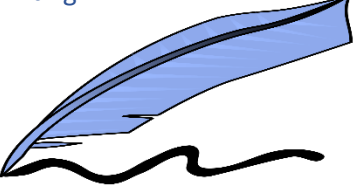



Curriculum Map – Year One

| 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



| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Week 9 | Week 10 | |
|---------------|--|--------|---|--------|--|--------|--|--------|---|---------|--|
| Autumn | Numbers to 10 | | Addition and subtraction within 10 | | Shape and patterns | | Numbers to 20 | | Addition and subtraction within 20 | | |
| | <ul style="list-style-type: none"> • Represent, compare and explore numbers within 10 • One more and one less • Doubling and halving | | <ul style="list-style-type: none"> • Represent and explain addition and subtraction • Commutativity • Addition and subtraction facts | | <ul style="list-style-type: none"> • Identify, describe, sort and classify 2-D and 3-D shapes • Investigate repeating patterns • Use and follow instructional and positional language | | <ul style="list-style-type: none"> • Identify, represent, compare and order numbers to 20 • Doubling and halving • One more and one less | | <ul style="list-style-type: none"> • Represent and explain addition and subtraction strategies including 'Make Ten' • Use known facts to add and subtract | | |
| Spring | Time | | Exploring calculation strategies within 20 | | Numbers to 50 | | Addition and subtraction within 20 | | Fractions | | |
| | <ul style="list-style-type: none"> • Read, write and tell the time to o'clock and half past on analogue clock • Sequencing daily activities • Whole and half turns linked to time | | <ul style="list-style-type: none"> • Model, explain and choose addition and subtraction strategies | | <ul style="list-style-type: none"> • 2-digit numbers – represent, sequence, explore, compare. • Count in 2s, 5s and 10s • Describe and complete number patterns | | <ul style="list-style-type: none"> • Illustrate, explain and link addition and subtraction with equations • Apply 'Make Ten' strategy • Use language to quantify and compare difference | | <ul style="list-style-type: none"> • Identify $\frac{1}{2}$ and $\frac{1}{4}$ of a shape or object • Find $\frac{1}{2}$ and $\frac{1}{4}$ of a quantity | | <ul style="list-style-type: none"> • Compare and measure lengths and mass using cm and kg • Doubling and halving |
| Summer | Numbers 50 to 100 and beyond | | Addition and subtraction | | Money | | Multiplication and division | | Measures: Capacity and volume | | |
| | <ul style="list-style-type: none"> • Read, write, represent, compare and order numbers to 100 • One more / fewer, ten more / fewer • Identify number patterns | | <ul style="list-style-type: none"> • Explore addition and subtraction involving 2-digit numbers and ones • Represent and explain addition and subtraction with regrouping • Investigate number bonds within 20 | | <ul style="list-style-type: none"> • Name coins and notes and understand their value • Represent the same value using different coins • Find change | | <ul style="list-style-type: none"> • Explore arrays • Share equally into groups • Doubling • Link halving to fractions | | <ul style="list-style-type: none"> • Compare capacities, volumes and lengths • Explore litres • Apply understanding of fractions to capacity | | |

Science



Everyday Materials


- distinguish between an object and the material from which it is made
- 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
- compare and group together a variety of everyday materials on the basis of their simple physical properties

Animals Including Humans

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- identify, name, draw and label the basic parts of the human body and

Plants

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees.

