

Curriculum Map Year 1 - 2020/21

- The table below identifies the objectives for this year group and which term these objectives should be covered, however staff have ownership over when they are taught in the term.
- It is expected that the Wider Curriculum will be taught weekly or fortnightly, depending on the timetable agreed by SLT, to ensure mastery of key skills.

All staff must RAG rate the objectives electronically at the end of each half-term to ensure coverage of the objectives - these will be monitored.

Foundation Subjects:	National Curriculum Coverage:	Year 1			
		Autumn Where I live/Belonging.	Spring. Where the wild things are Links to Kenya.	Summer. The changing face of medicine.	
Art and Design	In painting, use thick and thin brushes and mix primary colours to make secondary; add white to colours to make tints and add black to make tones; create colour wheels	Colour wheel Autumnal colour wheel Autumnal tree tints/tones			
	In collage, use a combination of materials that are cut, torn and glued. Sort and arrange materials and mix materials to create texture	Clear A4 cellophane with autumnal tissue paper/collage materials leaf	Look at Masai Mara shields and create a collage		
	In drawing, draw lines of different sizes and thickness; colour own work neatly following the lines		Draw a Masai Mara shield using different sizes and thickness		
	In print, use objects to create print, such as fruit, vegetables, sponges. Press, roll, rub and stamp to make prints; use repeating or overlapping shapes; mimic prints from the environment e.g. wallpapers	Vegetable printing linked to Harvest Festival			
	Study a range of artists, craft makers and designers and make links to their own work.	Henry Matisse - printing			
Computing	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 and store, digital content				
	Recognise common uses of information technology beyond school				
	Use technology safely and respectfully, keeping personal information private;	E-safety day awareness through PSHE			
Science	Work scientifically	Ask 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			Study the local environment and the sensory garden to explore common wild and garden plants that are available in local habitats in the United Kingdom.
		Identify and describe the basic structure of a variety of common flowering plants, including trees			
	Animals, including humans	Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals		To name a variety of different animals and be able to describe their natural habitats. Understand how to take care of animals in their local environment.	
		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 and draw and label the basic parts of the human body and say which part of the body is associated with each sense:			
Everyday materials		Distinguish between an object and the material from which it is made	Learning the names of materials and their properties. For example, rough and smooth, waterproof and not waterproof and opaque, transparent or translucent. Explore and experiment with different materials and will test different materials using the West Suffolk College Science box.		
		Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock W			
		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			
Seasonal changes		Observe changes across the four seasons	Observe transitions between the four seasons and comment on them. For example, how leaves fall of the trees in autumn and how days becomes much shorter during the autumn/ winter period.	Observe transitions between the four seasons and comment on them. For example, how leaves fall of the trees in autumn and how days becomes much shorter during the autumn/ winter period.	Observe transitions between the four seasons and comment on them. For example, how leaves fall of the trees in autumn and how days becomes much shorter during the autumn/ winter period.
		Observe and describe weather associated with the seasons and how day length varies			
Design and Technology		Design purposeful, functional, appealing products for themselves and other users based on design criteria		Puppet making (Kapow) or pop-up book in African style	Prepare a healthy hospital meal for a patient
		Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology		Puppet making (Kapow) or pop-up book in African style	Prepare a healthy hospital meal for a patient
		Select from and use a range of tools and equipment to perform practical tasks - cutting		Puppet making (Kapow) or pop-up book in African style	Prepare a healthy hospital meal for a patient
		Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics -		Puppet making (Kapow) or pop-up book in African style	Prepare a healthy hospital meal for a patient
		Explore and evaluate a range of existing products		Puppet making (Kapow) or pop-up book in African style	
		Evaluate their ideas and products against design criteria		Puppet making (Kapow) or pop-up book in African style	
		Build structures, exploring how they can be made stronger, stiffer and more stable	Link to building structures in Maths		
		Explore and use mechanisms [levers, sliders], in their products	Link to building structures in Maths		
Geography		Ask and answer geographical questions like: What is this place like? What or who will I see in this place? What do people do in this place?	Local geography (school/ Haverhill)	Comparison between London and Nairobi Zoom out from Haverhill	
		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 (land use).	Local geography (school/ Haverhill)		
		Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas, including using maps, atlases and globes		Comparison between London and Nairobi Zoom out from Haverhill	
		Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom		Comparison between London and Nairobi Zoom out from Haverhill	
		Understand geographical similarities and differences through studying a small area in a contrasting non-European country		Comparison between London and Nairobi Zoom out from Haverhill	
		Identify seasonal and daily weather patterns in the United Kingdom	Local geography (school/ Haverhill) Look at different weather patterns in the UK and compare and contrast between different seasons -linked to Science objectives.		
		Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles		Comparison between London and Nairobi Zoom out from Haverhill	
		Use basic geographical vocabulary to refer to key physical features, including: beach, coast, forest, hill, sea, river, season and weather		Comparison between London and Nairobi Zoom out from Haverhill	
		Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Local geography (school/ Haverhill)		
		Use simple compass directions (North, South, East and West) and locational and directional language [for	Local geography (school/ Haverhill)		

