Year 1 Curriculum Map

Cuddington Community Primary School

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
ILP	**Weather**		**Hot and Cold Places**		**The Great Fire of London**	
Key Text(s)	Naughty Bus (Jan Oke and Jerry Oke) Astro Girl (Ken Wilson-Max)	Dragon Post (Emma Yarlett) Leo and the Octopus (Isabelle Marinov)	The Odd Egg (Emily Gravett) The Comet (Joe Todd-Stanton)	Dadaji's Paintbrush (Rashmi Sirdeshpande) Julian is a Mermaid (Jessica Love)	Beegu (Alexis Deacon) Lubna and Pebble (Wendy Meddour)	Stella and the Seagull (Georgina Stevens) The Sea Saw (Tom Percival)
Science	**Everyday Materials** • Name objects and identify the materials they are made from. • Recognise that objects are made from materials that suit their purpose. • Recall that a property is how a material can be described. **Working Scientifically** • Sort objects based on the materials they are made from. • Group objects based on their properties. • Suggest ways to test materials for their properties. • Make predictions and recognise whether they were accurate. • Use their observations to answer questions. • Begin to recognise if a test is fair.	**Comparing Animals** • Name and describe the physical features of a range of animals. • Sort animals into groups based on their similarities and differences. • Identify characteristics specific to mammals, birds, reptiles, amphibians and fish. • Recall the diets of carnivores, herbivores and omnivores. **Working Scientifically** • Use a non-fiction text to find out about specific animals' diets. • Recognise that there are different ways to gather data. • Record data in a block graph and use this to answer questions. • Recognise what the scientist Jane Goodall was known for. • Recall some of Jane Goodall's key findings.	**Forces and space: Seasonal changes** • Name the four seasons in order and describe the typical weather in each. • Name some activities and events in the four seasons. • Describe the appearance of a tree's leaves in each season. • Recall that summer has the most daylight hours and winter has the least daylight hours. • Record data about the temperature across the four seasons. • Label a map of the UK with capital cities and seasonal weather symbols. **Working Scientifically** • Complete a pictogram and use it to answer simple questions. • Record data about the temperature across the four seasons.	**Plants: Introduction to plants** • Identify plants and their features. • Recall some of the roles that flowering plant parts have. • Name some trees and their parts. • Identify similarities and differences between deciduous and evergreen leaves. • Recall that seeds and bulbs come from plants. • Recognise that seeds need water for growth. **Working Scientifically** • Raise questions about plants and respond to suggestions on how to set up an investigation to answer a question. • Use a magnifying glass to observe the different parts of flowering plants. • Use an identification chart to name flowering plants. • Sort plants into groups based on specific criteria.	**Animals: Sensitive bodies** • Draw and label human body parts. • Identify the body parts associated with each sense. **Working Scientifically** • Compare and group body parts. • Begin to recognise patterns in data and use these to answer questions. • Record data in a table. • Measure using non-standard units.	**Making connections: Investigating science through stories** • Identify the typical weather associated with each season. • Describe animal features. • Recognise similarities and differences between animals in the same animal group. • Build an animal home with natural materials. • Explain the difference between carnivores, herbivores and omnivores. **Working Scientifically** • Carry out online research to find answers to questions. • Measure length in centimetres. • Suggest how to carry out a waterproof test. • Begin to recognise if a test is fair. • Use data to answer questions. • Recognise patterns in data.