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| | | say which part of the body is associated with each sense. | |
| <p>Art & Design</p>  | <p><u>Drawing</u> Make your mark Generating ideas:</p> <ul style="list-style-type: none"> • Explore their own ideas using a range of media. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> • Use sketchbooks to explore ideas. <p>Making skills:</p> <ul style="list-style-type: none"> • Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. • Make choices about which materials to use to create an effect. • Develop observational skills to look closely and reflect surface texture. <p>Knowledge of artists:</p> <ul style="list-style-type: none"> • Understand how artists choose materials based on their properties in order to achieve certain effects. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Describe and compare features of their own and others' artwork. <p>Evaluate art with an understanding of how art can be varied and made in different ways and by different people.</p> | <p><u>Sculpture and 3D</u> Paper Play Generating ideas:</p> <ul style="list-style-type: none"> • Explore their own ideas using a range of media. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> • Use sketchbooks to explore ideas. <p>Making skills:</p> <ul style="list-style-type: none"> • Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. • Explore and analyse a wider variety of ways to join and fix materials in place. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Describe and compare features of their own and others' artwork. • Evaluate art with an understanding of how art can be varied and made in different ways and by different people. | <p><u>Painting and Mixed media</u> Colour Splash Generating ideas:</p> <ul style="list-style-type: none"> • Explore their own ideas using a range of media. <p>Using sketchbooks:</p> <ul style="list-style-type: none"> • Use sketchbooks to explore ideas. <p>Making skills:</p> <ul style="list-style-type: none"> • Develop some control when using a wide range of tools to draw, paint and create crafts and sculptures. • Make choices about which materials to use to create an effect. <p>Evaluating and analysing:</p> <ul style="list-style-type: none"> • Describe and compare features of their own and others' artwork. • Evaluate art with an understanding of how art can be varied and made in different ways and by different people. |
| <p>Design Technology</p> | <p><u>Mechanisms</u> Wheels and Axels</p> | <p><u>Textiles</u> Puppets</p> | <ul style="list-style-type: none"> • Using a template to create a design for a puppet. |



- Designing a vehicle that includes wheels, axles and axle holders, which will allow the wheels to move.
- Creating clearly labelled drawings that illustrate movement.
- Adapting mechanisms.
- Testing mechanisms, identifying what stops wheels from turning, knowing that a wheel needs an axle in order to move.

- Cutting fabric neatly with scissors.
- Using joining methods to decorate a puppet.
- Sequencing steps for construction.
- Reflecting on a finished product, explaining likes and dislikes.

Music



Musical Spotlight: My Musical Heartbeat

Social Question: How Can We Make Friends When We Sing Together?

- Find and keep a steady beat.
- Keep a steady beat when improvising.
- Listen carefully

Musical Spotlight: Dance, Sing and Play!

Social Question: How Does Music Tell Stories About the Past?

- Find and keep a steady beat.
- Keep a steady beat when improvising.
- Listen carefully and copy back the actions.

Musical Spotlight: Exploring Sounds

Social Question: How Does Music Make the World a Better Place?

- Find and keep a steady beat.
- Keep a steady beat when improvising.
- Listen carefully and copy back the actions.

Musical Spotlight: Learning to Listen

Social Question: How Does Music Help Us to Understand Our Neighbours?

- Find and keep a steady beat.
- Keep a steady beat when improvising.
- Listen carefully and copy back the actions.

Musical Spotlight: Having Fun with Improvisation

Social Question: What Songs Can We Sing to Help Us Through the Day?

- Find and keep a steady beat.
- Keep a steady beat when improvising.
- Listen carefully and copy back the actions.

Musical Spotlight: Let's Perform Together!

Social Question: How Does Music Teach Us About Looking After Our Planet?

- Find and keep a steady beat.
- Keep a steady beat when improvising.
- Listen carefully and copy

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| | <p>and copy back the actions.</p> <ul style="list-style-type: none"> • Play or clap simple rhythmic patterns using long and short sounds. • Clap four-beat rhythms, creating long and short sounds. • Respond to the questions, thinking about the music. • Respond to different high and low pitches. • Improvise using one, two or three notes, using C, D and E. | <ul style="list-style-type: none"> • Play or clap simple rhythmic patterns using long and short sounds. • Clap four-beat rhythms, creating long and short sounds. • Respond to the questions, thinking about the music. • Respond to different high and low pitches. • Improvise using one, two or three notes, using C, D and E. | <ul style="list-style-type: none"> • Play or clap simple rhythmic patterns using long and short sounds. • Clap four-beat rhythms, creating long and short sounds. • Respond to the questions, thinking about the music. • Respond to different high and low pitches. • Improvise using one, two or three notes, using C, D and E. | <ul style="list-style-type: none"> • Play or clap simple rhythmic patterns using long and short sounds. • Clap four-beat rhythms, creating long and short sounds. • Respond to the questions, thinking about the music. • Respond to different high and low pitches. • Improvise using one, two or three notes, using C, D and E. | <ul style="list-style-type: none"> • Play or clap simple rhythmic patterns using long and short sounds. • Clap four-beat rhythms, creating long and short sounds. • Respond to the questions, thinking about the music. • Respond to different high and low pitches. • Improvise using one, two or three notes, using C, D and E. | <p>back the actions.</p> <ul style="list-style-type: none"> • Play or clap simple rhythmic patterns using long and short sounds. • Clap four-beat rhythms, creating long and short sounds. • Respond to the questions, thinking about the music. • Respond to different high and low pitches. • Improvise using one, two or three notes, using C, D and E. |
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History



