



# Year 1 Curriculum Map

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

		<ul style="list-style-type: none"> <li>• Understand that they have choices</li> <li>• Know what bullying means</li> <li>• Know who to tell if they or someone else is being bullied or is feeling unhappy</li> <li>• Know that people are unique and that it is OK to be different</li> <li>• Identify what is bullying and what isn't</li> <li>• Understand how being bullied might feel</li> <li>• Recognise ways in which they are the same as their friends and ways they are different</li> </ul>
<b>RE</b>	<ul style="list-style-type: none"> <li>• Christian creation story</li> <li>• Christmas</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and retell the Christian creation story</li> <li>• Remember some of the Christmas story</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• Seasonal changes</li> <li>• Everyday materials</li> </ul>	<ul style="list-style-type: none"> <li>• The name and order of the four seasons: spring, summer, autumn and winter.</li> <li>• That it is unsafe to look directly at the Sun.</li> <li>• The weather associated with the four seasons and how it changes (in the UK).</li> <li>• That day length varies across the four seasons, with fewer daylight hours in the winter and more in the summer.</li> <li>• Objects are items or things.</li> <li>• A material is what an object is made from.</li> <li>• A variety of everyday materials, including wood, plastic, glass, metal, water and rock.</li> <li>• Property refers to how a material can be described.</li> <li>• Materials can be grouped based on their physical properties.</li> </ul>

<b>Spring Term</b>		
<b>Subject</b>	<b>Area of Learning</b>	<b>Key knowledge</b>
<b>Art</b>	<ul style="list-style-type: none"> <li>• Sculpture</li> </ul>	<ul style="list-style-type: none"> <li>• Roll, carve, make marks on and knead malleable materials – dough, plasticine and use them to make objects for a purpose.</li> </ul>
<b>Computing</b>	<ul style="list-style-type: none"> <li>• Multimedia - MS Word and Paint</li> <li>• Programming - Bee-bots</li> </ul>	<ul style="list-style-type: none"> <li>• Use the paint, line, shape, brush size, colour and fill tools to create a picture</li> <li>• Type text on a computer using letter, number and space keys</li> <li>• Predict, match a command to an outcome and run a sequence of up to four commands on a device</li> <li>• Debug a simple program</li> </ul>
<b>Design Technology</b>	<ul style="list-style-type: none"> <li>• Smoothies – Food and Nutrition</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the difference between fruits and vegetables.</li> <li>• To know that a fruit has seeds and a vegetable does not.</li> <li>• To know that vegetables can grow either above or below ground.</li> </ul>

<b>Geography</b>	<ul style="list-style-type: none"> <li>Human and physical geography</li> </ul>	<ul style="list-style-type: none"> <li>Use basic geographical vocab to refer to key human features, including: city, town, village.</li> <li>Use basic geographical vocab to refer to key physical features including: beach, coast, forest, mountain, sea, river</li> </ul>
<b>History</b>	<ul style="list-style-type: none"> <li>The Great Fire of London</li> </ul>	<ul style="list-style-type: none"> <li>Know that the Great Fire of London started in 1666.</li> <li>Know that Samuel Pepys wrote about the fire in his diary.</li> <li>Find answers to simple questions about the past from sources of information e.g. artefacts</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>Sound patterns</li> <li>Pitch</li> </ul>	<ul style="list-style-type: none"> <li>To know that sections of music can be described as loud, quiet or silent.</li> <li>To know that dynamics means how loud or soft a sound is.</li> <li>To know that pitch means how high or low a sound is.</li> <li>To know that in pictorial representations higher sounds are further up the page and lower sounds are further down.</li> </ul>
<b>PE</b>	<ul style="list-style-type: none"> <li>Dance</li> <li>Games</li> </ul>	<p>(By the end of the school year)</p> <ul style="list-style-type: none"> <li>Know how the body feels before, during and after exercise.</li> <li>How to carry and place equipment safely.</li> <li>How to perform using a range of actions and body parts with some coordination.</li> <li>How to perform learnt skills with some control.</li> <li>To watch and describe performances.</li> <li>To begin to say how they could improve.</li> </ul>
<b>PSHE</b>	<ul style="list-style-type: none"> <li>Dreams and goals</li> <li>Healthy me</li> </ul>	<ul style="list-style-type: none"> <li>Know how to set simple goals</li> <li>Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them</li> <li>Know when a goal has been achieved</li> <li>Recognise things that they do well</li> <li>Explain how they learn best</li> <li>Recognise their own feelings when faced with a challenge/obstacle</li> <li>Know how to make healthy lifestyle choices</li> <li>Know that all household products, including medicines, can be harmful if not used properly</li> <li>Know how to keep safe when crossing the road</li> <li>Recognise how being healthy helps them to feel happy</li> <li>Recognise ways to look after themselves if they feel poorly</li> <li>Recognise when they feel frightened and know how to ask for help</li> </ul>
<b>RE</b>	<ul style="list-style-type: none"> <li>Jesus as a friend</li> <li>Easter – Palm Sunday</li> </ul>	<ul style="list-style-type: none"> <li>Explain that Jesus is special to Christians.</li> <li>Recall the events of Palm Sunday</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>Sensitive bodies</li> <li>Comparing animals</li> </ul>	<ul style="list-style-type: none"> <li>The key parts of the human body (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth and teeth).</li> <li>The five main senses: sight, smell, hearing, taste and touch.</li> </ul>