	example, near and far; left and right], to describe the location of features and routes on a map			
	Devise a simple map	Local geography (school/ Haverhill)	Comparison between London and Nairobi Zoom out from Haverhill	
History	Changes in living memory.	Create a family tree Local History (buildings, train station disappearing, Gurteens, church).		Edith Cavell and Mary Seacole. Compare Historical health service to current NHS and refer to Covid 19 outbreak
	Ask questions such as: what was it like for people? What happened? How long ago? How do we find out about the past?	Create a family tree Local History (buildings, train station disappearing, Gurteens, church).		Edith Cavell and Mary Seacole. Compare Historical health service to current NHS and refer to Covid 19 outbreak
	Label time lines with words or phrases such as: past, present, older and newer. Know and use basic historical terminology such as a long time ago, recently, years, decades, centuries. Add to this the events and people they are studying and their own lives	Create a family tree Local History (buildings, train station disappearing, Gurteens, church).		Edith Cavell and Mary Seacole
	Choose sources to show they know and understand events: artefacts, pictures, stories , online sources and databases	Create a family tree Local History (buildings, train station disappearing, Gurteens, church).		Artefacts, pictures and stories related to history of health service
	Know events beyond living memory that are significant nationally or globally: 1900's onwards			Evolution of NHS and medicine
	Know 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: Queen Elizabeth II			Queen Elizabeth II
	Significant places in their own locality: their school	Create a family tree Local History (buildings, train station disappearing, Gurteens, church).		
Music *National curriculum statements are marked as bold. Italics show the knowledge from Charanga units.	Use their voices expressively and creatively by singing songs and speaking chants and rhymes: - <i>To confidently sing or rap five songs from memory and sing them in unison.</i> <i>A performance is sharing music with other people, called an audience.</i>	<i>ongoing</i>	<i>ongoing</i>	<i>ongoing</i>
	Play tuned and untuned instruments musically: - <i>Learn the names of the notes in their instrumental part from memory or when written down.</i> <i>Learn the names of the instruments they are playing.</i>	<i>ongoing</i>	<i>ongoing</i>	<i>ongoing</i>
	Listen with concentration and understanding to a range of high-quality live and recorded music: - <i>To know 5 songs off by heart.</i> - <i>To know what the songs are about.</i> - <i>To know and recognise the sound and names of some of the instruments they use.</i> - <i>To know that music has a steady pulse, like a heartbeat.</i> <i>To know that we can create rhythms from words, our names, favourite food, colours and animals.</i>	<i>ongoing</i>	<i>ongoing</i>	<i>ongoing</i>
	Experiment with, create, select and combine sounds using the inter-related dimensions of music: - <i>Improvisation is about making up your own tunes on the spot; When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them; Everyone can improvise!</i> <i>Composing is like writing a story with music; Everyone can compose.</i>	<i>ongoing</i>	<i>ongoing</i>	<i>ongoing</i>
Religious Education	Know that some families believe about God, the natural world, human beings, a significant figure by looking at the Creation story and the Christmas story			
	Know where and how people belong and why belonging is important to the Jewish community			
	Know how and why some people pray and what happens in a place of worship			
	Figures who have an influence on others locally, nationally and globally in religion and why: Jesus			
	How and why some stories and books are sacred and important: Christmas story, Good Samaritan			
	What celebrations are important in religion and why? Christmas, Advent, Easter, Shabbat			

	How are symbols and artefacts used to express religious meaning and why they are used? Advent candle and calendars, Shabbat symbols			
Physical Education (where applicable)	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			
	Participate in team games, developing simple tactics for attacking and defending			
	Perform dances using simple movement patterns.			