						• Group birds according to their diet.
Humanities	**Geography** **Weather and Fieldwork** • To know the four seasons of the UK. • To know how our behaviour changes based upon the weather. • To learn about the processes of decision making.		**Geography** **Hot and cold Places** • To know where the equator is. • Can identify some hot and cold climates. • Can name and identify the continents.		**History** **Great fire of London** • To explain why problems in 17th Century London made fires dangerous. • To identify important people and places during this period. • To use a range of historical sources for evidence collection.	
Art & Design **Design and Technology**	**Structures: Stable Structures** ▪ Explain that structures are things that are built and have a purpose. ▪ Understand that structures with a wider base are more stable than ones with a narrow base. ▪ Explain that extra weight added to the base of a structure makes it more stable. ▪ Design a product for a particular user. ▪ Use a sketch to show ideas. ▪ Choose the best method for joining the parts of the product. ▪ Make evenly spaced cuts. ▪ Use scissors to cut out a shape neatly and accurately. ▪ Explain what they like and dislike about their final product.	**Drawing: Make your Mark** • To know that an outline is a joined-up line that shows a 2D shape. • To know that drawing tools can create different marks. • To know that you can draw different types of lines. • To know that texture means 'what something feels like'. • To know that different marks can be used to represent the textures of objects. • To know that different drawing tools make different marks. • To know that things we see have darker and lighter areas.	**Textiles: Puppets** ▪ To know that 'joining technique' means connecting two pieces of material together. ▪ To know that there are various temporary methods of joining fabric by using staples, glue or pins. ▪ To understand that different techniques for joining materials can be used for different purposes. ▪ To understand that a template (or fabric pattern) is used to cut out the same shape multiple times.	**Sculpture and 3D: Paper Play** • To know that we can change paper from 2D to 3D by folding, rolling and scrunching it. • To know that three-dimensional art is called sculpture.	**Food: Fruit and Vegetables** • To understand the difference between fruits and vegetables. • To understand that some foods typically known as vegetables are actually fruits (e.g. cucumber). • To know that a blender is a machine which mixes ingredients together into a smooth liquid. • To know that a fruit has seeds and a vegetable does not. • To know that fruits grow on trees or vines. • To know that vegetables can grow either above or below ground. • To know that vegetables can come from different parts of the plant	**Painting: Colour Splash** • To know that the primary colours are red, yellow and blue. • To know that primary colours can be mixed to make secondary colours. • . To know that a pattern is a design in which shapes, colours or lines are repeated.
Music	**My Musical Heartbeat:** To know that a melody is a sequence of pitches and rhythms. To copy and repeat a simple melody using my voice. To know that a song is called a piece of music. To compose a short piece alone or collaboratively using a selection of these notes: C, D, E, F, G.	**Dance, Sing and Play:** To identify and name up to 5 instruments in a piece of music. To play an F# and G note. To know that stagecraft encompasses what you wear during a performance, the lighting, the stage design, how you stand etc.	**Exploring Sounds:** To know that improvise means to invent music on the spot. To improvise to a piece of music. To know that notes can be represented with graphics. To compose a melody using graphics.	**Learning to Listen:** To keep a steady beat when improvising. To improvise using F, G and A notes. To know that a stave is the main set of five lines and spaces where music is written down.	**Having Fun with Improvisation:** To know how to sing a melody that travels up and down in steps. To know what ascending means To know what descending means.	**Let's Perform Together:** To know how to sing appropriately for the style of the song e.g., loud, soft, enthusiastically, with sadness etc. To know that dynamics means how loud or quiet the music is.