		<ul style="list-style-type: none"> <li>The skin is used for touch, the tongue is used for taste, the nose is used for smell, the eyes are used for sight and the ears are used for hearing.</li> <li>A variety of common animals (including fish, amphibians, reptiles, birds and mammals).</li> <li>The main body parts of common animals (arms, legs, wings, tails, fins, head, trunk, horns, tusks and shell).</li> <li>A carnivore is an animal that eats other animals and to give some examples.</li> <li>An herbivore is an animal that eats only plants and to give some examples.</li> <li>An omnivore is an animal that eats both animals and plants and to give some examples.</li> </ul>
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## Summer Term

Subject	Area of Learning	Key knowledge
<b>Art</b>	<ul style="list-style-type: none"> <li>Georges Seurat - Using colour</li> </ul>	<ul style="list-style-type: none"> <li>Use a sketchbook to collect ideas.</li> <li>Mix primary colours to make secondary colours.</li> <li>The name, nationality, style and famous works of Georges Seurat</li> </ul>
<b>Computing</b>	<ul style="list-style-type: none"> <li>Programming – Scratch Jnr</li> </ul>	<ul style="list-style-type: none"> <li>Use the start block, commands and run to move a sprite</li> </ul>
<b>Design Technology</b>	<ul style="list-style-type: none"> <li>Windmills - Structures</li> </ul>	<ul style="list-style-type: none"> <li>To understand that the shape of materials can be changed to improve the strength and stiffness of structures.</li> </ul>
<b>Geography</b>	<ul style="list-style-type: none"> <li>Fieldwork and comparing places</li> </ul>	<ul style="list-style-type: none"> <li>Retell what it is like in another country.</li> <li>Use directional language to describe a route or give directions (e.g. next to, behind, near, far, left, right)</li> <li>Note interesting things in the local area.</li> </ul>
<b>History</b>	<ul style="list-style-type: none"> <li>Micklands – Local history</li> </ul>	<ul style="list-style-type: none"> <li>Know some of the ways Micklands has changed over time</li> <li>Recognise the difference between past and present in their own and others lives</li> </ul>
<b>Music</b>	<ul style="list-style-type: none"> <li>Musical symbols</li> </ul>	<ul style="list-style-type: none"> <li>To be able to recognise and name the following instruments: claves, drum, tambourine and egg shaker.</li> <li>To know that notation is read from left to right.</li> </ul>
<b>PE</b>	<ul style="list-style-type: none"> <li>Gymnastics</li> <li>Dance</li> <li>Athletics</li> </ul>	<p>(By the end of the school year)</p> <ul style="list-style-type: none"> <li>Know how the body feels before, during and after exercise.</li> <li>How to carry and place equipment safely.</li> <li>How to perform using a range of actions and body parts with some coordination.</li> <li>How to perform learnt skills with some control.</li> <li>To watch and describe performances.</li> </ul>

		<ul style="list-style-type: none"> <li>To begin to say how they could improve.</li> </ul>
<b>PSHE</b>	<ul style="list-style-type: none"> <li>Relationships</li> <li>Changing me</li> </ul>	<ul style="list-style-type: none"> <li>Know that everyone's family is different</li> <li>Know how to make a friend</li> <li>Know who to ask for help in the school community</li> <li>Can express how it feels to be part of a family and to care for family members</li> <li>Can say what being a good friend means</li> <li>Can say no when they receive a touch they don't like</li> <li>Know the names of male and female private body parts</li> <li>Know that there are correct names for private body parts and nicknames, and when to use them</li> <li>Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these</li> <li>Understand and accept that change is a natural part of getting older</li> <li>Can suggest ways to manage change, e.g. moving to a new class</li> <li>Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)</li> </ul>
<b>RE</b>	<ul style="list-style-type: none"> <li>Shabbat</li> <li>Hanukkah</li> </ul>	<ul style="list-style-type: none"> <li>Understand the fundamentals of Judaism – that Jewish people believe in one God, worship in a synagogue and have special celebrations (Shabbat and Hanukkah)</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>Introduction to plants</li> <li>Investigating science through stories</li> </ul>	<ul style="list-style-type: none"> <li>A variety of common plants and how they differ.</li> <li>That deciduous trees lose their leaves seasonally but evergreen trees do not.</li> <li>The basic structure, including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk, branches and stem, of a variety of common plants, including flowering plants and trees.</li> <li>To begin to understand how plants grow and change over time.</li> </ul>