
<p><u>PE</u> Invasion Games Net and Wall Games Striking and Fielding Dance Gymnastics Athletics</p>	<p><u>RE</u> God- Christianity believing Community – Christianity Living God-Islam believing Community – Islam living Places of worship</p>	<p><u>PSHE</u> Being Me in My World Celebrating Difference Dreams and Goals Relationships Healthy Me Changing Me</p>

The focus areas for each subject are recorded on this page so coverage is clear and these should be linked to projects. Maths and English focus areas are recorded in the map; however every objective is not recorded in this overview since they are too numerous and are therefore detailed in medium and short term planning for these subjects.

YEAR 1 CURRICULUM MAP

Our curriculum responds to the needs and experiences of our children through challenging, inspiring and engaging them with what matters, and most importantly, it prepares children for the future.

COMMUNITY

(our school, local and wider global communities and global dimensions)

CREATIVE THINKING

(encouraging inquisitiveness, problem solving, reasoning and enquiry based learning)

CONFIDENT & RESILIENT LEARNERS

(a focus on children's self-esteem, well-being and developing a growth mind-set)

English

See English Subject Progression for more details

Maths

Number

Counting

Place Value

Addition and Subtraction (concrete and pictorial)

Multiplication and Division (concrete and pictorial)

Fractions (Halves and quarters of shape and number)

Measurement (non-standard units)

Use and Apply(in practical contexts a range of measures, including time)

Use of Measuring Tools

Language of Time (Hour and half past)

Geometry

Position and Direction

Properties of 2-D and 3-D Shape

See Maths Subject Progressions for more details

Science

Working Scientifically

to ask simple questions

to begin to say what they think will happen e.g. "I think that..."

to test ideas suggested to them

to perform simple tests

to identify and classify

to make observations using appropriate senses

to make some measurements using non-standard measures

to present some findings in simple (given) tables or a tally chart

collect data to help answer questions.

to communicate observations orally, by labelling and in simple writing

in some cases to say what their observations show, and whether it was what they expected

to draw simple conclusions and explain what they did

Use the surrounding environment to help with observations.

Biology

to identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen

to identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.

to identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates

to identify and name a variety of common animals that are carnivores, herbivores and omnivores

to describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, mammals and invertebrates, including pets)

to identify name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Taken from RSE

Explain why I think my body is amazing and identify some ways to keep it safe and healthy.

Recognise how being healthy helps you to feel happy.

To identify healthy and unhealthy foods.

Physics

to observe changes across the four seasons

to observe and describe weather associated with the seasons and how day length varies

Chemistry

to distinguish between an object and the material from which it is made

to identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock

to describe the simple physical properties of a variety of everyday materials

to compare and group together a variety of everyday materials on the basis of their simple physical properties

PSHE Education

Know their views are valued

Recognise how it feels to be proud of an achievement

Explain some ways they are different from their friends

Understand these differences make us all special and unique

Explain how they felt when they succeeded in a new challenge and how they celebrated it

Know how to store the feelings of success in an internal treasure chest

Explain how they appreciate someone who is special to them

Express how I feel about a special person

Explain why I think my body is amazing and identify some ways to keep it safe and healthy

Recognise how being healthy helps you to feel happy

Know how to respect their body and understand which parts are private

Art & Design

Explore ideas from imagination or from real starting points.
Use a range of materials creatively to design and make products.
Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
Use pastels, chalk, pencils and charcoal.
Show pattern and texture using lines and dots.
Explore shading and tones with pencil.
Develop confidence when handling paint and brushes e.g. mixing, cleaning.
Mix secondary colours from primaries – colour wheels.
To know how to cut strips, shapes, following a curve, snip and fringe.
To mix paper and textiles to create texture.
To scrunch, fold, curl and crumple paper.
To use bandaging technique (modroc)
To imprint to make marks and stamp/carve into clay using a range of tools.
To use slip to join the clay.
To know how to cut, roll and coil materials.
To make coil pots
Explore the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices.
Talk about own work and that of other artists and the techniques they have used.

