



# Year 1 Curriculum Map

Autumn Term		
Subject	Area of Learning	Key learning
Art	<ul style="list-style-type: none"><li>Shapes and Colour with Paul Klee</li></ul>	<ul style="list-style-type: none"><li>Light and dark lines, manipulating malleable materials, using a sketchbook, mixing primary colours</li></ul>
Computing	<ul style="list-style-type: none"><li>Introduction to Online Safety</li><li>Technology All Around Us</li></ul>	<ul style="list-style-type: none"><li>Understand how to stay safe and kind online</li><li>Recognise digital and non-digital technology</li></ul>
Design Technology	<ul style="list-style-type: none"><li>Puppets - Textiles</li></ul>	<ul style="list-style-type: none"><li>Develop basic cutting, joining and shaping skills.</li></ul>
Geography	<ul style="list-style-type: none"><li>Where We Live and What the Weather's Like</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 Toys</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 (My favourite things)</li><li>Sound patterns (Fairytale)</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><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>
PE	<ul style="list-style-type: none"><li>Dance (Unit 1)</li><li>Attack Defend Shoot (Unit 1)</li><li>Gymnastics (Unit 1)</li><li>Send and Return (Unit 1)</li></ul>	<ul style="list-style-type: none"><li>Respond to a range of stimuli and types of music. Explore space, direction, elevation, mirroring and partner work. Explore a narrative through a short, structured dance.</li><li>Practice basic movements, including running, jumping, etc. and begin to engage in competitive activities. Experience opportunities to improve ABCs.</li><li>Use simple gymnastics actions and shapes. Apply basic strength to gymnastic actions. Begin to carry apparatus. Recognise like actions and link them.</li><li>Able to send an object with increased confidence using hand or bat. Move towards a moving ball to return. Sending and returning a variety of balls.</li></ul>
PSHE	<ul style="list-style-type: none"><li>Being me in my world</li></ul>	<ul style="list-style-type: none"><li>Understand their own rights and responsibilities with their classroom</li></ul>

	<ul style="list-style-type: none"> <li>Celebrating difference</li> </ul>	<ul style="list-style-type: none"> <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> <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>How did the world begin?</li> <li>What do some people believe God looks like?</li> </ul>	<ul style="list-style-type: none"> <li>Discuss ideas about how natural things were created.</li> <li>Recall the key elements of the Jewish and Christian creation story in the correct order.</li> <li>Understand that some Christian and Jewish people believe the story explains how the world was created.</li> <li>Correctly order the key events of a Hindu creation story.</li> <li>Make some links between the Hindu creation story and the Christian and Jewish creation story.</li> <li>Choose appropriate adjectives and adjectival phrases from a selection to describe what people might think about God.</li> <li>Recognise that Humanists use evidence to understand how the world began.</li> <li>Recognise that different people have different beliefs about God's form and appearance.</li> <li>Explain how art can be used to express feelings towards God.</li> <li>Recognise that some Hindu people believe God has many forms.</li> <li>Recognise and explain how Christian, Muslim and Hindu people refer to God.</li> <li>Explain why people use different names for God and show respect for the different names for God across religions.</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>

## Spring Term

Subject	Area of Learning	Key learning
<b>Art</b>	<ul style="list-style-type: none"> <li>Working with Sculpture</li> </ul>	<ul style="list-style-type: none"> <li>Children use a range of techniques (e.g. rolling, kneading, mark-making).</li> </ul>
<b>Computing</b>	<ul style="list-style-type: none"> <li>Create with Computers</li> <li>Programming a Robot</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>Exploring Places and Features</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>Pitch (Superheroes)</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 (Unit 2)</li> <li>Gymnastics (Unit 2)</li> <li>Hit Catch Run (Unit 1)</li> </ul>	<ul style="list-style-type: none"> <li>Able to build simple movement patterns from given actions. Compose and link actions to make simple movement phrases.</li> <li>To show a range of recognised point balances. To introduce turn, twist, rock, and roll and to link these. To perform unison simple canon and unison techniques.</li> <li>Able to hit balls with hand or bat. Track and retrieve a rolling ball. Throw and catch a variety of balls and objects.</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> </ul>

