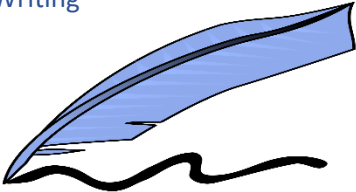






Curriculum Map – Year One

Unit of Study	HT1	HT2	HT3	HT4	HT5	HT6
	Toys		Kings and Queens		The Seaside	
Writing 	<u>Genre:</u> Character description Instructions Letter Shape poem Narrative – fairy tale		<u>Genre:</u> Recount – diary Non-chronological report Biography Newspaper report Narrative – mystery story		<u>Genre:</u> Instructions Setting description Letter Persuasive poster Free verse poetry	
Curriculum Texts: 	<u>Text:</u> Kipper’s Toybox Toys in Space The Nutcracker		<u>Text:</u> The Royal Dinner Katie in London The wrong kind of knight Again!		<u>Text:</u> Starry Eyed Stan Kipper The Dog – The Seaside Gorilla Loves Vanilla	
Maths 	<u>Strands:</u> Place value Addition Subtraction 2D & 3d Shape <u>Times tables:</u> Number bonds to 10		<u>Strands:</u> Addition Subtraction Place Value Measurement – length & height Measurement – weight & volume <u>Times tables:</u> Number bonds to 20		<u>Strands:</u> Multiplication Division Fractions Position & Direction Place Value Measurement – money, time <u>Times tables:</u> Number bonds to 100	
Science 	<u>Everyday Materials</u> <ul style="list-style-type: none"> 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 		<u>Animals Including Humans</u> <ul style="list-style-type: none"> 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 		<u>Plants</u> <ul style="list-style-type: none"> 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. 	<u>Seasonal Changes</u> <ul style="list-style-type: none"> observe changes across the four seasons observe and describe weather associated with

	<ul style="list-style-type: none"> • compare and group together a variety of everyday materials on the basis of their simple physical properties 	<ul style="list-style-type: none"> • 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 say which part of the body is associated with each sense. 		<p>the seasons and how day length varies.</p>
<p>Art & Design</p> 	<p><u>Drawing</u> Make your mark</p> <ul style="list-style-type: none"> • Using a range of drawing materials such as pencils, chalk, charcoal, pastels, felt tips and pens. • Developing observational skills to look closely and reflect surface texture through mark-making. • Exploring mark-making using a range of tools; being able to create a diverse and purposeful range of marks through experimentation, building skills and vocabulary. • Experimenting with paint, using a wide variety of tools (e.g. brushes, sponges, fingers) to apply paint to a range of different surfaces. • Describing and comparing features of their own work and other's art work. 	<p><u>Sculpture and 3D</u> Paper Play</p> <ul style="list-style-type: none"> • Using their hands to manipulate a range of modelling materials, including paper and card. • Exploring how to join and fix materials in place. • Creating 3D forms to make things from their imagination or recreate things they have seen. • Selecting colours, shapes and materials to suit ideas and purposes. • Designing and making something that is imagined or invented. • Beginning to develop skills such as measuring materials, cutting, and adding decoration. • Describing and comparing features of their own work and others' artwork. 	<p><u>Painting and Mixed media</u> Colour Splash</p> <ul style="list-style-type: none"> • Experimenting with paint, using a wide variety of tools (e.g. brushes, sponges, fingers) to apply paint to a range of surfaces. • Beginning to explore colour mixing. • Selecting colours, shapes and materials to suit ideas and purposes. • Describing similarities and differences between practices in Art and design, e.g. between painting and sculpture, and linking these to their own work. 	
<p>Design Technology</p>	<p><u>Mechanisms</u> Wheels and Axels</p>	<p><u>Textiles</u> Puppets</p>	<p><u>Food</u> Fruit and Vegetables</p>	



- 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.

- Using a template to create a design for a puppet.
- 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.

- Designing smoothie carton packaging by-hand or on ICT software.
- Chopping fruit and vegetables safely to make a smoothie.
- Identifying if a food is a fruit or a vegetable.
- Learning where and how fruits and vegetables grow.
- Tasting and evaluating different food combinations.
- Describing appearance, smell and taste.
- Suggesting information to be included on packaging

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.