Design & Technology

Cut materials safely using tools provided.
Measure and mark out to the nearest centimetre.
Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling).
Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen).
Build structures, exploring how they can be made stronger, stiffer and more stable.
Create products using levers, wheels and winding mechanisms
Cut, peel or grate ingredients safely and hygienically.
Measure or weigh using measuring cups or electronic scales.
Assemble or cook ingredients.
Understand where food comes from.
Explore objects and designs to identify likes and dislikes of the designs.
Suggest improvements to existing designs.
Explore how products have been created.
Design products that have a clear purpose and an intended user.
Make products, refining the design as work progresses.
Generate, develop and communicate ideas through talking drawing and mock-ups.
Use software to design.
To evaluate and improve.

History

Observe or handle evidence to ask questions and find answers to the past.
Ask questions such as: what was it like for people? What happened? How long ago?
Describe historical events
Describe changes that have happened in the locality of the school throughout history
Recount changes that have occurred in their own lives
Label time lines with words or phrases such as: past, present, older and newer
Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time.

Geography

Ask and 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?).
Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries come across in other subjects.
Use simple fieldwork and observational skills to study the geography of the school and its grounds and its human and physical features.
Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
Identify seasonal and daily weather patterns in the United Kingdom.
Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. (Horncastle)
Use basic geographical vocabulary to refer to:

- key physical features, including: hill, sea, river, weather and season.
- key human features, including: city, town, and village.

Use locational language (e.g. near and far) to describe the location of features and routes on a map

Music

Take part in singing.
Imitate changes in pitch.
Make long and short sounds, using voices and instruments.
Follow instructions on how and when to sing or play an instrument.
Conduct using musical instructions e.g. hand signals.
Rehearse and perform with an awareness of an audience.
Make sounds that are very different (long and short, loud and quiet, high and low).
Repeat short rhythmic phrases.
Repeat short melodic phrases.
Choose sounds that represent different things (ideas, thoughts, feelings, moods etc).
Experiment with changing sound e.g. shake a tambourine/tap its skin.
Record musical composition using Ipads or ICT hardware.
Change sounds in response to symbols displayed.
Recognise and clap/count a simple beat in common time, 2/4 and 3/4.
Begin to move to the beat of the music.
Show they can hear different moods in music.
Explore ideas and feelings about music using movement, dance and language.
Compare music from different cultures and times.
Know musical elements:

- Pitch (as high/low)
- Tempo (as slow/fast)
- silence.

Repeat short rhythmic and melodic patterns.
Know that sounds can be made in different ways and described using given and invented signs and symbols.
Recognise defined changes in sound.
Name basic percussion instruments i.e. triangle, drum, tambourine,

RE

What do Christians learn and understand about God through Old Testament stories?
One God who created the world (Genesis 1)
God never gives up on people, story of Jonah and the Whale.
What do stories in the New Testament tell Christians about Jesus?
Jesus came to work with humans to try and fix what has been spoiled. Look at different stories told by Jesus: Good Samaritan, Lost Sheep etc
How is Allah described in the Qur'an?
One God (Tawid) created the universe in harmony.
Follow a straight path (shariah) to help keep the harmony.
What do Muslims learn about Allah and their faith through the Qur'an?
Study of the Qur'an to enable them to follow the shariah
What do Christians do to express their beliefs?
Look at practices in Church: prayer, Bible study, worship.
Welcoming people into the Christian Community - Baptism
Which celebrations are important to Christians? How do they celebrate?
Look at Christmas, Easter and Pentecost.
What do Muslims do to express their beliefs?
Worship (ibadah) prayer 5 times a day.
Which celebrations are important to Muslims?
Look at the key practices of Eid ul-Fitr & Eid uladha
Places of worship: Focus on 3 features or symbols within Christianity, Islam, Buddhism, Hinduism and Judaism.

Computing

Identify what is personal information and discuss sharing personal information.

Create class email showing what information is personal and allowed and what is not.

Use VLE blogging/social media to see how information can be viewed by others. C/C RSE

Open and close applications

Create class rules including seeking help from adult if unsure. C/C RSE

Use a mouse, pen or finger to move and place items accurately in paint software.

