



CURRICULUM MAP

YEAR 1

Autumn	Spring	Summer
<b>All About Me</b> <b>Where I Live</b> <b>What's the Weather?</b>	<b>Fairy Tales</b> <b>Toy Story</b> <b>Spring</b>	<b>Pond Life</b> <b>How Does Your Garden Grow?</b>
<b>Science</b>		
<p><b>Scientific skills</b>  <i>A significant part of seasonal changes is 'Observing changes over time'. As a class, building a collection of pictures of the same location in the school grounds over the course of the year would be great. It's also revisited in the summer term... During the 'Animals including humans' work, take a series of pictures of children over the year. Children need to ask lots of simple questions. Observing closely using simple equipment (eg lenses) is important, whereas measuring accurately is not. They can gather and record data to help in answering their questions, along with performing simple tests. They can then use this to suggest answers to their questions, however recording using scientific language, labelled diagrams etc is to be avoided. Children should classify and find a variety of ways to group objects, considering their properties and also look for patterns.</i></p>		
<p style="text-align: center;"><b><u>Autumn 1 - All About Me</u></b></p> <p><b>How am I special?</b>  <b>What are the main body parts called?</b>            What do I know about dolphins or sharks?            What are the parts of my body called?            Which part of my body is for which sense?            What are the common animal groups?            How can I compare animals' bodies?</p> <p><b>How can we use our bodies?</b>            Do the people with the biggest hands throw the furthest or do the people with the biggest hands pick up the most sweets?</p> <p style="text-align: center;"><b><u>Autumn 2- What's the Weather?</u></b></p> <p><b>How are the seasons different?</b>            What clothes do we wear in different weather and why?            How do trees change throughout the year?            How does the sun help us to tell the time of the day?</p> <p><b>What is it like in autumn?</b>            How are trees different in the autumn?</p>	<p style="text-align: center;"><b><u>Spring 1 - Fairy Tales / Toy Story</u></b></p> <p><b>What are houses made from?</b>  <b>What are toys made from?</b>            What are the differences between these materials?            How can I sort these different materials?  <i>Loads of sorting, classifying and giving reasons for choices.</i></p> <p style="text-align: center;"><b><u>Spring 2 - Spring</u></b></p> <p><b>How are the seasons different?</b>            What clothes do we wear in different weather and why?            How do trees change throughout the year?</p>	<p style="text-align: center;"><b><u>Summer 1 - Pond Life</u></b></p> <p><b>What lives in our pond?</b>            How do tadpoles change?            What is growing in the pond?  <i>More observing. The growing question refers to plants – possibly some of these have been met in Spr1 – and gives an opportunity to revisit parts of a plant etc.</i></p> <p style="text-align: center;"><b><u>Summer 1 - How Does Your Garden Grow?</u></b></p> <p><b>What are the parts of a plant?</b>            Which plants can I find?            Which parts of a plant can I name?</p> <p><b>How are the seasons different?</b>            How do we record the weather?            How can I stay safe in the sun?            Why are clothes different in the summer?            How do trees change throughout the year?  <i>Links back to work in autumn term. Any photos taken this term would be useful in the following autumn term.</i></p>



