

Year 1 Curriculum Map

Autumn 1

Here I am!

<p>SCIENCE Humans How does my body work? How can I keep healthy? Investigate my senses Everyday materials My school building.</p>	<ul style="list-style-type: none"> • identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • 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 <p>Working Scientifically</p> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their ideas to suggest answers to questions • gathering and recording data to help answer questions
<p>ART AND DESIGN Self-portraits Buildings observation drawings and clay tiles.</p>	<ul style="list-style-type: none"> • use drawing to develop and share their ideas, experiences and imagination • develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • find out about the work of a range of artists (describing the differences and similarities) making links to their own work
<p>DESIGN AND TECHNOLOGY Design a healthy biscuit for a baby.</p>	<p>To understand and apply the principles of nutrition and learn how to cook.</p> <p>Design:</p> <ul style="list-style-type: none"> • Design and make food for a purpose, which is functional, appealing products for themselves and other users based on design criteria • generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make:</p> <ul style="list-style-type: none"> • select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate:</p> <ul style="list-style-type: none"> • explore and evaluate a range of existing products • evaluate their ideas and products against design criteria
<p>GEOGRAPHY 'Park life'</p>	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple

Compare two local parks	<p>map; and use and construct basic symbols in a key</p> <ul style="list-style-type: none"> • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
HISTORY Me and my family	<ul style="list-style-type: none"> • develop an awareness of the past, using common words and phrases relating to the passing of time. • know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
MUSIC Exploring beats and instruments	<ul style="list-style-type: none"> • Prayer & Praise • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music.
P.E. Unit 1: Personal	<p>Co-ordination - floor movement patterns</p> <ul style="list-style-type: none"> • I try several times, if at first I don't succeed and I ask for help when appropriate. • I can follow instructions, practise safely and work on simple tasks by myself.
R.E. Peterborough Agreed Syllabus	<ul style="list-style-type: none"> • Places in Christianity
PSHE Learning with others	<ul style="list-style-type: none"> • Myself and my relationships
Computing Understanding Tech Digital literacy	<ul style="list-style-type: none"> • use technology purposefully to create, organise, store, manipulate and retrieve digital content • recognise common uses of information technology beyond school

Autumn 2

Once upon a time...

<p>SCIENCE Everyday materials</p> <p>Food investigations</p>	<ul style="list-style-type: none"> 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 find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <p>Working Scientifically</p> <ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their ideas to suggest answers to questions gathering and recording data to help answer questions
<p>ART AND DESIGN Salt dough</p> <p>Christmas decorations</p> <p>Clay hedgehogs</p>	<ul style="list-style-type: none"> to use a range of materials creatively to design and make products to use printing to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern texture, line, shape, form and space learn about the work of a range craft makers and designers and making links to their own work.
<p>DESIGN AND TECHNOLOGY What's for brunch? Make a smoothie. Make porridge.</p>	<p>To understand and apply the principles of nutrition and learn how to cook.</p> <p>Design:</p> <ul style="list-style-type: none"> Design and make food for a purpose, which is functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make:</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate:</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria
<p>GEOGRAPHY Positions directions and compasses</p>	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
<p>HISTORY</p>	<ul style="list-style-type: none"> identify similarities and differences between ways of life in different periods

Life in a castle	
MUSIC Peter and the Wolf	<ul style="list-style-type: none"> • Prayer & Praise • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music.
P.E. Unit 2: social	<ul style="list-style-type: none"> • I can help praise and encourage others in their learning. • I can work sensibly with others, taking turns and sharing.
R.E. Peterborough Agreed Syllabus	<ul style="list-style-type: none"> • What message did Prophet Muhammad (PBUH) bring? The 5 pillars of Islam.
PSHE	<ul style="list-style-type: none"> • Developing independence and responsibility • Myself and my relationships • Friendship and Difference, • My relationships, valuing difference
COMPUTING Programming E safety	<ul style="list-style-type: none"> • understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • create and debug simple programs • use logical reasoning to predict the behaviour of simple programs • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Spring 1

People in the Past

SCIENCE weather and seasons	<p>Seasonal Changes</p> <ul style="list-style-type: none"> • observe changes across the four seasons • observe and describe weather associated with the seasons and how
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<p>investigating ice water and bubbles</p>	<p>day length varies.</p> <p>Working Scientifically</p> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions.
<p>ART AND DESIGN Beatrix Potter Charley Harper</p>	<ul style="list-style-type: none"> • to use drawing / painting and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • learn about the work of a range of artists, describing the differences and similarities, and making links to their own work.
<p>GEOGRAPHY I love London! Compare my town with the Lake District</p>	<p>Locational Knowledge</p> <ul style="list-style-type: none"> • Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding areas. <p>Place Knowledge</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK <p>Human and Physical Geography</p> <ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to key physical features (including beach, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather) and human features (including city, town, village, factory, farm, house, office, port, harbour and shop) <p>Geographical skills</p> <ul style="list-style-type: none"> • Use maps, atlases and photographs
<p>HISTORY Beatrix Potter, Grace Darling, The Great Fire of London</p>	<ul style="list-style-type: none"> • events beyond living memory that are significant nationally or globally • the lives of significant individuals in the past who have contributed to national and international events. • develop an awareness of the past, using common words and phrases relating to the passing of time. • use a wide vocabulary of everyday historical terms. • ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. • understand some of the ways in which we find out about the past and identify different ways in which it is represented.
<p>MUSIC Exploring pitch</p>	<ul style="list-style-type: none"> • Prayer & Praise • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music.