				To practice writing the musical notes for F, G and A using a stave. To know that the tempo is the speed of music.	To know some of the features of pop music. To improvise using some of the features of pop music.	To plan a concert collaboratively.
Computing	**Computing systems and networks- Improving Mouse Skills:** • Use computers more purposefully. • Log in and navigate around a computer. • Drag, drop, click and control a cursor using a mouse. • Use software tools to create art on the computer.	**Programming- Algorithms unplugged:** • Explain what an algorithm is. • Write clear algorithms. • Follow an algorithm. • Explain what inputs and outputs are. • Create an achievable program. • Decompose a design into steps. • Identify bugs in an algorithm and how to fix them.	**Skills showcase- Rocket to the moon:** • Use a computer to make a list. • Explain the benefits of making a list on the computer. • Use a basic range of tools on graphics editing software to design a rocket. • Sequence instructions. • Follow instructions to build their model rocket. • Input data about their rockets into a table or spreadsheet.	**Programming –Bee-Bot:** • Recognise cause and effect when pressing buttons on a Bee-Bot. • Discuss and demonstrate how the Bee-Bot works. • Record video, ensuring everyone is in the shot. • Give several clear instructions in sequence. • Program a Bee-Bot to reach a destination. • Identify and correct mistakes in their programming.	**Creating media: Digital imagery** • Plan a pictorial story using photographic images in sequence. • Explain how to take clear photos. • Take photos using a device. • Edit photos by cropping, filtering and resizing. • Search for and import images from the internet. • Explain what to do if something makes them uncomfortable online. • Organise images on the page, orientating where necessary.	**Data handling: Introduction to data** • Represent animal-themed data in different ways, using objects and technology. • Log in and use mouse and keyboard skills to navigate the computer. • Represent the same data as a pictogram and a table or chart. • Collect data about minibeasts using a tally chart and represent data digitally. • Click and drag objects to sort data using a branching database. • Consider the types of input used to gather different forms of data when designing an invention.
PE	**Attack Defend Shoot- Unit 1 and 2:** • To recognise rules and apply them in competitive and cooperative games. • Use and apply simple strategies for invasion games. • Preparing for, and explaining reasons why we enjoy, exercise.	**Send and Return- Unit 1:** • Able to send an object with increased confidence using hand or bat. • Move towards a moving ball to return. • Sending and returning a variety of balls. **Gymnastics- Unit 1:** • Identify and use simple gymnastics actions and shapes. • Apply basic strength to a range of gymnastics actions. • Begin to carry basic apparatus such as mats and benches. • To recognise like actions and link.	**Hit Catch Run- Unit 1:** • Able to hit object using hand or bat. • To track and receive a rolling ball. • To throw and catch a variety of ball and objects. **Dance- Unit 1:** • Able to build simple movement patterns from given actions • Compose and link actions to make simple movement phrases • Respond appropriately to supporting concepts such as canon and levels	**Send and Return- Unit 2:** • Develop sending skills with a variety of balls • Track, intercept and stop a variety of objects such as balls and beanbags • Select and apply skills to beat opposition. **Gymnastics Unit 2:** • To perform a variety of basic gymnastics actions showing control • To introduce turn, twist, spin, rock and roll and link these into	**Run Jump Throw- Unit 1:** • Pupils will begin to link running and jumping. • To learn and refine a range of running which includes varying pathways and speeds. • Develop throwing techniques to send objects over long distances. **Dance- Unit 2:** • Respond to a range of stimuli and types of music • Explore space, direction, levels and speeds	**Run, Jump, Throw- Unit 2:** • Increase stamina and core strength needed to undertake athletics activities • Take part in a broad range of opportunities to extend strength, balance, agility and coordination • Cooperate with others to carry out more complex physical activities **Hit Catch Run- Unit 2:** • Develop sending and receiving skills

				• movement patterns • To perform longer movement phrases and link with confidence	• Experiment creating actions and performing movements with different body parts	to benefit fielding as a team. • Distinguish between the roles of batters and fielders. • Introduce the concept of simple tactics.
RE	**Christianity:** Why do Christian's call 'God' creator?	**Christianity:** What is the 'Nativity' and why is it important to Christians?	**Judaism:** What is the Torah and why is it so important. to Jewish families?	**Christianity:** What do Christians learn from stories of Jesus?	**Islam:** What is important for Muslim families?	**Thematic Unit:** Why do people tell stories?
RSHE	**<u>Being Me in My World</u>** • The rights and responsibilities as a member of my class • How my views are valued and to contribute our school Learning Charter • The choices that I make and their consequences.	**<u>Celebrating Difference</u>** • Similarities between myself and others in my class • Differences between myself and people in my class • Bullying and how it might feel • Who to talk too if I need help • Strategies to make friends	**<u>Dreams & Goals</u>** • How to set simple goals • How to use stepping stones to reach a goal • How to work well with others • Different ways to tackle a challenge • Obstacles and how to overcome them	**<u>Healthy Me</u>** • The differences between healthy and unhealthy choices • How to make healthy choices • Keeping myself clean • Germs, disease and illness • Medicines and how to use them safely • Crossing the road safely	**<u>Relationships</u>** • Different types of families • What it means to be a good friend • Appropriate ways to greet my friends • Who I can ask for help from within my school community • My qualities as a person and as a friend • Who is special to me	**<u>Changing Me</u>** • The life cycle of animals and humans • How I change as I get older • The things about me that stay the same • Changes that have happened in my life
Enrichment experiences	Hello Yellow	Art Week				Nower Wood