Skill:
Chronological Understanding

Skill:
Historical Interpretation

Skill:
Organisation & Communication



- sequence events or objects within living memory in chronological order
- place known events and objects in chronological order.

Historical Enquiry

- begin to describe similarities and differences in artefacts
- sort artefacts “then” and “now”
- use common words and phrases relating to the passing of time
- to ask and answer questions related to different sources and objects
- find answers to simple questions about the past from sources of information
- use dates to order and place events on a timeline.
- 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

- use a range of sources to find out characteristic features of the past
- describe significant historical events, places, people
- understand key features of events
- begin to identify different ways to represent the past

Knowledge: The lives of significant individuals in the past who have contributed to national and international achievements.

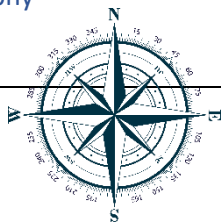
- the impact of significant kings and queens in Britain (Henry VIII, Elizabeth I, Queen Victoria, Elizabeth II,

- create time lines
- record what has been learnt by drawing and writing
- use drama/role play to describe events
- write historical reports
- speak about how they have found out about the past

Knowledge: Changes within living memory

- how the seaside has changed throughout the years

Geography



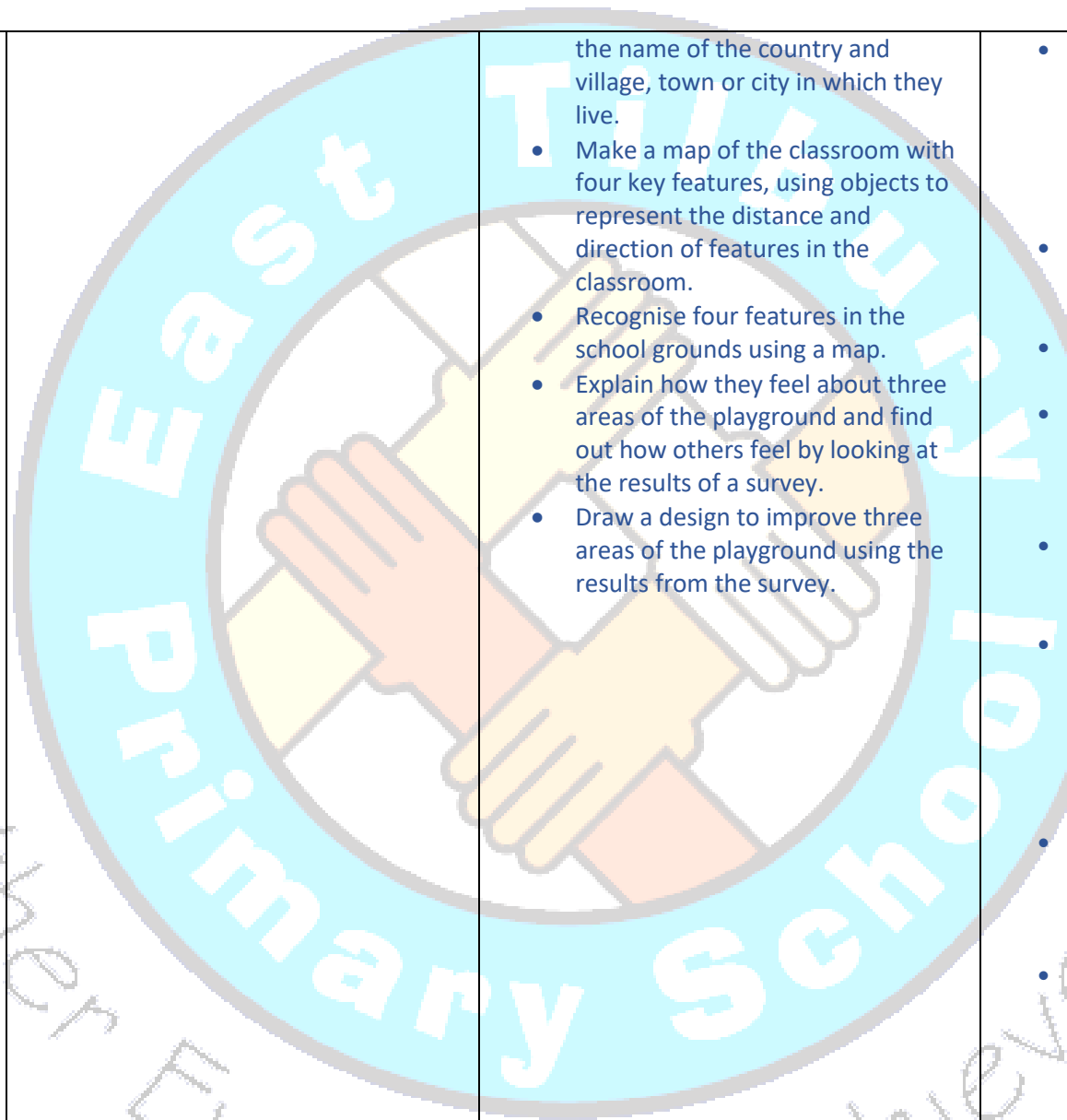
What is it like here?

