Year 1 Curriculum Map

Date	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	**Once Upon a Time…**	**A Journey through time**	**Titanic**	**My Friend Earth**	**Roots, Shoots and Muddy Boots**	**Paws, Claws, Whiskers and Wings**
English	Pupils know letters have a name which is different to the sound they make. (Capital letters) Pupils use a capital 'I' for the personal pronoun. Pupils' single letters are formed correctly in Print. Pupils' capital letters (that are similar to those of lowercase) are formed correctly. Pupils can say a sentence aloud to help with recording accurately.	Pupils use capital letters show the beginning of a Sentence Pupils use a full stop at the end of a sentence. Pupils' capital letters are formed correctly Pupils form all digits correctly A piece of writing is usually about a topic Pupils can join words together using and A noun is the name of a thing, object or place An adjective describes a noun Entertain : Descriptions Entertain : Beegu story Inform : Gunpowder plot	Pupils reread what is written to help check the meaning is clear. Pupils use capital letters to begin people's names, places and days of the week. Pupils' lower case letters sit with the main body of the letter on the line Pupils can use 'and' to join clauses Pupils know several sentences together in the right order can tell a story or retell information Inform : Titanic Factfile	Pupils' lower case letters with an ascender are taller than the main body of the letter Pupils can plan for writing (story map) Pupils improve writing through discussion by checking punctuation, spelling and changing words Entertain : The Odd Fish	Pupils' lower case letters with a descender fall below the main body of the letter. A verb is used to describe an action. Entertain : Story Openings	The suffix - s or - es is added to a noun to show a plural Suffixes - ed, - er, - ing changes the meaning of the word (where there is no change to the root word) The prefix 'un- 'changes the meaning of verbs and adjectives A question mark is used when a question is asked An exclamation mark is used when something is surprising or forceful Inform: Postcard from Australia
Maths	Place Value within 10 Part-whole within 10	Addition and subtraction within 10 2D and 3D shapes Place Value within 20	Addition within 20 Subtraction within 20 Length and height	Place Value within 50 Mass and volume	Multiplication and Division Fractions Position and Direction	Place Value within 100 Time Money

Science	*Observe changes across seasons-What can I see, hear, feel and smell?* *How day and length varies* Daily weather chart Observe and describe weather associated with seasons throughout the year *Identify and name everyday materials: wood, plastic, glass, metal, water and rock. Distinguish between objects and material it is made from* 3 Little pigs experiment- Name the materials used by the pigs. Ask questions and make observations. Make simple guesses about what will happen	*Identify, name, draw and label basic human body parts and link to senses.* Name and label parts of the human body. *Identify simple differences between animals* Investigate – 'Do all animals have skeletons? Compare structures of animals to humans- skeleton- human and dinosaur Begin to make observations about what they *see, hear, smell* and *feel.* Ask more complex questions about what they see, hear, smell and feel	*Performing simple tests* Predict which materials will float and sink. Test each material. *Use observations to suggest answers to questions.* Ask questions – will a hole make difference to it floating? Investigate and observe. *Record data with support in drawing a table.* *Use first hand experiences to suggest answers to questions.* Weather dairy January to March, record day length & weather observations over time.	*Describe physical properties Compare and group objects based on their properties* *Identify and name everyday materials: wood, plastic, glass, metal, water and rock.* *Distinguish between objects and material it is made from* Sort recycling into groups based on materials. Describe the properties of each group.	*Identify and describe the structure of a variety of flowering plants and trees* *Identify and name common, wild and garden plants including deciduous and evergreen trees* Observational Plant diary Planting seeds/small flowers/beans Label parts of a plant/flower and tree Life cycle of bean Tree identification hunt (deciduous & coniferous) Plant identification hunt *Perform simple tests* Test a range of materials to find the most suitable for a gardener's hat.	*Identify and name carnivores, herbivores and omnivores from a range of habitats.* Name a variety of UK mammals, birds & fish from a range of habitats. *Identify, name and compare the structure of a variety of common animals including fish, amphibians, reptiles, birds, mammals and pets.* Compare and classify animals and their structures –label animal parts
Forest School	Sessions to be taught based on cross-curricular and seasonal links					
Computing	Understanding algorithms- *Crazy Algorithms offline task and tinkering with Beebots activity*		Understanding algorithms- *Beebots to create and debug algorithms*		Use technology to create, organise and store- *produce work on the computer, save and retrieve*	
Online safety	*Acceptable Use Agreements* Use technology safely and respectfully	*Safe search and safety* Use technology safely and respectfully	Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	*Beebot online safety quiz and lessons* Use technology safely and respectfully, keeping personal information private.	*Digi-Ducks Big Decision* Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	*Smartie the Penguin Espresso resources* Keeping personal information private.

History	*Changes within living memory* Royal Family – changes to the family tree	*Significant local historical people* Mary Anning *Events beyond living memory* Remembrance Day Guy Fawkes *Chronology and changes over time* Toys past and present – linked to Christmas presents	*Events beyond living memory* Why was the Titanic significant? Sequence the event Impact of the class system Debate-Who was to blame for the sinking of the Titanic?	*Changes within living memory* School changes – building/ people/ classrooms	*Similarity and difference* Houses old and new	*Chronology* Order the events of Year 1 & create a timeline
Geography	*Identify seasonal and daily weather patterns in the United Kingdom* Comparisons in weather and seasons *Devise a simple map and use a key.* Create a map for the Jolly Postman.	*Identify seasonal and daily weather patterns in the United Kingdom* Comparisons in weather and seasons *Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map* *Use world map to identify the UK.* Find the UK on a map and use N, S, E and W *Describe the route for Santa to deliver presents*	*Identify seasonal and daily weather patterns in the United Kingdom* Comparisons in weather and seasons *Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom,* *Use world map to identify the UK.* Countries of the UK Human and physical features	*Use simple fieldwork, observational skills and photos to study the geography of school and its grounds and the key human and physical features of its surrounding environment.* Recognise and sort human and physical features. Create a simple map of our school with a key. Spring nature hunt		*Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country* *Use key geographical vocabulary to refer to physical & human features.* *Use world map to identify the UK.* Comparing UK and Australia Pack your suitcase activity! Penpal factsheet -our *continent, country, physical & human landmarks*

