

Long Term Curriculum Map – Year 1

On-going Learning	<ul style="list-style-type: none"> To know the days of the week and months of the year. To learn about the seasons and which months are in each. To observe and discuss seasonal patterns and changes. To record the weather using weather symbols. 			Half termly welly walk: <ul style="list-style-type: none"> To learn about trees (deciduous and evergreens) and plants – name and identify these, observe seasonal changes. To identify and name local birds (Does the frequency of different birds change depending on the seasons?) To name and identify local wild animals (How can we protect their environment?) 		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Learning Experience	Who Am I?	Let's Explore!	Two Queens	Barnaby Bear Investigates the UK	Treasure Island	Up above and down below
Humanities	<p>History Changes within living memory:</p> <p>To develop an awareness of the past and begin to understand chronology. To use phrases which indicate a passing of time To understand how we can use photographs to find out about the past. To order the months of the year. To understand things change over time.</p> <p>Geography</p> <p>To understand the purpose of a map To plan a route To describe the features of the school environment To follow and give directions and instructions To use simple compass directions</p> <p>Geographical Skills</p> <p>To use simple maps To recognise basic human and physical features of the school environment To use simple fieldwork and observational skills to study the geography and human physical features of the school environment</p>	<p>Geography</p> <p>To know the street that they live on. To describe what they like doing in the local area. To recognise a variety of features, both human and natural, which make up the local area.</p> <p>Geographical skills</p> <p>To use maps to locate features in the local area. To describe features studied. To use simple compass directions. To use simple fieldwork and observational skills.</p>	<p>History</p> <p>In depth study, significant individuals: Queen Elizabeth I and Queen Victoria</p> <p>To identify key monarchs of England and explain who came before/after To compare the lives of Queen Elizabeth and Queen Victoria To understand that a source is evidence and gives us information about the past</p>	<p>Geography</p> <p>To locate the 4 countries of the UK and their capital cities on a map. To describe the features of a city. To describe the features of a nearby town. To distinguish between the features of a town and the countryside.</p> <p>Geographical skills</p> <p>To use atlases to identify the UK and its countries To use simple compass directions. To use locational and directional language.</p>	<p>History</p> <p>In depth study, significant individual: Grace O'Malley Enquiry</p> <p>To compare Grace O'Malley with images of pirates from the past and the present To sequence and understand key events from Grace's life To identify similarities and differences between ways of life in the 16th/17th century and the 21st century. To answer key enquiry questions.</p>	<p>History</p> <p>In depth study, events beyond living memory: The Wright Brothers (first aeroplane flight)</p> <p>To understand what significant is and explain how the Wright Brothers are significant To place events in chronological order and remember some key events from the Wright Brothers' life. To explore a range of sources to prove if a statement is true or false. To compare what life was like before and after the invention of the airplane.</p>

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Science	<p>To observe using the senses to compare different sounds, sights, tastes, textures and smells. To name a wider range of parts of the body such as backbone, ribs, skull and internal organs such as heart, lungs and stomach.</p> <p>Working scientifically: To observe things using simple equipment. To identify and sort different things. To collect and record data to help answer questions. To use key vocabulary.</p>	<p>To know the different seasons. To know how rain occurs. To begin to understand the difference in weather around the world.</p> <p>Working scientifically: To ask simple questions and recognise that they can be answered in different ways. To observe closely. To perform simple tests. To use key vocabulary.</p>	<p>To know the difference between the object and material it is made from. To know the names of materials such as wood, plastic, glass, metal, water. To be able to describe simple properties of materials such as soft, hard, rough.</p> <p>Working scientifically: To identify and classify To carry out simple tests To use key vocabulary to describe materials.</p>	<p>To understand what animals need in order to grow. To identify and name a variety of common animals including fish, amphibians, birds, and mammals. To identify and name animals that are carnivores, herbivores or omnivores.</p> <p>Working scientifically: To conduct research on animals To use key vocabulary.</p>	<p>To describe the qualities of different materials. To identify materials which would be best-suited for objects.</p> <p>Working scientifically: To sort and test materials To identify and classify materials To carry out simple tests. To use key vocabulary to describe materials.</p>	<p>To name and identify different types of plant and parts of a plant. To know the conditions needed for healthy plant growth. To learn how to grow a plant from seed in the right conditions.</p> <p>Working scientifically: To make predictions about conditions needed for growth. To observe and describe plant growth. To carry out a simple investigation.</p>
Art / DT	<p>Design Technology: Mechanisms Students will design, make and evaluate a family shield with a sliding part.</p> <p>Technical Knowledge: To learn to construct with a purpose in mind. To explore and use mechanisms [levers, sliders], in their products. To understand about the simple working characteristics of materials and components. To know the correct technical vocabulary for the projects they are undertaking.</p>	<p>Design Technology: Mechanisms Students will design, make and evaluate a moving vehicle.</p> <p>Technical Knowledge: To explore and use mechanisms [e.g. wheels and axles], in their products. To understand about the simple working characteristics of materials and components To know the correct technical vocabulary for the projects they are undertaking.</p>	<p>Art and Design: Painting Students will develop techniques and artwork inspired by 'Castle and the Sun' by Paul Klee.</p> <p>To extend the variety of drawing tools and explore different textures. To recognize various shapes and angles. To describe shapes that "make up" the structure of a castle. To design and produce a piece of artwork by drawing a castle using geometric shapes with a crayon, paint, watercolors pastels. To use a variety of media to draw visual elements- line, shape, tone and space. To use a wide range of colours - mixing primary colours to make secondary colours. To demonstrate ab awareness and discuss of patterns. To repeat patterns and explore symmetry.</p>	<p>Art and Design: Drawing & Painting Students will create landscapes using different textures and mediums.</p> <p>To discuss various textures with visual cues. To use personal experience to understand the experience. To discuss the texture artist's use, how have they achieved this and how would it feel. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To represent patterns using varying patterns and resources. To reproduce and apply an artist's colour range to their own work. To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p>	<p>Design Technology: Construction Students will design, make and evaluate small and large scale dens.</p> <p>Technical Knowledge: To apply understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>Art and Design: Textile Students will make a woven frame to hang in the den.</p> <p>To discuss the materials artists use, how have they achieved outcomes and how would it feel. To discuss the art of weaving and explore this art form in different cultures. To know the difference between the warp and weft threads in weaving. To know that over time the weaving process has been developed through innovations.</p>	<p>Art and Design: Drawing & Sculpting Students will use observational drawings of insects to design, make and evaluate junk model sculptures.</p> <p>To use visual and tactile elements, including colour, pattern, texture, line, tone, shape, form and space. To experiment with measuring, marking and cutting. To explore and compare different markings, lines and blending with varying mediums (charcoal, pastels, colouring pencils). To record from first-hand evidence, experience and imagination to sketch and produce observational drawings. To understand about the simple working characteristics of materials and components. To know the correct technical vocabulary for the projects they are undertaking.</p>

