YEAR 1 CURRICULUM MAP *(SOME TOPICS MAY BE MOVED AROUND AT TEACHERS' DISCRETION)* CROSS-CURRICULAR LINKS
OPPORTUNITIES FOR SPIRITUAL EXPERIENCES MATHS LINKS (SEE DETAILS BELOW) CROSS CURRICULAR WRITING OPPORTUNITIES

SUBJECT	AUTUMN		SPRING		SUMMER	
SCIENCE	The Human Body AW AQ Writing Link: Create a fact file Maths Links: Statistics, Measurement Seasonal Changes: Autumn, Winter Materials: Identifying, grouping, properties AQ Maths Link: Place Value, Measurement, Statistics		Planting Part 1 AQ OPU Animals Seasonal Changes: Spring Planting Part 2: Planting beans Maths Link: Measurement		Plants: Know some common plants, plants' basic structure Planting Part 3 Seasonal Changes: Summer Maths Link: Time AQ OPU	
R.E.	**Value: CREATIVITY** Learn key prayers for worship Harvest UNIT 1.1: What do Christians believe God is like?	**Value: COURAGE** Festivals: Remembrance Day, Diwali, Advent, Christmas UNIT 1.3: Why does Christmas matter? Writing Link: The Christmas Journey	**Value: JUSTICE** Festivals: Eid, Chinese New Year UNIT 1.6: Who is Muslim and how do they live? OPU AQ Class assemblies	**Value: FORGIVENESS** Festivals: Easter, Mother's Day UNIT 1.7: Who is Jewish and how do they live? Writing Links: Recount, Character Description Class assemblies	**Value: TRUST** UNIT 1.10: What does it mean to belong to a faith community? (Sikhism) AQ OPU	**Value: PEACE** UNIT 1.9: How should we care for the world and others? AQ OPU
HISTORY/ GEOGRAPHY	Then and now: changes over time Looking at photographs – How have we changed? How do animals change? Maths Links: Time, Place Value Guy Fawkes and The Gunpowder Plot Great Fire of London		British Isles OPU Atlas work Maths link: Positional Language China Writing Link: Non-Chronological Report		Famous people: Neil Armstrong, The Wright Brothers, Amelia Earhart INS Maths Link: Place Value, Ordering Geographic language Exploring classroom and wider school environment. Maths Link: Positional Language	
ART/ DESIGN	Famous artist: Matisse Collage in the style of Matisse's "The Snail" AW INS	Famous Artist: Picasso Self-portraits AW INS	Famous artist: Sir Terry Frost Blossom Tree Printing, Leaf stencilling Winter collage using multi-media	Mother's Day cards Easter Egg Cards, baskets Maths Link: Geometry	Famous Artist: David Hockney AW INS	
D.T.	Food Technology: Healthy Eating Writing Link: Persuasion Maths Link: Measurement	Diva lamps Christmas cards, calendars Animal masks	Chinese lanterns Chinese shadow puppets	Mother's Day cards Easter baskets	Design a house Writing Link: Instructions Maths Link: Geometry, Shape	Food Technology mini-project: "Teddy Bears' Picnic"
P.E.	GetSet4PE Units: Ball Skills Dance	GetSet4PE Units: Fitness Dance	GetSet4PE Units: Invasion Games Gymnastics	GetSet4PE Units: Net and Wall Games Gymnastics	GetSet4PE Unit: Athletics	GetSet4PE Units: Fundamentals Y1/2 Athletics *Sports Day* AQ INS
COMPUTING	*Online Safety* Kapow Unit Computing Systems: mouse skills	Kapow Unit Programming 1: Algorithms unplugged	Kapow Unit Programming 2: Digital Bee-Bots	Kapow Unit Creating Media: Digital imagery	Kapow Unit Skills Showcase: Rocket to the Moon	Kapow Unit Data Handling: Introduction to data
MUSIC	Weekly Lessons from Oak National Academy Learn songs for worship	Learn songs for worship	Class Assemblies	Class Assemblies	Hymn Practice	Hymn Practice
PSHE (inc. HRE)	Emotions: recognise positive and negative emotions British Values	Firework safety Anti-bullying Week activities Healthy living: food and teeth Writing Link: Explanation	The Wider World: charity towards others Celebrate achievement Writing Link: Letter	E-safety: keeping safe online Well-being: keeping safe at home, good and bad secrets	Relationships: friendships, different types of families	Well-being: people and places that keep you safe; keeping clean British Values Writing Link: Discussion

