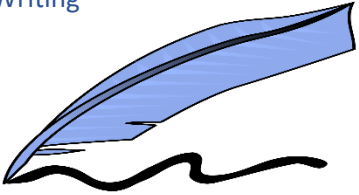





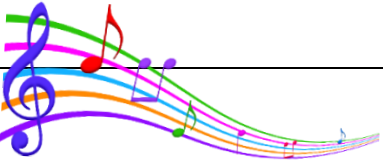


Curriculum Map – Year One


Unit of Study	HT1	HT2	HT3	HT4	HT5	HT6
	Toys		Kings and Queens		The Seaside	
Writing 	Pinocchio – Narrative  Toys From the Past – Non-Fiction, report	Firework Night – Poetry  Seasons – Non-Fiction, information text	The Queen’s Hat – Narrative  On Safari – Travel Journal	The Train Ride – Narrative	When I am by Myself – Poetry	Our Trip to the Woods – Non-fiction
Curriculum Texts: 	<u>Text:</u> Pinocchio Toys and Games Firework Night - Visual Seasons		<u>Text:</u> The Queen’s Hat The Train Ride Media		<u>Text:</u> When I close My eyes	
Maths 	<u>Strands:</u> Place value – within 10 Addition – within 10 Subtraction – within 10 2D & 3d Shape – names and number of sides/faces/edges/vertices  <u>Times tables:</u> Number bonds to 10		<u>Strands:</u> Addition – within 20 Subtraction – within 20 Place Value – within 20 Measurement – length & height Measurement – mass (weight) & volume  <u>Times tables:</u> Number bonds to 20		<u>Strands:</u> Multiplication – count in 2s, 5s, 10s, make arrays, make doubles, recognise and add equal groups Division – make equal groups: grouping, make equal groups: sharing Fractions – recognise and find $\frac{1}{2}$ of an object or shape, recognise and find $\frac{1}{2}$ of a quantity; recognise and find $\frac{1}{4}$ of an object or shape, recognise and find $\frac{1}{4}$ of a quantity Position & Direction Place Value Measurement – money – recognise coins, count in coins Time – days of the week, months of the year, hours, minutes, seconds, tell the time to the hour, tell the time to the half hour	

			<p><u>Times tables:</u> Number bonds to 100</p>	
<p>Science</p> 	<p><u>Everyday Materials</u></p> <ul style="list-style-type: none"> <li>distinguish between an object and the material from which it is made</li> <li>identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>describe the simple physical properties of a variety of everyday materials</li> <li>compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul>	<p><u>Animals Including Humans</u></p> <ul style="list-style-type: none"> <li>identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li> <li>identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li> <li>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul>	<p><u>Plants</u></p> <ul style="list-style-type: none"> <li>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul>	<p><u>Seasonal Changes</u></p> <ul style="list-style-type: none"> <li>observe changes across the four seasons</li> <li>observe and describe weather associated with the seasons and how day length varies.</li> </ul>
<p>Art &amp; Design</p> 	<p><u>Drawing</u> Make your mark</p> <p><b>Generating ideas:</b></p> <ul style="list-style-type: none"> <li>Explore their own ideas using a range of media.</li> </ul> <p><b>Using sketchbooks:</b></p> <ul style="list-style-type: none"> <li>Use sketchbooks to explore ideas.</li> </ul> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</li> <li>Make choices about which materials to use to create an effect.</li> </ul>	<p><u>Sculpture and 3D</u> Paper Play</p> <p><b>Generating ideas:</b></p> <ul style="list-style-type: none"> <li>Explore their own ideas using a range of media.</li> </ul> <p><b>Using sketchbooks:</b></p> <ul style="list-style-type: none"> <li>Use sketchbooks to explore ideas.</li> </ul> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</li> <li>Explore and analyse a wider variety of ways to join and fix materials in place.</li> </ul> <p><b>Evaluating and analysing:</b></p>	<p><u>Painting and Mixed media</u> Colour Splash</p> <p><b>Generating ideas:</b></p> <ul style="list-style-type: none"> <li>Explore their own ideas using a range of media.</li> </ul> <p><b>Using sketchbooks:</b></p> <ul style="list-style-type: none"> <li>Use sketchbooks to explore ideas.</li> </ul> <p><b>Making skills:</b></p> <ul style="list-style-type: none"> <li>Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures.</li> <li>Make choices about which materials to use to create an effect.</li> </ul> <p><b>Evaluating and analysing:</b></p>	