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RE	Who made the wonderful world and why?	Why are saints important to Christians ?	Nativity Characters: Which character are you? Why are you important?	Judaism - What is it like to live as a Jew?	What are God's rules for living – The 10 commandments	Why is Easter the most important festival for Christians?	Islam – What does it mean to be a Muslim?	Why is it good to listen to and remember the stories Jesus told? The parables of Jesus.
Wellbeing and Citizenship	<p>To set a goal</p> <p>To understand and explain how to keep teeth healthy</p> <p>To understand the importance of food</p> <p>To understand the difference between healthy and unhealthy foods</p> <p>To understand the importance of variety on a diet</p> <p>To explain how to use medicine safely</p> <p>To explain what voting is and why it is important Link to Student Council Elections</p> <p>To identify different types of bullying and explain what to do if they are being/witness bullying Link to Anti-Bullying week</p> <p>To identify and explain a range of positive and negative emotions</p> <p>To understand how to share feelings</p> <p>To understand how to keep my body and mind healthy</p>		<p>To understand what charity is and explain why people donate to charity</p> <p>To understand the difference between wants and needs</p> <p>To celebrate achievements</p> <p>To celebrate the achievements of others</p> <p>To fundraise money for a charity</p> <p>To explain how to keep safe online</p> <p>To identify who to talk to if you are worried or scared about something</p> <p>To explain how you can keep yourself safe at home</p> <p>To explain how to keep safe at home</p> <p>To explain the difference between good and bad secrets</p> <p>To know when and how to call 999</p> <p>To understand the PANTS rule</p>		<p>To identify the qualities of a good friend</p> <p>To explain what a compliment is and why it is important</p> <p>To recognise our achievements</p> <p>To identify places and people who make me feel safe.</p> <p>To explain why these places and people make us feel safe</p> <p>To explain why good friends are important and explore how to make new friends</p> <p>To understand good friendships and saying no</p> <p>To understand what 'bad' secrets are</p> <p>To explain who is in their family, while recognising families are different</p> <p>To explain how they have grown and changed</p>			
Computing/ E-Safety	<p>Digital Literacy</p> <p>To use technology purposefully to manipulate and retrieve digital content.</p> <p>To use technology safely and respectfully.</p> <p>To use technology by keeping personal information private.</p>	<p>Online Safety</p> <p>To use technology purposefully to manipulate and retrieve digital content.</p> <p>To use technology safely and respectfully.</p> <p>To identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p>Art Processing</p> <p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>To use technology and explore how to use shapes to draw and develop a final piece work.</p>	<p>Bee Bots</p> <p>To understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions.</p> <p>To use logical reasoning to predict the behaviour of simple programs</p> <p>use technology purposefully to create, organise, store, manipulate and retrieve digital content</p>	<p>Purple Mash</p> <p>To understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions</p> <p>To create and debug simple programs.</p> <p>To use logical reasoning to predict the behaviour of simple programs.</p>	<p>Word processing</p> <p>To use technology purposefully to manipulate and retrieve digital content.</p> <p>To combine texts and pictures in a very simple way through skills such as typing, symbols and save, editing, undo and redo, selecting and formatting text.</p>		
Music	<p>Charanga: Model Music Introducing Beat</p> <p>How can we make friends when we sing together?</p>	<p>Charanga: Model Music Adding Rhythm and Pitch</p> <p>How does music tell stories about the past?</p>	<p>Charanga: Model Music</p> <p>How does music make the world a better place?</p>	<p>Charanga: Model Music</p> <p>How does music help us to understand our neighbours?</p>	<p>Charanga: Model Music</p> <p>What songs can we sing to help us through the day?</p>	<p>Charanga: Model Music</p> <p>How does music teacher us about looking after our planet?</p>		

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PE	PERSONAL	SOCIAL	COGNITIVE	CREATIVE	PHYSICAL	HEALTH & FITNESS
	REAL PE Unit 1 Birthday Bike Surprise Pirate Adventure REAL GYM –Unit 1	REAL PE Unit 2 Journey to the Blue Planet Monkey Business REAL GYM Unit 2	REAL PE Unit 3 Tilly the Trains Big Day Thembi Walks the Tightrope REAL DANCE	REAL PE Unit 4 Clowning Around Wendy's Water-ski Challenge REAL DANCE	REAL PE Unit 5 John & Jasmine Learn to Juggle Ringo to the Rescue ATHLETICS	REAL PE Unit 6 Sammy the Squirrel Casper the Very Clever Cat OUTDOOR GAMES – Striking and fielding

