





Year 1 Curriculum Map

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Learning Adventure	<p>Memory Box Main Focus: History History – Changes within living memory Geog – Fieldwork in the local area Music – Songs that help us remember – writing a class song Science – Animals including humans</p>	<p>Splendid Skies Main Focus: Science – Seasonal changes Geog – Seasonal and weather patterns Art – Collage and Painting Music – Weather sounds and songs</p>	<p>Bright Lights, Big City Main Focus: Geog – Countries and capital cities of the UK Using maps similarities and differences History – The Great Fire of London DT – Understanding where food comes from; making structures Science – Everyday materials- working scientifically Music – Traditional songs and nursery rhymes</p>	<p>Moon Zoom Main Focus: DT – Using Mechanisms History – Significant people Science – Properties of everyday materials Music – Space sounds and space themed songs</p>	<p>The Enchanted Woodland Main Focus: Science – Plants and animals identifying and classifying Geog – Making maps Art – Drawing and Painting</p>	<p>Rio de Vida Main Focus: Music – Carnival Music, Percussion, song lyrics Art/DT – Carnival instruments, Flag making and recipes Geog – Use world maps and atlases</p>
R.E (Come and See) 	<p>Families God’s love and care for every family</p> <p>Belonging Baptism: an invitation to belong to God’s family</p> <p>Waiting – Advent: a time to look forward to Christmas</p> <p>Judaism Week</p>		<p>Special people – People in the Parish family</p> <p>Meals – Mass: Jesus’ special meal</p> <p>Change – Lent : A time to change</p> <p>Spirituality week</p>		<p>Holidays and Holydays –Pentecost: Feast of the Holy Spirit</p> <p>Being Sorry –God helps us to choose well and the Sacrament of Reconciliation</p> <p>Neighbours –Neighbours share God’s world.</p> <p>Other Religion ?</p>	
Terrific Texts!	<p>Key Text: Dogger – Shirley Hughes</p> <p>My Grandma is Wonderful! –Nick Butterworth</p> <p>My Grandpa is Amazing! – Nick Butterworth</p> <p>Once there were Giants! – Martin Wadell</p>	<p>Key Text: Bringing the rain to Kapiti Plain - Verna Aardema</p> <p>‘Come on Rain!’ Karen Hesse</p> <p>Who has seen the wind? <i>poem by Christina Rosetti</i></p>	<p>Key Text: Aesop’s fables: The Town Mouse and the Country Mouse’</p> <p>The Paper Bag Princess- Robert Munsch</p> <p>‘Snow White in New York’ – Fiona French</p> <p>‘This is London’ <i>Miroslav Sasek</i></p>	<p>Key Text: Beegu - Alexis Deacon</p> <p>‘Q Pootle 5’ <i>Nick Butterworth</i></p> <p>‘The Man on the Moon’ <i>Simon Bartram</i></p> <p>‘Toys in Space’ Mini Grey</p> <p>‘Comet’ Kate Wakling –</p>	<p>Key Text: Hansel & Gretel – Grimm’s Fairy Tales</p> <p>‘Poem Maker, Word Shaker’ <i>Pie Corbett – poems about nature</i></p> <p>‘Freddie and the Fairy’, ‘The Gruffalo’, ‘Stick Man’ <i>Julia Donaldson</i></p> <p>‘Dawn Chorus’ <i>Suzanne</i></p>	<p>Key Text: Jabuti the Tortoise - Gerald McDermott</p> <p>‘We’re roaming in the Rainforest’ <i>Laurie Krebs</i></p> <p>‘A day and night in the Rainforest’ <i>Carole Arnold</i></p> <p>Traditional Poems – see HT Summer term for resources</p>