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.

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

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.
- Play or clap simple rhythmic

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

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

	<ul style="list-style-type: none"> • Listen carefully and copy back the actions. • 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"> • Listen carefully and copy back the actions. • 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. 	<p>patterns using long and short sounds.</p> <ul style="list-style-type: none"> • 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>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. 	<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.
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History



Skill:
Chronological Understanding

- 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

Skill:
Historical Interpretation

- 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,

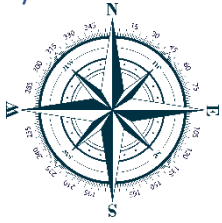
Skill:
Organisation & Communication

- 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
- seaside holidays now and then
- understand and present historical information on seaside towns
- seaside attractions now and then
- what changed the seaside resorts

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.

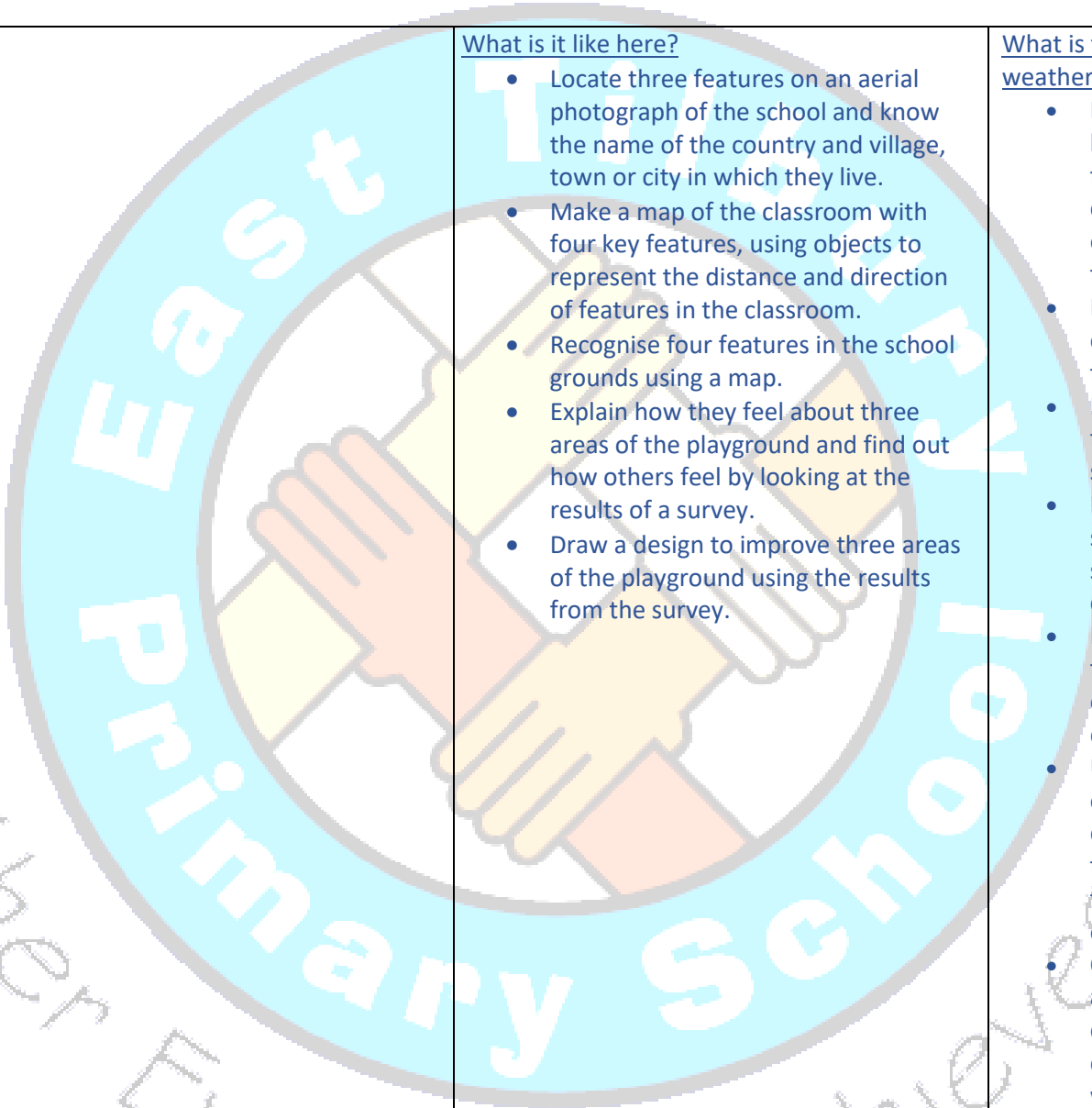
What is the weather like here?