	<ul style="list-style-type: none"> <li>• Develop observational skills to look closely and reflect surface texture.</li> </ul> <p><b>Knowledge of artists:</b></p> <ul style="list-style-type: none"> <li>• Understand how artists choose materials based on their properties in order to achieve certain effects.</li> </ul> <p><b>Evaluating and analysing:</b></p> <ul style="list-style-type: none"> <li>• Describe and compare features of their own and others' artwork.</li> </ul> <p>Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p>	<ul style="list-style-type: none"> <li>• Describe and compare features of their own and others' artwork.</li> <li>• Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and compare features of their own and others' artwork.</li> <li>• Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</li> </ul>			
<p>Design Technology</p> 	<p><u>Mechanisms</u> Wheels and Axels</p> <ul style="list-style-type: none"> <li>• Designing a vehicle that includes wheels, axles and axle holders, which will allow the wheels to move.</li> <li>• Creating clearly labelled drawings that illustrate movement.</li> <li>• Adapting mechanisms.</li> <li>• Testing mechanisms, identifying what stops wheels from turning, knowing that a wheel needs an axle in order to move.</li> </ul>	<p><u>Textiles</u> Puppets</p> <ul style="list-style-type: none"> <li>• Using a template to create a design for a puppet.</li> <li>• Cutting fabric neatly with scissors.</li> <li>• Using joining methods to decorate a puppet.</li> <li>• Sequencing steps for construction.</li> <li>• Reflecting on a finished product, explaining likes and dislikes.</li> </ul>	<p><u>Food</u> Fruit and Vegetables</p> <ul style="list-style-type: none"> <li>• Designing smoothie carton packaging by-hand or on ICT software.</li> <li>• Chopping fruit and vegetables safely to make a smoothie.</li> <li>• Identifying if a food is a fruit or a vegetable.</li> <li>• Learning where and how fruits and vegetables grow.</li> <li>• Tasting and evaluating different food combinations.</li> <li>• Describing appearance, smell and taste.</li> <li>• Suggesting information to be included on packaging</li> </ul>			
<p>Music</p> 	<p><b>Musical Spotlight:</b> My Musical Heartbeat</p>	<p><b>Musical Spotlight:</b> Dance, Sing and Play!</p>	<p><b>Musical Spotlight:</b> Exploring Sounds</p>	<p><b>Musical Spotlight:</b> Learning to Listen</p>	<p><b>Musical Spotlight:</b> Having Fun with Improvisation</p>	<p><b>Musical Spotlight:</b> Let's Perform Together!</p>