	<p>When I was young (a book about family history) James Dunbar</p> <p>Non-fiction books about life in the past</p> <p>Poetry – see HT for resources</p>		<p>Sensational (HT)</p> <p>Non-fiction books about the Great Fire of London</p> <p>The Works: Poetry book collection</p>	poetry	<i>Barton</i>	
<p>English</p> 	<p><i>Non-fiction: Recounts/diary writing - Cornerstones</i></p> <p><i>Fiction: Stories in familiar settings- Cornerstones/HT</i></p> <p><i>Poetry: Songs and repetitive poems - HT</i></p>	<p><i>Non-fiction: Labels, lists and signs HT/Cornerstones</i></p> <p><i>Fiction:</i></p> <p><i>Poetry: Poems with pattern and rhyme – Cornerstones</i></p>	<p><i>Non-fiction - Instructions-baking bread - Cornerstones</i></p> <p><i>Fiction: Narrative - Character Study Narrative- Cornerstones</i></p> <p><i>Poetry: Poems about the senses(HT)</i></p>	<p><i>Non-fiction – non-chronological reports – Cornerstones</i></p> <p><i>Fiction – Fantasy Cornerstones/HT for grammar</i></p> <p><i>Poetry: Humorous poems - HT</i></p>	<p><i>Non-fiction – recounts – based on trip</i></p> <p><i>Fiction - Fairy stories and Traditional Tales – Hansel & Gretel – HT/Cornerstones</i></p> <p><i>Poems about nature- HT</i></p>	<p><i>Non-fiction – Commands – HT/Information Texts – HT/Cornerstones</i></p> <p><i>Fiction: Traditional Tales - HT</i></p> <p><i>Poetry – Traditional Poems - HT</i></p>
<p>Mathematics</p> 	<ul style="list-style-type: none"> Number: Place Value (within 10) Number: Addition and Subtraction (within 10) 	<ul style="list-style-type: none"> Geometry: Shape Number: Place Value (within 20) Consolidation 	<ul style="list-style-type: none"> Number: Addition and Subtraction (within 20) Number: Place Value (within 50) (Multiples of 2, 5 and 10 to be included) 	<ul style="list-style-type: none"> Measurement: length and Height Measurement: weight and volume Consolidation 	<ul style="list-style-type: none"> Number: Multiplication and Division (reinforce multiples of 2, 5 and 10 to be included) Number: Fractions 	<ul style="list-style-type: none"> Geometry: Position and direction Number: Place Value (within 100) Measurement: money Times Consolidation
<p>Science</p> 	<p>Animals and humans- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p>	<p>Seasons and Weather</p> <p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>	<p>Everyday materials</p> <p>Distinguish between an object and the material from which it is made</p> <p>Working scientifically: Use their observations and ideas to suggest answers to questions</p>	<p>Everyday materials</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock</p> <p>Describe the physical</p>	<p>Animals and humans- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores</p>	

		<p>Working scientifically: Observe closely using simple equipment</p> <p>Perform simple tests</p> <p>Use their observations and ideas to suggest answers to questions</p> <p>Gather and record data to help in answering questions</p>		<p>properties of a variety of everyday materials</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties</p> <p>Ask simple questions and recognise that they can be answered in different ways</p> <p>Working scientifically: Perform simple tests Use their observations and ideas to suggest answers to questions</p> <p>Gather and record data to help in answering questions</p>	<p>and omnivores</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).</p> <p>Plants- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>Working scientifically: Identify and classify</p>	
<p>Computing</p>  <p>E-Safety will be taught continuously throughout the year</p>	<p>We are painters!</p> <ul style="list-style-type: none"> Illustrate an eBook Draw images and pictures that could illustrate a written story. 	<p>We are celebrating!</p> <ul style="list-style-type: none"> To create a celebration card electronically using images words and other stylistic devices. 	<p>We are TV chefs!</p> <ul style="list-style-type: none"> To record and film the process of following a recipe. Simple recipes, Computational thinking. 	<p>We are collectors!</p> <ul style="list-style-type: none"> Finding and sourcing images using the internet, in particular search engines. Computer networks. 	<p>We are treasure hunters!</p> <ul style="list-style-type: none"> To input instructions into programmable toys in order to follow a planned route. 	<p>We are story tellers!</p> <ul style="list-style-type: none"> Produce a talking book that can also include images and pictures to set the story. Communication and collaboration.
<p>History</p>	<p>Learn about significant historical events, people and places in their own</p>		<p>Learn about events beyond living memory that are significant nationally</p>	<p>Learn about changes within living memory. Where appropriate,</p>		



locality

or globally
Great Fire of London

these should be used to reveal aspects of life in different periods
Moon landing

Lives of significant historical figures,
Significant people- Neil Armstrong/Tim Peake

Geography



Geographical Skills and Fieldwork
Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

Human and Physical Knowledge
Identify seasonal and daily weather patterns in the UK and in the location of hot and cold areas in the world in relation to the Equator and the North and South Poles

Use basic geographical vocabulary to refer to key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

Geographical Skills and Fieldwork
Use aerial photography and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.

Human and Physical Knowledge
Use basic geographical vocabulary to refer to key human features including; city, town, village factory, farm, office, port, harbour, shop

Locational Knowledge
Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place Knowledge
Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area of a contrasting non-European country.

Geographical Skills and Fieldwork
Use simple compass directions (North, South, East, West) and locational and directional language

Human and Physical Knowledge
Use basic geographical vocabulary to refer to key physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

Geographical Skills and Fieldwork
Use simple compass directions (North, South, East, West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map.



Use aerial photography and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.