History		
<p><b>Autumn subject foci:</b> <b>Science and Geography</b></p>	<p><b><u>Spring 2 - Toy Story</u></b>  <b>How have toys changed?</b>            How can we tell the difference between new and old toys?            Can I use historical vocabulary?            Can I ask questions to find out about the past?            What are toys made from now and then?  <b>What toys are popular from different times?</b>            Why?            What is a timeline?            How have toys changed?  <b>What was important about the Baby Nancy doll?</b>            Why is/was she important?</p>	<p><b>Summer subject foci:</b> <b>Science and Geography</b></p>
Geography		
<p><b><u>Autumn 1 - What's the Weather?</u></b>  <b>What is weather?</b>            What clothes do we wear in different weather and why?            Is the weather always the same?            Is the weather the same everywhere we go?</p> <p><b><u>Autumn 2 - Where I Live</u></b>  <b>How do I use a map?</b>            What is a key on a map?            Can I mark features on a map?            Can I use compass directions to describe position?  <i>Introduce key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</i></p>		
Computing		
<p><b><u>Autumn 1 - All About Me</u></b>  <b>How can I stay safe online?</b>            What is esafety?            How do I use the internet safely?  <b>How can I use a computer confidently?</b>            How can I control an on screen mouse?            What is a word processor?            Can I use a word processor?            How do I copy and paste?  <b>Can I use technology to create art?</b>            How do I draw shapes and lines accurately using a mouse?</p> <p><b><u>Autumn 2 - Where I Live</u></b>  <b>How can I use technology</b></p>	<p><b><u>Spring 1 - Fairy Tales</u></b>  <b>Can I use the internet safely?</b>            How can I find and use pictures on the web?            What risks are there online?            How can I present information effectively?  <b>Can I use online maps?</b>            How can I find my school online?            Can I locate my home using online maps?            How do I plot a journey using online maps?</p> <p><b><u>Spring 2 - Toy Story</u></b>  <b>How can I use a computer independently?</b></p>	<p><b><u>Summer 1 - Pond Life</u></b>  <b>Can I code a program?</b>            Can I create a set of instructions?            What is an algorithm?            How can I work around a problem?            What is debugging?            What is digital citizenship?</p> <p><b><u>Summer 2 - How Does Your Garden Grow? / Weather</u></b>  <b>Can I develop simple algorithms?</b>            How can I find information safely?            What are loops?            How can I include loops in instructions?            Can I code loops to create art?</p>



<p><b>confidently?</b>          How can I change a font?          How can I accurately control the mouse?          How do I take photographs using tablets?          How do I copy and paste a photograph?</p>	<p>How do I find an app on a computer?          How can I change the size, style and colour of fonts?          Can I organise my work logically?          Can I present information?</p>	<p>What are events when programming?</p>
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<p><b><u>Autumn 1 - Special People, Special Me</u></b>  <b>What makes me special?</b>          What are the qualities of a special person?          Who is special to me?          How can we make people feel special?          Who do Christians believe is special to them?          Who do Hindus believe is special to them?</p> <p><b><u>Autumn 2 - Special Words and Stories</u></b>  <b>Why are different books special for different people?</b>          What stories are special to me?          What are the special books in different religions?          Why is the Bible a special book to Christians?          What does the Christmas story tell us about the special qualities of Jesus?          How do Christians celebrate Christmas?  <i>How can I show the journey leading to the birth of Jesus?</i></p>	<p><b><u>Spring 1 - Special Places</u></b>  <b>Why are places special for different people?</b>          What places are special to me?          What makes our homes special?          Why is our school a special place?          Why is the home a special place in different religions?          Why is a Church a special place for Christians?</p> <p><b><u>Spring 2 - Special Things in Nature</u></b>  <b>Why does a creator want their creation looked after?</b>          If God is a creator what rules might he give for looking after the world?          If everyone followed the rules what difference would that make to the world?          What stories of Jesus and Christian hymns help us to think about the beauty of the natural world?          How are symbols from the natural world associated with Easter?</p>	<p><b><u>Summer 1 - Special Symbols and Objects</u></b>  <b>What is special to me?</b>          What special things do I have in my home?          Why is an object special to me?          What special objects are there in Christianity?          How are the special objects used in the daily life of a Christian?</p> <p><b><u>Summer 2 - Special Ways of Living</u></b>  <b>How does my day compare to that of a person following a religion?</b>          What might the day in life of a Christian look like?          How do Buddhists try to live their lives?          How do Sikhs follow the teachings of the Gurus in daily life?          How does my day compare to that of a person following a religion?</p>
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**Life Skills**