- Locate three features on an aerial photograph of the school and know

What is the weather like here?

What is it like to be by the coast?

Together



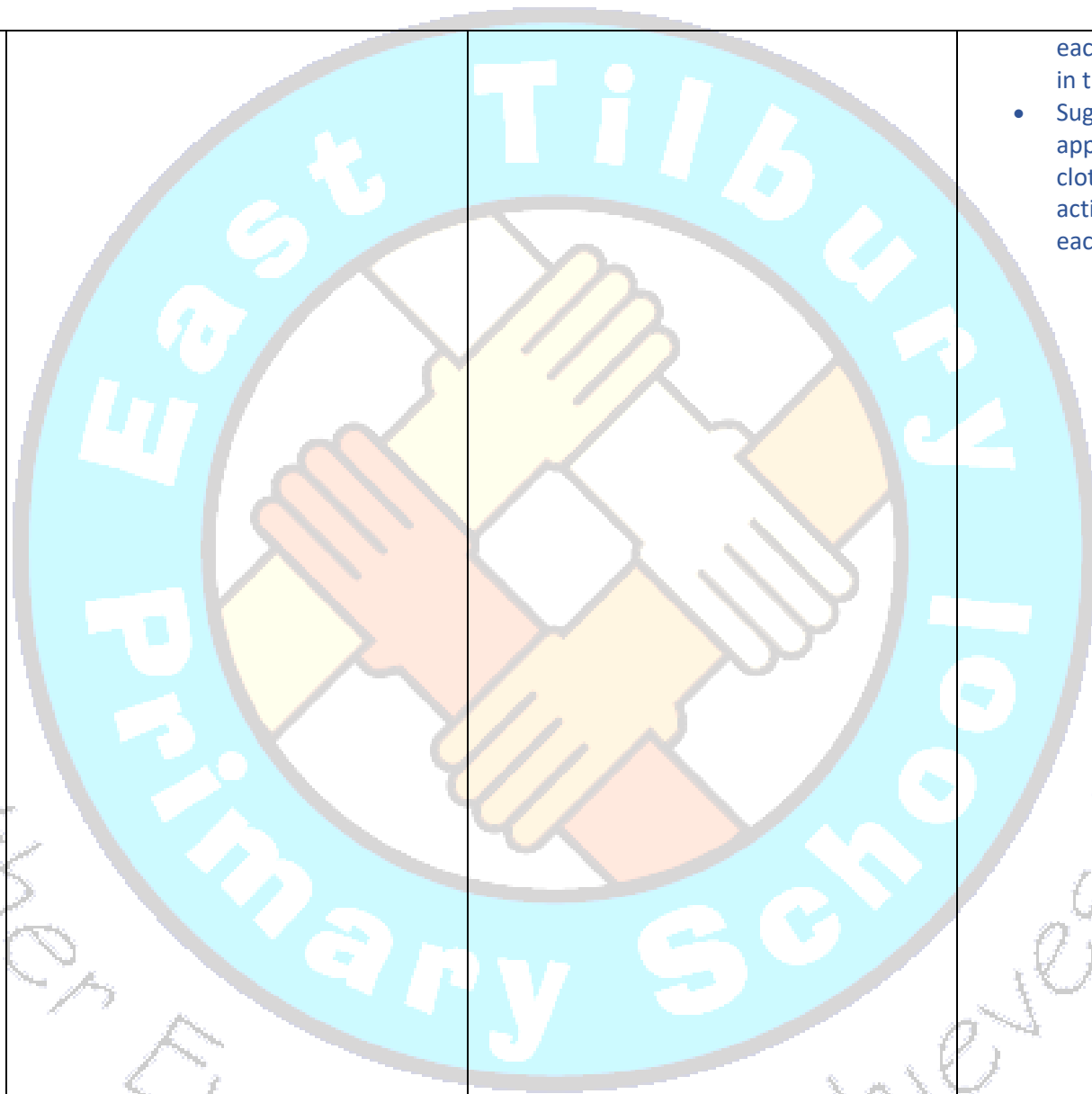
the name of the country and village, town or city in which they live.