Place Knowledge
Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area of a contrasting non-European country

Locational Knowledge
Name and locate the World's seven continents and five oceans

Geographical Skills and Fieldwork
Use world maps, atlases and globes to identify the UK and its countries as well the countries, continents and oceans studied at this key stage

Geographical Skills and Fieldwork
Use aerial photography and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and

			(e.g. near and far; left and right) to describe the location of features and routes on a map.			construct basic symbols in a key.
<p>Art</p> 	<p>Use a range of materials creatively to make and design products</p> <p>Use drawing, painting, sculpture to develop and share ideas, experiences and imagination</p> <p>Learn about the work of a range of artists, craft makers and designers, describing the difference and similarities between different practices and disciplines, making links.</p>	<p>Use drawing, painting, sculpture to develop and share ideas, experiences and imagination</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Learn about the work of a range of artists, craft makers and designers, describing the difference and similarities between different practices and disciplines, making links.</p>		<p>Use a range of materials creatively to make and design products</p>	<p>Use a range of materials creatively to make and design products</p> <p>Use drawing, painting, sculpture to develop and share ideas, experiences and imagination</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>	<p>Use a range of materials creatively to make and design products</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>
<p>DT</p> 	<p>Cooking and Nutrition Use basic principles of a healthy and varied diet to prepare dishes</p> <p>Make Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing).</p> <p>Select from and use a wide range of materials and components</p>		<p>Cooking and Nutrition Understand where foods come from</p> <p>Design Design purposeful, functional and appealing products for themselves and other users based on design criteria.</p> <p>Make Select from and use a range of tools and equipment to perform practical tasks (e.g.</p>	<p>Design Design purposeful, functional and appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and where appropriate through IT</p>	<p>Make Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing).</p> <p>Select from and use a wide range of materials and components including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Technical Knowledge</p>	<p>Design Design purposeful, functional and appealing products for themselves and other users based on design criteria. Make Select from and use a range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing).</p> <p>Select from and use a wide range of materials and</p>

	including construction materials, textiles and ingredients, according to their characteristics.		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. Technical Knowledge Build structures exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms (e.g. levers, slides, wheels and axles), in their products.	Evaluate Explore and evaluate a range of existing products Evaluate their ideas and products against design criteria Technical Knowledge Explore and use mechanisms (e.g. levers, slides, wheels and axles), in their products.	Build structures exploring how they can be made stronger, stiffer and more stable.	components including construction materials, textiles and ingredients, according to their characteristics.
PHSEE 	Friendship Themes Democracy and rule of law <ul style="list-style-type: none"> Learning to Learn Week. Secrets of success Class rules Pupil Voice. Seal Units <ul style="list-style-type: none"> New Beginnings. Go-Givers: More than one friend (feeling left out)	Anti-bullying Themes Individual liberty Seal Units <ul style="list-style-type: none"> Getting on and Falling Out. Say no to Bullying Go-Givers: Bullying: I won't be made to feel bad (dealing with bullying) Bouncing back	Safer Internet Themes Being responsible citizens Seal Units <ul style="list-style-type: none"> Going for Goals Go-Givers: Caring for our community	British Values Themes (Spirituality Week) Sex Education Seal Units <ul style="list-style-type: none"> Good To Be Me Go-Givers: Chicken Soup	Eco and sustainable Themes Seal Units <ul style="list-style-type: none"> Relationships. 	Multi-cultural Themes Mutual respect and tolerance Seal Units <ul style="list-style-type: none"> Changes.
PE 	<ul style="list-style-type: none"> Indoor-Dance. Outdoor-Catching and Throwing. 	<ul style="list-style-type: none"> Dance. Catching and Throwing. 	<ul style="list-style-type: none"> Gymnastics. Ball and Racquet Skills Sending and Receiving. 	<ul style="list-style-type: none"> Gymnastics. Ball and Racquet Skills. Sending and Receiving. 	<ul style="list-style-type: none"> Dance. Inventing our own Team Games. 	<ul style="list-style-type: none"> Gymnastics. Inventing our own Team Games.
Music	Use their voices expressively when singing songs, speaking	Use their voices expressively when singing songs, speaking	Use their voices expressively when singing songs, speaking chants	Use their voices expressively when singing songs, speaking		Use their voices expressively when singing songs, speaking chants



chants and rhymes.

Experiment with, create, select and combine sounds using the inter-related dimensions of music

chants and rhymes.

Listen with concentration and understanding to high quality live and recorded music

Experiment with, create, select and combine sounds using the inter-related dimensions of music

and rhymes.

chants and rhymes.

Experiment with, create, select and combine sounds using the inter-related dimensions of music

and rhymes.

Play tuned and untuned instruments musically

Listen with concentration and understanding to high quality live and recorded music