	<p><b>Social Question:</b> How Can We Make Friends When We Sing Together?</p> <ul style="list-style-type: none"> <li>• Find and keep a steady beat.</li> <li>• Keep a steady beat when improvising.</li> <li>• Listen carefully and copy back the actions.</li> <li>• Play or clap simple rhythmic patterns using long and short sounds.</li> <li>• Clap four-beat rhythms, creating long and short sounds.</li> <li>• Respond to the</li> </ul>	<p><b>Social Question:</b> How Does Music Tell Stories About the Past?</p> <ul style="list-style-type: none"> <li>• Find and keep a steady beat.</li> <li>• Keep a steady beat when improvising.</li> <li>• Listen carefully and copy back the actions.</li> <li>• Play or clap simple rhythmic patterns using long and short sounds.</li> <li>• Clap four-beat rhythms, creating long and short sounds.</li> <li>• Respond to the questions, thinking about the music.</li> </ul>	<p><b>Social Question:</b> How Does Music Make the World a Better Place?</p> <ul style="list-style-type: none"> <li>• Find and keep a steady beat.</li> <li>• Keep a steady beat when improvising.</li> <li>• Listen carefully and copy back the actions.</li> <li>• Play or clap simple rhythmic patterns using long and short sounds.</li> <li>• Clap four-beat rhythms, creating long and short sounds.</li> <li>• Respond to the questions, thinking</li> </ul>	<p><b>Social Question:</b> How Does Music Help Us to Understand Our Neighbours?</p> <ul style="list-style-type: none"> <li>• Find and keep a steady beat.</li> <li>• Keep a steady beat when improvising.</li> <li>• Listen carefully and copy back the actions.</li> <li>• Play or clap simple rhythmic patterns using long and short sounds.</li> <li>• Clap four-beat rhythms, creating long and short sounds.</li> <li>• Respond to the questions, thinking</li> </ul>	<p><b>Social Question:</b> What Songs Can We Sing to Help Us Through the Day?</p> <ul style="list-style-type: none"> <li>• Find and keep a steady beat.</li> <li>• Keep a steady beat when improvising.</li> <li>• Listen carefully and copy back the actions.</li> <li>• Play or clap simple rhythmic patterns using long and short sounds.</li> <li>• Clap four-beat rhythms, creating long and short sounds.</li> <li>• Respond to the questions, thinking about the music.</li> </ul>	<p><b>Social Question:</b> How Does Music Teach Us About Looking After Our Planet?</p> <ul style="list-style-type: none"> <li>• Find and keep a steady beat.</li> <li>• Keep a steady beat when improvising.</li> <li>• Listen carefully and copy back the actions.</li> <li>• Play or clap simple rhythmic patterns using long and short sounds.</li> <li>• Clap four-beat rhythms, creating long and short sounds.</li> <li>• Respond to the questions, thinking</li> </ul>
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	<p>questions, thinking about the music.</p> <ul style="list-style-type: none"> <li>Respond to different high and low pitches.</li> <li>Improvise using one, two or three notes, using C, D and E.</li> </ul>	<ul style="list-style-type: none"> <li>Respond to different high and low pitches.</li> <li>Improvise using one, two or three notes, using C, D and E.</li> </ul>	<p>about the music.</p> <ul style="list-style-type: none"> <li>Respond to different high and low pitches.</li> <li>Improvise using one, two or three notes, using C, D and E.</li> </ul>	<p>about the music.</p> <ul style="list-style-type: none"> <li>Respond to different high and low pitches.</li> <li>Improvise using one, two or three notes, using C, D and E.</li> </ul>	<ul style="list-style-type: none"> <li>Respond to different high and low pitches.</li> <li>Improvise using one, two or three notes, using C, D and E.</li> </ul>	<p>about the music.</p> <ul style="list-style-type: none"> <li>Respond to different high and low pitches.</li> <li>Improvise using one, two or three notes, using C, D and E.</li> </ul>
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<p>History</p>  	<p><u>Skill: Chronological Understanding</u></p> <ul style="list-style-type: none"> <li>sequence events or objects within living memory in chronological order</li> <li>place known events and objects in chronological order.</li> </ul> <p><u>Historical Enquiry</u></p> <ul style="list-style-type: none"> <li>begin to describe similarities and differences in artefacts</li> <li>sort artefacts “then” and “now”</li> <li>use common words and phrases relating to the passing of time</li> <li>to ask and answer questions related to different sources and objects</li> <li>find answers to simple questions about the past from sources of information</li> <li>use dates to order and place events on a timeline.</li> </ul>	<p><u>Skill: Historical Interpretation</u></p> <ul style="list-style-type: none"> <li>use a range of sources to find out characteristic features of the past</li> <li>describe significant historical events, places, people</li> <li>understand key features of events</li> <li>begin to identify different ways to represent the past</li> </ul> <p><u>Knowledge: The lives of significant individuals in the past who have contributed to national and international achievements.</u></p> <ul style="list-style-type: none"> <li>the impact of significant kings and queens in Britain (Henry VIII, Elizabeth I, Queen Victoria, Elizabeth II,</li> </ul>	<p><u>Skill: Organisation &amp; Communication</u></p> <ul style="list-style-type: none"> <li>create time lines</li> <li>record what has been learnt by drawing and writing</li> <li>use drama/role play to describe events</li> <li>write historical reports</li> <li>speak about how they have found out about the past</li> </ul> <p><u>Knowledge: Changes within living memory</u></p> <ul style="list-style-type: none"> <li>how the seaside has changed throughout the years</li> <li>seaside holidays now and then</li> <li>understand and present historical information on seaside towns</li> <li>seaside attractions now and then</li> <li>what changed the seaside resorts</li> </ul>
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- identify similarities and differences between ways of life in different periods
- Knowledge: Changes within living memory
- the difference between old and modern toys.
  - what materials are used for old/modern toys
  - what toys did our parents/grandparents (and beyond) play with
  - how toys have developed and changed over time

Geography



What is it like here?

- Locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live.
- Make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom.
- Recognise four features in the school grounds using a map.
- Explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey.
- Draw a design to improve three areas of the playground using the results from the survey.

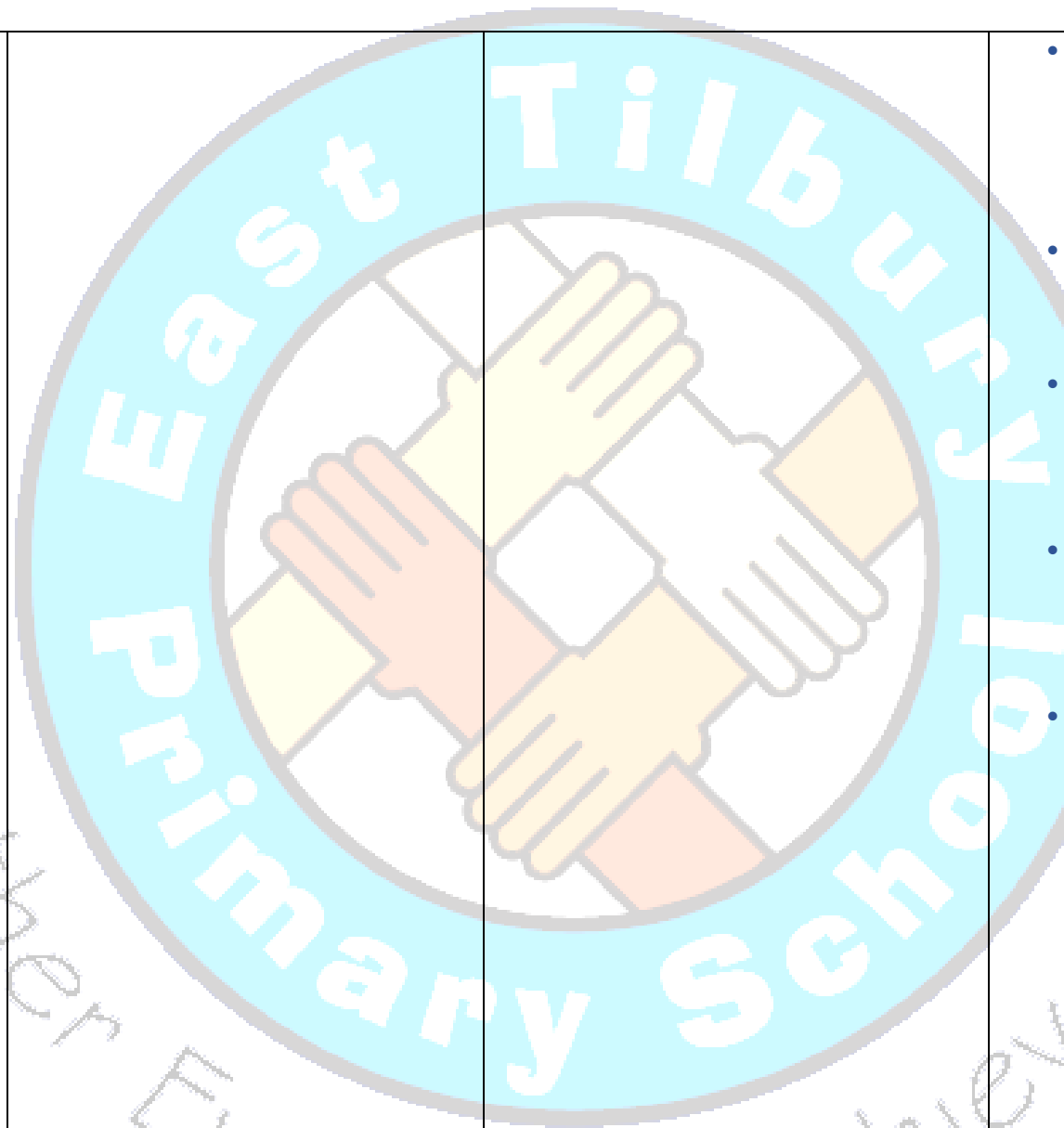
What is the weather like here?