<p><b><u>Autumn 1 – Beginning and Belonging</u></b>  <b>How can I be safe and happy in new situations?</b></p> <ol style="list-style-type: none"> <li>Which school/classroom rules are about helping people to feel safe? (Personal Safety unit)</li> <li>What can I do to help make the school and classroom a safer and fairer place?</li> <li>How can I get to know other children in my class?</li> <li>How do I feel when I am doing something new?</li> <li>How can I make someone feel welcome in class?</li> <li>What helps me manage in new situations?</li> <li>Who can help me at home and at</li> </ol>	<p><b><u>Spring 1 – Family and Friends</u></b>  <b>What is a good friend and how can I be one?</b></p> <ol style="list-style-type: none"> <li>Can I describe what a good friend is and does and how it feels to be friends?</li> <li>Why is telling the truth important?</li> <li>What skills do I need to choose, make and develop friendships?</li> <li>How might friendships go wrong and how does it feel? How can I try to mend friendships if they become difficult?</li> <li>What is my personal space and how do I talk to people about it?</li> <li>Who are my family and my special people, why are they special and how do we care for each other?</li> </ol>	<p><b><u>Summer 1 – Managing Safety and Risk</u></b>  <b>How can I keep myself safe?</b></p> <ol style="list-style-type: none"> <li>What are risky situations and how might they make me feel?</li> <li>What is my name, address and phone number and when might I need to give them?</li> <li>What is an emergency and who can help?</li> <li>What are the risks for me when walking near the road and how can I stay safer?</li> <li>What are the benefits and risks for me in the sun and how can I stay safer?</li> <li>What do I enjoy when I'm near water and how can I stay safer?</li> <li>What are the risks for me if I am</li> </ol>
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<p>school?</p> <p><b>Autumn 2 – My Emotions</b>  <b>How can I talk about myself and how I feel?</b></p> <ol style="list-style-type: none"> <li>1. What am I good at and what is special about me?</li> <li>2. How can I stand up for myself?</li> <li>3. Can I identify different feelings and tell others how I feel? (Personal Safety unit)</li> <li>4. How do my feelings and actions affect others?</li> </ol> <p><b>Anti-Bullying Day</b></p> <ol style="list-style-type: none"> <li>1. Why might people fall out with their friends?</li> <li>2. Why is bullying never acceptable or respectful?</li> <li>3. Who can I talk to if I have worries about friendship difficulties or bullying?</li> <li>4. Do I know what to do if I think someone is being bullied?</li> <li>5. What does my school do to stop bullying?</li> </ol>	<p><b>Spring 2 – Working Together</b>  <b>How can I work well in a group?</b></p> <ol style="list-style-type: none"> <li>1. What am I and other people good at? What new skills would I like to develop?</li> <li>2. How can I listen well to other people?</li> <li>3. How are my skills useful in a group?</li> <li>4. Why is it important to take turns?</li> <li>5. How can I negotiate to sort out disagreements?</li> <li>6. What is a useful evaluation?</li> </ol>	<p>lost and how can I get help?</p> <ol style="list-style-type: none"> <li>8. How can I help to stop simple accidents from happening and how can I help if there is an accident?</li> </ol> <p><b>Summer 2 – RSE/Managing Change</b>  <b>What can my body do?</b></p> <ol style="list-style-type: none"> <li>1. What are the names of the main parts of the body? (Including agreed names for sexual parts – not to be put on a sticker!)</li> <li>2. What can my amazing body do?</li> <li>3. When am I in charge of my actions and my body?</li> <li>4. How can I keep my body clean?</li> <li>5. How can I avoid spreading common illnesses and diseases?</li> </ol> <p><b>How am I changing?</b></p> <ol style="list-style-type: none"> <li>6. How are my achievements, skills and responsibilities changing and what else might change?</li> <li>7. How might people feel during times of loss and change?</li> <li>8. How might people feel when they lose a special possession?</li> </ol>
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**Art**

<p><b>How do I sketch with pencil?</b>  How do I hold a pencil for drawing?  How does pressing harder change my shading?</p> <p><b>Can I sketch with pencil?</b>  Can I create a range of marks and patterns?</p> <p><b>How do I draw a face?</b>  Can I draw a face shape?  How do I draw features of a face in the correct places?</p>	<p><b>Can I investigate colour?</b>  Can I name simple colours?  Can I use colours in descriptions?</p> <p><b>Can I use colour for effect?</b>  How can I mix colours?  Can I create colours for effect?</p>	<p><b>How do I create a collage?</b>  Can I use different materials to create artwork?  How can I use texture to create a collage?</p> <p><b>Can I create a collage? (linked to Handa’s Surprise)</b>  How do I use collage to create a landscape?</p>
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**Design Technology**