- 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.
- Use the compass directions to describe the location of features.
- Observe and describe daily weather patterns.
- Begin to locate the

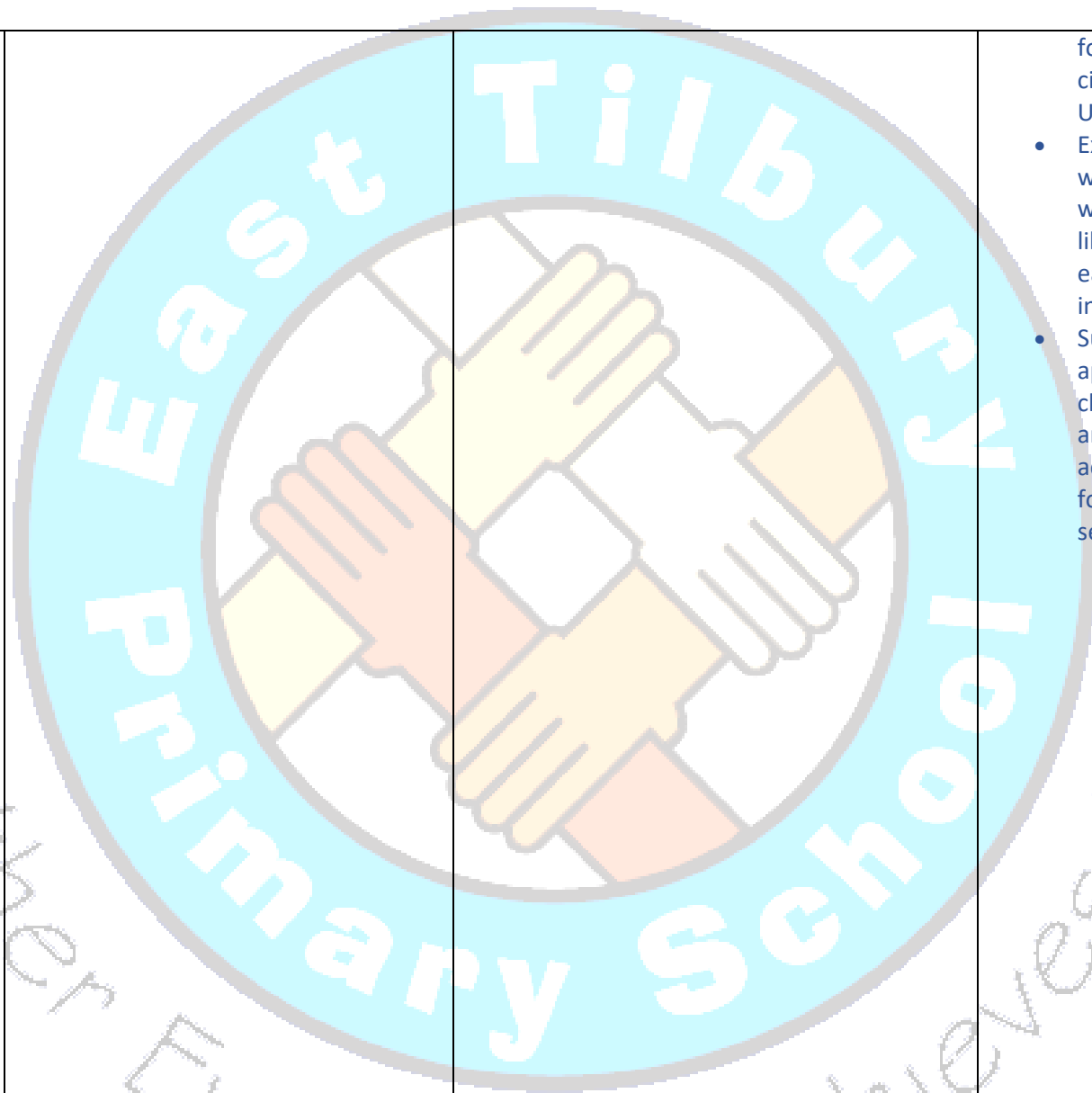
What is it like to be by the coast?