- Name and locate the four countries on a map of the UK.
- Identify the country they live in.
- Identify the four seasons.
- Describe some seasonal changes.
- Identify the four compass directions.

What is it like to be by the coast?

- Name and locate the seas and oceans surrounding the UK in an atlas.
- Label these on a map of the UK.
- Describe the location of the seas and oceans surrounding the UK using compass points.

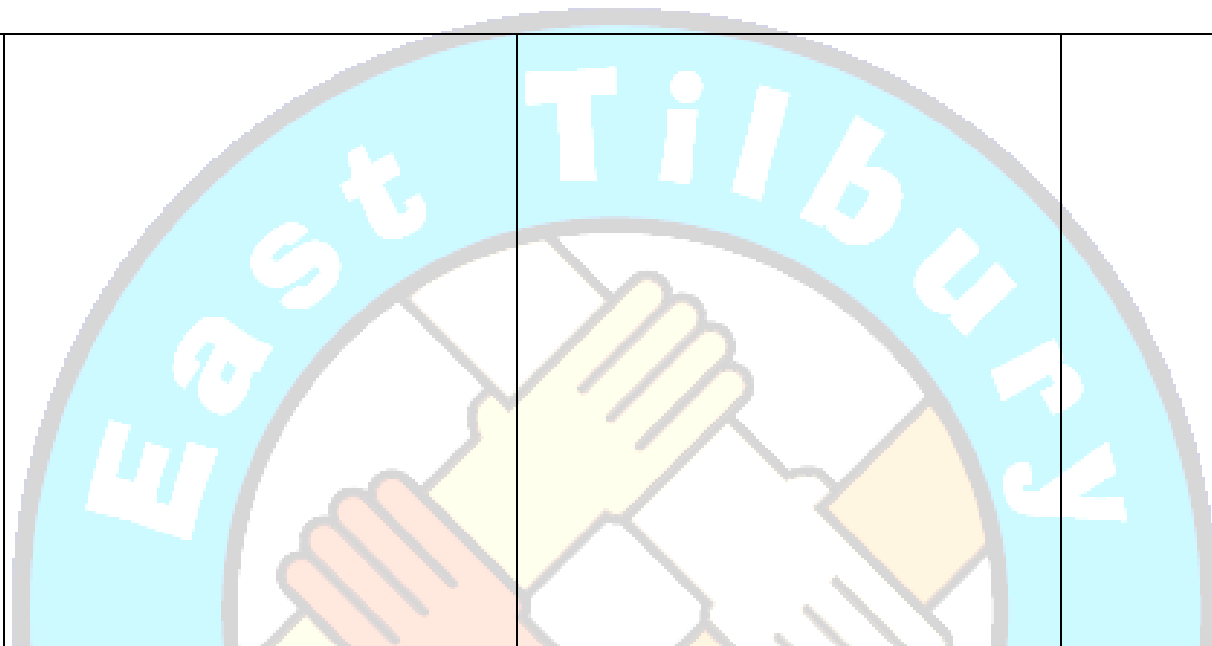
Together



Everyone Achieves More

- Use the compass directions to describe the location of features.
- Observe and describe daily weather patterns.
- Begin to locate the four capital cities of the UK.
- Explain what the weather is like during each season in the UK.
- Suggest appropriate clothing and activities for each season.

- Define what the coast is.
- Locate coasts in the UK.
- Name some of the physical features of coasts.
- Explain the location of UK coasts using the four compass directions.
- Name features of coasts and label these on a photograph.
- Identify human features in a coastal town.
- Describe how people use the coast.
- Follow a prepared route on a map.