		<ul style="list-style-type: none"> <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>• What is God's job?</li> <li>• Why should we care for the world?</li> </ul>	<ul style="list-style-type: none"> <li>• Share their interpretations of what different names for God tell people about what God does.</li> <li>• Discuss opinions about belief about what God does while respecting others' views.</li> <li>• Recognise that for many Jewish people, God is believed to have a special relationship with them and explore stories to understand this relationship.</li> <li>• Discuss why stories about miracles performed by Jesus are important to people who follow the Christian worldview.</li> <li>• Recognise that for some Hindus, God has many forms that help people understand what God does and explore stories to learn about these forms.</li> <li>• Make thoughtful observations about how this belief influences moral choices in daily life.</li> <li>• Explain different beliefs about who owns the world.</li> <li>• Recognise the belief that humans were created last for a reason.</li> <li>• Recognise why only humans can care for the world.</li> <li>• Identify the belief that God created humans as stewards over nature through scripture.</li> <li>• Recognise what some stories about Muhammad tell us about looking after the world.</li> <li>• Express why stewardship is important to some Muslim people.</li> <li>• Identify reasons why it is important to care for the world.</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> <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>

# Summer Term

Subject	Area of Learning	Key learning
Art	<ul style="list-style-type: none"> <li>Exploring Pointillism with George Seurat</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>
Computing	<ul style="list-style-type: none"> <li>Create a Moving Story</li> </ul>	<ul style="list-style-type: none"> <li>Use the start block, commands and run to move a sprite</li> </ul>
Design Technology	<ul style="list-style-type: none"> <li>Constructing a Windmill (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>
Geography	<ul style="list-style-type: none"> <li>Exploring Our Local Area and the World Beyond</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>
History	<ul style="list-style-type: none"> <li>Our School in the Past</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>
Music	<ul style="list-style-type: none"> <li>Musical symbols (Under the Sea)</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>
PE	<ul style="list-style-type: none"> <li>OAA</li> <li>Hit Catch Run (Unit 2)</li> <li>Run Jump Throw (Unit 1)</li> </ul>	<ul style="list-style-type: none"> <li>Use thinking skills to follow multi-step instructions. Solve more challenging problems as an individual. Comprehend that one thing can represent another. Take part in activities with increasing challenge to build confidence.</li> <li>Develop sending and receiving skills to benefit fielding as a team. Distinguish between the roles of batters and fielders. Introduce the concept of simple tactics.</li> <li>Begin to link running and jumping. Learn and refine a range of running. Develop throwing techniques to throw over longer distances.</li> </ul>
PSHE	<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> </ul>

		<ul style="list-style-type: none"> <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>• How do we know that new babies are special?</li> <li>• Why should we care for others?</li> </ul>	<ul style="list-style-type: none"> <li>• Suggest reasons why people might celebrate a new baby.</li> <li>• Describe why some Muslim people welcome a new baby with Adhan.</li> <li>• Recognise the key parts of Aqiqah and why these are important to some Muslim people.</li> <li>• Identify the important parts of Jatakarma and why these are important to some Hindu people.</li> <li>• Identify what a promise means in a Christian baptism.</li> <li>• Describe what happens at religious and Humanist baby naming ceremonies.</li> <li>• Describe some reasons why people choose to care for people other than it being their job.</li> <li>• Identify why Muslim people might believe Zakat is important guidance for caring for others.</li> <li>• Identify that Tzedakah is a way of caring for others.</li> <li>• Recognise ways of caring that take more effort and receive less thanks.</li> <li>• Identify ways of caring for others in Bible stories.</li> <li>• Recognise some reasons why Humanist people might believe it is important to care for others.</li> <li>• Look for similarities between people's beliefs about caring for others.</li> <li>• Explain how people use their skills to care for others while being inspired by their beliefs.</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> <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>