<p><b>Autumn 1 - All About Me</b>  <b>How do I make a picture from art straws?</b>  <i>(Skeleton pictures)</i>  How can I use scissors safely?  Can I glue neatly?</p> <p><b>Fruit and vegetable tasting</b>  How can I group food products?  Which foods are healthy?  Can I cut fruit safely?  Where do fruit and vegetables come from?</p>	<p><b>Spring 1 - Fairy Tales</b>  <b>How can I build a strong house?</b>  <i>(Build houses for 3 little pigs)</i>  Can I build and strengthen a structure using Lego?  How can I strengthen a structure?  Can I use a template to mark where to cut?  Which products help me stick things together best?  Which material will make the strongest structure?  Can I design and label a structure to be built?  What was good and what needs to be improved to make the structure</p>	<p><b>Summer 2 How Does Your Garden Grow?</b>  <b>How can I make a puppet from a range of materials?</b>  Can I design a product that is appealing?  Which materials can I use to create an attractive 3D product?  Can I cut around a template?  Can I combine a range of textures in a product?</p>
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	stronger?  <b>Spring 2 - Toy Story</b> <b>What materials are used to make toys?</b> How can I describe the materials used to make a product?	
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**Physical Education**

<p><b>Autumn 1 - Games/Dance</b> Participate in team games, developing tactics for attack and defence. Perform simple movement patterns.</p> <p><b>Key Skills - Invasion Games</b> Develop dribbling with feet, hands and hockey stick. Develop passing to a teammate with feet. Throw a ball underarm. Move into space and show an awareness of defenders. Marking and dodging defenders.</p> <p><b>Key Skills - Dance</b> Explore travelling actions and movement patterns, remember and repeat them. Use counts of 8 to move in time with music. Respond imaginatively to a stimulus. Use expression to show a feeling. Move confidently and safely around others. Show changes in shape and level.</p> <p><b>Autumn 2 - Fitness/ Gymnastics/Balanceability</b> Master basic movements e.g. running, throwing, catching Develop balance and co-ordination Perform simple movement patterns.</p> <p><b>Key Skills - Fitness</b> Develop stamina and the ability to run for longer periods. Develop coordination through hula hoop skills, long rope skipping and individual skipping. Take part in a circuit to develop stamina, agility and co-ordination. Complete exercises using own body weight (yoga warm-ups). Develop 'ABC' agility, balance and coordination.</p> <p><b>Key Skills - Gymnastics</b> Explore travelling movements using the space around them. Learn and perform gymnastic shapes</p>	<p><b>Spring 1 - Multi-skills/Ball Skills</b> Master basic movements e.g. running, throwing, catching, hand/eye coordination. Develop balance and co-ordination</p> <p><b>Key Skills - Multi-skills</b> Develop balancing and moving with control and stability while stopping and landing safely. Explore running with control at different speeds whilst changing direction and dodging. To jump, hop and skip. Develop coordination through French skipping. Develop skipping with an individual rope. Apply multi skills to a variety of challenges.</p> <p><b>Key Skills - Ball Skills</b> Explore different ball skills (rolling, throwing, catching, kicking, controlling). Roll a ball to hit a target. Use co-ordination to be able to stop a rolling ball. Use technique and control when dribbling and kicking a ball with feet or hands or throwing and catching.</p> <p><b>Spring 2 - Yoga/Gymnastics</b> Master basic movements e.g. running, throwing, catching, hand/eye coordination. Perform simple movement patterns.</p> <p><b>Key Skills - Yoga</b> Develop controlled movement and flexibility. Understand what yoga is. Show strength, balance, control and co-ordination in copying yoga poses. Show control and technique in pair yoga. Show control in an Arctic flow. Copy and repeat a Summer flow showing control and coordination. Copy a yoga flow, changing my breath to match the poses.</p>	<p><b>Summer 1 - Athletics/Net and Wall</b> Participate in team games, developing tactics for attack and defence. Master basic movements e.g. running, jumping</p> <p><b>Key Skills - Athletics</b> Develop co-ordination and technique when running and changing direction. Develop technique when jumping for distance and height. Use balance and rhythm when travelling over obstacles. Use co-ordination and technique when throwing and pushing objects. Use skills learnt when competing in athletics events.</p> <p><b>Key Skills - Net and Wall</b> Defend space by using the ready position. Throw accurately at a target Use control when handling a racket and ball. Send a ball using a racket. Play against an opponent over a bench or net.</p> <p><b>Summer 2 - Athletics/Dance</b> Master basic movements e.g. running, jumping Perform simple movement patterns. Develop balance and co-ordination</p> <p><b>Key Skills - Athletics</b> Develop co-ordination and technique when running and changing direction. Develop technique when jumping for distance and height. Use balance and rhythm when travelling over obstacles. Use co-ordination and technique when throwing and pushing objects. Develop technique to throw accurately. Use skills learnt when competing in athletics events.</p> <p><b>Key Skills- Dance</b> Explore travelling actions and movement patterns, remember and</p>
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<p>and jumps with technique and control. Develop balance and control when performing balances. Develop technique and control in the pencil, log, straight (backward) and forward roll. Build strength and begin to take body weight on hands. Link gymnastic actions to create a sequence.</p>	<p><b>Key Skills - Gymnastics/Apparatus</b> Explore travelling movements using the space around them. Learn and perform gymnastic shapes and jumps with technique and control. Develop balance and control when performing balances. Develop technique and control in the pencil, log, straight (backward) and forward roll. Build strength and begin to take body weight on hands. Link gymnastic actions to create a sequence. Add apparatus to the above skills.</p>	<p>repeat them. Use counts of 8 to move in time with music. Respond imaginatively to a stimulus. Use expression to show a feeling. Move confidently and safely around others. Show changes in shape and level.</p>
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**Music**

