



Year 1 Curriculum Map

Autumn Term		
Subject	Area of Learning	Key knowledge
Art	<ul style="list-style-type: none"> Paul Klee – Drawing skills 	<ul style="list-style-type: none"> The name, nationality, style and famous works of Paul Klee Draw light and dark lines (tone).
Computing	<ul style="list-style-type: none"> E-Safety Technology in our lives 	<ul style="list-style-type: none"> Describe and demonstrate how to get help from a trusted adult or helpline if content makes them feel sad, uncomfortable, worried or frightened. Explain how technology helps us
Design Technology	<ul style="list-style-type: none"> Puppets - Textiles 	<ul style="list-style-type: none"> To know that 'joining technique' means connecting two pieces of material together. To understand that a template (or fabric pattern) is used to cut out the same shape multiple times. To know that drawing a design idea is useful to see how an idea will look.
Geography	<ul style="list-style-type: none"> The UK – Maps and weather 	<ul style="list-style-type: none"> Name and locate the four countries of the UK and their capital cities. Name and locate the seas that surround the UK. Name some types of weather and describe the weather associated with the four seasons.
History	<ul style="list-style-type: none"> Old and new 	<ul style="list-style-type: none"> Know the difference between old and new. Sequence events in their life
Music	<ul style="list-style-type: none"> Pulse and Rhythm 	<ul style="list-style-type: none"> To know that rhythm means a pattern of long and short notes. To know that the 'pulse' is the steady beat that goes through music.
PE	<ul style="list-style-type: none"> Dance Games – Throwing and catching Gymnastics 	<p>(By the end of the school year)</p> <ul style="list-style-type: none"> Know how the body feels before, during and after exercise. How to carry and place equipment safely. How to perform using a range of actions and body parts with some coordination. How to perform learnt skills with some control. To watch and describe performances. To begin to say how they could improve.
PSHE	<ul style="list-style-type: none"> Being me in my world Celebrating difference 	<ul style="list-style-type: none"> Understand their own rights and responsibilities with their classroom Understand that their choices have consequences Understand that their views are important Understand that they are safe in their class Identifying helpful behaviours to make the class a safe place

		<ul style="list-style-type: none"> • Understand that they have choices • Know what bullying means • Know who to tell if they or someone else is being bullied or is feeling unhappy • Know that people are unique and that it is OK to be different • Identify what is bullying and what isn't • Understand how being bullied might feel • Recognise ways in which they are the same as their friends and ways they are different
RE	<ul style="list-style-type: none"> • Christian creation story • Christmas 	<ul style="list-style-type: none"> • Explore and retell the Christian creation story • Remember some of the Christmas story
Science	<ul style="list-style-type: none"> • Animals including humans 	<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. • Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates

Spring Term

Subject	Area of Learning	Key knowledge
Art	<ul style="list-style-type: none"> • Sculpture 	<ul style="list-style-type: none"> • Roll, carve, make marks on and knead malleable materials – dough, plasticine and use them to make objects for a purpose.
Computing	<ul style="list-style-type: none"> • Multimedia - MS Word and Paint • Programming - Bee-bots 	<ul style="list-style-type: none"> • Use the paint, line, shape, brush size, colour and fill tools to create a picture • Type text on a computer using letter, number and space keys • Predict, match a command to an outcome and run a sequence of up to four commands on a device • Debug a simple program
Design Technology	<ul style="list-style-type: none"> • Fruit and Vegetables – Food and Nutrition 	<ul style="list-style-type: none"> • Understanding the difference between fruits and vegetables. • To know that a fruit has seeds and a vegetable does not. • To know that vegetables can grow either above or below ground.
Geography	<ul style="list-style-type: none"> • Human and physical geography 	<ul style="list-style-type: none"> • Use basic geographical vocab to refer to key human features, including: city, town, village. • Use basic geographical vocab to refer to key physical features including: beach, coast, forest, mountain, sea, river
History	<ul style="list-style-type: none"> • The Great Fire of London 	<ul style="list-style-type: none"> • Know that the Great Fire of London started in 1666. • Know that Samuel Pepys wrote about the fire in his diary. • Find answers to simple questions about the past from sources of information e.g. artefacts
Music	<ul style="list-style-type: none"> • Musical Vocabulary 	<ul style="list-style-type: none"> • To know that music has layers called 'texture' • To know that dynamics means how loud or soft a sound is.