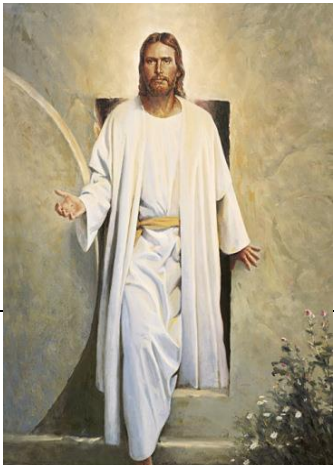


						<ul style="list-style-type: none"> <li>• Identify human features on the local coast.</li> <li>• Record data using a tally chart.</li> <li>• Represent data in a pictogram.</li> <li>• Describe how the local coast has been used.</li> </ul>
	<p><u>Computing systems and networks – Technology around us</u></p> <ul style="list-style-type: none"> <li>• To identify technology</li> <li>• To identify a computer and its main parts</li> <li>• To use a mouse in different ways</li> <li>• To use a keyboard to type on a computer</li> </ul>	<p><u>Creating media – Digital painting</u></p> <ul style="list-style-type: none"> <li>• To describe what different freehand tools do</li> <li>• To use the shape tool and the line tools</li> <li>• To make careful choices when painting a digital picture</li> <li>• To explain why I chose the tools I used</li> <li>• To use a computer on</li> </ul>	<p><u>Programming A – Moving a robot</u></p> <ul style="list-style-type: none"> <li>• To explain what a given command will do</li> <li>• To act out a given word</li> <li>• To combine forwards and backwards commands to make a sequence</li> <li>• To combine four direction commands to make sequences</li> <li>• To plan a simple program</li> </ul>	<p><u>Data and information – Grouping data</u></p> <ul style="list-style-type: none"> <li>• To label objects</li> <li>• To identify that objects can be counted</li> <li>• To describe objects in different ways</li> <li>• To count objects with the same properties</li> <li>• To compare groups of objects</li> <li>• To answer questions about groups of objects</li> </ul>	<p><u>Creating media – Digital writing</u></p> <ul style="list-style-type: none"> <li>• To use a computer to write</li> <li>• To add and remove text on a computer</li> <li>• To identify that the look of text can be changed on a computer</li> <li>• To make careful choices when</li> </ul>	<p><u>Programming B – Introduction to animation</u></p> <ul style="list-style-type: none"> <li>• To choose a command for a given purpose</li> <li>• To show that a series of commands can be joined together</li> <li>• To identify the effect of changing a value</li> <li>• To explain that each sprite has its own instructions</li> </ul>



	<ul style="list-style-type: none"> <li>To use the keyboard to edit text</li> <li>To create rules for using technology responsibly</li> </ul>	<p>my own to paint a picture</p> <ul style="list-style-type: none"> <li>To compare painting a picture on a computer and on paper</li> </ul>	<ul style="list-style-type: none"> <li>To find more than one solution to a problem</li> </ul>		<p>changing text</p> <ul style="list-style-type: none"> <li>To explain why I used the tools that I chose</li> <li>To compare typing on a computer to writing on paper</li> </ul>	<ul style="list-style-type: none"> <li>To design the parts of a project</li> <li>To use my algorithm to create a program</li> </ul>
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RE		<p><u>Who is a Christian and what do they believe?</u></p> <ul style="list-style-type: none"> <li>Talk about the fact that Christians believe in God and follow the example of Jesus</li> <li>Recognise some Christian symbols and images used to express ideas about God</li> <li>Talk about some simple ideas about Christian beliefs about God and Jesus</li> <li>Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means</li> <li>Talk about issues of good and bad, right and wrong arising from the stories</li> <li>Ask some questions about believing in God and offer some ideas of their own</li> </ul>	<p><u>What makes some places sacred? Christianity</u></p> <ul style="list-style-type: none"> <li>Recognise that there are special places where people go to worship, and talk about what people do there</li> <li>Identify at least three objects used in worship</li> <li>Identify special objects and symbols found in a place where people worship</li> </ul>	<p><u>How and why do we celebrate special and sacred times? Christianity</u></p> <ul style="list-style-type: none"> <li>Identify a special time they celebrate</li> <li>Identify some ways Christians celebrate Christmas/Easter/Harvest/</li> <li>Re-tell stories connected with Christmas/Easter/Harvest/ and say why these are important to believers</li> <li>Collect examples of what people do, give, sing, remember or think about at religious celebrations</li> <li>Suggest meanings for some symbols and actions used in religious celebrations, including Easter and Christmas</li> </ul>	<p><u>What does it mean to belong to a faith community? Christianity</u></p> <ul style="list-style-type: none"> <li>Talk about what is special and of value about belonging to a group that is important to them</li> <li>Show an awareness that some people belong to different religions</li> <li>Recognise and name some symbols of belonging from their own experience and for Christians suggesting what these might mean and why they matter to believers</li> </ul>	<p><u>How should we care for others and the world and why does it matter? Christianity</u></p> <ul style="list-style-type: none"> <li>Talk about how religions teach that people are valuable, giving simple examples</li> <li>Recognise that some people believe God created the world and so we</li> </ul>
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Together