<p><b><u>Autumn 1 - All About Me (Vocals)</u></b> <b>How can I use my voice to make music?</b> How does my voice change when I sing? How can I change my voice on purpose when I sing? What does my voice do when rapping? How can I make my rap sound more interesting?</p> <p><b><u>What's the Weather? (Playing Untuned Instruments/Composition)</u></b> <b>How can I use music to create the sound of weather?</b> Which instruments sound like weather? How can I make the sound of different weather with percussion instruments? How can music tell a story?</p> <p><b><u>Autumn 2 - Where I Live (Listening &amp; Appraising/Theory)</u></b> <b>How does we change the way music sounds?</b> What are dynamics? How can we create dynamics? What is pitch? How can we create pitch? What is tempo? How can we create tempo? Can I use dynamics, pitch and tempo to describe music?</p>	<p><b><u>Spring 1&amp;2 - Fairy Tales/Toy Story (Playing Untuned Instruments/Composition)</u></b> <b>How can I tell a story using music?</b> What is programme music? How can we tell the story of Goldilocks with music? Can we improve our music with dynamics? Can I compose programme music? Can I rehearse and perform as part of a group? Can I improve my composition?</p> <p><b><u>Spring 2 - Spring (Playing Tuned Instruments)</u></b> <b>How do I play the recorder?</b> What are tuned and untuned instruments? Can I hold and play the recorder in the correct position? Can I play the note B on the recorder? Can I breathe in the correct places? Can I copy back a rhythm using the note B?</p>	<p><b><u>Summer 1 - Pond Life (Playing Tuned Instruments)</u></b> <b>How do I play the recorder?</b> Can I cover finger holes properly to ensure good sound? Can I play and improvise using the notes A and B? Can I sing, play and improvise using the notes A and B? Can I play semibreves and minims? Can I improvise using what I know about playing the recorder? Can I play the note G? Can I play tunes using B, A and G?</p> <p><b><u>Summer 2 - How Does Your Garden Grow? (Listening &amp; Appraising/Composition)</u></b> <b>Can I use musical elements to create seasonal music?</b> What animal is being represented by music? How is each season represented by music? Can I create my own representation of a season?</p>
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