

Year 1 Curriculum Map

ART

Develop ideas:

- Respond to ideas and starting points
- Explore ideas and collect visual information
- Explore different methods and materials as ideas develop

Mastering techniques

Painting:

- Use thick and thin brushes
- Add white to colours to make tints and black to colours to make tones

Sculpture:

- Use a combination of shapes
- Include lines and texture
- Use rolled up paper, straws, paper, card and clay as materials
- Use techniques such as rolling, cutting, moulding and carving

Drawing:

- Draw lines of different sizes and thickness
- Show pattern and texture by adding dots and lines

Take inspiration from the Greats:

- Describe the work of notable artists, artisans and designers.
- Use some of the ideas of artists studied to create pieces.

HISTORY

Investigate and interpret the past:

- Observe or handle evidence to ask questions and find answers to questions about the past
- Ask questions such as: What was it like for people? What happened? How long ago?
- Use artefacts, pictures, stories, online sources and databases to find out about the past

Build an overview of history:

- Describe historical events
- Describe significant people from the past
- Recognise that there are reasons why people in the past acted as they did

Understand chronology:

- Place events and artefacts in order on a time line
- Label time lines with words or phrases such as: past, present, older and newer
- Recount changes that have occurred in their own lives

Communicate historically:

- Use words and phrases such as: a long time ago, recently, when my parents/carers were children, years, decades and centuries to describe the passing of time
- Show an understanding of the concept of nation and a nation's history -Show an understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace

MUSIC

Compose:

- Create a sequence of long and short sounds
- Create a mixture of different sounds (long and short, loud and quiet, high and low)
- Choose sounds to create an effect -Sequence sounds to create an effect. -Create short musical patterns (ostinati) accompaniments and soundscapes
- Create short rhythmic phrases

Transcribe:

- Use symbols (pictures, shapes, lines, dots) to represent a composition.
- Relate graphic symbols to changes in pitch, duration and dynamics and use them to help with a performance
- Begin to read conventional notation to play rhythms

Perform:

- Perform with concentration
- Take part in singing recognising pitch changes, contrasts, feelings and metre
- Follow instruction on how and when to play an instrument
- Make and control long and short sounds, using voice and instruments
- Show awareness of timbre
- Use dynamics
- Maintain a steady beat
- Play at different tempi
- Clap rhythm patterns

Improvise:

- Improvise descriptive music for a given stimulus using body percussion, classroom instruments and found sound
- Structure beginning, middle and end
- Arrange by discussion

Describe:

- Respond to music in movement and in language of feelings, mood and imagination
- Identify beat of a tune and develop an understanding of metre
- Recognise changes in timbre, dynamics and pitch and tempo
- Distinguish between pitched and un-pitched sounds
- Respond with movement to music
- Begin to build rudimentary music vocab: pulse, beat, strong beat, steady beat, etc

GEOGRAPHY

Investigate places:

- Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?)
- Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment
- Use aerial images and plan perspectives to recognise landmarks and basic physical features
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Investigate patterns:

- Identify seasonal and daily weather patterns in the United Kingdom
- Identify land use around the school

Communicate geographically:

- Use basic geographical vocabulary to refer to:
 - key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather
 - key human features, including: city, town, village, factory, farm, house, office and shop
- Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map

BRITISH VALUES

Democracy:

- Take part in class votes
- Say why a vote is a fair way to make group decisions

Rule of law:

- Suggest ideas for class rules and explain why they should be in place
- Show respect for the school rules by always striving to abide by them Individual liberty

Individual liberty:

- Make sensible choices independently
- Give ideas and suggestions willingly

Mutual respect:

- Take turns and share resources and ideas
- Begin to compromise with support

Tolerance of those of different faiths and beliefs:

- name people/events/things that are important to them and say why they are important
- Ask others about people/events/things that are important to them

SPIRITUAL, MORAL, SOCIAL AND CULTURAL VALUES

Spiritual:

- Consider the beauty of nature and different settings
- Compare naming rituals between different cultures
- Discuss techniques for overcoming fears

Moral:

- Discuss right and wrong (through the context of traditional tales)
- Discuss fairness and equality (context of children's rights and new toys)
- Names some ways in which we can look after our world

Social:

- Work collaboratively
- Communicating clearly and negotiating fairly
- Name and describe some different job roles in our community and further afield.