Art	*Develop a wide range of art and design techniques using colour, pattern, texture and shapes* Collaborative painting to create the houses and characters for display.	*Learn about the work of a range of artists, craft makers and* ***designers*** William Morris – nature print maker. Gift tags. Christmas art		*To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.* Clay sculptures linked to the environment. *Learn about the work of a range of artists,* ***craft makers*** *and designers* Mark Coreth Create an Easter card	*Develop a wide range of art and design techniques using colour, pattern, texture and shapes* *Use a range of materials creatively to design and make products* *Use drawing and painting* *Learn about the work of a range of* ***artists,*** *craft makers and* designers The Tiny seed 'scatter/flick' style paintings-Eric Carl inspired	*Develop a wide range of art and design techniques using colour, pattern, texture and shapes* Observe and draw landscapes in UK and Australia Queenie McKenzie inspired aboriginal dot painting *To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.* Sketching animals and landscapes Aboriginal symbols
DT	*Select from a range of tools and equipment to perform practical tasks Cutting and joining –* Build a beanstalk Designing & Making – Create a slipper for Cinderella *Select and use a range of materials including construction and ingredients* Design a vehicle for the Jolly Postman. Make a biscuit 'Gingerbread Cottage'	*Select from a range of tools and equipment to perform practical tasks* Moving skeletons *Select and use a range of materials including construction and ingredients* Christmas baking	*Design purposeful, functional, appealing products based on design criteria. Communicate their ideas through talking. 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 according to their characteristics.* Class model of the titanic using shoeboxes.	*Select and use a range of materials including construction and ingredients* Easter baking	*Design purposeful products for themselves using design criteria* *Evaluate own ideas and products against design criteria* Design Gardeners Hat	*Design purposeful, functional, appealing products based on design criteria.* *Explore and use mechanisms (e.g. wheels, axels, hinge, lever, sliders)* *Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].* *Evaluate own ideas and products against design criteria* Design a model of a farm for new reception children
RE	Caring for others: Hinduism, Sikhism, Islam, Buddhism, Christianity	Gifts and Giving: What is Christmas? How is Christmas celebrated?	Friendship: Who are my friends? What is a special friend? How can I be a good friend?	Beginnings: Palm Sunday Maundy Thursday Good Friday	Religion and Rituals: What is a ritual? Holy Communion Puja Comparing rituals	Places of Worship: What are Places of Worship? Why are they important?

PSHE (JIGSAW)	Being me in my world Rights and responsibilities	Celebrating differences Identify similarities and differences New friends	Dreams and goals- Simple goals Identify successes and achievements	Healthy me Being healthy Healthy choices	Relationships Families Friends	Changing me Life cycles My changing body-tadpole video Powerpoint and discussion as a year group
PE- Indoor	*Developing balance, agility and co-ordination, and begin to apply these in a range of activities.* Gymnastics (T)	*Perform dances using simple movement patterns.* Dance - Starry Skies (T)	*Master basic movements including throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.* Throwing & Catching (RS)	*Developing balance, agility and co-ordination, and begin to apply these in a range of activities.* Gymnastics – Animals (T)	*Participate in team games, developing simple tactics for attacking and defending.* Attacking & Defending (T)	*Participate in team games, developing simple tactics for attacking and defending.* *Master basic movements including running, jumping, throwing and catching.* *Begin to apply these in a range of activities including team games.* Invasion Skills (T)
PE- Outdoor	*Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.* Multiskills (RS)	*Master basic movements including running as well as developing balance, agility and co-ordination.* Running & Jumping (T)	*Master basic movements including kicking as well as developing balance, agility and coordination* Travelling & Passing	*Master basic movements including throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.* Bat & Ball Skills (T)	*Master basic movements including running, jumping, throwing and catching.* *Begin to apply these in a range of activities including team games.* Athletics (RS)	*Master basic movements including running, jumping, throwing and catching.* *Begin to apply these in a range of activities including team games.* Circuits – (Fitness Frenzy RS)
Music	*Use voices expressively and creatively by singing, speaking, chants and rhymes* Singing – weather, days/months Daily nursery rhymes – Nursey rhymes (BBC) *Listen to a range of live and recorded music*	*Play untuned instruments musically* -keep a beat -tuned percussion *Select using the dimensions of music* Christmas songs -stop and start -dynamics -pitch -tempo -solo, trios	*Explore dimensions such as timbre using voice and instruments*	*Use voices expressively and creatively by singing songs, speaking, chants and rhymes* Sing songs, chants and rhymes related to the Seasons Listening for Spring sounds	*Play un-tuned instruments musically* Graphic notation (balloon shop) *Listen with concentration to a range of high-quality live and recorded music* The 4 Seasons E*xperiment with, create, select and combine sounds using the inter-related dimensions of music.*	*Listen with concentration and understanding to a range of high quality live and recorded music* Exploring music from around the world Continents song Australian music and songs: National Anthems from England and Australia Kookaburra sits in an old gum tree Waltzing Matilda We are One Boomarang Song

	Listening to recordings and retrieving weather sounds				Year 1 Band for Coronation Celebration Graphic notation (balloon shop)	