- 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.

- 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.
- 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

- 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.
- 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.

Together





Everyone

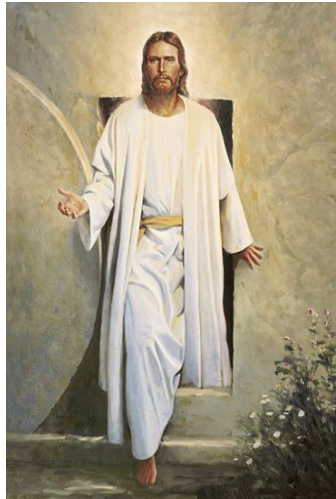
Achieves More

each season in the UK.

- Suggest appropriate clothing and activities for each season.

- 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.
- Identify human features on the local coast.
- Record data using a tally chart.
- Represent data in a pictogram.
- Describe how the local coast has been used.

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| <p>Computing</p>  | <p><u>Computing systems and networks – Technology around us</u></p> <ul style="list-style-type: none"> To identify technology To identify a computer and its main parts To use a mouse in different ways To use a keyboard to type on a computer To use the keyboard to edit text To create rules for using technology responsibly | <p><u>Creating media – Digital painting</u></p> <ul style="list-style-type: none"> To describe what different freehand tools do To use the shape tool and the line tools To make careful choices when painting a digital picture To explain why I chose the tools I used To use a computer on my own to paint a picture To compare painting a picture on a computer and on paper | <p><u>Programming A – Moving a robot</u></p> <ul style="list-style-type: none"> To explain what a given command will do To act out a given word To combine forwards and backwards commands to make a sequence To combine four direction commands to make sequences To plan a simple program To find more than one solution to a problem | <p><u>Data and information – Grouping data</u></p> <ul style="list-style-type: none"> To label objects To identify that objects can be counted To describe objects in different ways To count objects with the same properties To compare groups of objects To answer questions about groups of objects | <p><u>Creating media – Digital writing</u></p> <ul style="list-style-type: none"> To use a computer to write To add and remove text on a computer To identify that the look of text can be changed on a computer To make careful choices when changing text To explain why I used the tools that I chose To compare typing on a computer to writing on paper | <p><u>Programming B – Introduction to animation</u></p> <ul style="list-style-type: none"> To choose a command for a given purpose To show that a series of commands can be joined together To identify the effect of changing a value To explain that each sprite has its own instructions To design the parts of a project To use my algorithm to create a program |
| <p>RE</p>  | <p><u>Who is a Christian and what do they believe?</u></p> | <p><u>What makes some places sacred?</u> Christianity</p> | <p><u>How and why do we celebrate special and sacred times?</u> Christianity</p> | <p><u>What does it mean to belong to a faith community?</u> Christianity</p> | <p><u>How should we care for others and the world and</u></p> | |