- 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.
- 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

Together Everyone Achieves More



Together




Everyone Achieves More


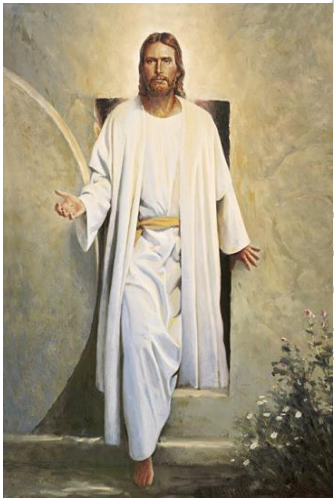
four capital cities of the UK.




- Explain what the weather is like during each season in the UK.
- Suggest appropriate clothing and activities for each season.

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.
- 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.	
	<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> <ul style="list-style-type: none"> • 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 	<p><u>What makes some places sacred?</u></p> <p><u>Christianity</u></p> <ul style="list-style-type: none"> • 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 	<p><u>How and why do we celebrate special and sacred times?</u></p> <p><u>Christianity</u></p> <ul style="list-style-type: none"> • 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 	<p><u>What does it mean to belong to a faith community?</u></p> <p><u>Christianity</u></p> <ul style="list-style-type: none"> • 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 	<p><u>How should we care for others and the world and why does it matter?</u></p> <p><u>Christianity</u></p> <ul style="list-style-type: none"> • 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 others and the world • Use creative ways to express their
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					own ideas about the creation story and what it says about what God is like	
<p>PSHE</p> 	<p><u>Families and friendships</u></p> <ul style="list-style-type: none"> • roles of different people • families • feeling cared for <p><u>Safe relationships</u></p> <ul style="list-style-type: none"> • recognising privacy • staying safe • seeking permission <p><u>Respecting ourselves and others</u></p> <ul style="list-style-type: none"> • how behaviour affects others • being polite and respectful 	<p><u>Belonging to a community</u></p> <ul style="list-style-type: none"> • what rules are • caring for others' needs • looking after the environment <p><u>Media literacy and digital resilience</u></p> <ul style="list-style-type: none"> • using the internet and digital devices • communicating online <p><u>Money and work</u></p> <ul style="list-style-type: none"> • strengths and interests • jobs in the community 		<p><u>Physical health and Mental wellbeing</u></p> <ul style="list-style-type: none"> • keeping healthy • food and exercise • hygiene routines • sun safety <p><u>Growing and changing</u></p> <ul style="list-style-type: none"> • recognising what makes them unique and special feelings • managing when things go wrong <p><u>Keeping safe</u></p> <ul style="list-style-type: none"> • how rules and age restrictions help us • keeping safe online 		
<p>BV</p> 		Rule of Law	Individual Liberty	Mutual Respect	Tolerance of others	Democracy
<p>PE</p> 	<p><u>Gymnastics</u></p> <ul style="list-style-type: none"> • 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. 	<p><u>Ball Skills</u></p> <ul style="list-style-type: none"> • 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 		<p><u>Striking & Fielding</u></p> <ul style="list-style-type: none"> • 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) 		



- 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.

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

- 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.