P.E. Unit 2:Cognitive	<ul style="list-style-type: none"> I can begin to order instructions, movements and skills. With help, I can recognise similarities and differences in performance and I can explain why someone is working or performing well. I can understand and follow simple rules and can name some things I am good at.
R.E. Peterborough Agreed Syllabus	<ul style="list-style-type: none"> What is Christian worship?
PSHE	<ul style="list-style-type: none"> Knowing me knowing you Me in my community, similarities and differences
COMPUTING Programming E safety	<ul style="list-style-type: none"> understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions create and debug simple programs use logical reasoning to predict the behaviour of simple programs use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Spring 2

Fantastic Journeys

SCIENCE Investigating wheels and ramps	Working scientifically <ul style="list-style-type: none"> asking simple questions and recognising that they can be answered in different ways observing closely, using simple equipment performing simple tests identifying and classifying using their observations and ideas to suggest answers to questions gathering and recording data to help in answering questions.
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<p>DESIGN AND TECHNOLOGY Design and make a packed lunch box/bag</p>	<p>Design</p> <ul style="list-style-type: none"> Design and make a lunch box/lunch bag, which is a functional, appealing product for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make:</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics <p>Evaluate:</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria
<p>GEOGRAPHY</p>	<p>Human and Physical Geography</p> <ul style="list-style-type: none"> Use basic geographical vocabulary to refer to key physical features (including beach, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather) and human features (including city, town, village, factory, farm, house, office, port, harbour and shop)
<p>HISTORY journeys into space First aeroplane flight</p>	<ul style="list-style-type: none"> The lives of significant individuals in the past who have contributed to national and international achievements.
<p>MUSIC Exploring pulse and rhythm</p>	<ul style="list-style-type: none"> Prayer & Praise use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music.
<p>P.E. Unit 4:Creative</p>	<ul style="list-style-type: none"> I can begin to compare my movements with those of others. I can select and link movements together to fit a theme. <p>I can explore and describe different movements.</p>
<p>R.E. Peterborough Agreed Syllabus</p>	<ul style="list-style-type: none"> What do Christians learn from the Bible?
<p>PSHE</p>	<ul style="list-style-type: none"> Improving own learning performance

	<ul style="list-style-type: none"> •
COMPUTING Understanding Tech Digital literacy	<ul style="list-style-type: none"> • use technology purposefully to create, organise, store, manipulate and retrieve digital content • recognise common uses of information technology beyond school

Summer 1

Awesome Animals

SCIENCE Animals	<ul style="list-style-type: none"> • identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates • 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 (birds, fish, amphibians, reptiles, mammals and invertebrates, and including pets) • learn how to take care of animals
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ART AND DESIGN animal paintings animal prints	<ul style="list-style-type: none"> to use drawing / painting and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space learn about the work of a range of artists, describing the differences and similarities, and making links to their own work.
GEOGRAPHY environments	Begin to learn about the different environments that animals live in such as deserts, grasslands, rainforests
MUSIC Carnival of the animals Exploring instruments	<ul style="list-style-type: none"> Prayer & Praise use their voices expressively and creatively by singing songs and speaking chants and rhymes play tuned and untuned instruments musically listen with concentration and understanding to a range of high-quality live and recorded music experiment with, create, select and combine sounds using the inter-related dimensions of music.
P.E. Unit 5: Physical	<ul style="list-style-type: none"> I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed. I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together.
R.E. Peterborough Agreed Syllabus	Questions about God: How do Christian ideas about God compare with my own?
PSHE	<ul style="list-style-type: none"> Thinking skills Healthy and safer lifestyles Growing and changing
COMPUTING Understanding Tech Digital literacy	<ul style="list-style-type: none"> use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school

Summer 2

Into the Woods

SCIENCE These aspects are also taught throughout the year in forest school.	Plants: <ul style="list-style-type: none"> identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers.
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<p>How can we grow plants?</p>	<ul style="list-style-type: none"> • observe changes across the four seasons • observe and describe weather associated with the seasons and how day length varies. <p>Working Scientifically</p> <ul style="list-style-type: none"> • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their ideas to suggest answers to questions • gathering and recording data to help answer questions
<p>ART AND DESIGN Observational drawings</p> <p>Van Gogh Sunflowers</p> <p>The cut outs of Henri Matisse</p> <p>Andy Goldsworthy Environmental Artist</p>	<ul style="list-style-type: none"> • to use drawing / painting and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • learn about the work of a range of artists, describing the differences and similarities, and making links to their own work.
<p>GEOGRAPHY</p>	<p>Human and Physical Geography</p> <ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to key physical features (including beach, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather) and human features (including city, town, village, factory, farm, house, office, port, harbour and shop)
<p>MUSIC Graphic scores. Weather related music</p>	<ul style="list-style-type: none"> • Prayer & Praise • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music.
<p>P.E. Unit 6: Health and</p>	<ul style="list-style-type: none"> • I can say how my body feels before, during and after exercise. I can use equipment appropriately and move and land safely. <p>I am aware of why exercise is important for good health.</p>

fitness Athletics	
R.E. Peterborough Agreed Syllabus	<ul style="list-style-type: none"> • How can people today be part of the big Bible story?
PSHE	<p>Speaking and listening</p> <ul style="list-style-type: none"> • Healthy and safer lifestyles • Growing and changing • Changing emotions and responsibilities, healthy lifestyles
COMPUTING Programming E safety	<ul style="list-style-type: none"> • understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • create and debug simple programs • use logical reasoning to predict the behaviour of simple programs • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.