Achieves More

• Show that they have begun to be aware that some people regularly worship God in different ways and in different places

should look after it  
• Re-tell Bible stories about caring for others and the world  
• Identify ways that some people make a response to God by caring for others and the world  
• Use creative ways to express their own ideas about the creation story and what it says about what God is like

PSHE

Families and friendships  
• roles of different people  
• families  
• feeling cared for

Belonging to a community  
• what rules are  
• caring for others' needs  
• looking after the environment

Physical health and Mental wellbeing  
• keeping healthy  
• food and exercise  
• hygiene routines  
• sun safety

Safe relationships

Media literacy and digital resilience



	<ul style="list-style-type: none"> <li>• recognising privacy</li> <li>• staying safe</li> <li>• seeking permission</li> </ul> <p><u>Respecting ourselves and others</u></p> <ul style="list-style-type: none"> <li>• how behaviour affects others</li> <li>• being polite and respectful</li> </ul>	<ul style="list-style-type: none"> <li>• using the internet and digital devices</li> <li>• communicating online</li> </ul> <p><u>Money and work</u></p> <ul style="list-style-type: none"> <li>• strengths and interests</li> <li>• jobs in the community</li> </ul>	<p><u>Growing and changing</u></p> <ul style="list-style-type: none"> <li>• recognising what makes them unique and special feelings</li> <li>• managing when things go wrong</li> </ul> <p><u>Keeping safe</u></p> <ul style="list-style-type: none"> <li>• how rules and age restrictions help us</li> <li>• keeping safe online</li> </ul>			
<p>BV</p> 		<p>Rule of Law</p>	<p>Individual Liberty</p>	<p>Mutual Respect</p>	<p>Tolerance of others</p>	<p>Democracy</p>
<p>PE</p>  	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> <li>• Make body tense, relaxed, curled and stretched, showing some tension.</li> <li>• Begin to work on alone/with someone to make a sequence of shapes/travels.</li> <li>• Climb and jump safely, showing some shapes and balances when climbing.</li> <li>• Keep balance travelling in a range of ways along bench, spots, mat etc.</li> <li>• Roll in stretched/curled positions e.g. 'log' and 'tucked/egg rolls'.</li> </ul> <p><u>Dance</u></p> <ul style="list-style-type: none"> <li>• Copy dance moves.</li> <li>• Make up a short dance, after watching one.</li> <li>• Dance imaginatively.</li> </ul> <p>Change rhythm, speed, level and direction.</p>	<p><u>Ball Skills</u></p> <ul style="list-style-type: none"> <li>• Throw underarm, bounce &amp; catch ball by self &amp; with partner</li> <li>• Kick/stop a ball using a confident foot while static</li> <li>• Run straight and on a curve and sidestep with correct technique</li> </ul> <p><u>Team Games</u></p> <ul style="list-style-type: none"> <li>• Begin to follow some simple rules</li> <li>• Start to play small sided conditioned team games in groups of no bigger than 4 a side</li> <li>• Understand what effects warming up and exercise has on our body</li> </ul>	<p><u>Striking &amp; Fielding</u></p> <ul style="list-style-type: none"> <li>• Show some different ways of hitting, throwing and striking a ball</li> <li>• Hit a ball or bean bag and move quickly to score a range of points (further distance scores more points)</li> <li>• Play as a fielder and get the ball back to a STOP ZONE</li> <li>• Begin to follow some simple rules (carrying the bat, not over taking someone)</li> </ul> <p><u>Athletics</u></p> <ul style="list-style-type: none"> <li>• Use varying speeds when running over and around objects.</li> <li>• Explore different methods of throwing for distance</li> <li>• Practise short distance running.</li> <li>• Practise conditioned relay games with a baton.</li> </ul>			