

Year 1 Science & Foundation subjects Curriculum map

	Autumn Term		Spring Term		Summer Term	
Science	<p>Forces and space: Seasonal changes Reflecting on their own experiences, children learn about the four seasons and the weather associated with each. Pupils explore how seasonal changes affect trees, daylight hours and clothing choices. They plan and carry out their own weather reports, considering the knowledge required for this job.</p>	<p>Materials: Everyday materials Identifying and naming objects and the materials from which they are made. Pupils compare and group materials based on how they look and feel and carry out tests to sort materials based on unobservable properties.</p>	<p>Animals: Sensitive bodies Identifying and naming body parts and conducting practical activities with the senses to spot patterns and answer questions.</p>	<p>Animals: Comparing animals Comparing and grouping animals based on similarities and differences in their characteristics, physical features and diets.</p>	<p>Plants: Introduction to plants Venturing outside, children identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. They use magnifying glasses to observe and name plant parts and sort leaves into groups based on appearance. Pupils investigate if beans need water for growth and identify edible plant parts</p>	<p>Making connections: Investigating science through stories Using picture books as inspiration, children broaden their understanding of plants and animals. They gather and record data to find out if taller trees have larger trunks and recap the features of different animal groups. They build waterproof animal homes with natural materials and sort birds according to their diet</p>
History & Geography	<p>What is it like here? Locating where they live on an aerial photograph, children recognise local features. They create maps using classroom objects before drawing simple maps of the school grounds. Pupils use maps to follow simple routes around the school grounds and carry out an enquiry about how to improve their playground.</p>	<p>Toys through time Pupils explore how toys have changed during their own living memory and beyond. They use artefacts to find out about the past, identifying similarities and differences and developing their understanding of chronology. They then set up a toy museum in their classroom.</p>	<p>Under the ground: Mary Anning fossil hunter Pupils work with fossils/images of fossils as well as considering historical evidence to find out about Mary Anning's achievements. Within the context of the time period, they consider her age and gender and how these would have been barriers. They consider the importance of her achievements and how we can help with remembering her today.</p>	<p>What is the weather like in the UK? Studying the countries and cities that make up the UK, children discuss the four seasons and their associated weather. They consider how we change our behaviour in response to different weather and keep a weather diary or record. Finally, children investigate the UK's hot and cold places using weather maps with a simple key.</p>	<p>Christopher Columbus Finding out about events and people beyond living memory. Pupils start by sequencing before moving on to looking at motivation and the significance of his achievements, both for the time and for today. They investigate which parts of the world he explored, before considering his treatment of indigenous peoples and cultures. Pupils finally look at different interpretations of the explorer.</p>	<p>What is it like to live in Shanghai? Using a world map, children start recognising continents, oceans and countries outside the UK with a focus on China. They identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. Pupils then compare these features to those in the local area and make a simple map using data they have collected through fieldwork.</p>
Art & Design Technology	<p>Drawing: Make your mark Exploring mark making and line; working and experimenting with different materials through observational and collaborative pieces.</p>	<p>Textiles: Puppets Explore methods of joining fabric. Design and make a character-based hand puppet using a preferred joining technique, before decorating.</p>	<p>Cooking and nutrition: Smoothies Learning food preparation skills and emphasis on taste testing and ingredient choices.</p>	<p>Craft and design: Woven wonders Learning fibre art skills such as plaiting, threading, knotting and weaving to create three-dimensional woven artworks inspired by artist Cecilia Vicuña.</p>	<p>Sculpture and 3D: Paper play Creating simple three dimensional shapes and structures using familiar materials, children develop skills in manipulating paper and card. They fold, roll and scrunch materials to make their own sculptures.</p>	<p>Structures: Constructing a windmill Designing a windmill a specific given user for the product.</p>
RE	<p>How did the world begin? Exploring a range of creation stories in imaginative ways, children present their own ideas using art and language. They consider how creation</p>	<p>What do some people believe God looks like? Exploring how other people understand God on Earth; considering different representations of God and</p>	<p>What is God's job? Investigating the roles of God through stories and sacred texts, children look at the things God does and what this means to different people.</p>	<p>Why should we care for the world? Building on their understanding of creation stories, children explore beliefs about the relationship between humans and nature.</p>	<p>How do we know that new babies are special? Finding out about different ceremonies to welcome home a new baby and exploring some of the symbolism in these ceremonies.</p>	<p>Why should we care for others? Investigating the importance of taking care of others from different views.</p>

	stories help some people understand what God is like.	understanding why this is challenging.				
PSHE	Healthy Minds and Bodies Awareness of feelings Keeping well and clean	Anti-bullying Positive Friendships Friendships Being yourself Celebrating difference	Living and Growing Parts of the body Growing and changing	Managing Change Coping with Loss Awareness of feelings Managing change – losing and finding	Safety Drug Education: staying safe Feeling unsure and making choices Road safety	Safety Growing up How trusted adults help us
PE	Multi Skills	Dance	Multi Skills & Gymnastics	Fundamental Movement & Ball Skills	Athletics & Introduction to Sports	Athletics & Introduction to Sports
Computing	Kingswood Primary School Online Scheme of Work		Unit 1.1 We are treasure hunters In this unit, pupils will learn: <ul style="list-style-type: none"> ● that a programmable robot can be controlled by inputting a sequence of instructions ● to develop and record sequences of instructions as an algorithm ● to program a robot to follow their algorithm ● to predict how their programs will work ● to debug programs. 		Unit 1.3 We are digital artists In this unit, pupils will learn: <ul style="list-style-type: none"> ● how to select and set brushes and colours ● to create artwork in a range of styles on iPads ● to use the undo function if they make mistakes and to encourage experimentation ● to use multiple layers in their art ● to transform layers ● to paint on top of photographs. 	
Music	Menu song Active listening (movement), beat, echo singing, showing pitch moving	Colonel Hath's march Beat, march, timbre, film music. Timbre, pitch, structure, graphic symbols, classical music	Football Beat, ostinato, pitched/unpitched patterns, mi-re-do (notes E-D-C)	'Dawn' from Sea interludes Beat, active listening (singing game, musical signals, movement), 20th century classical music	Dancing and drawing to Nautilus Active listening (musical signals, internalising beat, draw to music, movement/actions), electronic music	Come dance with me Call-and-response, echo singing and playing, playing percussion, crotchet, quavers, crotchet rest, developing beat skills