	<ul style="list-style-type: none"> • Timbre and Rhythmic patterns 	<ul style="list-style-type: none"> • To understand that sounds can be adapted to change their mood, eg through dynamics. • To know that a piece of music can have more than one section, eg a versed and a chorus. • To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch. • To know that my voice can create different timbres to help tell a story. • To understand that music can be represented by pictures or symbols.
PE	<ul style="list-style-type: none"> • Dance • Games 	<p>(By the end of the school year)</p> <ul style="list-style-type: none"> • Know how the body feels before, during and after exercise. • How to carry and place equipment safely. • How to perform using a range of actions and body parts with some coordination. • How to perform learnt skills with some control. • To watch and describe performances. • To begin to say how they could improve.
PSHE	<ul style="list-style-type: none"> • Dreams and goals • Healthy me 	<ul style="list-style-type: none"> • Know how to set simple goals • Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them • Know when a goal has been achieved • Recognise things that they do well • Explain how they learn best • Recognise their own feelings when faced with a challenge/obstacle • Know how to make healthy lifestyle choices • Know that all household products, including medicines, can be harmful if not used properly • Know how to keep safe when crossing the road • Recognise how being healthy helps them to feel happy • Recognise ways to look after themselves if they feel poorly • Recognise when they feel frightened and know how to ask for help
RE	<ul style="list-style-type: none"> • Jesus as a friend • Easter – Palm Sunday 	<ul style="list-style-type: none"> • Explain that Jesus is special to Christians. • Recall the events of Palm Sunday
Science	<ul style="list-style-type: none"> • Seasonal changes • Materials 	<ul style="list-style-type: none"> • Observe and describe weather associated with the seasons and how day length varies. • 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 • Begin to say what might happen in an investigation.

Summer Term

Subject	Area of Learning	Key knowledge
Art	<ul style="list-style-type: none"> Georges Seurat - Using colour 	<ul style="list-style-type: none"> Use a sketchbook to collect ideas. Mix primary colours to make secondary colours. The name, nationality, style and famous works of Georges Seurat
Computing	<ul style="list-style-type: none"> Programming – Scratch Jnr 	<ul style="list-style-type: none"> Use the start block, commands and run to move a sprite
Design Technology	<ul style="list-style-type: none"> Windmills - Structures 	<ul style="list-style-type: none"> To understand that the shape of materials can be changed to improve the strength and stiffness of structures.
Geography	<ul style="list-style-type: none"> Fieldwork and comparing places 	<ul style="list-style-type: none"> Retell what it is like in another country. Use directional language to describe a route or give directions (e.g. next to, behind, near, far, left, right) Note interesting things in the local area.
History	<ul style="list-style-type: none"> Micklands – Local history 	<ul style="list-style-type: none"> Know some of the ways Micklands has changed over time Recognise the difference between past and present in their own and others lives
Music	<ul style="list-style-type: none"> Pitch and tempo 	<ul style="list-style-type: none"> To understand that pitch means how high or low a note sounds. To understand that 'tuned' instruments play more than one pitch of notes. To know that tempo is the speed of the music.
PE	<ul style="list-style-type: none"> Gymnastics Dance Athletics 	<p>(By the end of the school year)</p> <ul style="list-style-type: none"> Know how the body feels before, during and after exercise. How to carry and place equipment safely. How to perform using a range of actions and body parts with some coordination. How to perform learnt skills with some control. To watch and describe performances. To begin to say how they could improve.
PSHE	<ul style="list-style-type: none"> Relationships Changing me 	<ul style="list-style-type: none"> Know that everyone's family is different Know how to make a friend Know who to ask for help in the school community Can express how it feels to be part of a family and to care for family members Can say what being a good friend means Can say no when they receive a touch they don't like Know the names of male and female private body parts Know that there are correct names for private body parts and nicknames, and when to use them Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these Understand and accept that change is a natural part of getting older Can suggest ways to manage change, e.g. moving to a new class

		<ul style="list-style-type: none"> • Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)
RE	<ul style="list-style-type: none"> • Shabbat • Hanukkah 	<ul style="list-style-type: none"> • Understand the fundamentals of Judaism – that Jewish people believe in one God, worship in a synagogue and have special celebrations (Shabbat and Hanukkah)
Science	<ul style="list-style-type: none"> • Plants 	<ul style="list-style-type: none"> • Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers. • Follow instructions to complete a simple test individually or in a group.