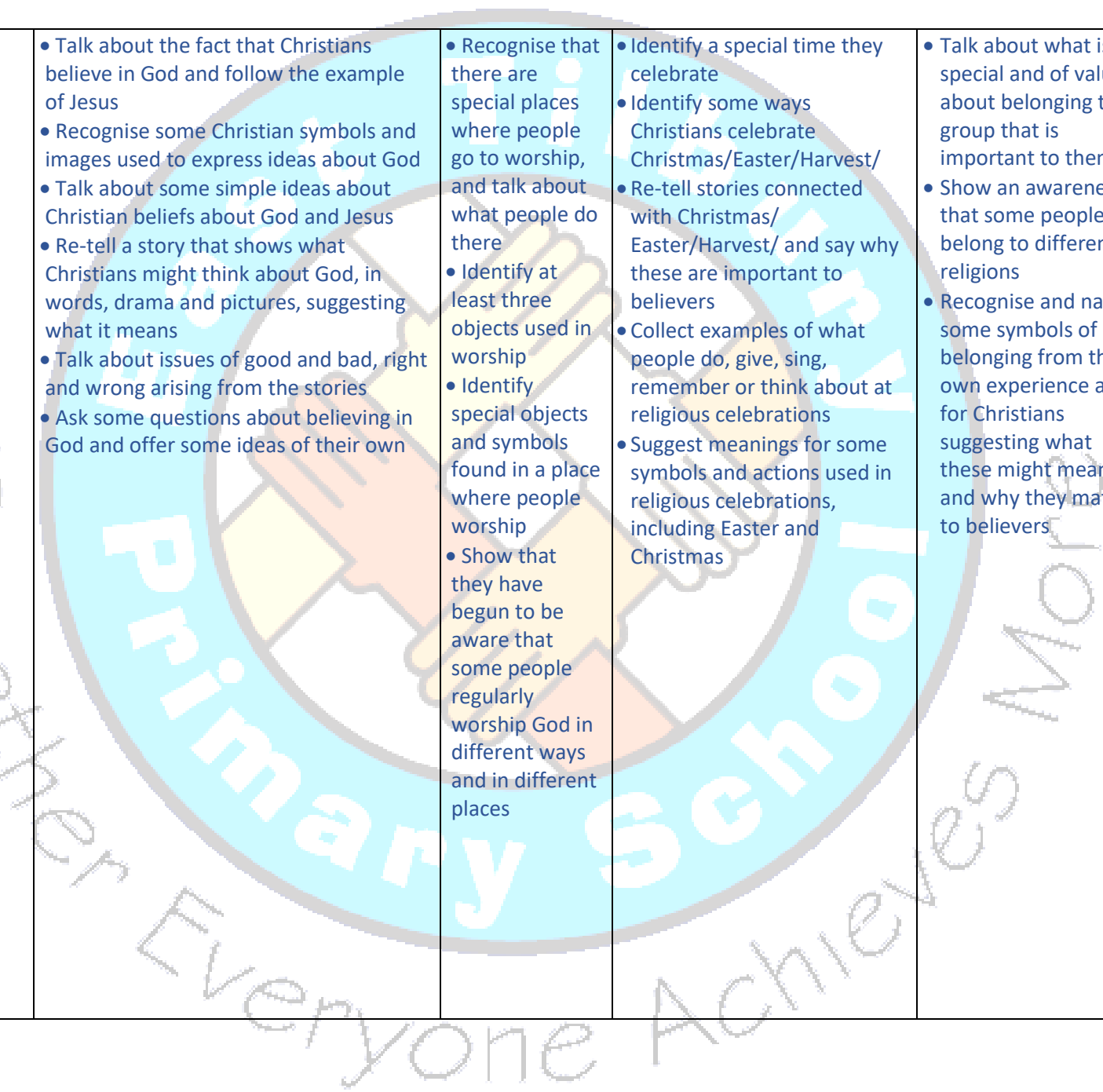
- Talk about the fact that Christians believe in God and follow the example of Jesus
- Recognise some Christian symbols and images used to express ideas about God
- Talk about some simple ideas about Christian beliefs about God and Jesus
- Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means
- Talk about issues of good and bad, right and wrong arising from the stories
- Ask some questions about believing in God and offer some ideas of their own