SUBJECT OBJECTIVES *(STATUTORY)* (Suggested Maths links)

SCIENCE	**Working scientifically** During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills: ▪ 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. **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. **Maths link: Measurement – growing beans** **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 say which part of the body is associated with each sense **Maths links: Measurement - body measurements, Statistics - favourite animals (Animal Lady), Place Value - how many in each group?** **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. **Maths links: Statistics - sorting materials** **Seasonal changes** ▪ observe changes across the four seasons ▪ observe and describe weather associated with the seasons and how day length varies **Maths links: Measurement - Time - days, months and seasons**
R.E.	**Festivals** Christian, Sikh and Muslim: Harvest, Remembrance, Eid, Diwali, Easter, Mothering Sunday **Prayers** School prayers, different types of prayers, how we can pray **New Worcestershire Agreed Syllabus Units:** 1.1 What to Christians believe God is like? 1.3 Why does Christmas matter to Christians? 1.6 Who is Muslim and how do they live? 1.7 Who is Jewish and how do they live? 1.9 How should be care for the world and others? 1.10 What does it mean to belong to a faith community? (Sikhism)
HISTORY	Pupils should be taught about: ▪ changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life ▪ 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 achievements. Some should be used to compare aspects of life in different periods ▪ significant historical events, people and places in their own locality. **Maths links: Order of events, Time language relating to years, past etc, Place Value - timeline of events**

GEOGRAPHY	Pupils should be taught to: **Locational knowledge** ▪ name and locate the world's seven continents and five oceans ▪ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas **Place knowledge** ▪ understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country **Human and physical geography** ▪ identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles ▪ use basic geographical vocabulary to refer to: ▪ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ▪ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop **Geographical skills and fieldwork** ▪ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage ▪ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map **Maths links: Positional language inc. North, South, East, West** ▪ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key ▪ 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
ART/DESIGN	Pupils should be taught: ▪ to use a range of materials creatively to design and make products ▪ to use drawing, painting and sculpture 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 **Maths links: Shape and pattern in Rangoli and firework pictures, multiplication/symmetry in some images** ▪ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. **Maths links: Geometry - Explore how shape is used in Frost's use of arrays**
D.T.	When designing and making, pupils should be taught to: **Design** ▪ design purposeful, 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 **Maths links: Geometry - shapes for house design.** **Make** ▪ 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 **Evaluate** ▪ explore and evaluate a range of existing products ▪ evaluate their ideas and products against design criteria **Technical knowledge** ▪ build structures, exploring how they can be made stronger, stiffer and more stable ▪ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. **Cooking and nutrition** ▪ use the basic principles of a healthy and varied diet to prepare dishes ▪ understand where food comes from. **Maths links: Measurement: size of healthy portions, comparing portion sizes**

P.E.	Pupils should be taught to: ▪ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities **Maths links: Measurement - Time/distance for sports day and other different activities**

	▪ participate in team games, developing simple tactics for attacking and defending ▪ perform dances using simple movement patterns. **Maths links: Place Value - 'Supermovers' for warm ups**
I.C.T.	Pupils should be taught to: ▪ 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 purposefully to create, organise, store, manipulate and retrieve digital content ▪ recognise common uses of information technology beyond school ▪ **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. (HRE)** **Maths links: Place Value - Recognition of numbers on the keyboard, Geometry - Bee Bots, 2D/3D shape pictures, PSR - logic and sequence in coding**
MUSIC	Pupils should be taught to: ▪ use their voices expressively and creatively by singing songs and speaking chants and rhymes ▪ play tuned and un-tuned 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. **Maths links: Place Value - Counting in rhythm, patterns of instruments used; Time - measure how long each section of music lasts for before it changes; Measurement - Make music to last a set amount of time**