Use a digital microscope or tablet/ visualiser to look at objects closely. C/C Science

Create/follow instructions (algorithms) to navigate programmable toys (and other children) around a course. C/C Maths

Explore outcomes when individual buttons are pressed on a robot. C/C Maths

Become familiar and correct use of the keyboard – spacebar, backspace, return, shift (for capital letters - not caps lock), return.

Take a picture with a camera/tablet

With support save and retrieve documents in own folder.

Write simple sentence format text (size, font, colour).

With support, add text, picture, blog on VLE.

With support use buttons, menus and hyperlinks to navigate web sites, Learning Platform or other areas of stored information (e.g. Espresso, Education city, DBPrimary).

Access different information using a range of equipment to research a topic (sound recorders, website, TV, YouTube videos etc)

PE

Move in a controlled way with and without a ball

Successfully receive/stop a moving object

Begin to understand how to play a small sided game as a team

Begin to understand how to score points in invasion type games

Balance a ball on a racquet in a stationary position

Roll a ball in a controlled manner to a designated area or target

Hit a ball to my partner for them to catch

Use equipment safely

Show, both individually and with a partner, how to throw and catch using a variety of apparatus

Send a ball/bean bag/quoit one handed using under arm throw

Send a ball along the ground and through the air for a partner to receive

Aim consistently between/ into/ at/ over a variety of targets

Safely perform teacher led warm-ups

Copy and explore basic body patterns and movements

Choose movements to communicate a mood feeling or idea.

Remember simple dance steps

Hop, bounce and skip in different directions, forwards, sideways and backwards.

Balance on small and large parts of the body.

Understand and show which parts of the body can be used for spinning and rocking.

Travel showing long and narrow, wide and short shapes.

Safely perform teacher led warm-up and I am aware of others

Copy and explore basic actions with some control and co-ordination

Show contrasts e.g. tall and small, wide and narrow, straight and curved.

Begin to choose and link basic actions

Recognise and use space appropriately

Watch and discuss own work and that of peers

Run at different speeds

Jump from a standing position

Throw an object with one hand

Taken from RSE

Recognise changes in the body during exercise

To know the benefits of physical activity

To realise that choices can have good or not so good consequences

To understand the importance of dental health

RSE

To identify and respect the differences between people.

To identify their special people and what makes them special.

To know how to attract attention when they are worried.

To recognise that families look different (wider world, show respect)

To recognise that their behaviour can affect other people

To recognise what is fair and unfair, right and wrong, kind and unkind.

To know that friendships are positive, welcoming and inclusive.

To listen to others people, play and work co-operatively.

To understand that friendships have ups and downs.

To recognise when a friendship is making them unhappy.

To know whom to get to when they need help.

To understand privacy and the right to keep things private

To know the difference between good and bad physical contact. (acceptable and unacceptable, comfortable and uncomfortable)

To know the difference between secrets and nice surprises.

To understand the importance of respecting others.

(likes, dislikes, choices, backgrounds and beliefs)

To know the importance of courtesy and manners.

To understand the difference between rights and responsibilities.

To be able to communicate their feelings to others

To recognise how other show feelings and how to respond to these.

To know that mental wellbeing is as important as physical wellbeing

To know that household products and medicines can be harmful if not used properly.

To recognise when they feel unwell and be able to communicate this.

To know how to stay safe in the sun.

To learn to reduce the risk of damage from the sun.

To learn to maintain personal hygiene.

To learn to wash hands effectively

To know that there are special people who can help to keep us safe in school. (CT, TA, first aiders, Lunchtime staff, doctors, nurses).

To know how to ask for help.

The skills and knowledge for each subject for the whole year are listed on this year group curriculum map. The objectives chosen for each term, most of which will be taught through projects in a cross-curricular theme, are highlighted when they are covered. The subject progressions provide details of where support and extension can be provided for children where needed. Some skills will be an ongoing focus throughout the year.

Autumn: Blue Spring: Pink Summer: Green Ongoing: Yellow