- Recognise that there are special places where people go to worship, and talk about what people do there
- Identify at least three objects used in worship
- Identify special objects and symbols found in a place where people worship
- Show that they have begun to be aware that some people regularly worship God in different ways and in different places

- Identify a special time they celebrate
- Identify some ways Christians celebrate Christmas/Easter/Harvest/
- Re-tell stories connected with Christmas/Easter/Harvest/ and say why these are important to believers
- Collect examples of what people do, give, sing, remember or think about at religious celebrations
- Suggest meanings for some symbols and actions used in religious celebrations, including Easter and Christmas

- Talk about what is special and of value about belonging to a group that is important to them
- Show an awareness that some people belong to different religions
- 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

- why does it matter?
Christianity
- Talk about how religions teach that people are valuable, giving simple examples
 - Recognise that some people believe God created the world and so we 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



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| | | | | | 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 (including RSE)  | <u>Families and friendships</u> <ul style="list-style-type: none"> • roles of different people • families • feeling cared for <u>Safe relationships</u> <ul style="list-style-type: none"> • recognising privacy • staying safe • seeking permission <u>Respecting ourselves and others</u> <ul style="list-style-type: none"> • how behaviour affects others • being polite and respectful | <u>Belonging to a community</u> <ul style="list-style-type: none"> • what rules are • caring for others' needs • looking after the environment <u>Media literacy and digital resilience</u> <ul style="list-style-type: none"> • using the internet and digital devices • communicating online <u>Money and work</u> <ul style="list-style-type: none"> • strengths and interests • jobs in the community | <u>Physical health and Mental wellbeing</u> <ul style="list-style-type: none"> • keeping healthy • food and exercise • hygiene routines • sun safety <u>Growing and changing</u> <ul style="list-style-type: none"> • recognising what makes them unique and special feelings • managing when things go wrong <u>Keeping safe</u> <ul style="list-style-type: none"> • how rules and age restrictions help us • keeping safe online | | |
| British Values  | Rule of Law | Individual Liberty | Mutual Respect | Tolerance of others | Democracy |
| PE | <u>Gymnastics</u> | <u>Ball Skills</u> | <u>Striking & Fielding</u> | | |



- Make body tense, relaxed, curled and stretched, showing some tension.
- Begin to work on alone/with someone to make a sequence of shapes/travels.
- Climb and jump safely, showing some shapes and balances when climbing.
- Keep balance travelling in a range of ways along bench, spots, mat etc.
- Roll in stretched/curled positions e.g. 'log' and 'tucked/egg rolls'.

Dance

- Copy dance moves.
- Make up a short dance, after watching one.
- Dance imaginatively.
Change rhythm, speed, level and direction.

- Throw underarm, bounce & catch ball by self & with partner
- Kick/stop a ball using a confident foot while static
- Run straight and on a curve and sidestep with correct technique

Team Games

- Begin to follow some simple rules
- Start to play small sided conditioned team games in groups of no bigger than 4 a side
- Understand what effects warming up and exercise has on our body

- Show some different ways of hitting, throwing and striking a ball
- Hit a ball or bean bag and move quickly to score a range of points (further distance scores more points)
- Play as a fielder and get the ball back to a STOP ZONE
- Begin to follow some simple rules (carrying the bat, not over taking someone)

Athletics

- Use varying speeds when running over and around objects.
- Explore different methods of throwing for distance
- Practise short distance running.
- Practise conditioned relay games with a baton.