Cultural:

- Describe foods from different cultures and traditions
- Compare and describe toys from around the world and those made of recycled materials
- Children name significant figures in British History (such as The Wright Brothers)

COMPUTING

Computer Science

- 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

Information technology

- Use technology purposefully to create organise and retrieve digital content

Digital Literacy

- 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 contents or contact on the internet or other online technologies

RELIGIOUS EDUCATION

Believing

Why are some stories special?

- Suggest feelings and reactions of characters at key points in faith stories
- Retell Bible stories and stories from another faith
- Ask and suggest answers to questions arising from stories Jesus told and from another religion
- Express their own ideas about stories of bravery, kindness and friendship from the Bible
- Recognise that Holy Books contain stories which are special to many people and should be treated with respect

Expressing

Why do we celebrate special times?

- Ask questions and suggest answers about stories to do with Christmas and Easter and a story from a festival in another religion Suggest meanings for some symbols used in the Christian celebration of Easter and Christmas

- Suggest meanings for some symbols used in the Church
- Celebration of a festival in another religion (eg Hanukkah or Sukkoth in Judaism)
- Talk about features in festival stories that made people feel happy or sad and compare them with their own experiences

What special things help people to worship?

- Talk about meanings contained in stories, objects and symbols
- Work out a symbol to remind themselves of something special in their own experience
- Identify special objects and symbols found in a place where people worship and be able to say something about how these are used and what they mean to believers
- Identify special objects and symbols found in their own home or school and say why these are special and what they mean
- Demonstrate appropriate care and sensitivity when handling religious artefacts and objects special to others

Belonging

- Identify symbols of belonging from their own experience and for Christians and at least one other religion, suggesting what these might mean
- Retell what happens at a traditional Christian infant baptism/dedication and suggest what the actions and symbols mean
- Talk about what is special and of value about belonging to a group that is important to them
- Talk about what is special and of value to religious people when they meet for worship

SCIENCE

Working Scientifically

- Ask simple questions
- Observe closely, using simple equipment
- Perform simple tests
- Identify and classify
- Use observations and ideas to suggest answers to questions
- Gather and record data to help in answering questions

BIOLOGY

To Understand Plants

- Identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen
- Identify and describe the basic structure of a variety of common flowering plants, including roots, stem/trunk, leaves and flowers

To Understand Animals and Humans

- Identify and name a variety of common animals that are birds, fish, amphibians, reptiles, mammals and invertebrates.
- 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 (birds, fish, amphibians, reptiles, mammals and invertebrates, 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

To investigate 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

To understand the Earth's movement in space

- Observe the apparent movement of the Sun during the day
- Observe changes across the four seasons
- Observe and describe weather associated with the seasons and how day length varies

PHYSICAL EDUCATION

Games/Athletics

- Use the terms 'opponent' and 'team-mate'
- Use rolling, hitting, running, jumping, catching and kicking skills in combination
- Develop tactics
- Lead others when appropriate

Dance:

- Copy and remember moves and positions.
- Move with careful control and coordination.
- Link two or more actions to perform a sequence.
- Choose movements to communicate a mood, feeling or idea

Gymnastics:

- Copy and remember actions
- Move with some control and awareness of space

- Link two or more actions to make a sequence
- Show contrasts (such as small/tall, straight/curved and wide/narrow)
- Travel by rolling forwards, backwards and sideways
- Hold a position whilst balancing on different points of the body
- Climb safely on equipment
- Stretch and curl to develop flexibility
- Jump in a variety of ways and land with increasing control and balance

DESIGN TECHNOLOGY

Master practical skills

Food

- Cut, peel or grate ingredients safely and hygienically
- Measure or weigh using measuring cups or electronic scales
- Assemble or cook ingredients

Materials

- Cut materials safely using tools provided.
- Measure and mark out to the nearest centimetre.
- Demonstrate a range of cutting and shaping techniques (such as tearing, cutting, folding and curling)
- Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen)

Construction

- Use materials to practise drilling, screwing, gluing and nailing materials to make and strengthen products.

Design, make, evaluate and improve

- Design products that have a clear purpose and an intended user
- Make products, refining the design as work progresses
- Use software to design

Take inspiration from design throughout history

- Explore objects and designs to identify likes and dislikes of the designs
- Suggest improvements to existing designs -Explore how products have been created